


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

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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.
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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)

(Albers, C.A., Glover, T.A., & Kratochwill, 2007; Elliot, Huai, & Roach, 2007)



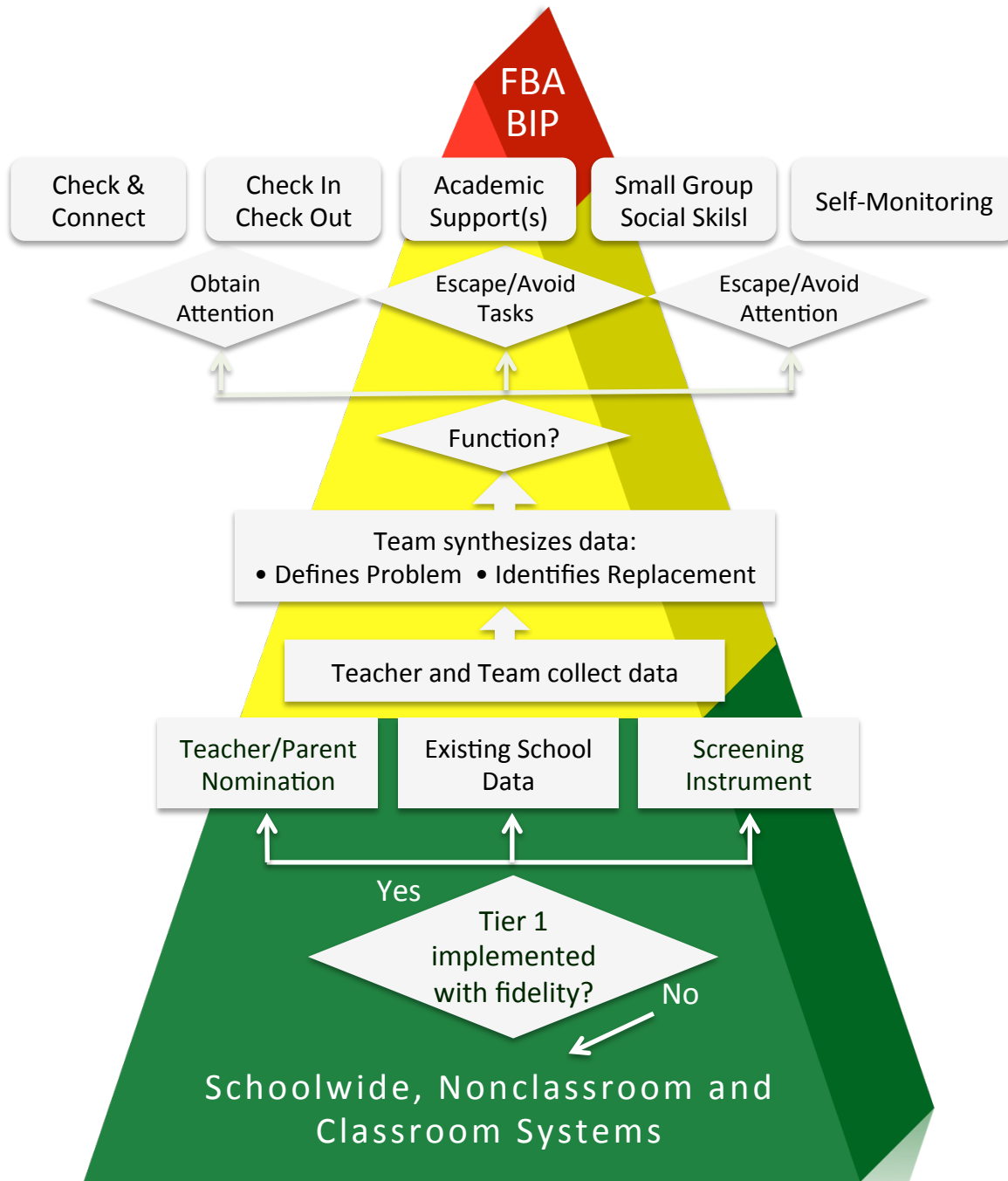
THE GOOD NEWS!

