Screening Readiness Checklist

The intent of this checklist is to help teams facilitate, monitor and problem solve the screening to intervening implementation process, and is not designed to be comprehensive in nature. Readers are strongly encouraged to review the content throughout this readiness checklist to inform specific processes as well as consulting with legal/ethical guidelines, state and district policies. The School Mental Health Collaborative encourages all key stakeholders (e.g., administrators, teachers, support staff) at a participating school complete it together if possible. For each Screening Item for Consideration, please note whether that item is (a) Not in Place, (b) Partially In Place or (c) In Place. If the item is Not in Place or Partially In Place, consider completing the final column by outlining a specific action step toward getting that item In Place.

Screening Item for Consideration	Not in Place	Partially In Place	In Place	Action Item
Exploration: Please determine your school's level of exploration in Social, Emotional or behavioral (SEB) Screening.				
Identify a need for universal screening for SEB that includes goals and objectives				
Identify a specific set of questions we are looking to answer with a universal screening for SEB				
Establish a shared understanding of the goal and purpose of universal screening				
Defined "student universe" (e.g., all students) and if not, provided a rationale on why using a universal screening for a subset of student				
Determine buy-in from key stakeholders, including parents, teachers, and school leaders				

Screening Item for Consideration	Not in Place	Partially In Place	In Place	Action Item
Readiness: Please determine your school's level of readiness in Social, Emotional or behavioral (SEB) Screening.				
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: Please determine your school's level of consideration of a Social, Emotional or behavioral (SEB) Screening Instrument.				
The school has selected a screening instrument that has usability and feasibility				
The school has selected a screening instrument that has contextual appropriateness				
The school has selected a screening instrument that has appropriate cost (time & financial).				
The school has selected a screening instrument that has a 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				

Screening Item for Consideration	Not in Place	Partially In Place	In Place	Action Item
Implementation: Please determine your school's level of implementation of Social, Emotional or behavioral (SEB) Screening				
Establish plan to use screening results to evaluate and monitor the effectiveness of Tier I or Universal supports				
Establish plan to use screening results to evaluate and monitor the effectiveness of intervention at the grade, classroom or student level				
Establish plan to use screening results to evaluate and monitor the effectiveness of interventions within different subgroups (e.g., gender, ethnicity, IEP status, etc.)				
Establish plan for using screening results with other data (e.g., teacher referrals, discipline referrals) to identify students who need interventions (e.g., 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)				
Determine if school is implementing a full continuum of comprehensive SEB supports				
Determine plan for minimizing time lapsing between SEB screening and students receiving intervention				

Screening Item for Consideration	Not in Place	Partially In Place	In Place	Action Item
Data Collection and Storage: Please determine your school's level of data collection and storage for Social, Emotional or behavioral (SEB)				
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)				
Meeting Structures: Please determine your school's level of meeting structures for Social, Emotional or behavioral (SEB) Screening. Give your perspective of the typical meetings you attend at your school for SEB Screening.				
Adapted From: Bens, I. (2017). Facilitating with Ease!: core skills for facilitators, team leaders and members, managers, consultants, and trainers. John Wiley & Sons.				
Meeting objectives are clearly stated in advance of the meeting				
Agendas are provided in advance of the meeting				
Meetings start on time				
Time limits are set in each agenda item				
Action items from previous meetings are brought forward				
Clarity is provided before each topic discussed as to how that item will be managed				
Meeting facilitator comes prepared and ready for each meeting				
Meetings are paced appropriately to meet all objectives				
Meetings stay on track and follow the agenda				
Quality Notes are kept and circulated				
Meeting facilitator tends to end topics before getting into new ones				
Meeting facilitator works hard to make collaborative decisions				
Coherent follow-up to commitments are made at meeting				