

APPENDIX E

Guiding Questions for Developing A Protocol for Using SEB Screening Data

First, the answers to several overarching questions should guide a school team’s development of a protocol for using universal SEB screening data to inform decisions, including:

- Why are we implementing universal SEB screening?
- What questions are we trying to answer?
- How have we defined our student “universe” (e.g., all students)? If not all students, what is our rationale for focusing on only a subset of students.
- What does our universal SEB screener measure? What types of scores (i.e., total and subscales) and classifications (e.g., not at-risk and at-risk) does our SEB screener provide?
- How often during the school year are we gathering universal screening data?
- How far are we in implementing a full continuum of comprehensive SEB supports (i.e., what interventions are being implemented at which tiers and are they being implemented with fidelity and effectiveness)?

The following questions are intended for school teams to consider as they develop a protocol for using SEB screening data to inform decisions:

- How will we share SEB screening data with parents, students, and other stakeholders and when?
- How will we use SEB screening data to monitor change over time (e.g., fall to spring)?
- How will we analyze SEB screening data at different levels (school, grade, classroom, student)?
- How will we analyze data for data for different subgroups (e.g., gender, ethnicity, IEP status, etc.)?
- How will we use data to match students to intervention?
 - Based on our capacity to provide additional supports?
 - Based on risk classification?
 - Based on risk classification and other risk indicators (e.g., attendance, test scores, discipline referrals)?
- How will we develop our decision rules to match students to intervention?
 - How will we confirm the need for additional intervention?
 - What other data sources (e.g., office referrals, attendance, etc.) will we consider?
 - How will we determine which intervention to match students?
 - When and how will we collect additional data?
- How will we evaluate our SEB screening system as a whole?
 - Are all students identified as having SEB need, receiving intervention matched to their needs? What percentage of these students are responding to intervention?
 - Are outcomes for students accessing intervention improving?
 - Are interventions available to meet the needs of all identified students?
 - How much time is lapsing between SEB screening and students receiving intervention?