USING A SCHOOLWIDE UNIVERSAL SCREENING PROCESS TO IDENTIFY AT-RISK STUDENTS

Dr. Stephen Kilgus, Assistant Professor – School Psychology, MU
Crystal Taylor, Doctoral Student – School Psychology, MU
Danielle Starkey, Tier 2-3 Consultant – MO SW-PBS
SESSION EXPECTATIONS

• Be Respectful
  • Promptly respond to attention signal
  • Participate in session activities
  • Use notes for side bar conversations
  • Raise hand to speak; be loud and clear

• Be Responsible
  • Silence cell phones—reply appropriately
  • Tidy area at end of session
SESSION OUTCOMES

At the end of the session, you will be able to...

▶ Select and utilize a standardized screening instrument to identify students in need of Tier 2 and/or Tier 3 supports.
THE CHALLENGE

- Approximately 1 in every 3 to 4 youth experience social, emotional, or behavioral (SEB) disorder.

- 1 in 10 meet criteria for disorder with severe impairment across their lifetime.
  - Of the 20% affected only 30% of those actually receive services.

(Merikangas et al., 2010; U.S. Public Health Service, 2000)
THE CHALLENGE

- Academic success is linked with social & behavioral skills.
- Early identification with intervention can decrease the likelihood of academic failure and low outcomes; minimizes impact of risk.
- Preventive supports reduce the need for more intensive supports later.

(Walker, Cheney, Stage, & Blum, 2005)
THE GOOD NEWS!

- There is great potential to reduce the number of new cases of SEB disorders and improve the lives of youth who experience these challenges.

   *We are limited only by inefficient and ineffective systems!*  

(NRC & IOM, 2009, p. 16)
Schoolwide, Nonclassroom and Classroom Systems

- **Implement Universals**
  - Identify Students
  - Collect & Review Data
  - Select & Provide Intervention
  - Evaluate Outcomes

- **Iden+fy Students**

- **Clarify Problem**

- **Iden+fy Func+on**

- **Select & Provide Intervention**
  - Teachers/Parents
  - Existing School Data
  - Screening Instrument

- **Collect & Review Data**
  - Yes
  - Tier 1 implemented with fidelity?
  - No

- **Identify Function**

- **Function?**

- **Teacher and Team collect data**

- **Team synthesizes data:**
  - Defines Problem
  - Identifies Replacement

- **Obtain Attention**

- **Escape/Avoid Tasks**

- **Self-Monitoring**

- **Check & Connect**

- **Check In Check Out**

- **Academic Support(s)**

- **Small Group Social Skills**

- **Evaluate Outcomes**

- **Small Group Academic Support(s)**

- **Self-­‐Monitoring**

- **Small Group Social Skills**

- **Self-­‐Monitoring**

- **Self-­‐Monitoring**

- **Self-­‐Monitoring**
Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Data Decision Making

PRACTICES

OUTCOMES

DATA

SYSTEMS
TIER 2 STUDENT IDENTIFICATION

- Develop a data based process, that includes a minimum of two sources to accurately identify students with internalizing and/or externalizing social, emotional, or behavioral risk factors.
  1. Nominations
  2. Existing School Data
  3. Universal Screening Scores
STANDARDIZED SCREENING INSTRUMENT

- Universal screening is recommended as an evidenced-based practice
  - President’s New Freedom Commission & Special Education Task Force
  - Surgeon General
  - Safe Schools/Healthy Students
Advantages of systematic screening

- Fast, efficient, and respectful
- Include all children and youth of interest
- If we make an error, the error tends to identify students who are not at-risk
- Informs schools about the student population
- Find groups of students with common needs
- Facilitates resource mapping of services

(University of Oregon Institute on Violence and Destructive Behavior)
UNIVERSAL SCREENING IN A MULTI-TIERED FRAMEWORK

- Why Universal Screening?
  - Fast and efficient
  - Teacher, Parent, and/or student informant
  - Systematic decision rules
  - Subsyndromal indicators of risk
  - If we make an error, the error tends to identify students who are not at-risk

Bradshow, Reinke, Brown, Bevans, & Leaf, 2008
UNIVERSAL SCREENING FOR BEHAVIORAL RISK

Systematic early identification

Comprehensive diagnostic assessments

Levitt, Saka, Romanelli, & Hoagwood, 2007
Schoolwide, Nonclassroom and Classroom Systems

- Teacher/Parent Nomination
- Existing School Data
- Screening Instrument

Teacher and Team collect data

Team synthesizes data:
- Defines Problem
- Identifies Replacement

Function?

Select & Provide Intervention
- Identify Function
- Clarify Problem
- Collect & Review Data
- Identify Students
- Implement Universals

Evaluate Outcomes

Schoolwide, Nonclassroom and Classroom Systems
HOW DOES YOUR SCHOOL IDENTIFY STUDENTS?

- Office Discipline Referrals
- Teacher Referrals
- Universal Screeners
- Other ways of identifying students with behavioral risk?
HOW DOES YOUR SCHOOL IDENTIFY STUDENTS?

