

Using a Schoolwide Universal Screening Process to Identify At-Risk Students

Stephen Kilgus, Ph.D.

University of Missouri

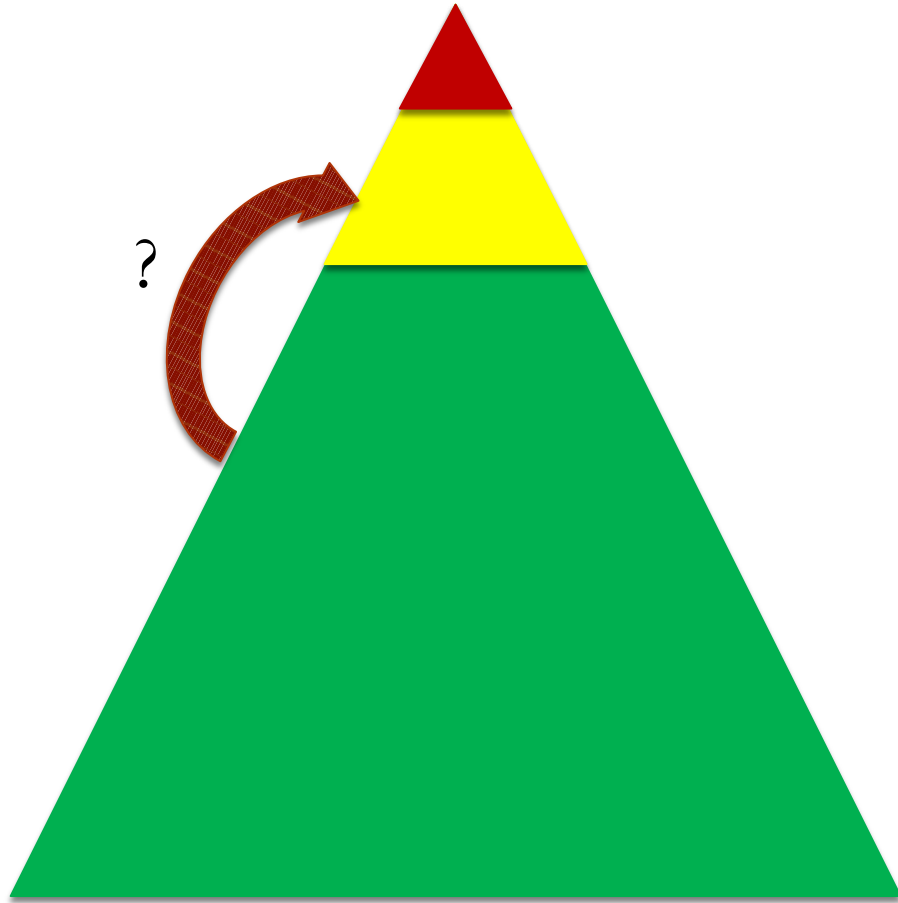
Agenda

1. Identification Methods
2. Universal Screening:
 1. Procedures
 2. Methods
 3. Decision Making
3. A few reminders



Identification Methods

Question...



How do you get students
from Tier 1 to Tiers 2 and 3?

Methods of Early Identification

- Teacher referral
- Parent referral
- Pediatric setting
- Office discipline referrals



Problems with Traditional Identification Methods

- Reactive in nature
 - Student referral is delayed
 - Problems worsen and become less responsive to intervention
- Idiosyncratic
 - ODRs – some teachers refer more than others; metric is inherently flawed
 - Teacher referrals – teachers have different tolerances, perceptions of “teachability,” and abilities to identify real problems

(Lloyd, Kauffman, Landrum, & Roe, 1991; Severson et al., 2007; Tilly, 2008; Walker et al., 2000)

Universal Screening:

Outcomes



- **Emerging evidence of ability to predict outcomes**
- Screener could predict 6 years later which children were involved in mental health, special education, or juvenile justice (Jones et al., 2002)
- Early childhood screener (12-16 mo's) identified the majority of children who had emotional/behavioral problems in elementary school (Briggs-Gowan & Carter, 2008)
- Students at-risk on SAEBRS fall behavior screening demonstrated lower spring Reading CBM scores, Office Disciplinary Referrals, and attendance problems (Eklund, Kilgus, von der Embse, & Beardmore, in press)

Universal Screening:

Outcomes



- **Goal is to provide early intervention**
- **Short & long-term goals**
 - Decrease academic failure, improve student well-being, improve educators ability to effectively respond to concerns



Universal Screening: Procedures

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)



Universal Screening: Procedures

Where?

