

APPENDIX B

Implementation Checklist and Planning Guide

The intent of this checklist is to help teams facilitate, monitor and problem solve the implementation process, and is not designed to be comprehensive in nature. Readers are strongly encouraged to review the content throughout this implementation guide to inform specific processes as well as consulting with legal/ethical guidelines, state and district policies and statutes, and independent reviews of technical adequacy of screening instruments (e.g., National Center for Intensive Intervention). In addition, teams should determine that data are valid and reliable for at least 90% of the target (universal) population, and collected two to three times per year, using a psychometrically defensible SEB screener, and the data is utilized to inform decisions that impact how educators improve SEB interventions and practices. Full implementation of a SEB screening system involves screening two to three times per year.

Screening Item for Consideration	Not in Place	Partially in Place	In Place	Action Steps
EXPLORATION				
Identify a need for universal screening for SEB that includes goals and objectives				
Establish a shared understanding of the goal and purpose of universal screening				
Determine buy-in from key stakeholders, including parents, teachers, and school leaders				
READINESS				
There is a school team including members with SEB expertise				
Team has reviewed available SEB interventions to be matched to screening				
Data-based problem solving process is in place, including decision rules				
ADOPTION				
Select screening instrument <ul style="list-style-type: none"> • Technical adequacy • Usability and feasibility • Contextual appropriateness • Cost (time & financial) • Scoring software or protocols 				
Identify scoring procedures and technology needs. Instrument to be completed online (automatic scoring) or paper (identify person to compile data)				
Determine timing and frequency of screening				
Establish consent and/or opt-out procedures				
Determine choice of informant (teacher, parent, student self-report)				
Develop plan to train staff to complete screener, how to use data				
Schedule time to communicate results and begin problem solving process				

V. CONCLUSION

DATA COLLECTION AND STORAGE				
Establish plan for data privacy (online/digital or storage of physical protocols)				
Determine who has access to screening data				
Develop criteria for determining the quality of data and identification of any data for removal (e.g., inconsistent response patterns)				
INSTALLATION				
Establish plan to use screening results to evaluate and monitor the effectiveness of Tier I or Universal supports				
Establish plan for using screening results with other data (e.g., teacher referrals, discipline referrals) to identify students who need interventions <ul style="list-style-type: none"> • What data to use • When to use data • How to use data 				
Establish procedures for communicating concerns to families				
Create regular review schedule to connect screening data to intervention, and monitor trends across the year(s)				