Purpose → How things are typically done →

How students are identified for intervention
- ODRs
- Teacher referrals
- Parent referral

Which interventions are selected
- Clinical judgment
- “This has worked before”

Determine student responsiveness to intervention
- Periodic “check ins”
- Evaluation of ODRs
The goal of universal screening is not to override referrals, but to complement them.

Reactive methodologies identifies students showing more intense externalizing behaviors.

Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007
THE PROBLEM WITH ONLY USING REACTIVE IDENTIFICATION METHODS ALONE

- But what about those with internalizing behaviors? Non-disruptive disengagement?

Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007
HOW CAN SCHOOLS BE PROACTIVE?

- Universal screening + Targeted Intervention Planning

Glover and Albers, 2007
HOW DO YOU SELECT A SCREENER?

- Technical Adequacy
- Usability
- Contextual relevance

Glover & Albers, 2007
WHAT SCREENERS ARE AVAILABLE?

- Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990)
- Student Risk Screening Scale (SRSS; Lane et al, 2007)
- Strength and Difficulties Questionnaire (SDQ; Goodman, 2001)
- Behavioral and Emotional Screening System (BESS; Kamphaus & Reynolds, 2007)
- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, & Riley-Tillman, 2013)
SYSTEMATIC SCREENING FOR BEHAVIORAL DISORDERS (SSBD)

- SSBD is a multiple gating model of screening
- Combination of assessment tools, teacher nomination, and direct observations.
- Identifies externalizing and internalizing behaviors
- Cost of manual
- 45 minutes to 1 hour to complete
SYSTEMATIC SCREENING FOR BEHAVIORAL DISORDERS (SSBD)

Stage I
- Teacher Ranking on Internalizing & Externalizing Behavioral Dimensions

Stage II
- Teacher Rating on Critical Events Checklist (CEI) and Combined Frequency Index (CFI)

Stage III
- Direct Observations and Parental Questionnaire

Pass through gate 3, classroom interventions/ referral to multidisciplinary evaluation
STUDENT RISK SCREENING SCALE (SRSS)

- Strong psychometric support
- 14 items (internalizing and externalizing)
- No cost
- Grade K-6
STRENGTH AND DIFFICULTIES QUESTIONNAIRE (SDQ)

- Looks at strengths and difficulties of students in sociobehavioral domains
- Teacher, parent, and self forms
- No cost
An adapted version of the BASC-2
  Uses T-scores to determine risk
Identifies risk in the following areas:
  Behavioral, emotional, and adaptive skills
25-30 items
AIMSweb
Costly for school districts
SOCIAL, ACADEMIC, AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRs)

- Low cost, 19 item teacher rating scale assessing the following areas:
  - Social behavioral risk
  - Academic behavioral risk
  - Emotional behavioral risk

- Available online: www.fastbridge.org
### Teacher Rating Scale

Your Name: ____________  Student Date of Birth: ____________

Student Name: ____________  Student Grade: ____________

Today’s Date: ____________

Using the following scale, identify how frequently the student has displayed each of the following behaviors during the previous month. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

#### Social Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temper outbursts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polite and socially appropriate responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Academic Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in academic topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparedness for instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of acceptable work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty working independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distractedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Emotional Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fearfulness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptable to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty rebounding from setbacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAEBRS

- Broken into 3 subscales and one broad scale

- Total Behavior (19 items)
  - Social Behavior (6 items)
  - Academic Behavior (6 items)
  - Emotional Behavior (7 items)
EVIDENCE FOR SAEBRS

- Kilgus, Chafouleas, & Riley-Tillman, 2013
- Kilgus, Eklund, von der Embse, & Taylor, 2015
- Kilgus, Sims, von der Embse, & Riley-Tillman, in press
- von der Embse, Pendergast, Kilgus, & Eklund, under review
EVIDENCE FOR SAEBRS

- Populations
  - Elementary School
  - Middle School
  - High School
EVIDENCE FOR SAEBRS

- Psychometrics
  - Inter-rater reliability
  - Internal consistency
  - Concurrent validity
  - Diagnostic accuracy
  - Structural validity
SCORING SAEBRS

- Once ratings are complete, users can add scores within each subscale.
- Subscale scores can be summed to get a total behavior score.
- CAUTION: Reverse scoring
LET’S PRACTICE: SAEERS

- Think of one student in your classroom/ at your school and complete the SAEERS
LET’S PRACTICE: SAEBRS

- Score
  - Reverse Score
    - Arguing
    - Temper outbursts
    - Disruptive
    - Impulsive
    - Difficulty working independently
    - Distractedness
  - Sadness
  - Fearfulness
  - Worry
  - Difficulty rebounding from setbacks
  - Withdrawal
### How to Interpret

<table>
<thead>
<tr>
<th></th>
<th>At Risk</th>
<th>Not At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Behavior</td>
<td>0-12</td>
<td>13-18</td>
</tr>
<tr>
<td>Academic Behavior</td>
<td>0-9</td>
<td>10-18</td>
</tr>
<tr>
<td>Emotional Behavior</td>
<td>0-17</td>
<td>18-21</td>
</tr>
<tr>
<td>Total Behavior</td>
<td>0-36</td>
<td>37-57</td>
</tr>
</tbody>
</table>
WHAT DO YOU DO NEXT?
Universal Screening