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

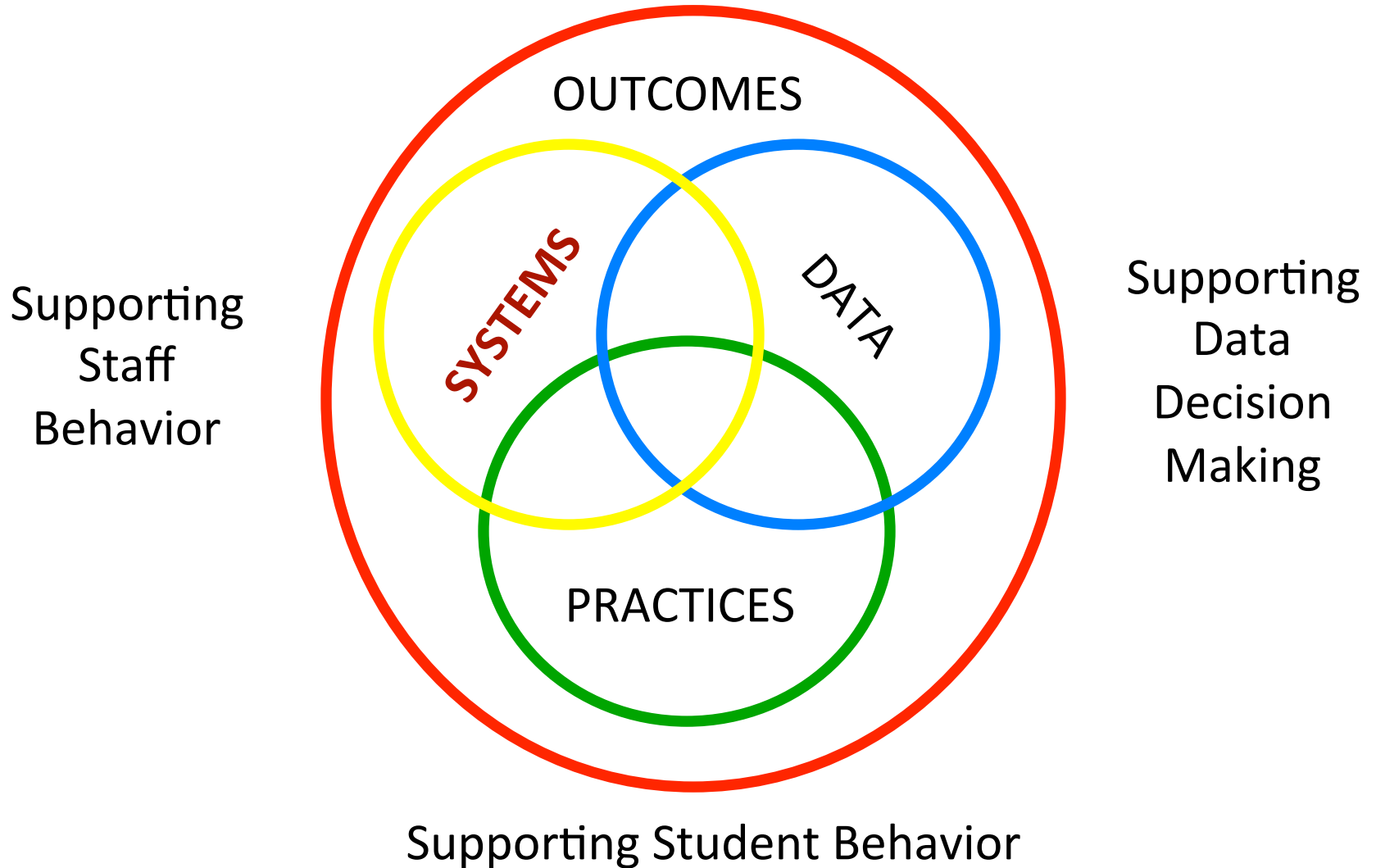
***We are limited only by
inefficient and ineffective systems!***

(NRC & IOM, 2009, p. 16)






Social Competence & Academic Achievement



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
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STANDARDIZED SCREENING INSTRUMENT