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

Universal Screening: Readiness

1. Tier 1 in place

- Implemented with fidelity and effective

2. Tier 2 ready (materials, procedures, & training)

- Interventions
- Problem analysis
- Progress monitoring

Universal Screening: Readiness

3. Have a plan for teacher outreach & training

- Clarify purpose
- Observer, Catalyst, and Team Member

4. Have a plan for parent outreach

- Clarify purpose
- Determine consent procedures (written vs. opt-out)

5. Have a plan for data management & use

- Entering and storing data (immediately scored and accessible)
- Access to inform intervention (team-based decision making)
- Feedback to faculty and staff



Universal Screening: Methods

Universal Screening: Methods

- **Behavioral and Emotional Screening System** (BESS; Kamphaus & Reynolds, 2007)
- **Student Risk Screening Scale** (SRSS; Drummond, 1994)
- **Systematic Screening for Behavior Disorders** (SSBD; Walker, Severson, & Feil, 2014)
- **Social, Academic, & Emotional Behavior Risk Screener** (SAEBRS; Kilgus, Chafouleas, Riley-Tillman, & von der Embse, 2014)

Behavioral and Emotional Screening System (BESS)

- Derived from BASC-2
 - Available via AIMSweb
- Brief behavior rating scale
 - 25-30 items
 - Teacher, Parent, and Student Self-Report
- Norm-referenced ($M = 50$, $SD = 10$)
- Single score = Behavioral & Emotional Risk
 - Externalizing problems
 - Internalizing problems
 - School problems
 - Adaptive skills

BASC-2 Behavioral and Emotional Screening System		Score Summary			Benny Banum	
ID#: 718003	Age: 14:9	Grade: N/A	Norms Used: Combined	Test Date: 11/14/2005		

Parent Child/Adolescent Form

Validity Indexes

F Index	Consistency Index	Response Pattern Index
Acceptable Raw Score: 0	Acceptable Raw Score: 1	Acceptable Raw Score: 22

Parent Child/Adolescent Form Scores

Raw Score	T Score	Percentile	Classification
28	53	65	Normal

Classifications Normal: 10-60 Elevated: 61-70 Extremely Elevated: 71 and higher

Item Responses

Item	Response	Item	Response
1. Pays attention.	O	16. Is nervous.	S
2. Disobeys.	S	17. Adjusts well to changes in routine.	O
3. Tracks down information when needed.	O	18. Gets into trouble.	S
4. Breaks the rules.	S	19. Gives good suggestions for solving problems.	O
5. Tries to bring out the best in other people.	S	20. Disrupts other children's activities.	S

Behavioral and Emotional Screening System (BESS)

- **Pros**

- Brief and multi-informant
- Assesses key variables
- Strong psychometric properties
- Scoring software available

- **Cons**

- Can be cost-prohibitive
- Time to screen entire classroom/school when sole reliance on teachers

BASC-2 Behavioral and Emotional Screening System		Group Roster - District						North Primary		
Date Range: 01/03/2003-01/03/2006							Norms Used: Combined			
Classifications: Normal: 10-60 Elevated: 61-70 Extremely Elevated: 71 and higher							Form: Teacher			
Validity Index: F: F Index CI: Consistency Index RP: Response Pattern Index										
Validity Index Elevation: A: Acceptable C: Caution E: Extreme Caution L: Caution-Low H: Caution-High										

Extremely Elevated

Student	Test Date	Form Type	Validity Index Elevation			Scores			Classification
			F	CI	RP	Raw	T	%tile	
Dean, Donald	03/03/2003	Child/Adol.	A	A	A	51	73	98	Extremely Elevated
Rappaport, Rachel	04/25/2003	Child/Adol.	A	A	A	48	71	97	Extremely Elevated

Elevated

Student	Test Date	Form Type	Validity Index Elevation			Scores			Classification
			F	CI	RP	Raw	T	%tile	
Arns, Arnie	05/09/2003	Child/Adol.	A	A	A	36	61	85	Elevated
Breyers, Bobby	04/22/2003	Child/Adol.	A	A	A	45	69	95	Elevated
Coors, Chase	04/12/2003	Child/Adol.	A	A	A	47	70	97	Elevated
Ibelsou, Ingrid	03/04/2003	Child/Adol.	A	A	A	39	64	90	Elevated
Otsworth, Olivia	04/30/2003	Child/Adol.	A	A	A	35	61	85	Elevated
Presis, Paula	04/24/2003	Child/Adol.	A	A	A	45	69	95	Elevated

Normal

Student	Test Date	Form Type	Validity Index Elevation			Scores			Classification
			F	CI	RP	Raw	T	%tile	
Feemight, Fergie	11/20/2003	Child/Adol.	A	A	A	9	40	18	Normal
Hart, Hannah	05/05/2003	Child/Adol.	A	A	A	17	47	45	Normal
Jones, Jenny	04/28/2003	Child/Adol.	A	A	A	8	40	18	Normal
Katour, Karla	04/30/2003	Child/Adol.	A	A	A	12	44	22	Normal

Student Risk Screening Scale (SRSS)

- Brief behavior rating scale
 - 12 items
 - Teacher form only
- Criterion-referenced
 - Research-based cut scores
 - Low, Moderate, and High Risk
- Two scores
 - Externalizing behavior
 - Internalizing behavior

Student Risk Screening Scale (SRSS)

Teacher Name _____

Use the below scale to rate each item for each student.

0= Never
1= Occasionally
2= Sometimes
3= Frequently

0 to 3	Low Risk
4 to 6	Low Moderate Risk
7 to 8	High Moderate Risk
Plus 9	High Risk

Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	TOTAL

Student Risk Screening Scale (SRSS)

- **Pros**
 - Quick & efficient
 - Strong evidence for externalizing behaviors
 - Initial evidence for internalizing behaviors
 - Free of charge
- **Cons**
 - Internalizing scale is still new
 - Tends to confound academic and behavioral risk
 - Does not consider positive behaviors

Student Risk Screening Scale (SRSS)

Teacher Name _____

Use the below scale to rate each item for each student.

