**Top Ten Questions about Universal SEB Screening Answered**

1. **What is universal screening?** One aspect of a comprehensive assessment system in the context of a Multi-Tiered System of Support (MTSS) is universal screening. Universal screening involves the collection and review of multiple measures to assess the academic and behavioral health of all students. Screening data simply indicates there is a potential problem with a student, class, grade or school that warrants a closer a look
2. **Why should we engage in universal screening?** Incorporating a SEB tool into existing screening and referral practices provides an opportunity to monitor student response to Tier 1 practices and and increase access to prevention and early intervention services to students who may otherwise go unnoticed.
3. **What about the data we already collect… is that part of our screening process?** Yes, districts and schools already have or collect data to help answer various types of questions. In the context of implementing a multi-tiered system of support (MTSS) teams should consider the four types of data sources (i.e., screening, diagnostic, progress monitoring and outcome) to inform systems and practices for all, some, and a few students.
4. **Why can’t we just wait for an educator or parent to request help?**  A comprehensive universal screening process should proactively capture the full range of behavioral and mental health problems seen in our schools in order to identify youth in need of intervention and inform universal, group and individual interventions. While typical referral pathways such as requests for assistance are an effective way to find students with more significant needs, additional data sources can help teams intervene earlier.
5. **I did not realize school-wide data was part of our screening process, how should we be using it?** First, use your existing school-wide data such as attendance rates, ODRs, assessment data, grades etc. to determine the current overall response to your Tier 1 system. To do this, your team should establish what is considered proficient in your school for existing school-wide data to generate a base rate (or percentage of students) showing risk across measures. You can compare this information to the expected base rates in the tiered intervention model (80%, 15%, 5%) to differentiate and/or intensify Tier 1, Tier 2 and Tier 3 support. Typically students identified as at risk or high risk are considered for targeted or individual interventions but teams may find the percentage of students in these categories indicate a need for school, grade or classroom level problem solving.
6. **How will we support all the student needs identified by all this data?**  Recent research has shown that schools that engage in comprehensive universal SEB screening will increase the percentage of students identified as in need of support. However, remember screening data is not diagnostic, it is a warning sign that a problem might exist that is not being addressed by existing Tier 1 practices. It signals that more information (not necessarily more intervention) is needed to understand and support your staff and students.
7. **I’ve hear the DE MTSS Regulations require our school teams to screen students within the first few weeks of school. Is that true?** The regulations require school teams to engage in a screening process within the first 6-8 weeks of school to inform programmatic decisions at the school, grade, classroom and student level. However, the regulations do not require school teams to use commercial SEB screening tool.
8. **Our district isn’t ready to adopt a screening measure. Or, our grade-level is not using the district screening measure. What do you recommend at the school level?** First, we always recommend schools establish systems to review school-wide data prior to considering additional data sources. However, there are informal data measures that are relatively easy to integrate into your existing screening processes. The selection of a tool will depend on the priorities of your MTSS team. For example, teams wishing to measure teacher-student relationships and identify disconnected students can use a Connection Survey. Or, if you wish to identify students who are non-responsive to your universal SEB supports, you might consider using your school-wide expectations as behavioral screening.
9. **What should we look for in a screening measure? Or how do I know which data can be used as part of the screening process?** Universal screening measures should: a.) lead to proactive decision making, b.) align with the school or district’s core (school-wide) instructional focus, c.) uncover potential problem(s) at one point in time, d.) lead to conversations about who and how many may benefit from support, e.) administered to an entire classroom/grade/school/district, f.) time efficient and cost-effective, g.) result in standardized interpretation and scoring.
10. **Our district leadership team is ready to adopt a screening measure. Where do we start?** Great! it is highly recommended that a district-level MTSS leadership team engages in a process, inclusive of exploring existing data sources, to select and implement a screener that supports the mission and vision of the larger district. District support is especially important because adopting a screener requires stakeholder support, legal guidance, financial resources, and coaching.