Screening Self-Assessment ☑

Below is a screening self-assessment tool that can be used to consider the necessary steps to take when implementing universal screening into a school. Please consult the School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance for additional information, and please know that these steps are simply suggestions, as the process should be informed by setting-specific needs.

☐ Step 1: Establish School Leadership Team

Considerations	Progress	Comments and Next Steps
Establish a building leadership team with the necessary members	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Assign roles to team members	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Set an agenda for team meetings	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Create "norms" or general rules for meetings	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Document decisions	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Revisit goals	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Ensure all members' voices are heard at meetings	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Seek feedback from appropriate staff and students who are not at meetings	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Communicate decisions to appropriate individuals	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	

☐ **Step 2: Identify Key Areas to Screen and Select Appropriate Screening Instruments**

Considerations	Progress	Comments and Next Steps
Screening is chosen based on relevance to school's demographics and characteristics	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener is age- and developmentally appropriate	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener has been validated or normed in a sample similar to the population being evaluated	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener is practical to universally administer	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener's cost does not outweigh the benefits of its results	☐ Fully True ☐ Partially True ☐ Not True	
Involved stakeholders consider the screener to be acceptable and useful	☐ Fully True ☐ Partially True ☐ Not True	
Staff can be adequately trained before using the selected screening measure	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener demonstrates good reliability	☐ Fully True ☐ Partially True ☐ Not True	
The selected screener demonstrates good validity	☐ Fully True ☐ Partially True ☐ Not True	

☐ Step 3: Plan for Implementation

Considerations	Progress	Comments and Next Steps
Appropriate informants are selected	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
A plan is in place to ensure that all students are able to be screened in a manner consistent with other students	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Determine if different raters are necessary given the selected screener	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Identify a site-based professional responsible for leading the screening process	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Determine the trained staff who will be available and accessible during screening	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Establish and distribute a screening calendar before the school year begins	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Determine alternative activities that will be available for students not being screened	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Screening will be done in a location that ensures privacy	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Necessary consent and/or assent has been received	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
A system of receiving and maintaining records of consent is developed	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
The selected screener has social validity	☐ Fully True ☐ Partially True ☐ Not True	
Data security is maintained	☐ Fully True ☐ Partially True ☐ Not True	

☐ **Step 4: Administer Screening**

Considerations	Progress	Comments and Next Steps
Provide proctors with a specific script	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
All supplies are prepared, understood and distributed before screening day	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Technical support will be available during the screening, and staff know how to reach support	☐ Fully True ☐ Partially True ☐ Not True	
Fidelity data is collected during administration process	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Proctors are prepared to handle unintended emotional responses	☐ Fully True ☐ Partially True ☐ Not True	

☐ **Step 5: Use Results to Drive Intervention**

Considerations	Progress	Comments and Next Steps
Check the validity of the initial list of students and their risk status	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Decide which risk level to target	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Provide parents, teachers and students with screening results within a reasonable amount of time	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Determine when to serve students at risk	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Select an intervention-target level (i.e. low, moderate, high)	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Determine who will provide the intervention and what support is needed	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Each member of the team verbally agrees to his or her role in the plan	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Schedule a follow-up discussion within 3-5 days to provide feedback	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	

☐ **Step 6: Evaluate Progress**

Considerations	Progress	Comments and Next Steps
Student progress is measured to determine intervention's effectiveness	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Progress monitoring is based on discrete and operationally defined behavior or construct	☐ Fully True ☐ Partially True ☐ Not True	
There is consistent collaboration and communication among students, family and school	☐ Fully True ☐ Partially True ☐ Not True	
Evaluate fidelity data	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
Consider feedback from anyone involved with the screening process	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	
A system of receiving and maintaining record of consent is developed	☐ Fully Completed ☐ Partially Completed ☐ Not yet Completed	