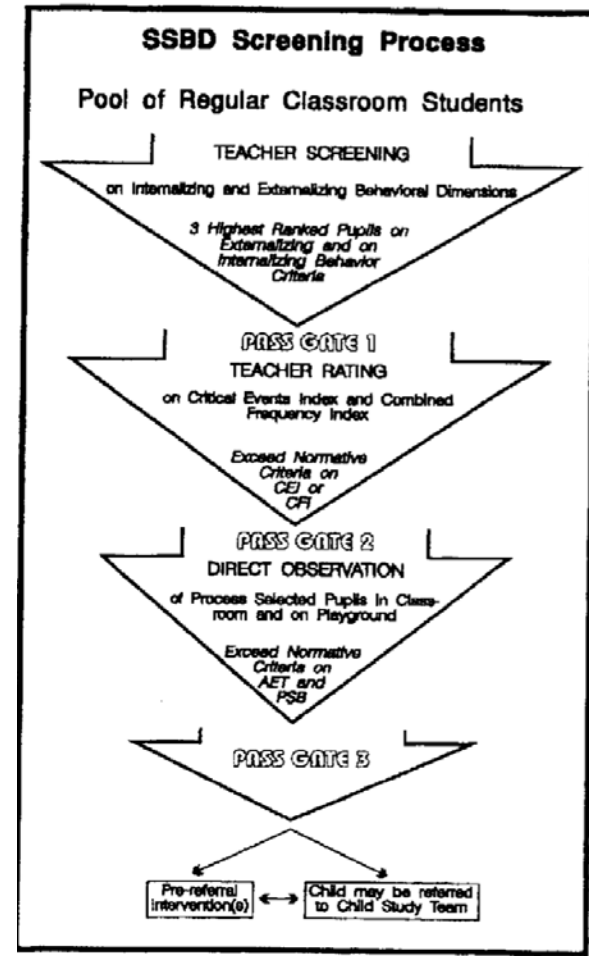
0= Never
1= Occasionally
2= Sometimes
3= Frequently

Scoring Guide	
0 to 3	Low Risk
4 to 6	Low Moderate Risk
7 to 8	High Moderate Risk
Plus 9	High Risk

Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	TOTAL

Systematic Screening for Behavior Disorders (SSBD)

- Multiple gating procedure
 - Gate 1 = Systematic teacher nomination
 - Gate 2 = Teacher rating scales (56 items)
 - Critical Events Index
 - Combined Frequency Index
 - Gate 3 = Direct observation
 - Playground & classroom
- Norm-referenced
- Two scales
 - Externalizing
 - Internalizing



SSBD

Rank Ordering on Externalizing Di

Externalizing refers to all behavior problems that are directed outwardly, by the child, into the social environment. Externalizing behavior problems usually involve behavioral (overt) behavior) and are considered inappropriate by teachers and other school personnel. Normalizing behavior problems would include all forms of adaptive child behavior that are common in the school setting.

Examples include:

- Displaying aggression toward objects or persons
- Arguing
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Having tantrums
- Being hyperactive
- Disturbing others
- Stealing
- Not following teacher- or school imposed rules

Nonexamples include:

- Cooperating, sharing
- Working on assigned task
- Making assistance needs known in an appropriate manner
- Listening to the teacher
- Interacting in an appropriate manner
- Following directions
- Attending to task
- Complying with teacher requests

COLUMN ONE
List Externalizers

	Student Name
Externalizing Behavior	

COLUMN TWO
Rank Order Externalizers

	Student Name
Ranking - Most	1
	2
	3
	4
	5

SSBD Stage Two Rating for Externalizing Students

Critical Events Index

Date _____ Teacher _____ School _____

Student _____ Sex _____ Grade _____

Check one: Stage One SSBD Rank: 1 2 or 3

INSTRUCTIONS: Check each behavior inhibited during this school year.

- _____ 1. Steals.
- _____ 2. Sets fires.
- _____ 3. Vomits after eating.

Combined Frequency Index for Adaptive and Maladaptive Behavior

Instructions: The numbers 1 through 5 are a continuous scale and are used to indicate your estimate of the frequency with which each item occurs for a given student. Circle a number between 1 and 5 to represent the frequency of a given item. Complete the scale in relation to your observations of the student during the past 30 days.

ADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1 ... 2 ... 3 ... 4 ... 5 (1) Follows established classroom rules.
- 1 ... 2 ... 3 ... 4 ... 5 (2) Is considerate of the feelings of others.
- 1 ... 2 ... 3 ... 4 ... 5 (3) Produces work of acceptable quality given her/his skill level.

