Universal Screening Planning Guide

Use the following guide to screen students needing intervention.

Universal Skill	At-Risk Criteria What criteria will be used to determine whether a student is in need of intensive support?	Screening Process What screening assessment, process, or both will be used to identify students in need of intensive support?	When When will the screening process take place?	Who Who will administer the screening?	Intensive Support Available What intensive intervention or interventions will be used to accelerate student learning and support the identified students?
Reading					
Writing					
Number sense					
English language					
Social and academic behaviors					
Health and home					

Universal Screening Planning Guide Protocol

This activity is designed to assist a leadership team plan for universal screening by creating a process to identify students in need of intensive support *before* they fail. Because the purpose is to provide preventive support, it is best if this activity is completed prior to the start of the school year.

For each universal skill, answer a question for each column.

1. **At-risk criteria:** At each grade level, what criteria will be used to determine whether a student is in need of intensive support? For example, in reading, an elementary school may determine that any student entering first grade without the ability to properly recognize all twenty-six letters (uppercase and lowercase) is extremely at risk in reading and will be considered for immediate, intensive support. At a high school, any student whose reading ability is two or more years below grade level (grade-level equivalent) could be considered for immediate, intensive support.

2. **Screening process:** What screening assessment, process, or both will be used to identify students in need of intensive support? The leadership team should identify the most effective, efficient, and timely process to gather the at-risk criteria data on each student.

3. **When:** When will the screening process take place? Obviously, if the purpose of universal screening is to provide preventive support, then this data should be collected either prior to the start of the school year or as early in the school year as possible. Finally, as new students will enroll in the school throughout the year, it is important to consider how these students can be screened during the enrollment process.

4. **Who:** Who will administer the screening? As the leadership team has representation from every teacher team, as well as responsibility for coordinating school support staff, this team is best positioned to organize the resources necessary.

5. **Intensive support available:** What intensive intervention or interventions will be used to accelerate student learning and support the identified student? There is no point in universal screening if there is no plan to provide these students extra support in their area or areas of need.

One final consideration: for a school new to universal screening, it may be overwhelming to begin universal screening in all six universal skills, at all grade levels, immediately. In this case, we recommend that the leadership team identify the universal skill (reading, writing, number sense, English language, social and academic behaviors, health and home) that is currently the greatest area of need in its school. Start by focusing on this one. As the school builds skill and competence in this area, others can be added.

Source: Adapted from Buffum, A., Mattos, M., & Weber, C. (2012). Simplifying response to intervention: Four essential guiding principles. *Bloomington, IN: Solution Tree Press.*