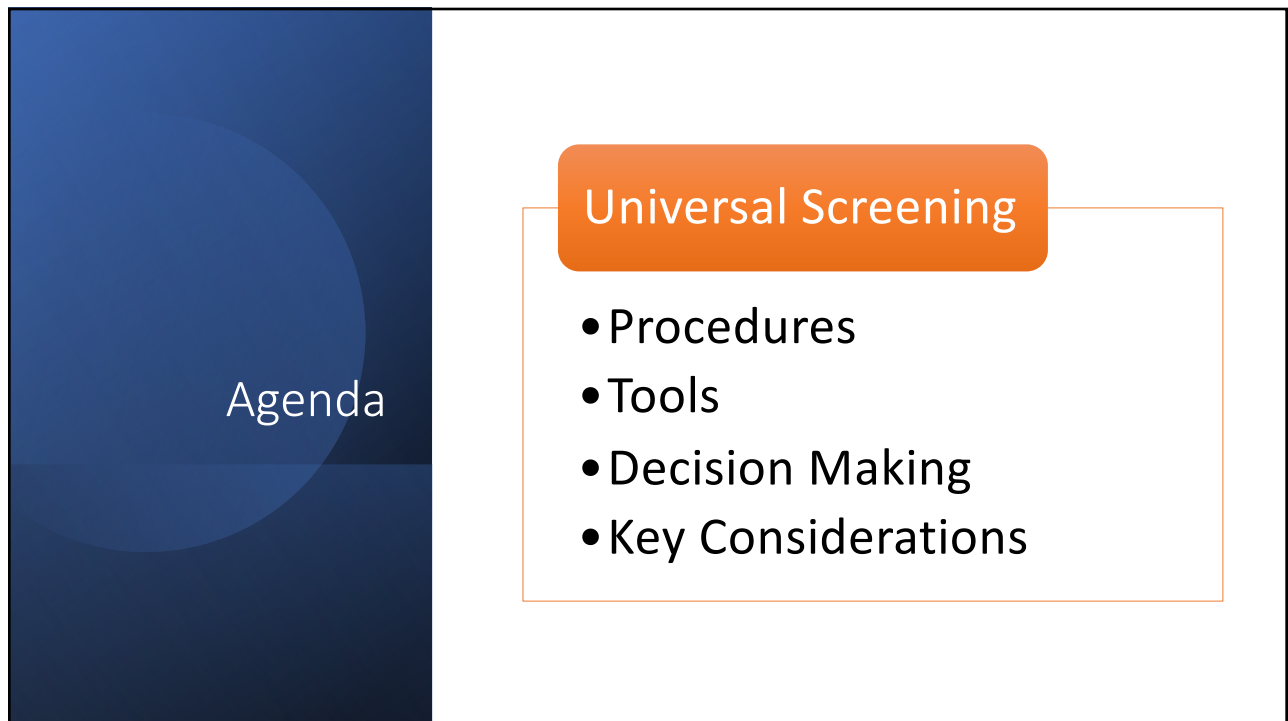


Strategies for the Use and Integration of Universal Screening Scores

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Agenda


Universal Screening

- Procedures
- Tools
- Decision Making
- Key Considerations

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Questions


Are your schools universally screening?
Why do we collect screening data?