Systematic Screening for Behavior Disorders (SSBD)

- Pros
 - Considered a “gold standard”
 - Efficiency enhanced by making Gate 3 optional
 - Relatively inexpensive
 - Computer-based
- Cons
 - Time intensive
 - Cannot consider student in both areas
 - Can only consider a total of 6 students
 - Base rates are therefore typically lower than other screeners

Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Brief behavior rating scale
 - 19-20 items
 - Teacher, Parent, and Student Self-Report
- Criterion-referenced
 - Research-based cut scores
 - Not At Risk and At Risk
- One broad scale and three subscales
 - Total Behavior
 - Social Behavior
 - Academic Behavior
 - Emotional Behavior
- Available via FastBridge Learning
 - fastbridge.org

The screenshot displays the SAEBRS assessment interface. At the top, it shows the 'fast' logo and 'SAEBRS Teacher' information for 'Judith Daniel'. Below this are navigation buttons: '< Cancel', 'Clear All', 'Hide Directions', and 'Submit test >'. The main section is titled 'Directions' and 'Preparation'. The assessment items are listed in a table with five response options: 'Never', 'Sometimes', 'Often', and 'Almost Always'. The items are grouped into three subscales: Social Behavior (items 1-6), Academic Behavior (items 7-12), and Emotional Behavior (items 13-19). At the bottom, a score summary shows 'Total Items' (0), 'Total Score' (0), 'Social Score' (0), 'Academic Score' (0), and 'Emotional Score' (0). Navigation buttons are repeated at the bottom of the table.

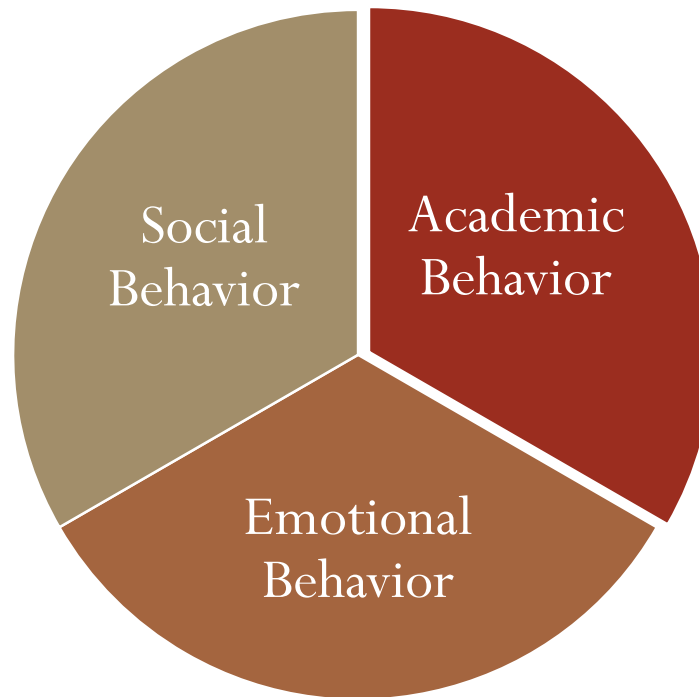
Behavior	Never	Sometimes	Often	Almost Always
Social Behavior				
1. Arguing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cooperation with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Temper outbursts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Disruptive behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Polite and socially appropriate responses toward others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Impulsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Behavior				
7. Interest in academic topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Preparedness for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Production of acceptable work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Difficulty working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Distractedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Academic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Behavior				
13. Sadness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Fearfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Adaptable to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Difficulty rebounding from setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Summary:

Total Items	Total Score	Social Score	Academic Score	Emotional Score
0	0	0	0	0

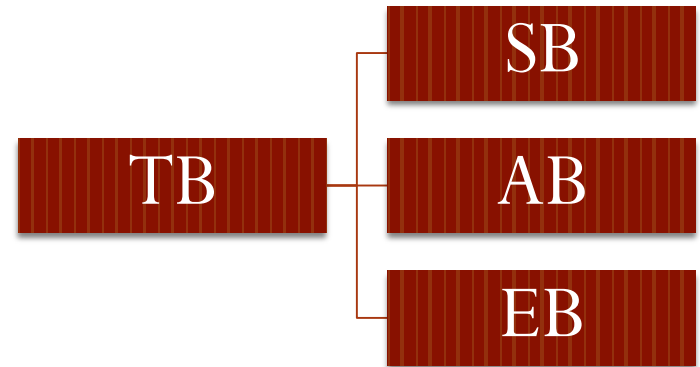
Domains of Student Behavior

- Students can be at risk in one or more domains of behavioral functioning
 - Social
 - Academic
 - Emotional



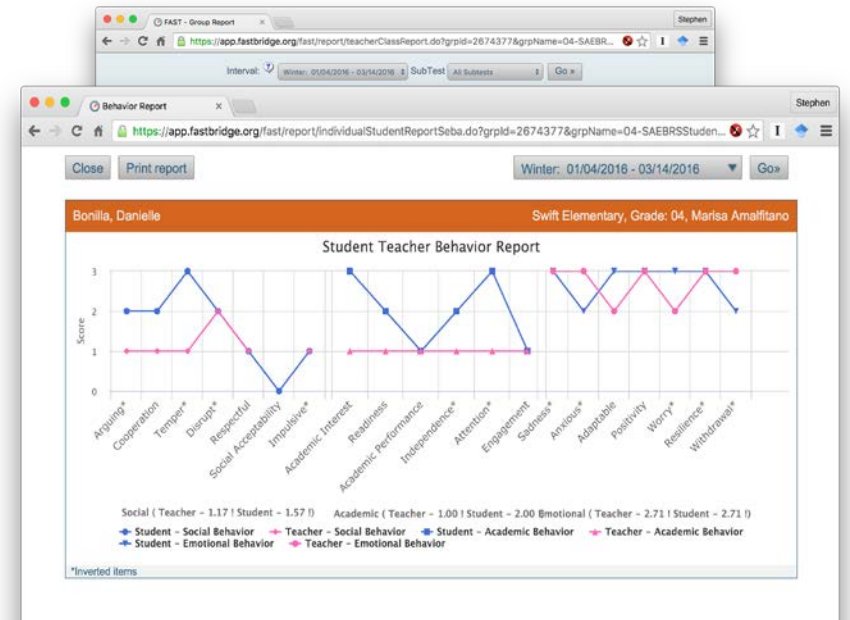
SAEBRS Interpretation & Use

1. Evaluate Total Behavior Score
 1. If ≤ 36 , evaluate subscale scores
2. Evaluate subscale scores
 1. Social Behavior (≤ 12)
 2. Academic Behavior (≤ 9)
 3. Emotional Behavior (≤ 16)
3. Kids will likely be at risk on multiple subscales
 1. Identify 1-2 most problematic
 2. Focus intervention there



Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Pros
 - Brief and efficient
 - Assesses multiple domains
 - Extent of diagnostic accuracy research
- Cons
 - Need for more research at middle and high school levels
 - Also need for more research regarding parent and student self-report versions

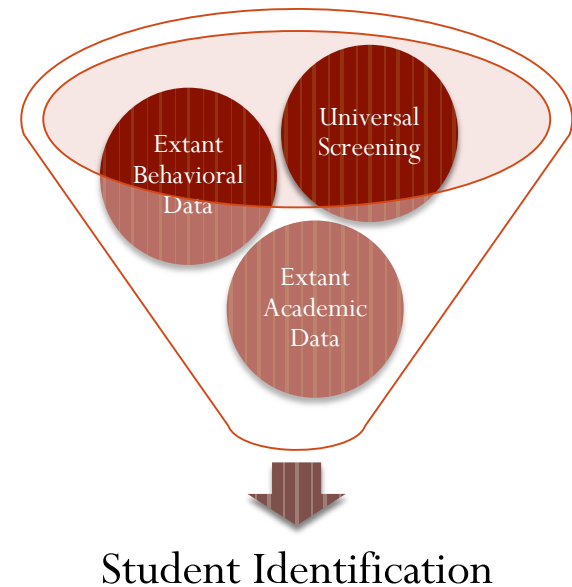




Universal Screening: Decision Making

Universal Screening: Interpretation & Use

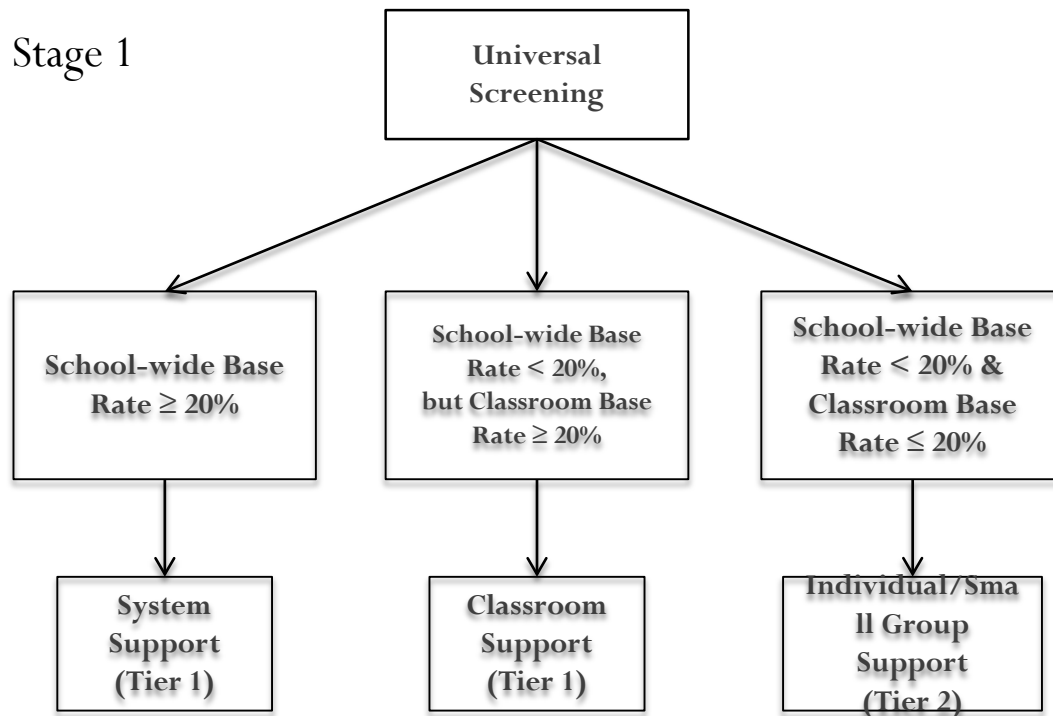
- Reactive vs. Prevention-oriented screening
- Already collecting data on
 - Attendance (days absent, tardies, etc.)
 - Academic outcomes (growth on CBMs)
 - Statewide test scores
 - Grades
 - ODRs