- ▶ 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

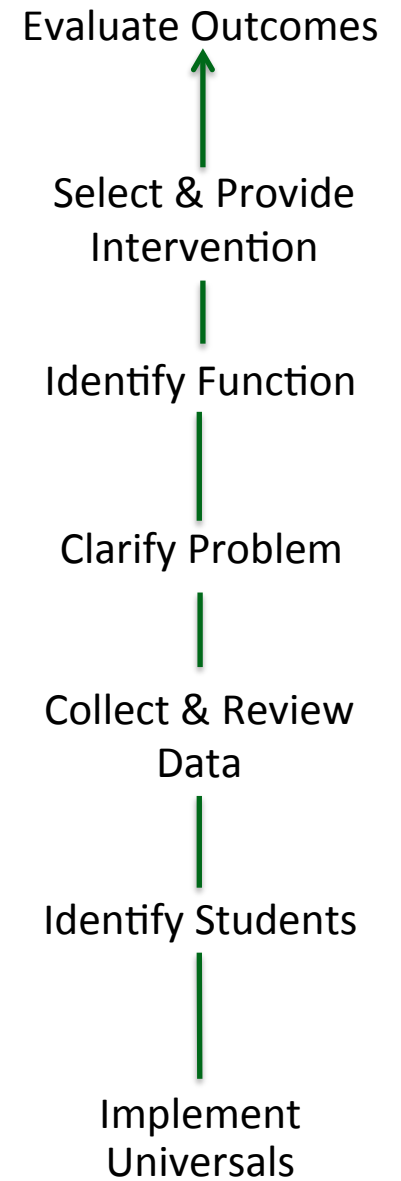
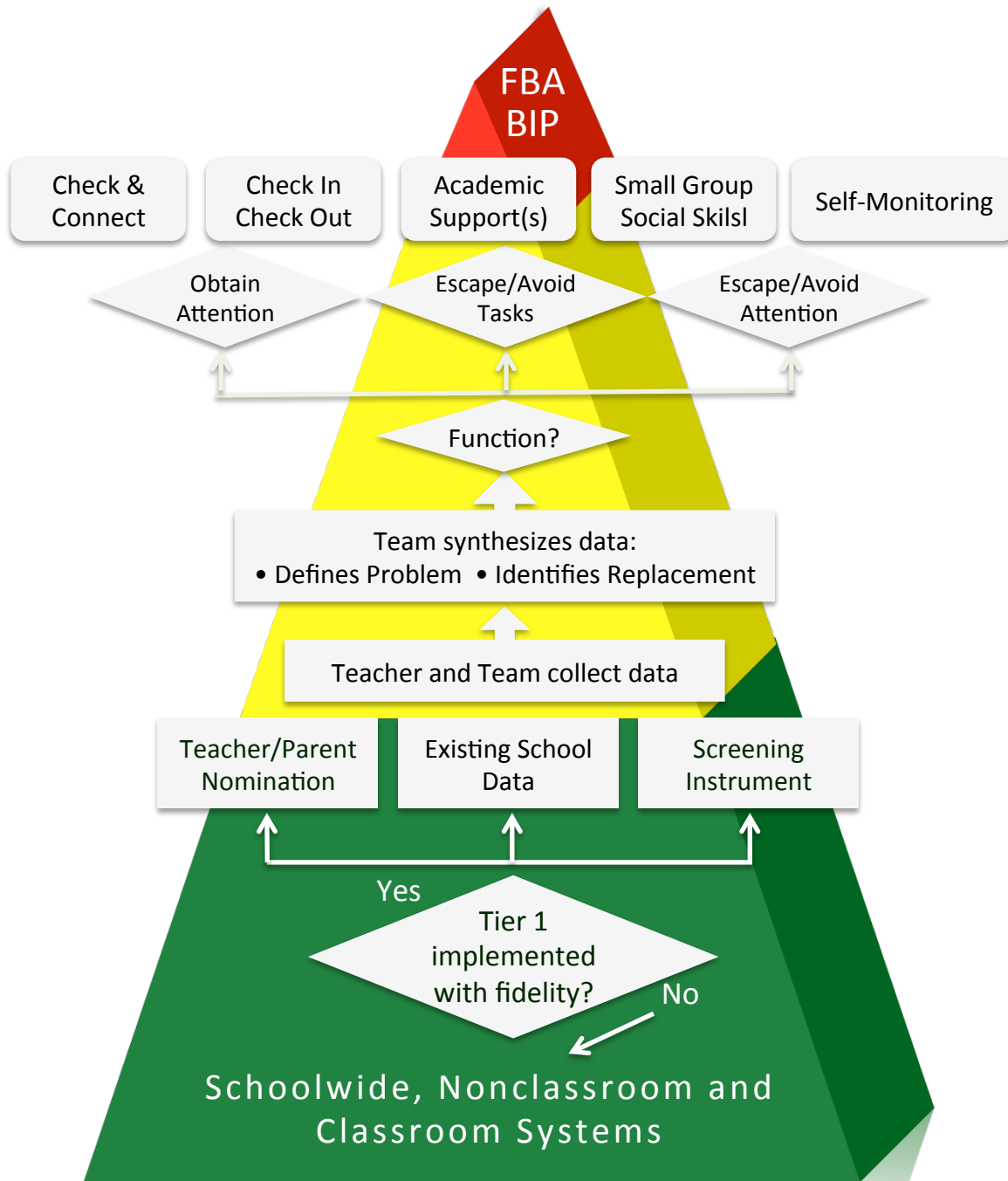
- ▶ Why Universal Screening?
 - ▶ Fast and efficient
 - ▶ Teacher, Parent, and/or student informant
 - ▶ Systematic decision rules
 - ▶ Subsyndromal indicators of risk
 - ▶ If we make an error, the error tends to identify students who are not at-risk

