

We're Screening! Now What?

Daniel Rector, MO SW-PBS, Columbia, MO



rectordl@missouri.edu



@PBISRector

#moswpbs17

MO SW-PBS & MTSS:

BRIDGING THE GAPS



Heart of Missouri
Regional Professional
Development Center
University of Missouri



Attention Signal

Call and Response:



School-wide

We say... School-wide

You say... PBS



PBS

Session Outcomes

- Receive a brief overview of universal screening tools.
- Become familiar with how to analyze data to inform decision-making for individual students as well as schoolwide practices.

Screening Overview

Screening Overview

*“The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that **children at risk for these difficulties could also be identified through universal screening and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management.**”*

Source: U.S. Department of Education Office of Special Education and Rehabilitative Services. (2002). *A New Era: Revitalizing Special Education for Children and Their Families*

Screening Overview - Benefits

- Screening questionnaires are generally perceived as fast, efficient, and respectful process
- Ability to include all children and youth of interest
- Screening errors tend to result in a tendency to over identify rather than letting students fall through the crack
- Screening scores can inform schools about the needs of their particular student population and can assist with planning and resource mapping
- Universal screening is recommended as an evidence-based practice by various educational policy and practice groups

Source: President's Commission on Special Education, 2002; No Child Left Behind Act, 2001; U.S. Public Health Service, 2000

Screening Overview - Benefits

Universal screening shifts the focus from a traditional ‘wait to fail’ service delivery model toward proactively seeking out children who may be at risk of academic failure and/or behavioral difficulties.

Source: Glover & Albers, 2007

Screening Overview - Instruments



Universal Screening Instruments -
Handout

Screening Overview - Choosing

Key Criteria:

- Appropriateness for intended use
 - Matches developmental and contextual elements
 - Compatible with delivery model
 - Research validates instrument for intended screening purpose
- Technical validity
 - Adequate norms (recent, comparable demographics, satisfactory size)
- Usability/practicality
 - Social validity
 - Cost-effective
 - Efficient
 - Informs interventions

Screening Application

What is the purpose of universal screening?

Fundamental Question...

Application: Traditional Frame

Recent estimates suggest only one in eight schools are screening for behavioral and emotional risk due to concerns of:

- over identification of students.
- inadequate resources

Source: Bruhn, Woods-Groves, & Huddle, 2014; Chafouleas et al., 2010

What happens if too many students are identified?

Fundamental Question...

Application: Base Rates

Base rates is defined as the proportion of students within a population that possess a characteristic of interest (e.g., the proportion of students exhibiting behavioral and emotional risk as indicated by the screening tool).

Source: Kilgus & Eklund, 2016

Application: Serviceable Base Rates

Sample Questions:

- How many staff members are available to facilitate the interventions?
- How many students can each facilitator reasonably provide cueing and feedback?
- How many students can each teacher observe, rate, and provide feedback as part of their intervention?
- What extent are resources available to support intervention materials?

Source: Kilgus & Eklund, 2016

Application: Serviceable Base Rates (Example)

