Universal Behavior Screening: Using the Data

The Universal Screener provides a wealth of data to be used by campus teams for a variety of purposes. The table below details some possible uses of the data.

Tier	Use	Details
1	**Examine campus trends**	The screener provides an overall percentage of students at each tier/risk level. Campuses should compare their representation to that of the national model. If any tier is out of balance, the campus should consider improvement to the tier below. In addition, the campus should examine, discuss, and plan around areas of disproportionality related to ethnicity, gender, etc.
1	**Determine teacher support needs**	Screening results may be sorted by classroom teacher. Classrooms with high numbers of at-risk students may be identified for support. There may be a need for training/ coaching in classroom management or increased emotional or resource support.
1	**Inform master scheduling**	Campus leadership teams may use the screener to inform the master schedule. Campuses may choose a variety of scheduling formulas to ensure that behavioral needs do not impede instruction. For example, a campus might determine that no more than 2 students flagged as "high risk" would be placed in any classroom.
2	**Identify at-risk students in need of intervention**	Upon initial download of the results, students are identified as low-risk (green) at-risk (yellow), or high risk (red). Results may be further sorted according to each particular area (safe, respectful, responsible), grade level, ethnicity, or other factors.
2	**Organize social skills groups by area of need**	Screener indicators: *Safe, Respectful and Responsible* may be sorted to show students with the highest levels of risk in each area. This information helps campuses determine social skills groups based on areas of weakness. Students showing risk in the area of "responsible" may need a different focus for instruction than students showing risk in the area of "safe".
All Tiers	**Inform understanding of student and campus progress**	A students' first screening score may be compared to their next score to see if intervention has made substantial change in teacher perception of student behavior. Although the screener is NOT sensitive enough measure to be considered a progress-monitoring tool, it can provide a global look at campus trends.