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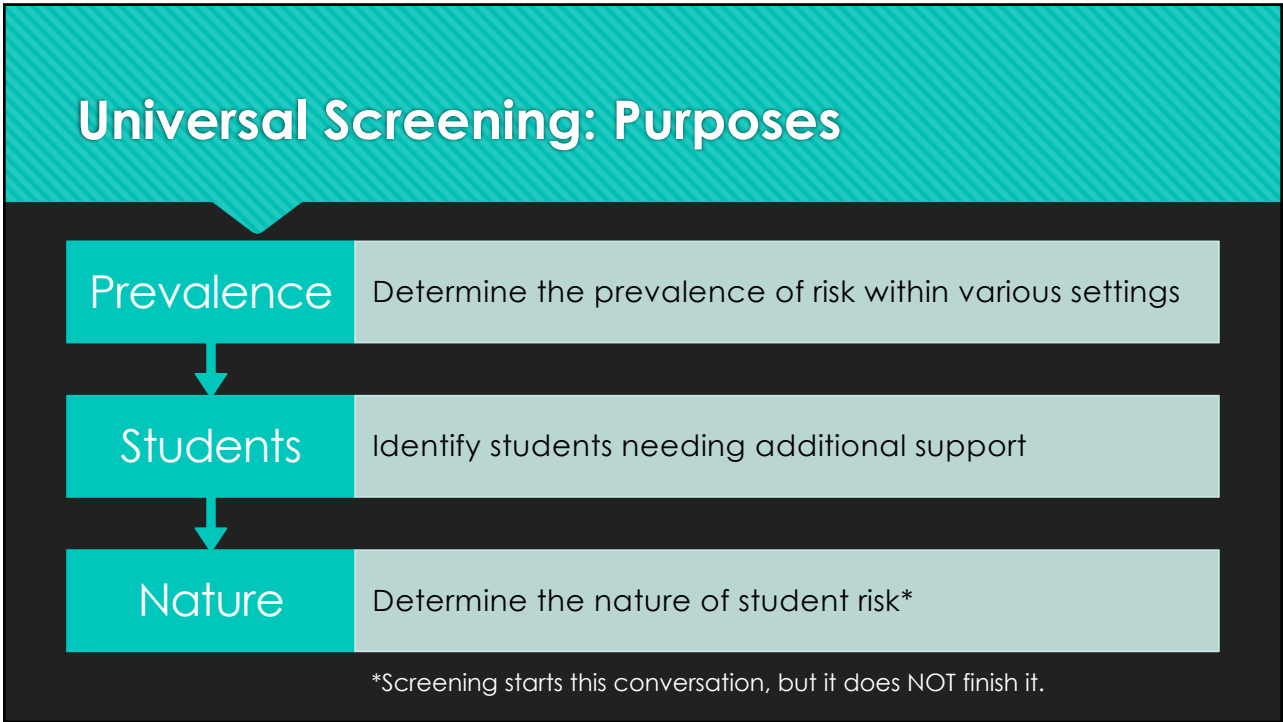
Universal Screening: Procedures

- Why?
 - Identify students at risk for SEB difficulty
- Who?
 - Evaluate ALL students using a screening measure
- When?
 - 1-3 times per year (Fall, Winter, and Spring)
 - 4-6 weeks into school year
- How?
 - Many different administrative procedures (depending on the informant)
 - All meant to be very brief



Universal Screening

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Universal Screening: Procedures

Where?

	Preschool	Elementary	Middle/ High
Teacher	Secondary	*Primary	Secondary
Parent	*Primary	Secondary	Secondary
Student	N/A	Secondary	*Primary

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Universal Screening: Readiness