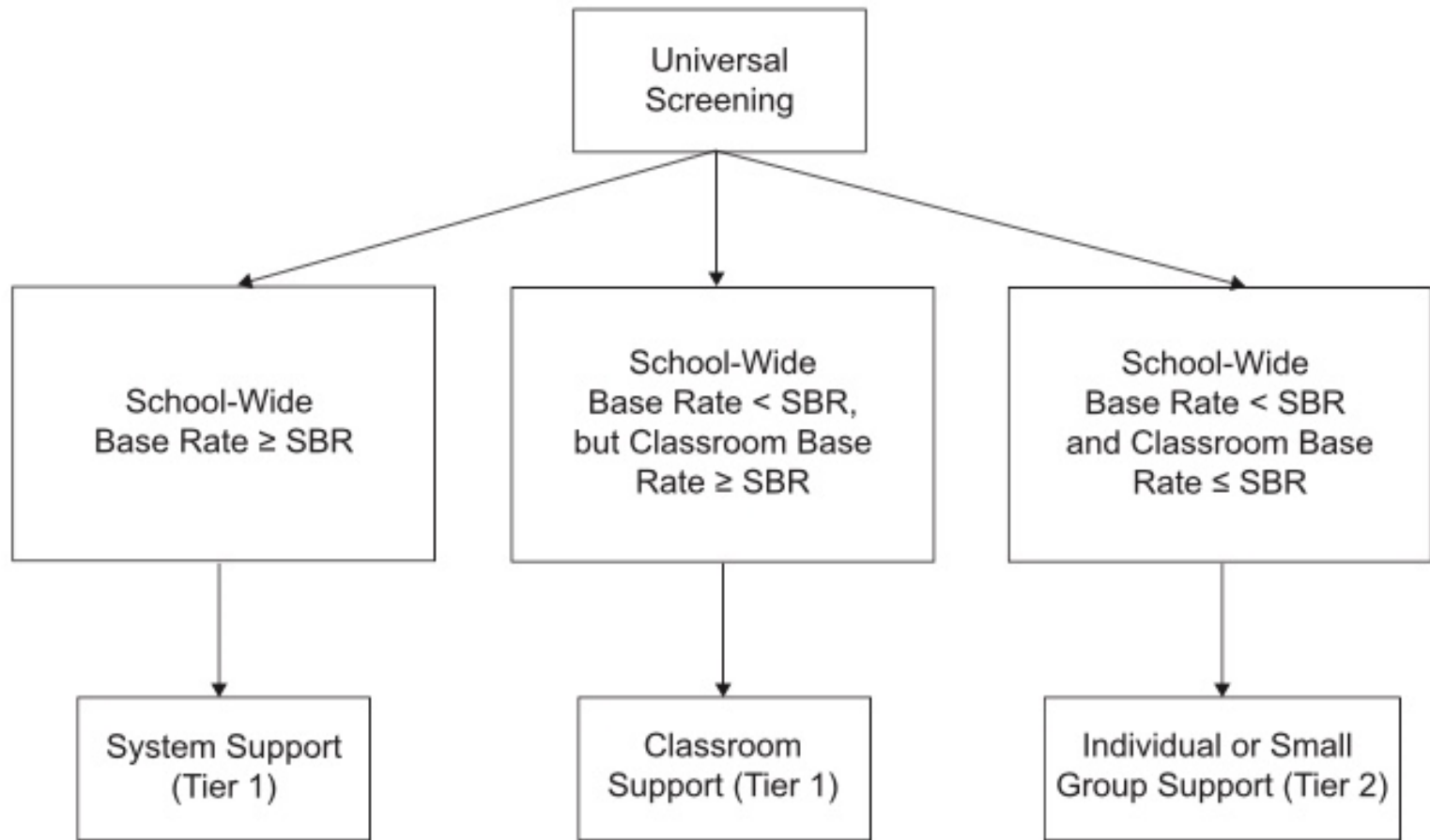
Bottega Elementary Schools – Tier 2 Interventions, SSIG & CICO

- 2 Counselors and 2 School Psychologists to implement social skills and group counseling (1 group ≤ 10 , once per week ... 40 students overall)
- Teacher survey (4 students could be support, n=26)
- Facilitators (50 students during 20 minute periods)
- Funds available to purchase curricula and initial rounds of rewards

School-wide Rate: 40-50 students (14-16%)

Class-wide Rate: 15%

Application: Screen & Analyze



Note. SBR = serviceable base rate.

Source: Kilgus & Eklund, 2016

Application: Individual/Small Group Support

The school-wide base rate is less than the pre-specified serviceable base rate... and ...

Classroom base rate is less than the pre-specified serviceable base rate ...

Implement Tier 2 supports for students

Application: School-wide Supports

The school-wide base rate is more than the pre-specified serviceable base rate...

Look to increase effectiveness of Tier 1 supports & school-wide supports

Application: School-wide Supports

What would school-wide supports look like?

- Ensure access to Tier 1 supports (*what data do you have to support Tier 1 is being implemented with fidelity?*)
 - If not being done, provide additional training to staff and/or increase staff incentive for appropriate implementation
- If Tier 1 is implemented with fidelity
 - Review expectation structure for gaps; Increase access, schoolwide, to expectation instruction and reinforcement frequency

Application: Class-wide Supports

The school-wide base rate is less than the pre-specified serviceable base rate...

Classroom base rate is more than the pre-specified serviceable base rate ...

Look to include class-wide supports

Application: Class-wide Supports

What would class-wide supports look like?

- Instruction of adaptive skills
- Manipulation of environmental contingencies to promote reinforcement of adaptive skills

Examples:

- adoption of instruction of organization, instructional preparedness, or study skills (DiPerna, 2006)
- use of mystery motivators (Kehle, Bray, Theodore, Jenson, & Clark, 2000)
- use of CW-FIT (Wills et al., 2009)
- use of Social Skills Improvement System: Class-wide Intervention Program (Elliot & Gresham, 2007)

*What does this look like
in application?*

Fundamental Question...

