**Universal Screener Readiness Interview and Action Planning Guide**

**Coaches Notes: It is advisable that you begin this conversation with a brief explanation defining universal SEB screening in schools. It is especially important to ensure the team understands how universal screening data is different from diagnostic data (one identifies a potential problem and one diagnoses a problem) and that universal screening is a process (which includes nominations, school-wide data and formal measures) and not prescriptive of a specific measure.**

*School Name:   
  
MTSS Coach:*

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| **Question** | **Answer** | | **Potential Next Steps/Notes** |
| 1. What concerns you the most about student SEB needs as we return to school? |  | | This information will:  a.) help inform your district team’s plan for SEB screening protocols and  b.) guide your conversation with school based teams around use of existing/informal screening data for action planning. |
| 1. a.) Prior to COVID what data sources did you use to make initial support service decisions (e.g. which students needed support? which classrooms? schoolwide needs?)   b.) Which (if any) of these data sources could help you understand the concerns listed in #1?  c.) What additional data sources are now available that could be used to make initial support service decisions? |  | | A simple starting point is to map out the data currently available that could help with initial support service decisions..  *You may find that teams do not see their existing data as universal screening data.* |
| 1. As we return to school, how does your team feel about your process and ability to identify students with high SEB risk? |  | | If teams are feeling very unsure about identifying students (e.g. they do not have good referral systems):   * review the school’s existing request for assistance process and tools (e.g. [request form](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2015/02/06-Request-for-Assistance-Form.doc)) to plan for improvements. |
| 1. For the data listed in #2, what team reviews this data for screening purposes? When is it reviewed? Who collects and prepares the data for the team to review? |  | | Oftentimes teams will review data only after a student is referred to a problem-solving team.  You may also find that the data is not readily available or the team is unable to access needed information. |
| 1. When reviewing the data, what is your decision-making process? In other words, how are you using the data to triage supports? What standards or decision rules are being used to analyze the data? |  | | This question will help you understand the team's foundational understanding of analyzing screening data. And guide potential next steps for coaching:   * Remember, screening data includes some type of standard to identify which students are showing risk ([e.g. 3+ absences](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2020/06/Screen-Shot-2020-06-30-at-12.24.16-PM.png)) in order to quickly triage support. * Teams should also understand the data informs all tiers of support (not just Tier 2 and 3). |
| 1. What supports/resources are in place to address the concerns in #1 (at the school, classroom and student level)? |  | | It is advisable that:   * teams have universal supports established (that address concerns in #1) (e.g. [behavioral matrix](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Tier-1-Expectation-Teaching-Matrix-Secondary-example.docx) and [related lessons](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Creating-a-Teaching-Plan-Example.docx)) * teams have at least one Tier 2 EBP (e.g. CICO) to support student needs AND provide a model for developing new T2 supports.   You might consider helping teams map out their supports on a [triangle](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2015/02/03-Triangle-Reflecting-on-Tiers.pptx) to visually identify potential gaps or overlap. |
| 1. Which team is responsible for your universal screening process? |  | | Key message is to ensure a team is working on this process that is connected to their existing MTSS work (e.g. Tier 1 team; school leadership team) |
| 1. Who are the team members? Who is the team leader? | **Name** | **Title** | Ensure the team includes:   * members from various teams that make decisions about supports (e.g. PLC leaders, Tier 1 Leaders, Tier 2 and 3 Leaders). * someone with expertise in data based decision making * members with clinical expertise (e.g. school social workers, counselors, psychologist) |
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| 1. When will the team meet? How frequently? |  | | Make sure to schedule your next meeting with the team to begin action planning based on the information gathered during the interview. |