UNIVERSAL SCREENING FOR BEHAVIORAL RISK

Systematic early
identification

Comprehensive
diagnostic assessments

Levitt, Saka, Romanelli, & Hoagwood, 2007



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 students are identified for intervention


- ODRs
- Teacher referrals
- Parent referral

How things are typically done →

Which interventions are selected

- Clinical judgment
- “This has worked before”

Determine student responsiveness to intervention

- Periodic “check ins”
 - Evaluation of ODRs
- 

THE PROBLEM WITH ONLY USING REACTIVE IDENTIFICATION METHODS ALONE

- ▶ 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



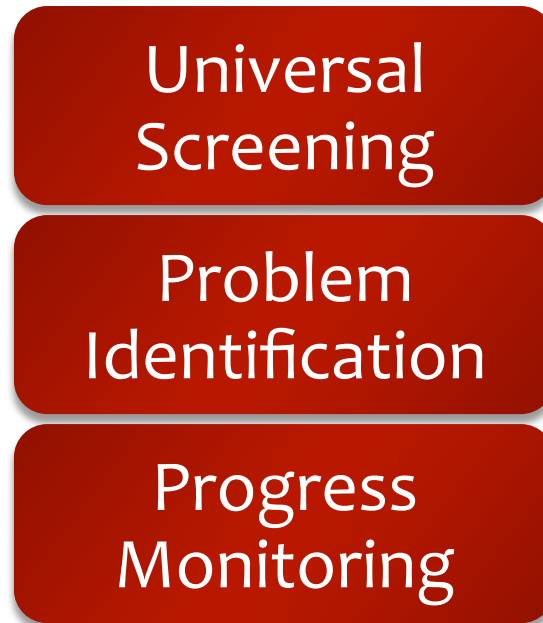
THE PROBLEM WITH ONLY USING REACTIVE IDENTIFICATION METHODS ALONE

- ▶ 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
- 

BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM (BESS)

- ▶ 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
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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