- School-wide Base Rate ≥ SBR
  - System Support (Tier 1)

- School-wide Base Rate < SBR, but Classroom Base Rate ≥ SBR
  - Classwide Support (Tier 1)

- School-wide Base Rate < SBR and Classroom Base Rate ≤ SBR
  - Individual Support (Tier 2)
SYSTEM SUPPORTS

- Determine the type of risk most prevalent within the school

**Example: SAEBRS**

- Social Behavior:
  - Review and revision of school-wide expectations or reinforcement plan (ensure integrity)

- Emotional Behavior:
  - Implementation of social-emotional learning (SEL) curriculum
CLASSESRoom supports

• 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)
INDIVIDUAL SUPPORTS

- Multiple models for individual student service delivery have been proposed:

- **Examples:**
  - **Solution-focused Emotional & Behavioral Assessment** (SEBA; Kilgus, von der Embse, & Eklund, 2014)
SELECTING INTERVENTIONS

- School Success
  - Social Success
    - Externalizing Problems
    - Social Skills
  - Academic Success
    - Attention Problems
    - Academic Competence
  - Emotional Success
    - Internalizing Problems
    - Social-Emotional Competence
SELECTING INTERVENTIONS

Universal Screening

- Social Behavior Assessment
- Academic Behavior Assessment
- Emotional Behavior Assessment

Progress Monitoring

- Teach Social Skills
- Modify Antecedents & Consequences
- Teach Academic Enablers
- Teach Coping Skills
CASE EXAMPLE: TOGETHER

Universal Screening

- SAEBRS indicates “Ryan” is at risk for social behavior problems
  - We therefore engage in problem identification assessment specific to the social behavior domain

Problem Identification

- **Functional behavior assessment (How do we modify the environment?)**
  - FACTS → Ryan calls out during instruction, likely to gain adult attention

- **Social skills assessment (What to teach?)**
  - ISP-SS → Ryan possesses social skill deficits in self-control

Progress Monitoring

- **DBR-SIS** → formative assessment of Ryan’s ‘disruptive behavior’ and ‘academic engagement’
Interventions:

- **Antecedent/Consequence Strategies**
  - Check In/Check Out (CICO) to prompt and reinforce appropriate behaviors that might replace calling out (e.g., sitting quietly, raising hand)

- **Teaching Strategies**
  - Social skills instruction of skills related to self-control (e.g., waiting one’s turn, raising hand)

CASE EXAMPLE: TOGETHER
CASE EXAMPLES: ON YOUR OWN
Callie is a second grader at Mizzou Elementary School.

<table>
<thead>
<tr>
<th>Social</th>
<th>Academic</th>
<th>Emotional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>7</td>
<td>7</td>
<td>31</td>
</tr>
</tbody>
</table>

Where do we see the most problems?
CASE EXAMPLE: CALLIE

Callie’s Risk

- Academic
  - Academic skills- teach classroom strategies
- Emotional
  - Coping Cat
  - Coping skill strategies
- Total Behavior
CASE EXAMPLE

Blake is a fourth grader at Mizzou Elementary School.

<table>
<thead>
<tr>
<th>Social</th>
<th>Academic</th>
<th>Emotional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>2</td>
<td>17</td>
<td>36</td>
</tr>
</tbody>
</table>

Where do we see the most problems?
CASE EXAMPLE: BLAKE

Blake’s Risk
- Academic
- Emotional
- Total Behavior

Best to target Academic
- Classroom observations
- Teach academic strategies
- Skill groups for academics
CASE EXAMPLE

- Joe is a first grader at Mizzou Elementary School.

- Where do we see the most problems?

<table>
<thead>
<tr>
<th>Social</th>
<th>Academic</th>
<th>Emotional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>
CASE EXAMPLE: JOE

Joe’s Risk
  - Social behavior
    - Functional Behavior Assessment
    - Social Skill Group
    - Check in / Check out
CASE EXAMPLE

Steve is a first grader at Mizzou Elementary School.

<table>
<thead>
<tr>
<th>Social</th>
<th>Academic</th>
<th>Emotional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
<td>12</td>
<td>23</td>
</tr>
</tbody>
</table>

Where do we see the most problems?
CASE EXAMPLE: JOE

▶ Steve’s Risk
  ▶ Social
  ▶ Academic
  ▶ Emotional
  ▶ Total
▶ Additional Assessments
▶ Skill groups
Think back to the student you completed your SAEBRS ratings for.

- What interventions does your school currently implement?
- Would any of these work for your student?
- What’s a possible action plan for this student?

LET’S PRACTICE: SAEBRS
Universal screening is a proactive, fast, and efficient way to identify students at-risk for behavior problems. There are many universal screening options. Schools should choose the best one for their population. SAEBRS is a free screener to assess Social, Academic, and Emotional Behavior Risk. Evidence supports its use in elementary, middle, and high schools. Psychometric evidence supports its usability, diagnostic accuracy, score reliability, etc.
QUESTIONS?