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Universal Screening in Educational Settings: Evidence-Based Decision Making for Schools

Edited by [Ryan J. Kettler, PhD](#); [Todd A. Glover, PhD](#); [Craig A. Albers, PhD](#); and [Kelly A. Feeney-Kettler, PhD](#)

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Researchers have found that 74% of students with reading difficulties in third grade continue to have trouble reading in high school. Likewise, children with behavioral difficulties at an early age have an increased risk for school maladjustment and antisocial activity. Universal screening identifies students for help before difficulties become too pervasive.

This book provides evidence-based guidance for selecting, developing, implementing, and interpreting universal screening instruments in educational settings. Educational psychology experts thoroughly explore psychometric issues, fit with models of education like response-to-intervention and multi-gating, and implementation issues like teacher training, parental consent, technology, budgets, and school characteristic.

Designed to be a cost-effective and brief assessment of all students, universal screening not only identifies those in need of prevention and early intervention services but also helps determine whether core educational programs are meeting student's needs.

This book provides examples and describes contexts in which screening is used not to label a problem but instead to create an opportunity for change.

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