SAEBRS

Social, Academic, & Emotional Behavior Risk Screener

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

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

Academic Behavior

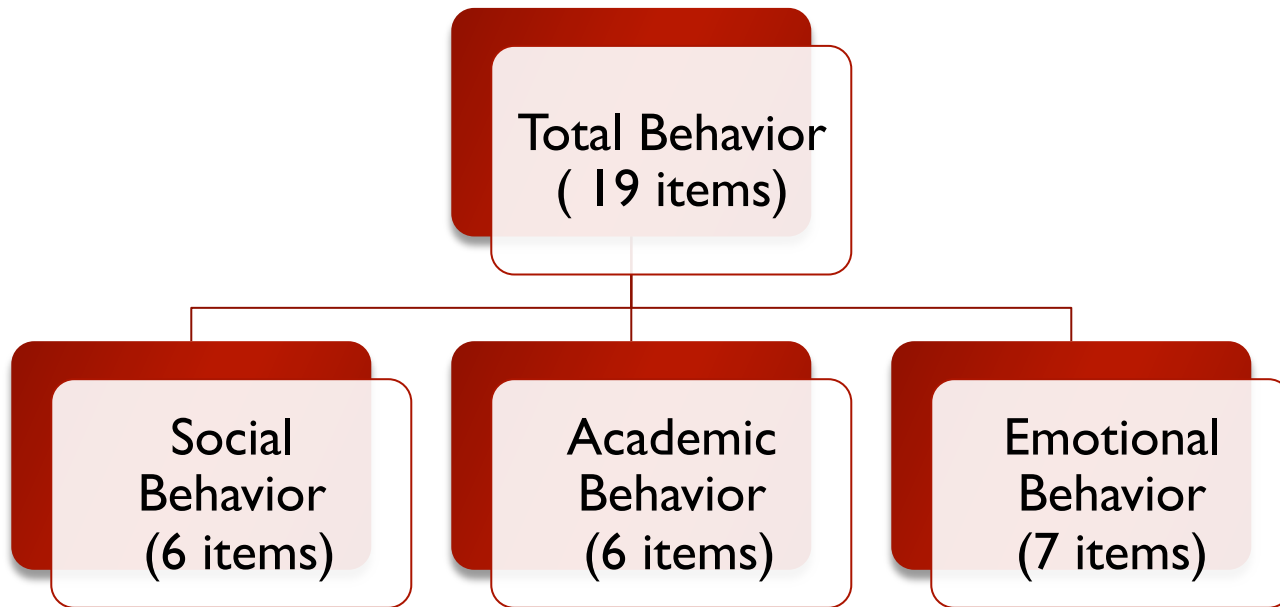
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3

Emotional Behavior


Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

SAEBRS


- ▶ Broken into 3 subscales and one broad scale




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
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LET'S PRACTICE: SAEBRS

- ▶ Think of one student in your classroom/ at your school and complete the SAEBRS

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

	At Risk	Not At Risk
Social Behavior	0-12	13-18
Academic Behavior	0-9	10-18
Emotional Behavior	0-17	18-21
Total Behavior	0-36	37-57

WHAT DO YOU DO NEXT?



Universal
Screening

School-wide Base
Rate \geq SBR

School-wide Base
Rate $<$ SBR, but
Classroom Base
Rate \geq SBR

School-wide Base
Rate $<$ SBR and
Classroom Base
Rate \leq SBR

System Support
(Tier 1)

Classwide
Support (Tier 1)