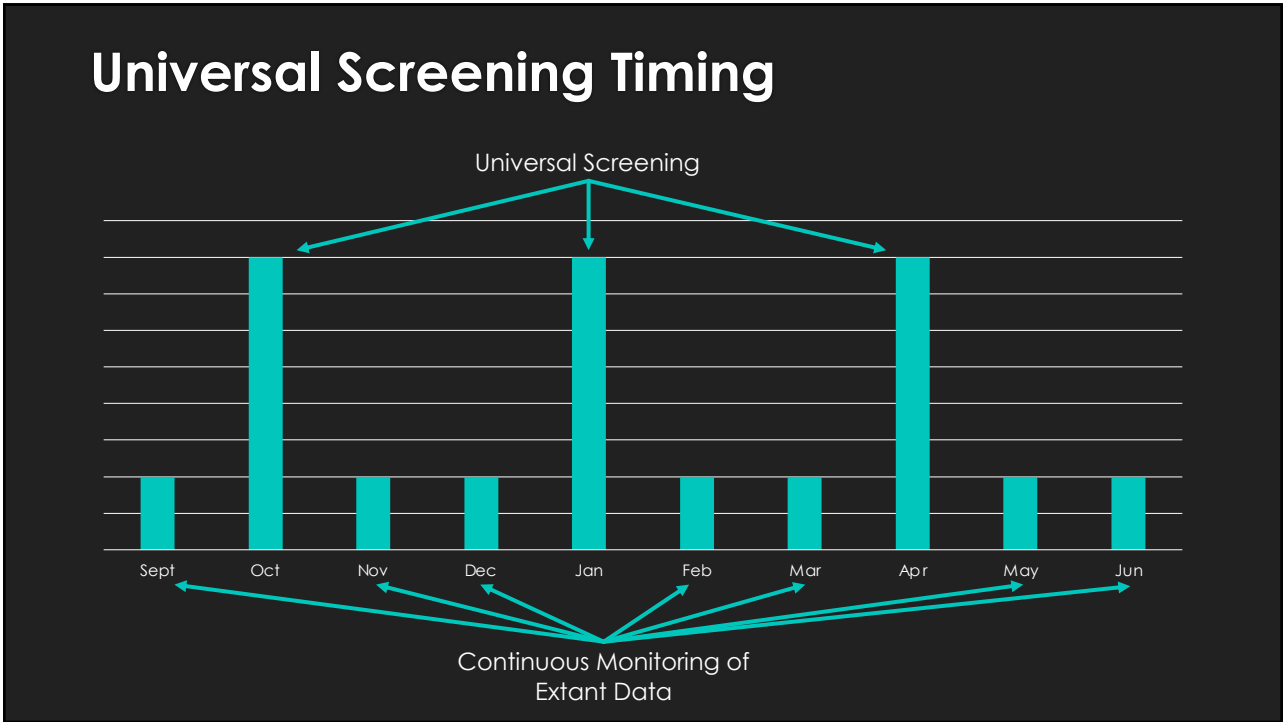
1. **Tier 1 in place**
 1. Implemented with fidelity and effective
2. **Tier 2 ready (materials, procedures, & training)**
 1. Interventions
 2. Problem analysis
 3. Progress monitoring

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Universal Screening: Readiness

3. **Have a plan for teacher outreach & training**
 1. Clarify purpose
 2. Observer, Catalyst, and Team Member
4. **Have a plan for parent outreach**
 1. Clarify purpose
 2. Determine consent procedures (written vs. opt-out)
5. **Have a plan for data management & use**
 1. Entering and storing data (immediately scored and accessible)
 2. Access to inform intervention (team-based decision making)
 3. Feedback to faculty and staff

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Extant Data

Extant Data	Potential Correlate
ODRs and suspensions	Externalizing concerns
Attendance	Academic challenges Internalizing concerns
Grades	Academic challenges Attention concerns
Nurse visits	Internalizing concerns

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MENTAL HEALTH							
SEB PROBLEMS				SEB WELL-BEING AND COMPETENCIES			
INTERNALIZING		EXTERNALIZING		LIFE SATISFACTION		STRONG SOCIAL RELATIONSHIPS	
Trauma, Environmental stressors	Thinking errors, Withdrawal, Negative affect	Unsafe settings, Inconsistent routines, Low expectations	Rule violations, Substance use	Basic needs are met; Opportunities matched to values and interests	Gratitude, Empathy, Persistence, Optimism, Strengths use	Healthy interactions (high support, minimal bullying); Inclusive settings	Social and emotional skills
RISK FACTORS				PROMOTIVE AND PROTECTIVE FACTORS			

Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.