Example

Base Rates = schoolwide - 35; class-wide - 3

- $K = KA = 0, KB = 0$
- $1 = 1A = 0, 1B = 0$
- $2 = 2A = 3, 2B = 1$
- $3 = 3A = 0, 3B = 0$
- $4 = 4A = 0, 4B = 0$
- $5 = 5A = 1, 5B = 0$
- $6 = 6A = 5, 6B = 1$
- $7 = 7A = 0, 7B = 2$
- $8 = 8A = 1, 8B = 0$

School-wide = 14

What would you suggest?

school-wide

class-wide

small group

combination

Example (digging deeper)

	A	B	C	D	E	F	G
	Student ID ▼	Teacher Name ▼	Grade ▼	Social ▼	Academic ▼	Emotional ▼	Total ▼
3	196	6A	6A	9	3	16	28
4	197	6A	6A	12	13	17	42
5	201	6A	6A	10	7	14	31
5	203	6A	6A	18	9	20	47
7	206	6A	6A	13	9	19	41
8	208	6A	6A	15	8	19	42
9	211	6A	6A	12	7	17	36
9	213	6A	6A	13	7	11	31

What would target areas be for class-wide interventions?

Example (even deeper)

Social Behavior	6th Grade			7th Grade			8th Grade			Schoolwide	At Risk	Not At Risk
	A	B	Total	A	B	Total	A	B	Total	Total		
Social Behavior Total	15.3	15.2	15.3	16.5	15.4	15.9	14.8	16.2	15.5	15.9	0-12	13-18
Academic Behavior	6th Grade			7th Grade			8th Grade			Schoolwide	At Risk	Not At Risk
	A	B	Total	A	B	Total	A	B	Total	Total		
Academic Behavior Total	12.7	15.2	14.0	16.7	15.5	16.1	14.8	15.1	15.0	15.5	0-9	10-18
Emotional Behavior	6th Grade			7th Grade			8th Grade			Schoolwide	At Risk	Not At Risk
	A	B	Total	A	B	Total	A	B	Total	Total		
Emotional Behavior Total	18.8	18.6	18.7	20.1	18.8	19.4	17.0	18.9	18.0	19.4	0-17	18-21
Grand Total	6th Grade			7th Grade			8th Grade			Schoolwide	At Risk	Not At Risk
	A	B	Total	A	B	Total	A	B	Total	Total		
	46.9	49.1	48.0	53.3	49.6	51.4	46.6	50.3	48.4	50.8		

How could this data be utilized to inform Tier 1/Universal decisions?

Questions?

Application to your site...

- What are you currently doing?
- How can this information be incorporated into your existing systems/practices?
- What help/resources might you need?

We're Screening! Now What?

Daniel Rector, MO SW-PBS, Columbia, MO



rectordl@missouri.edu



@PBISRector

#moswpbs17



References

- Bruhn, A. L., Woods-Groves, S., & Huddle, S. (2014). A preliminary investigation of emotional and behavioral screening practices in K-12 schools. *Education and Treatment of Children, 37*, 611–634.
- Chafouleas SM, Briesch AM, Riley-Tillman TC, Christ TJ, Kilgus SJ. An investigation of the generalizability and dependability of Direct Behavior Rating Single-Item Scales (DBR-SIS) to measure academic engagement and disruptive behavior of middle school students. *Journal of School Psychology. 2010;48:219–246*
- DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools, 43*, 7–17.
- Elliott, S. N., & Gresham, F. M. (2007). *Social skills improvement system: Classwide intervention program*. Minneapolis, MN: Pearson Assessments.
- Glover, T. A., & Albers, C. A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology, 45*(2), 117-135.
- Kehle, T. J., Bray, M. A., Theodore, L. A., Jenson, W. R., & Clark, E. (2000). A multicomponent intervention designed to reduce disruptive classroom behavior. *Psychology in the Schools, 37*, 475–481.
- Kilgus, S. P., & Eklund, K. R. (2016). Consideration of base rates within universal screening for behavioral and emotional risk: A novel procedural framework. *School Psychology Forum, 10*(1), 120-130.
- No Child Left Behind Act of 2001, 20 U.S.C. 70 § 6301 et. seq.
- President’s Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families*. Washington, DC: Author.
- U.S. Department of Education Office of Special Education and Rehabilitative Services. (2002). *A New Era: Revitalizing Special Education for Children and Their Families*
- U.S. Public Health Service. (2000). *Report of the Surgeon General’s Conference on Children’s Mental Health: A national action agenda*. Washington, DC: Department of Health and Human Services.
- Wills, H. P., Kamps, D., Hansen, B., Conklin, C., Bellinger, S., Neaderhiser, J., & Nsubuga, B. (2009). The classwide function-based intervention team program. *Preventing School Failure: Alternative Education for Children and Youth, 54*(3), 164-171.