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

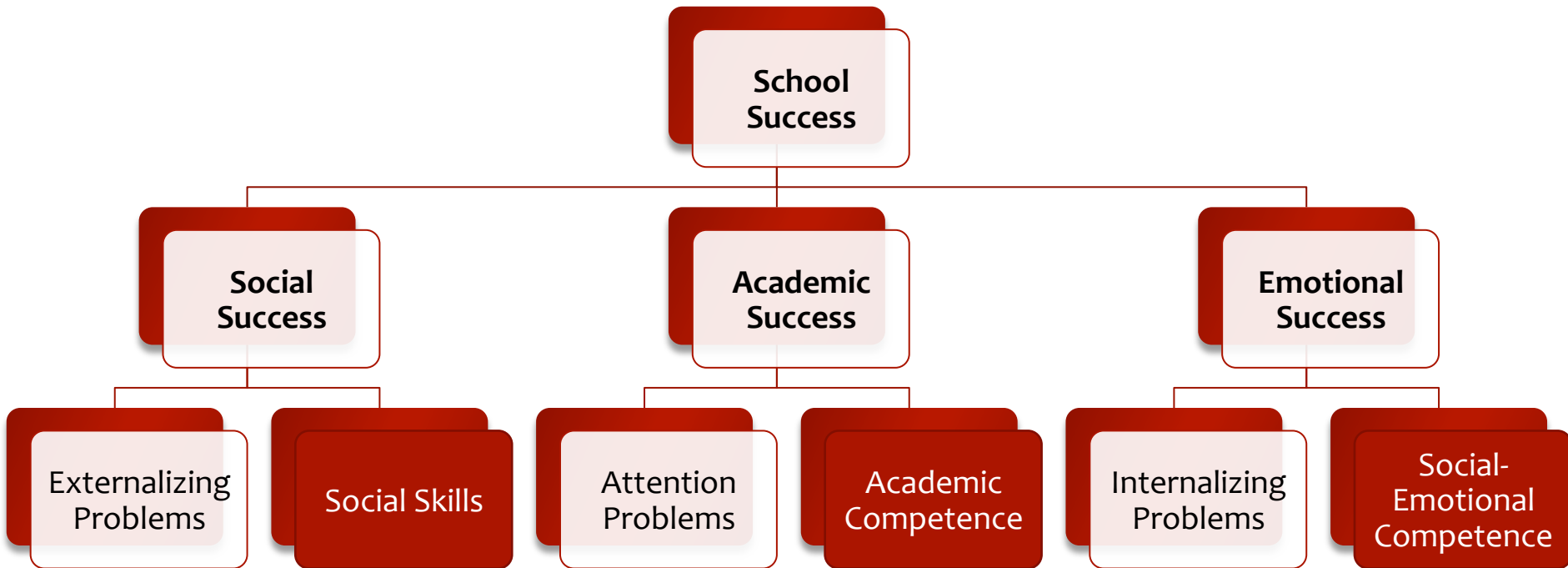
CLASSROOM SUPPORTS

- 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)