Screening Targets

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Example Universal Screening Tools

- **BASC-3 Behavioral and Emotional Screening System (BESS)**
 - Kamphaus & Reynolds, 2015
- **Student Risk Screening Scale – Internalizing & Externalizing (SRSS-IE)**
 - Lane et al., 2012
- **Systematic Screening for Behavior Disorders (SSBD)**
 - Walker, Severson, & Feil, 2014
- **Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)**
 - Kilgus & von der Embse, 2014
- **Student Internalizing and Externalizing Behavior Screeners (SIBS/SEBS)**
 - Cook et al., 2011, 2012

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Example Universal Screening Tools

- **Devereux Student Strengths Assessment – Mini (DESSA-mini)**
 - Naglieri et al., 2011
- **Panorama Education**
- **Social Emotional Health Survey**
 - Furlong et al., 2014

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SAEBRS

- Brief behavior rating scale
 - 19-20 items
 - Teacher and Student Self-Report
- Norm-referenced cut scores
- One broad scale and three subscales
 - Total Behavior
 - Social Behavior
 - Academic Behavior
 - Emotional Behavior
- fastbridge.org

Student Name: Aidan Helms | Behavior Assessment Screening report
Grade: 01 | School: FAST Academy Elementary | District: FAST Academy District | School year: 2013

Score: 291

SAEBRS Academic					SAEBRS Emotional				
Item	Score	Mean	SD	Percentile	Item	Score	Mean	SD	Percentile
Interested in academic topics	1	1	0	3	Adaptable to change	0	1	2	2
Preparedness for instruction	1	1	0	3	Positive attitude	0	1	2	2
Production of acceptable work	1	1	0	3	Academic self-concept	0	1	2	2
Academic engagement	0	1	2	3	Sadness	0	1	2	3
Attention	0	1	2	3	Frankness	0	1	2	3
Off-task	0	1	2	3	Shy	0	1	2	3
Difficulty working independently	0	1	2	3	Difficulty rebounding from setbacks	0	1	2	3
Distraction	0	1	2	3					

Student name	Fall			Winter			Spring		
	Total	Social	Acad. inc.	Total	Social	Acad. inc.	Total	Social	Acad. inc.
Bacon Sarah	21	5	3	13					
Bunch John	34	11	11	12					
Childs Katherine	32	10	14	8					
Covington Angel	47	16	18	13					
Crosley Dylan	40	17	15	5					
Goss Rachel	30	12	10	8					
Helms Aidan	29	12	11	6					

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SAEBRS Social

- Arguing
- Cooperating with peers
- Temper outbursts
- Disruptive behavior
- Polite and socially appropriate responses toward others
- Impulsiveness

mySAEBRS Social

- I argue with others.
- I get along with others.
- I lose my temper.
- I disrupt class.
- I am respectful.
- I have trouble waiting my turn.
- Other people like me.

mySAEBRS

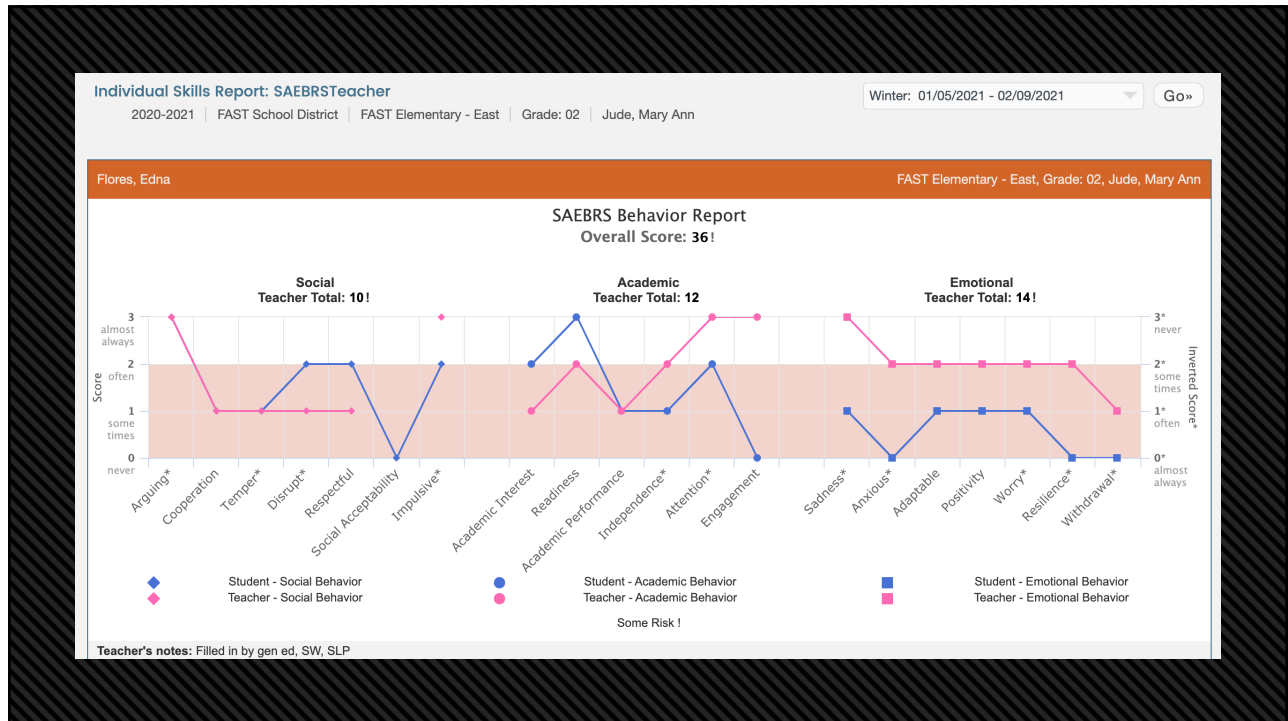
- Brief, 20-item student self-report rating scale
- One **broad scale** and **three subscales**
 - Total Behavior (20 items)
 - Social Behavior (7 items)
 - Academic Behavior (6 items)
 - Emotional Behavior (7 items)
- Items directly aligned with SAEBS

