



# MODULE 5

## Establishing a Universal Screening Process

Participant Workbook

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# ARKANSAS RESPONSE TO INTERVENTION MODULE SERIES

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## Module 5: Establishing a Universal Screening Process

### Activity 1: Top 3 Reasons for Implementing Universal Screening

For this activity, your team will come to consensus about the top three reasons for implementing universal screening in your district or school. The outcome of this activity is to provide team members with a consistent message for responding to questions from stakeholders (e.g., leader, teachers, families) about why the district or school is implementing universal screening. Use the space below to record your top three reasons and any justifications

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3. \_\_\_\_\_  
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## Activity 2: Anticipating and Addressing Implementation Challenges

Effective implementation requires teams to anticipate and develop plans for addressing potential challenges. Use the following table to identify your top anticipated challenges for implementing universal screening.

Top Anticipated Challenges	Potential Solutions

## Activity 3: Planning for Universal Screening Implementation

In order to select a screening tool and establish a process for screening, you must first identify the needs and priorities of your district and school and determine the logistics for implementing screening. The first step in this process is determining a purpose for screening. With your team, begin answering the questions below. Remember the primary reasons your team identified for implementing universal screening in *Activity 1: Top 3 Reasons for Implementing Universal Screening* and anticipated challenges you identified in *Activity 2: Anticipating Implementation Challenges*.

### 1. What are the universal screening tools?

What domains will we be assessed in our universal screener? (e.g., behavioral, academic)	
How valid and reliable are the tools? How accurate are the predictions?	
How is the tool aligned with the current curriculum?	

### 2. What is our scope?

Is it a district- or school-level initiative? Are efforts aligned?	
Are there other efforts in place that can be aligned with universal screening?	

### 3. Who is the target population?<sup>[1]</sup>

If district initiative, what school(s) will be involved?	
What grade level(s) will participate?	
Are there specific subgroup(s) we need to consider (e.g., English language learners (ELs), race/ethnicity)?	

#### 4. What do we need to know about timing?

How frequently will universal screening occur?	
When during the year will screening occur?	
Will universal screening measures be administered individually or as a group?	
How will time be scheduled for the administration and scoring of the assessments? When will the assessments be scored?	
How will time be scheduled for reviewing results and incorporating them into instruction? When will this occur?	

#### 5. What are the staff roles related to screening?

Who will conduct the universal screening?	
Who will score the universal screener?	
Who will interpret the results?	
Does staff have adequate skills and knowledge to conduct, score, and interpret assessments?	

## 6. What do we need for administration of screening?

What materials are required to administer the universal screening tool?	
Are accommodations allowed for students with special needs and/or ELs? If so, what are they?	
What, if any, statistical software will be used for analysis, reporting, and monitoring?	

## 7. What funds support are needed?

How will universal screening tools and materials be purchased?	
What costs are associated with training?	
Are there additional cost demands to consider?	

## 8. What do we need for training?

How much time is available for training on universal screening administration and data analysis?	
Who will provide the training and technical assistance (internal or external)?	
Who should be involved in the training?	

