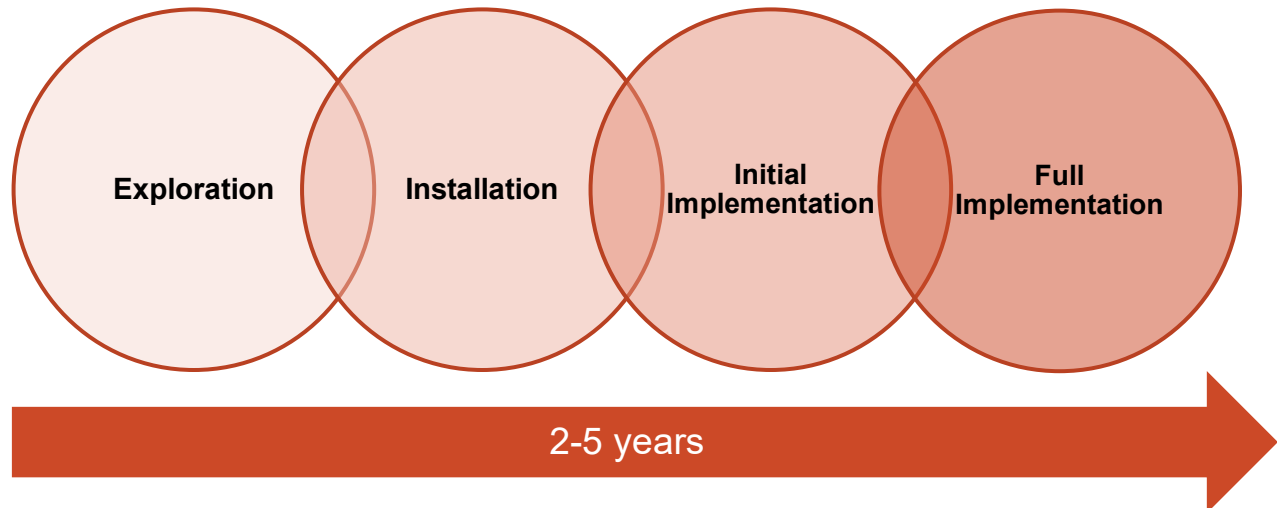

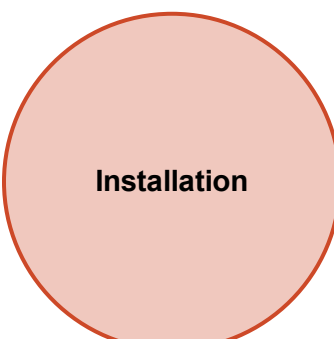




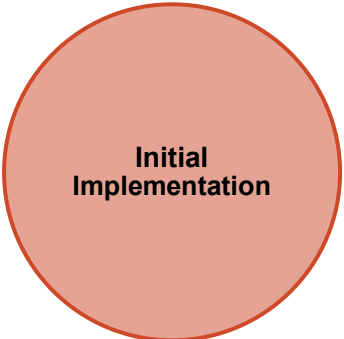
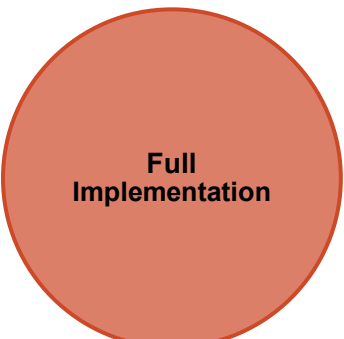
## Implementation Science for School Mental Health Screening



Adapted from Fixen & Blase (2012) and National Implementation Research Network (NIRN)

Phase	Definition	Application to Screening
 <b>Exploration</b>	<ul style="list-style-type: none"><li>• Identify need for change</li><li>• Learn about potential innovations</li><li>• Learn about necessary resources</li><li>• Develop a team</li><li>• Assess and create readiness for change</li></ul>	<ul style="list-style-type: none"><li>• Develop a sense of shared ownership and buy-in for screening</li><li>• Screening tool is identified</li><li>• Team members identified and co-planning</li></ul>
 <b>Installation</b>	<ul style="list-style-type: none"><li>• Secure and develop support for new approach</li><li>• Secure resources for adoption</li><li>• Develop feedback loops</li><li>• Gather feedback about new practices</li></ul>	<ul style="list-style-type: none"><li>• Screening tool is purchased</li><li>• Screening training is provided to staff</li><li>• Communication plan begins (e.g., consent)</li><li>• Decision rule procedures are identified</li><li>• Data systems created</li></ul>



Phase	Definition	Application to Screening
 <b>Initial Implementation</b>	<ul style="list-style-type: none"><li>• Final training and rollout</li><li>• First use of innovation</li><li>• Gather data about implementation</li><li>• Refine approach</li></ul>	<ul style="list-style-type: none"><li>• A subset of early adopters screen (e.g., one grade or classroom)</li><li>• Base rates are estimated based on initial pilot</li><li>• Follow-up procedures solidified and piloted</li></ul>
 <b>Full Implementation</b>	<ul style="list-style-type: none"><li>• Expansion of use</li><li>• Innovation is well-integrated</li><li>• Routine and effective support for practice</li><li>• Practice persists even with leadership or funding changes</li></ul>	<ul style="list-style-type: none"><li>• Broad scale screening at regular intervals</li><li>• Established follow-up procedures used</li><li>• Decision rules solidified</li><li>• Documentation and training systematized</li></ul>

This product was prepared for the Great Lakes MHTTC by:

Grace Nedved, Graduate Student

Miranda Zahn, PhD, Assistant Professor of School Psychology–University of South Dakota