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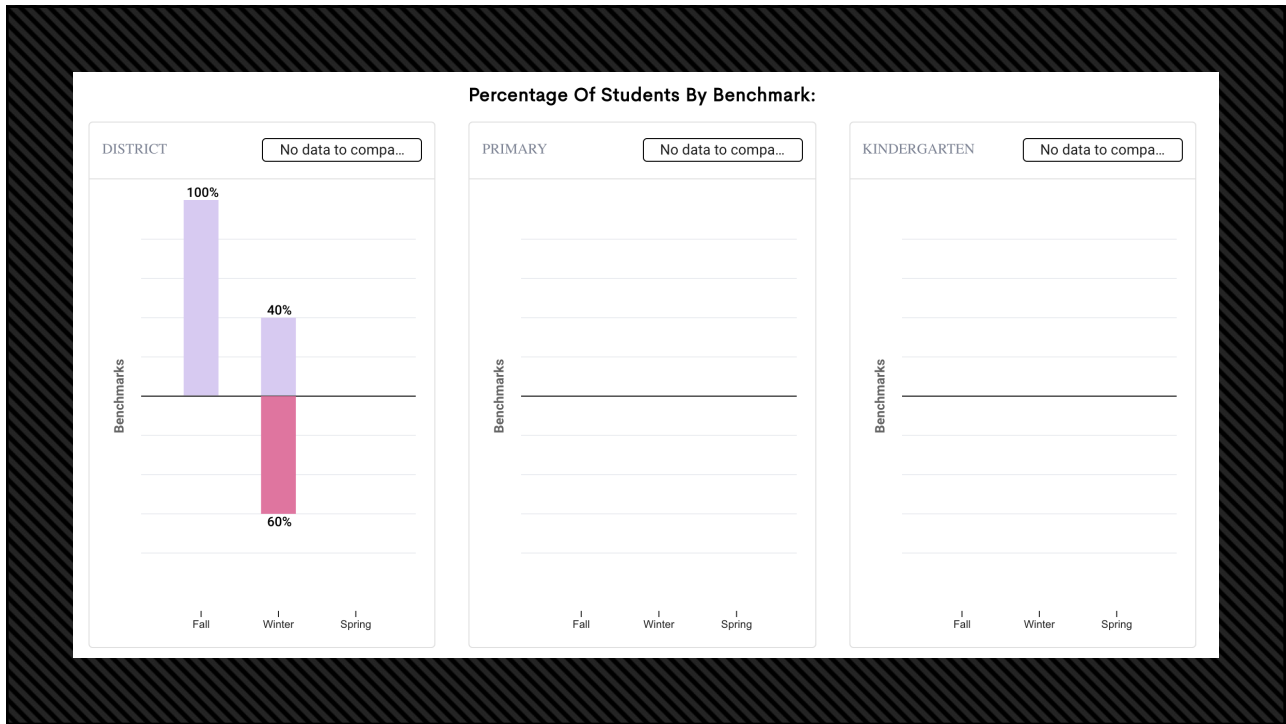
Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
	Douglas, Is'mael	25 !	36 !	7 !	13	7 !	10	11 !
Flores, Edna	36 !	24 !	10 !	11 !	12	9 !	14 !	4 !
Lane, Marcel	31 !		9 !		6 !		16 !	
Larson, Oliver								
Miles, Herbert								
Peterson, Linda	24 !		7 !		10		7 !	
Phillips, Caludia								
Snyder, Connie	28 !		6 !		12		10 !	

