



Universal Social-emotional Screening

What is universal screening?

Universal school-based screening is the process of systematically scanning the entire student population to identify students who may benefit from additional academic or behavior support to improve readiness for learning and increase well-being. Regular review of screening data can help school staff and administrators better understand the needs of individual students as well as the overall school population (e.g., whether an academic or behavior challenge is being exhibited by the majority of students and best addressed through a schoolwide support/intervention). By better understanding student needs, pupils can be matched to appropriate tiered supports and their progress can be monitored over time. A universal screening process may or may not include the use of a screening tool. If using a screening tool for students, school districts must ensure their policies follow RSA 186:11, IX-d regarding the administration of non-academic surveys or questionnaires to students.

What is universal social-emotional screening?

Universal social-emotional screening is a type of universal screening that relies on identification of common, observable behaviors that serve as indicators of social-emotional strength and risk. It does not require any specialized knowledge or advanced training. It is not a mental health or psychological assessment, which involves the collection and interpretation of in-depth information using specialized tools and expertise to arrive at a formal diagnosis.

School readiness for universal screening

Before implementing a universal screening process, schools should meet the following prerequisites.

1. Functioning Tier 1 and Tier 2/3 MTSS-B teams
2. Well-established referral/request for assistance procedures
3. An adequate and comprehensive array of evidence-based (and/or promising) practices installed at each MTSS-B tier to address student social-emotional concerns that may be identified by the screening process
4. Decision rules for student entrance and exit into/out of interventions at each tier
5. Regular review of fidelity, screening, and outcome data by appropriate tiered teams to support data-based decision making and quality improvement
6. A clear protocol for notifying families and obtaining needed parental consent

What indicators of student well-being can we use?

As a first step, school teams can identify existing data sources to identify, prioritize, and monitor needs related to student wellness. The following indicators, when taken together, can provide some information about student social-emotional functioning and tend to predict school success:

- ✓ Office discipline referrals/problem behaviors
- ✓ Chronic absenteeism
- ✓ Academic functioning

National guidelines have been developed to help middle and high schools recognize early warning signs of future school drop-out; see below. It can be beneficial to use local data to refine these thresholds for your schools.

INDICATOR	THRESHOLD
Behavior	More than 1 office discipline referral per quarter ¹
Absences	Missed 10% or more of instructional time ²
Academics	Grade of D or F in middle/high school ³ ; locally determined for elementary level

¹ Johns Hopkins University, School of Education, Center for Social Organization of Schools. (2012). *Using data to keep all students on track to graduation: Team playbook*. Baltimore, MD: Author. Retrieved January 10, 2014, from http://new.every1graduates.org/wp-content/uploads/2012/11/Team_Playbook.pdf

² Therriault, S. B., O'Cummings, M., Heppen, J., Yerhot, L., & Scala, J. (2013). *High School Early Warning Intervention Monitoring System implementation guide*. Washington, DC: American Institutes for Research, National High School Center. <http://eric.ed.gov/?id=ED521686>

³ *ibid*



Why use a universal screening tool/questionnaire?

Universal screening may include the use of a validated social-emotional screening tool or questionnaire (screener) in addition to the school data described above. Screening tools are particularly useful in identifying internalizing and/or less severe risk behaviors of students that typically go undetected when relying exclusively on school data. Many students (close to 20%) with burgeoning mental health concerns (e.g., anxiety, withdrawal) may be overlooked in a classroom setting if they are not acting out and disrupting the learning environment.⁴

Screeners are brief rating scales that ask a knowledgeable adult or caregiver (such as a teacher or parent) to rate students on observable behaviors, without inference about the source, meaning, or function of those behaviors. Universal social-emotional screeners commonly used in school settings may ask teachers to identify student strengths and observable areas of concern such as:

- **Externalizing behaviors:** Cooperation, prosocial interactions, arguing, disruptive behaviors, etc.
- **Internalizing behaviors:** Attitude, ability to rebound from setbacks, sadness, worry, withdrawal, etc.
- **Academic functioning:** Interest, preparedness, ability to work independently, distractedness, etc.

How can we address bias in screening?

Implicit bias refers to attitudes toward and stereotypes about people that we hold without our own conscious knowledge.⁵ Processes like universal social-emotional screening, in which teachers rate observable student behaviors, are inherently somewhat subjective and thus can be skewed by implicit biases.

Before implementing a universal screening process, staff should participate in implicit bias training to help address personal biases, develop self-awareness, and learn strategies to keep biases in check when completing student ratings.

How should we use our screening data?

School-level

Leaders at the district/school level should develop a protocol for how screening data will be used and shared. This includes:

- ✓ Who will have access to student-level screening data?
- ✓ Who will analyze screening data to match students to supports/interventions?
- ✓ Will we analyze screening data by subgroups? School, grade, classroom, IEP status, etc.?
- ✓ How will we share aggregate screening results with stakeholders such as school staff, students, parents, or other stakeholders?
- ✓ How will we share student-level screening data with parents (and students, if appropriate)?

Student-level

Districts/schools should designate a team that holds responsibility for analyzing screening data and matching students to supports; ideally, this role would be filled by your Tier 2/3 team. Procedures for matching students to interventions should include:

- ✓ How to confirm the need for supports/interventions
- ✓ How to obtain parent/guardian consent
- ✓ How to match students to appropriate interventions
- ✓ How to set outcomes/exit criteria and monitor progress at the individual and aggregate level

⁴Splett, J. W., Trainor, K. M., Raborn, A., Halliday-Boykins, C. A., Garzona, M. E., Dongo, M. D., & Weist, M. D. (2018). Comparison of Universal Mental Health Screening to Students Already Receiving Intervention in a Multitiered System of Support. *Behavioral Disorders*, 43(3), 344–356. <https://doi.org/10.1177/0198742918761339>

⁵Perception Institute. (2021). *Implicit Bias*. Retrieved June 17, 2021 from <https://perception.org/research/implicit-bias/>



How do we implement universal screening?

The chart below provides a universal screening implementation timeline.⁶ The first screening can take place in the fall and be repeated again during the school year to monitor student progress, depending on the needs and capacity of the district. Teams should adopt data-informed criteria to determine when student should add, change, or exit supports.

Universal social-emotional screening timeline

District-level || School-level

PHASE	TASK	AUG	SEPT	OCT	NOV
Preparation	District/community leadership develops district-wide universal screening plan	██████████			
	Present universal screening plan to district and building stakeholders	██████████			
	Develop parent information letter/consent process		██████████		
	Develop screening tools and written protocols to support administration		██████████		
	Establish building-level protocols for screener administration		██████████		
	Establish district-wide protocols for screener administration		██████████		
	Ensure school leaders develop fluency in explaining universal screening			██████████	
	Identify building-level universal screening facilitators; provide training			██████████	
	Prepare building staff with universal screener training session			██████████	
	Schedule screening dates with building administrators			██████████	
	Prepare necessary materials and administer screening				██████████
Administration/ scoring	Team leads/coaches check screener forms for completion/accuracy			██████████	
	Team meets to review scores/data			██████████	
	Share results with all staff and families per the district-level plan				██████████
Post-administration	Determine plan for re-screening in January and/or April				██████████
	Review the results with teams and leadership in each building				██████████
	Using established protocols, match students to appropriate supports				██████████

⁶ Adapted from: Hearn, A., Barrett, S., Eber, L., & Perales, K. (2019) *Interconnected Systems Framework Universal Screener Timeline*.