Student	Grade	Gender	Ethnicity	STEEP Reading (Winter)	STEEP Reading (Spring)	Reading BM #1	Reading BM #2	Reading BM #3	STEEP Math (Winter)	STEEP Math (Spring)	Math BM #1	Math BM #2	Math BM #3	Attendance (Fall)	Attendance (Spring)	ODR (Fall)	ODR (Spring)	Behavior Risk
John	8	1	5	27	37	83.3	76	66.7	45	45	40	20	46.7	7	3.5	0	0	1
Billy	8	1	1	35	35	86.7	88	86.7	143	142	84	80	90	4	2.5	0	0	0
Sarah	8	2	2	37	33	90	72	93.3	102	45	72	64	60	1	4	0	0	0
Eric	8	1	2	39	39	83.3	96	73.3	171	173	64	68	56.7	4	7	1	0	0
Dirk	8	1	1	18	25	85	89	99	107	114	82	83	99	0	1	1	0	1
Jennifer	8	2	1	25	29	80	80	66.7	110	107	76	84	76.7	1	9	0	0	0
Melissa	8	2	1	14	15	40	24	33.3	31	41	56	32	36.7	5	15	0	0	1
Frank	8	1	6	6	15	43.3	40	40	53	40	56	36	50	3	5	1	0	2
Joshua	8	1	1	14	20	90	100	100	50	53	64	84	93.3	0	3	0	0	0
Patrick	8	1	1	21	17	56.7	64	73.3	88	85	68	52	56.7	15	14.5	0	0	0
Justin	8	1	1	28	32	93.3	92	80	74	71	92	92	86.7	4	4	0	0	0
Moriah	8	2	5	23	23	56.7	88	46.7	90	99	68	40	80	19	12.5	0	0	0
Henry	8	1	5	23	22	76.7	76	86.7	125	136	68	60	73.3	8	1.5	0	0	0
Ellie	8	2	1	29	30	56.7	68	46.7	133	104	60	36	56.7	0	9	0	0	0
Kevin	8	1	1	26	26	100	84	73.3	119	95	72	52	73.3	2	5	0	0	0
Samson	8	1	1	30	34	80	80	66.7	138	122	84	88	80	4	9	0	0	0
Sergio	8	1	1	4	10	30	16	33.3	25	30	24	24	20	9	4.5	2	3	2
Tabitha	8	2	1	15	17	80	72	73.3	31	39	80	80	93.3	20	19	0	0	0
Rick	8	1	1	16	21	56.7	84	46.7	87	100	64	52	43.3	4	6.5	0	0	0
Marjorie	8	2	1	36	40	83.3	92	80	201	177	92	92	96.7	2	6	0	0	0
Samantha	8	2	5	23	18	50	60	60	44	57	44	28	40	2	15.5	1	1	0

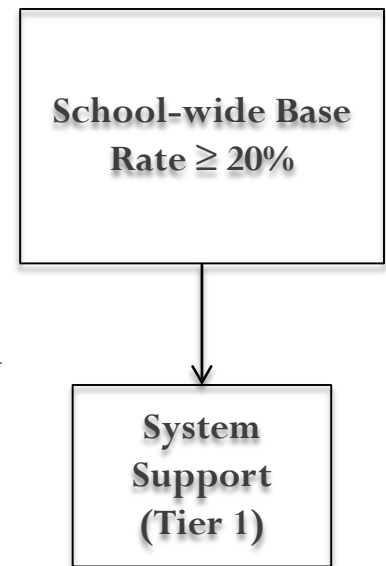
Universal Screening: Interpretation & Use

SEBA Model: Stage 1



System Support (Tier 1)

- Start with universal strategies
 - Determine type of risk most prevalent
- SAEBRS Example:
 - 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
 - Why Try?
 - Incredible Years

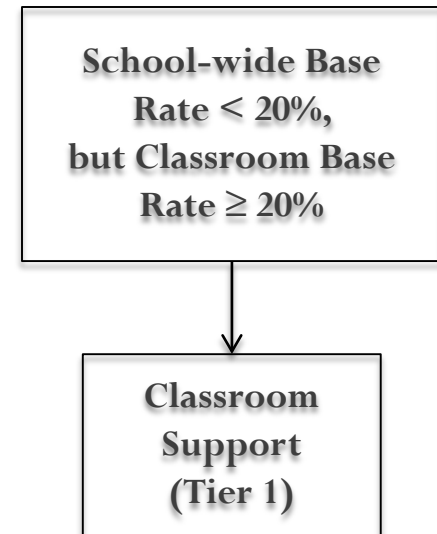


Classroom base rate >20%

Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At- Risk
Shaffer	Sarah	5	25	14	56%
Triggs	Taylor	4	26	13	50%
Ells	Erica	2	26	7	27%
Memphis	Marsha	1	28	7	25%
Barrett	Bob	2	25	5	20%
Cassidy	Cara	4	21	4	19%
Ulrich	Uma	4	28	5	18%

Classroom Support (Tier 1)

- Determine the type of risk most prevalent within the classroom
- Example: SAEBRS
 - Social Behavior
 - Classroom Checkup (Reinke, Herman, & Sprick, 2011)
 - Good Behavior Game
 - Academic Behavior
 - Classroom instruction of various academic enablers (e.g., organization, preparedness for instruction)
 - Promote instructional practices (e.g., opportunities to learn, pace of instruction)