! Some Risk N/A student percentile not shown

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Cut Scores

Scale	Low Risk	Some Risk	High Risk
Total	37 – 57	24 – 36	0 – 23
Social	13 – 21	8 – 12	0 – 7
Academic	10 – 18	6 – 9	0 – 5
Emotional	16 – 21	12 – 15	0 – 11

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SAEBRS/mySAEBRS Interpretation & Use

- Start with **Total Behavior**
 - Yields most valid, reliable, and accurate scores
- If at-risk on Total Behavior, examine **subscale scores**
 - Determine nature of risk
 - Valuable in planning interventions
- At-risk students should be...
 - Considered for Tier 2 intervention
 - **Progress monitored**

```

            graph TD
            TB[Total Behavior] --> AR[At-Risk]
            TB --> NAR[Not-At Risk]
            AR --> SS[Subscales (SB, AB, EB)]
            SS --> T2[Tier 2 Intervention]
            T2 <--> PM[Progress Monitor]
            
```

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Steps to Screening Data Analysis & Use

Step 1	Examine risk base rates
↓	
Step 2	Examine subscale scores
↓	
Step 3	Integrate screening scores with additional data sources
↓	
Step 4	Identify appropriate interventions and supports

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Step 1: Examine risk base rates

Identify service delivery target

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Base Rates

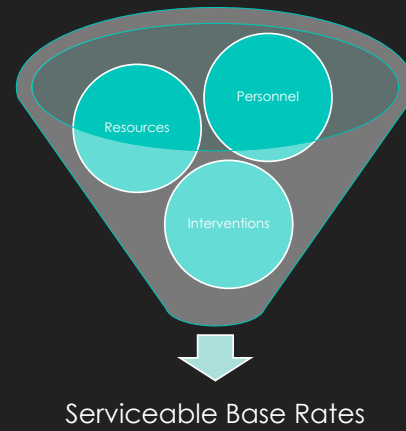
- Percentage of students who are at risk for SEB concerns
- Calculate across a whole district or school
- Also disaggregate by:
 - Grade
 - Classroom
 - Student gender
 - Student race/ethnicity
 - Student socioeconomic status



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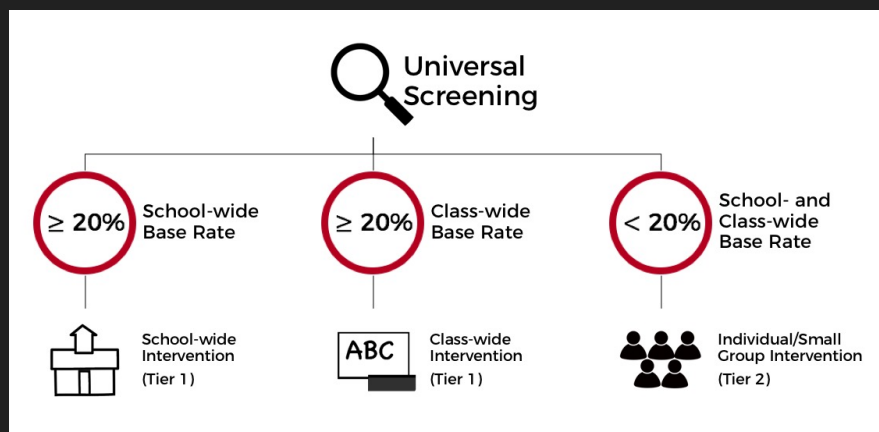
Define Serviceable Base Rates

