Strategies for the Use and Integration of Universal Screening Scores

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Universal Screening
- Procedures
- Tools
- Decision Making
- Key Considerations
Questions
Are your schools universally screening? Why do we collect screening data?

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: Purposes**

<table>
<thead>
<tr>
<th>Prevalence</th>
<th>Determine the prevalence of risk within various settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Identify students needing additional support</td>
</tr>
<tr>
<td>Nature</td>
<td>Determine the nature of student risk*</td>
</tr>
</tbody>
</table>

*Screening starts this conversation, but it does NOT finish it.

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**Universal Screening: Procedures**

**Where?**

<table>
<thead>
<tr>
<th></th>
<th>Preschool</th>
<th>Elementary</th>
<th>Middle/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Secondary</td>
<td><em>Primary</em></td>
<td>Secondary</td>
</tr>
<tr>
<td>Parent</td>
<td><em>Primary</em></td>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Student</td>
<td>N/A</td>
<td>Secondary</td>
<td><em>Primary</em></td>
</tr>
</tbody>
</table>
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

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
Universal Screening Timing

Continuous Monitoring of Extant Data

Extant Data

<table>
<thead>
<tr>
<th>Extant Data</th>
<th>Potential Correlate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODRs and suspensions</td>
<td>Externalizing concerns</td>
</tr>
<tr>
<td>Attendance</td>
<td>Academic challenges</td>
</tr>
<tr>
<td></td>
<td>Internalizing concerns</td>
</tr>
<tr>
<td>Grades</td>
<td>Academic challenges</td>
</tr>
<tr>
<td></td>
<td>Attention concerns</td>
</tr>
<tr>
<td>Nurse visits</td>
<td>Internalizing concerns</td>
</tr>
</tbody>
</table>
Universal Screening Tools: Desirable Characteristics

Technical adequacy
Usability
Contextual appropriateness
Capacity to support fair/equitable decisions and outcomes

Screening Targets

<table>
<thead>
<tr>
<th>MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEB PROBLEMS</td>
</tr>
<tr>
<td>Internalizing</td>
</tr>
<tr>
<td>Trauma, Environmental stressors</td>
</tr>
<tr>
<td>Externalizing</td>
</tr>
<tr>
<td>Thinking errors, Withdrawal, Negative affect</td>
</tr>
<tr>
<td>Unsafe settings, Inconsistent routines, Low expectations</td>
</tr>
<tr>
<td>Rule violations, Substance use</td>
</tr>
<tr>
<td>SEB WELL-BEING AND COMPETENCIES</td>
</tr>
<tr>
<td>Life satisfaction</td>
</tr>
<tr>
<td>Basic needs are met, Opportunities matched to values and interests</td>
</tr>
<tr>
<td>Gratitude, Empathy, Persistence, Optimism, Strengths use</td>
</tr>
<tr>
<td>Healthy interactions (high support, minimal bullying), Inclusive settings</td>
</tr>
<tr>
<td>Strong social relationships</td>
</tr>
<tr>
<td>Social and emotional skills</td>
</tr>
</tbody>
</table>

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

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
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

SAEBRS Social

Arguing
Cooperating with peers
Temper outbursts
Disruptive behavior
Polite and socially appropriate responses toward others
Impulsiveness
Other people like me.

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 SAEBRS
Cut Scores

SAEBRS Low Risk, Some Risk, and High Risk Score Ranges

<table>
<thead>
<tr>
<th>Scale</th>
<th>Low Risk</th>
<th>Some Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>37 – 57</td>
<td>24 – 36</td>
<td>0 – 23</td>
</tr>
<tr>
<td>Social</td>
<td>13 – 21</td>
<td>8 – 12</td>
<td>0 – 7</td>
</tr>
<tr>
<td>Academic</td>
<td>10 – 18</td>
<td>6 – 9</td>
<td>0 – 5</td>
</tr>
<tr>
<td>Emotional</td>
<td>16 – 21</td>
<td>12 – 15</td>
<td>0 – 11</td>
</tr>
</tbody>
</table>
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

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Steps to Screening Data Analysis & Use

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

Identify service delivery target

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
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)

Risk Base Rates

- Universal Screening
  - ≥ 20% School-wide Base Rate
  - ≥ 20% Class-wide Base Rate
  - < 20% School- and Class-wide Base Rate

- School-wide Intervention (Tier 1)
- Class-wide Intervention (Tier 1)
- Individual/Small Group Intervention (Tier 2)
Step 2: Examine subscale scores
Identify potentially appropriate interventions and supports
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

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)
Individual or Group Level Support (Tier 2)

- Apply individual or small-group interventions and supports

SAEBRS Examples:

<table>
<thead>
<tr>
<th>Contingency Management Interventions</th>
<th>Social Behavior</th>
<th>Academic Behavior</th>
<th>Emotional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In/Check Out (CICO)</td>
<td></td>
<td>Academic Behavior CICO&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Internalizing CICO&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Interventions</th>
<th>Social skills instruction</th>
<th>Homework, Organization, and Planning Skills (HOPS)&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Resilience Education Program (REP)&lt;sup&gt;4&lt;/sup&gt;</th>
</tr>
</thead>
</table>

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

Step 3: Integrate screening scores with additional data sources

Collect additional data to inform the selection of interventions and supports
**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*
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 responsibility of school-wide supports

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
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

Plan your universal screening

https://smhcollaborative.org/universalscreening
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