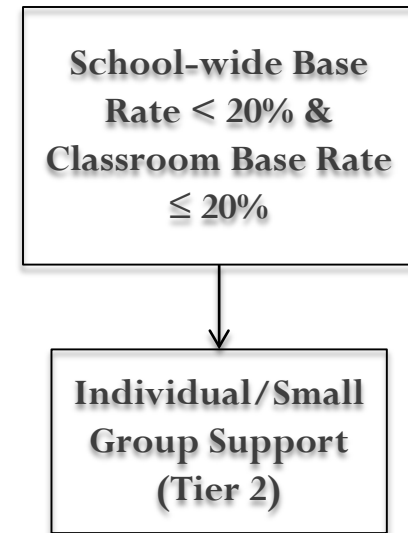


Classroom base rate <20%

Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At- Risk
Franks	Fred	10	29	5	17%
Garrett	Greg	11	21	3	14%
Hollister	Heather	9	26	3	12%
Innings	Irma	12	23	2	9%
Vargas	Victor	12	24	2	8%
Williams	Wanda	12	27	2	7%
Norton	Nick	9	21	1	5%
Jenkins	Jennifer	11	22	1	5%
Kasper	Kelly	12	24	1	4%

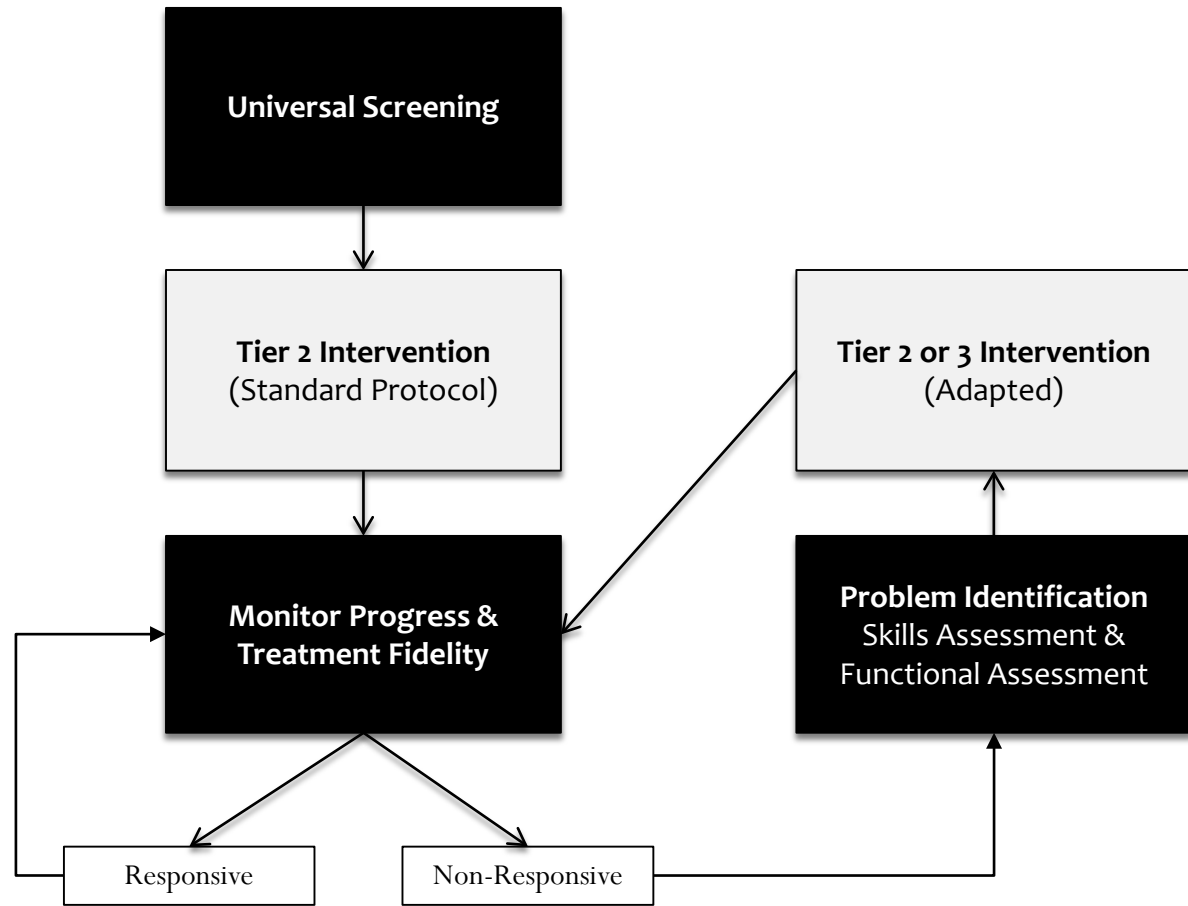
Individual or Group Level Support (Tier 2)

- Individual or small-group interventions
- Example: SAEBRS
 - Teaching Strategies
 - Instruction of key skills
 - Social skills, academic enablers, emotional competencies
 - Antecedent/Consequence Strategies
 - Check In/Check Out (CICO) to prompt and reinforce appropriate behaviors
 - Research supporting use with social, academic, or emotional behavior



Individual or Group Level Support (Tier 2)

