

Universal Screening Considerations

(Adapted from Muscott, 2008)

Documented Purpose and Policy		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	a. Who provides approval? <ul style="list-style-type: none"> • Is it the school board, school superintendent, special services director, a leadership team and/or building level principal? 	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	a. Is the alignment with district and building level mission, priorities and improvement goals documented? b. Is there an existing system for identifying at- risk students? c. Is the existing system effective in finding students with externalizing or internalizing types of concerns? d. Are there any groups of students who are not consistently identified? e. How will the results be used? f. How will screening be distinguished from a diagnostic process?	
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social- emotional / behavioral concerns.	a. What are the current policies and procedures regarding vision, hearing and academic screening? b. Is that policy effective and can it be used for social- emotional / behavioral concerns?	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will parents be notified of the screening? c. When in the process will parental consent be obtained? Will parental consent be active or passive? d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed? e. How will results of the screening be used?	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?	



6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	
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Clearly Defined Procedures		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
7. Timeline for administration(s) is determined and is frequent enough to catch transient students –first administration in Fall.	a. How often and when will screenings occur? b. Is there a process in place to address concerns if a child demonstrates risk in between occurrences of screening?	
8. The screening process includes provision that all students are considered and the process is suitable to identify students with internalizing or externalizing concerns.	a. Which teachers will complete the screening so that all students have an equal chance of being considered?	
9. An evidence based instrument with appropriate psychometric properties and norms is identified.	a. What are the advantages and disadvantages of the instruments under consideration?	
10. Clear instructions to complete w/ training for all on how to complete.	a. Who will provide training and instructions for the screening process including how to complete the instrument, use of results and follow up obligations of participating teachers?	

Availability of Supports		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
11. Resources are available to support universal screening (e.g. personnel, materials and time for professional learning).	a. What materials will be required to complete the process? b. How will materials be obtained? c. How much time will be needed for screening and when will time be given for this to occur?	
12. A team exists that can support the student, family, and classroom teacher in determining what response should be taken for students who are identified as at-risk.	a. What is the responsibility of the team? b. How are screening results processed once they reach the team?	
13. School and community-based supports for responding to identified students are available and adequate to serve the level of need.	a. What supports are available for students who are identified? b. How do students, families and teachers access these supports?	