- The proportion of students that can be supported within a school/classroom given existing:
 - Funds
 - Resources (e.g., curricula, assessments, electronic data systems)
 - Interventions (considering number of students that can receive each intervention per day/week)
 - Personnel (e.g., school psychologists, social workers, counselors)



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Risk Base Rates

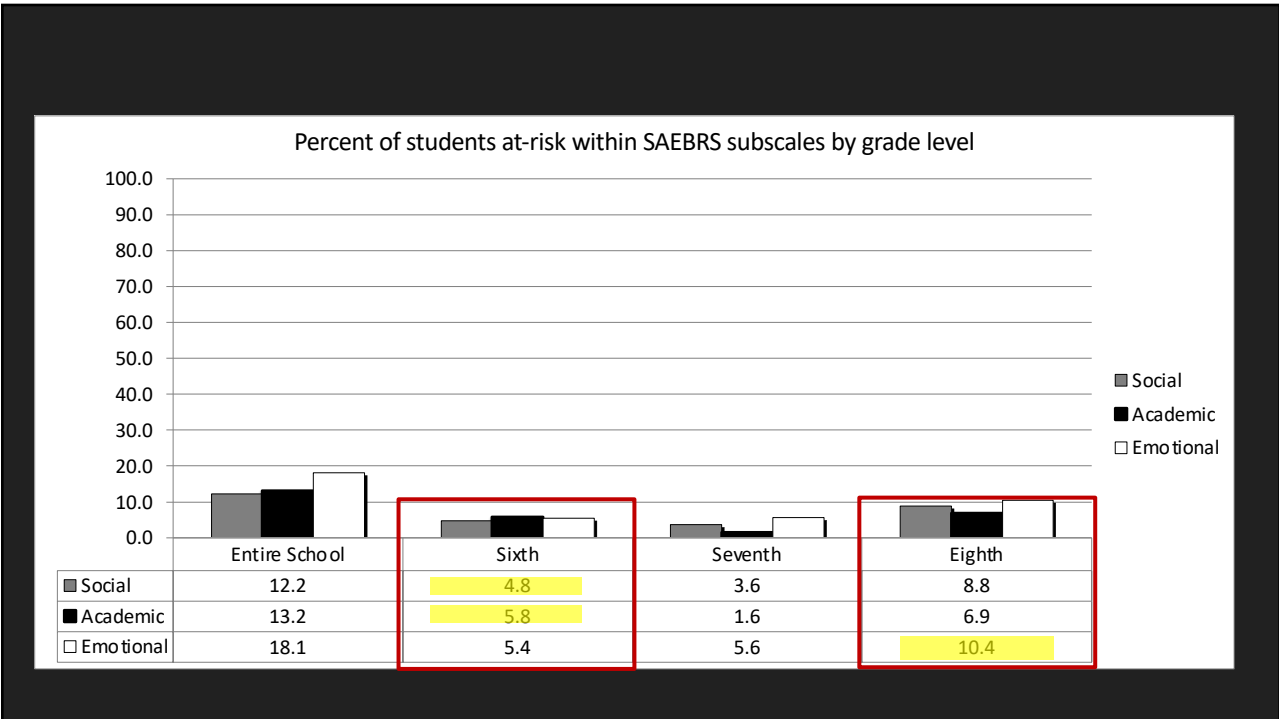


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Step 2: Examine subscale scores