SEBA Model: Stage 2



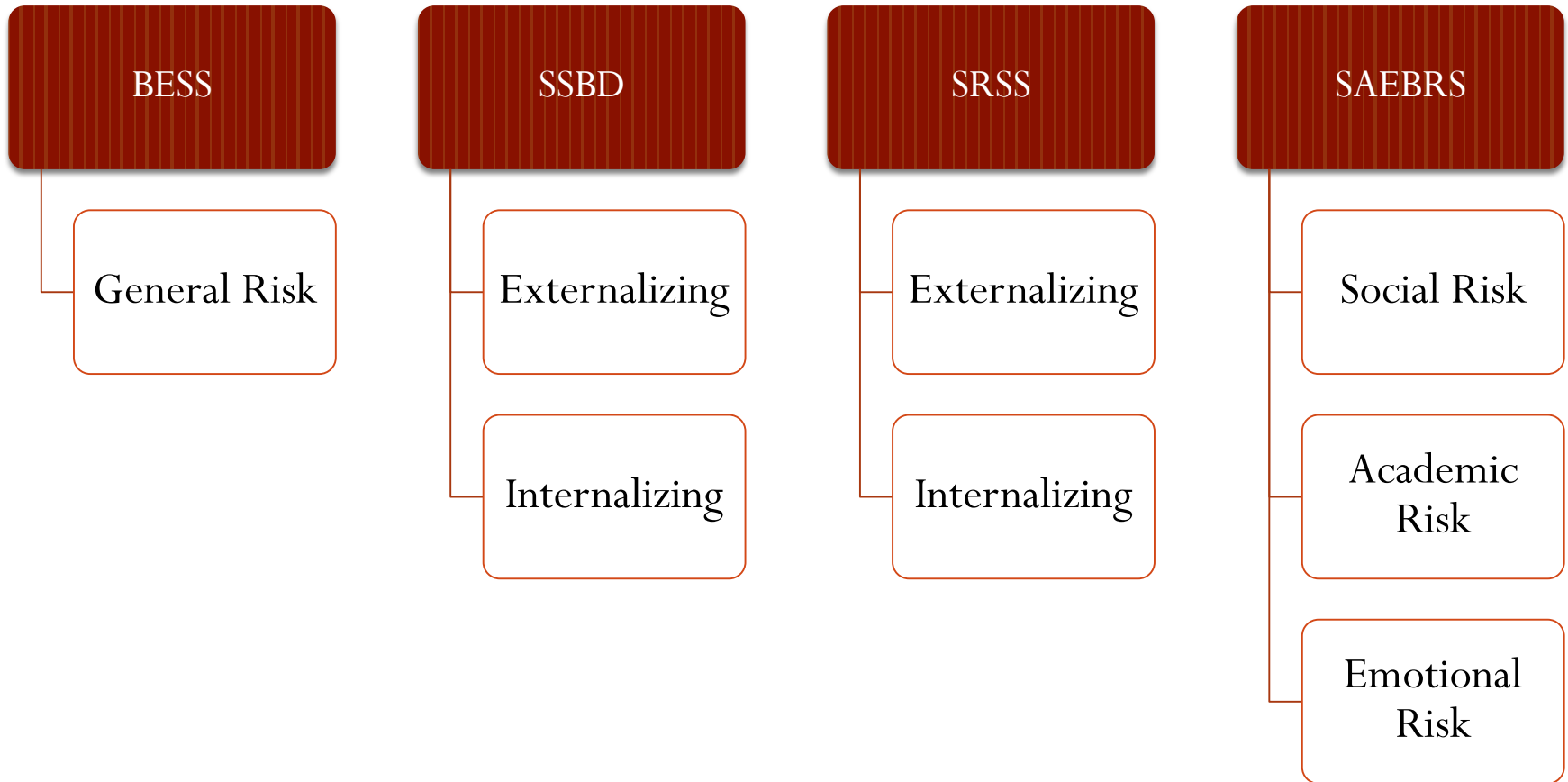
A few reminders...

Assessing to Inform Tier 2 Intervention

Universal Screening

- Purpose
 - Determine which students are at-risk for behavioral and emotional difficulties and therefore need Tier 2 / 3 intervention (Jenkins, Hudson, & Johnson, 2007)
- Limitations (Keller-Margulis, Shapiro, & Hintze, 2008)
 - Screening = **presence** of a problem
 - Screening \neq **nature** of the problem (necessarily)
- Different screeners give us varying levels of information regarding the nature of the problem

Screening – Nature of the Problem



Screening – Informing Intervention

- Universal screening gives us **SOME** information that can inform the **type** of Tier 2 intervention

- **SSBD**

- Externalizing
 - Check In/Check Out (CICO)
 - Social skills training
- Internalizing
 - Group counseling

- **SAEBRS**

- Social Risk
 - CICO
 - Social skills training
- Academic Risk
 - Homework club
 - Academic enablers instruction
- Emotional Risk
 - Group counseling

Tier 2: Standard Protocol

- Standard protocol is informed by universal screening data
 - SAEBRS as an example

	Social Behavior	Academic Behavior	Emotional Behavior
Performance Deficit Interventions	CICO	Academic behavior CICO (Turtura et al., 2014)	Internalizing CICO (Dart et al., 2015; Hunter et al., 2014)
Skill Deficit Interventions	Social skills instruction	Academic enablers instruction; Homework club	Social-emotional learning, Group counseling

At the end of the day

- Still need better, more intervention-relevant information to inform Tier 2 and 3 interventions
 - Function of problem behavior
 - Informs environmental strategies (i.e., antecedent and consequence supports)
 - Positive skill deficits
 - Informs teaching strategies

Questions? Comments?

Stephen Kilgus

kilguss@missouri.edu