

Interconnected Systems Framework

Universal Screener Timeline

Purpose: The purpose of this document is to lay out what a possible timeline could look like for the Universal Screening process and who might need to be involved with each step. Considerations are made for professional development and communication necessary for the transparent delivery of a Universal Screener that stakeholders support and the results in more youth being supported by appropriate interventions.

Universal Screener Timeline		
What	Tasks to be Accomplished	When
Early Stage Preparation For District-Level Leadership	- o Present Universal Screening proposal to Superintendent, Board Cabinet, District Leadership Team & Building Administrators - o Gain support regarding the adoption of a protocol to determine which screening instrument will be used, and how information will be shared with stakeholders - o Schedule screening dates with administrators (in collaboration with District Level plans) - o Notify Building Administrators (if they weren't already included) and identify building coaches (i.e. Tier II coaches, etc.) about Universal Screener Facilitator Training - o Develop Parent Information/Consent Letter - o Train coaches as Universal Screening Facilitator	August - September
Early Stage Preparation For Building-Level Coaches/ Facilitators	- o Ensure that school leaders develop fluency with explaining the need, value, and logistics of universal screening with teachers and families - o Prepare staff with Universal Screener training session - o Prepare screening protocols for scoring - o Ensure that Check In Check Out (or any other Tier II intervention(s) are being implemented with fidelity <i>before</i> distributing any screener	August - September
Day Of Universal Screener Administration & Scoring	- o Review- brief overview of process - o Review externalizing & internalizing behaviors - o Review expectations - o Facilitators collect & check forms for accuracy & completion - o Scoring will take place with some digital programs automatically, or facilitators will lock completed forms in designated area until scoring date - o As close to the screening day as possible scores will be gathered and a team will be ready to start meeting student needs with appropriate identified supports (protocol should be established already)	Early October
Post Scoring Day	- o Share results with staff and families - o Review the results per team/leadership structures in each school building - o Using data-driven decisions, students are matched to appropriate levels of support to meet their social/emotional/ behavioral/mental health needs. - o Students will either go directly into a foundational intervention with higher doses of specific feedback around behavior, connection with adults, predictability, etc. OR a process utilized	By October 31st

[ISF District Leadership Installation Guide](#)

4a: Selecting and installing a universal screener

[ISF School Installation Guide](#)

3a: Develop a process for implementing universal screening

	by a systems team will be activated to make decisions regarding appropriate interventions and supports. o The universal screener data can be used as one progress-monitoring tool to measure growth over time (for both students and the system at large).	
Re-Screening	- o District-leadership team will determine how often the screening process is to be repeated. Recommendations would be to screen 1-2 more times after the initial screening, depending on the needs of the district. - o Decisions will need to be made as to whether or not to keep youth that are identified in their current supports or add layered supports on to those identified in the repeat process.	January and/or April

Reminders:

1. The screening process itself is not an intervention.
2. Interventions must be up and running *before* engaging in the screening process so as to ensure that once identified, students will be able to placed into higher levels of behavioral supports.
3. Make sure that district lawyers are aware of this process taking place (as part of the district-level decision making). While this process is not meant to be diagnostic in any way, some parents may *perceive* this process to be of that nature, and district should be poised and ready to respond to concerns that have to do with questions around mental health needs/supports.
4. Make sure that staff are well versed in the differences between internalizing characteristics and externalizing characteristics. For many school districts the idea of supporting students with internalizing characteristics is a new approach and there is professional development that is necessary to help support the needs of the staff.