Identify potentially appropriate interventions and supports

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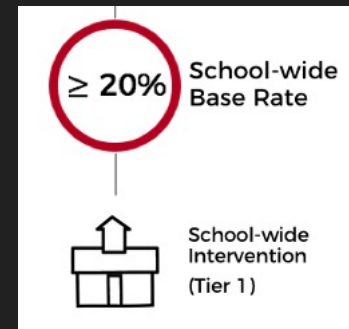
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School-wide Support (Tier 1)

- Adjust universal supports

SAEBRS Examples:

- **Social Behavior**
 - Revise school-wide expectations or reinforcement plan
 - Or rather, ensure integrity of existing plan
- **Emotional Behavior**
 - Implement social emotional learning curriculum
 - Promoting Alternative Thinking Strategies (PATHS)
 - Second Step
 - Strong Start/Kids/Teens
 - Caring School Community
 - RULER Approach



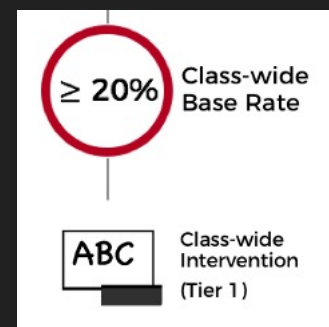
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Classroom Support (Tier 1)

- Adjust classroom-level supports

SAEBRS Examples:

- **Social Behavior**
 - Classroom Checkup
 - Good Behavior Game
 - Class-Wide Function-related Intervention Teams (CW-FIT)
- **Academic Behavior**
 - Classroom instruction of various academic enablers (e.g., organization, preparedness for instruction)



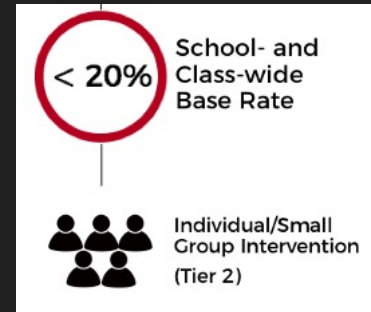
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Individual or Group Level Support (Tier 2)

- Apply individual or small-group interventions and supports

SAEBRS Examples:

	Social Behavior	Academic Behavior	Emotional Behavior
Contingency Management Interventions	Check In/Check Out (CICO)	Academic Behavior CICO ¹	Internalizing CICO ²
Instructional Interventions	Social skills instruction	Homework, Organization, and Planning Skills (HOPS) ³	Resilience Education Program (REP) ⁴



¹ Turtura et al., 2014
² Hunter et al., 2014
³ Langberg, 2011
⁴ Kilgus & Eklund, 2017

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Step 3: Integrate screening scores with additional data sources

Collect additional data to inform the selection of interventions and supports

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Additional Data Sources

Universal Supports (Tier 1)

- PBIS or SEL fidelity data
- School climate data

Classroom-level Supports (Tier 1)

- Observations and/or teacher self-report of classroom management and instructional practices
- Examine student grades and discipline data

Individual or Small-Group Interventions and Supports

- Functional behavior assessments
- Skill assessments

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Step 4: Identify appropriate interventions and supports

Using data to drive decisions

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Universal Supports (Tier 1)

- **PBIS or SEL fidelity data**
 - High → adjust current plan or add new supports
 - Low → promote implementation fidelity
- **School climate data**
 - Various practices known to promote school climate (Voight & Nation, 2016)
 - Give student and family voice in school decision-making
 - Partnerships with outside community
 - Social and emotional learning
 - Peer and adult mentoring programs
 - Examine cultural responsiveness of school-wide supports

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Classroom-level Supports (Tier 1)

- Assess classroom management and instruction practices

Low


- Classroom Checkup
- Performance feedback founded upon the Classroom Strategies Assessment System (CSAS)

High

- Good Behavior Game
- Class-Wide Function-related Intervention Teams (CW-FIT)
- Supplemental classwide SEL instruction

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Individual or Small-Group Interventions and Supports (Tier 2)

	Function-based contingency management interventions	Adapted CICO Class Pass Intervention Breaks are Better Academic Behavior CICO
	Instructional interventions	Targeted lesson planning

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Plan your universal screening

<https://smhcollaborative.org/universalscreening>

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