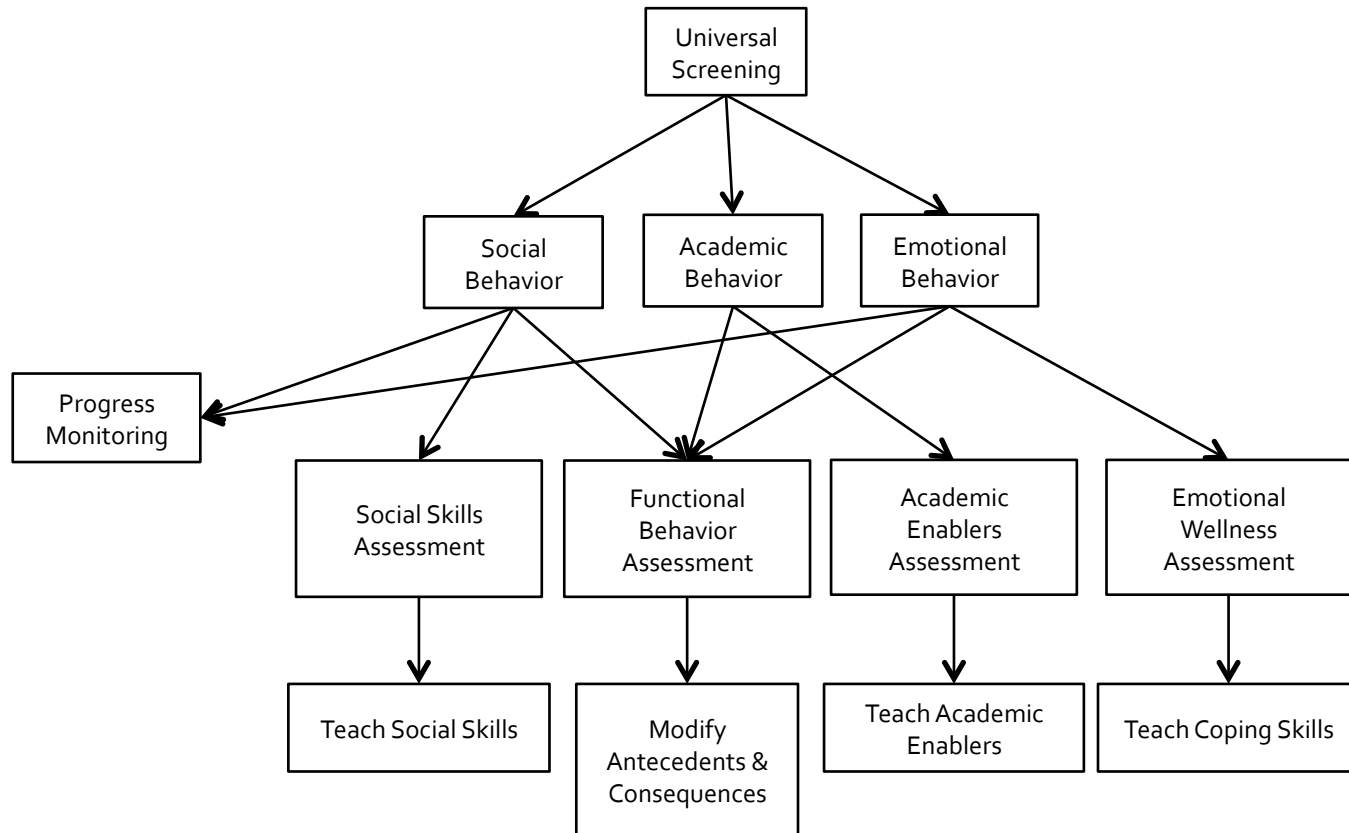
INDIVIDUAL SUPPORTS

- ▶ 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



SELECTING INTERVENTIONS



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’
- 

CASE EXAMPLE: TOGETHER

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 EXAMPLES: ON YOUR OWN



CASE EXAMPLE: CALLIE

- ▶ Callie is a second grader at Mizzou Elementary School.

Social	Academic	Emotional	Total
17	7	7	31

- ▶ Where do we see the most problems?

CASE EXAMPLE: CALLIE

▶ Callie's Risk

▶ Academic

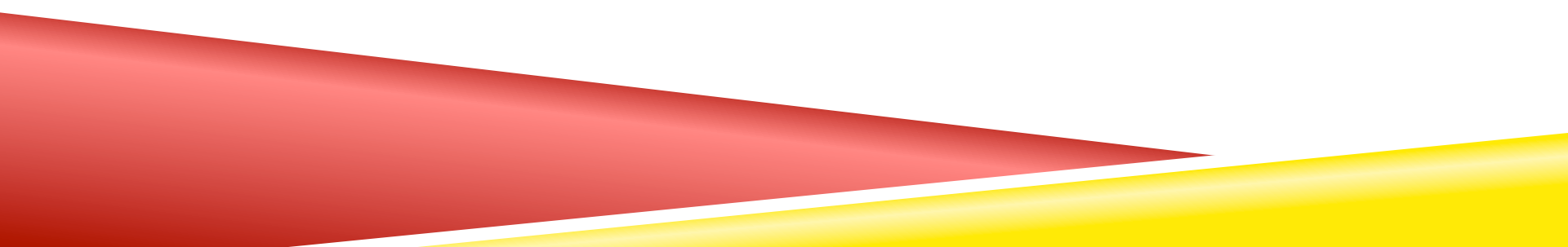
- ▶ Academic skills- teach classroom strategies

▶ Emotional

- ▶ Coping Cat

- ▶ Coping skill strategies

▶ Total Behavior



CASE EXAMPLE

- ▶ Blake is a fourth grader at Mizzou Elementary School.

Social	Academic	Emotional	Total
17	2	17	36

- ▶ 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.

Social	Academic	Emotional	Total
7	10	19	36

- ▶ Where do we see the most problems?

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.


Social	Academic	Emotional	Total
7	4	12	23

- ▶ Where do we see the most problems?


CASE EXAMPLE: JOE

- ▶ Steve's Risk
 - ▶ Social
 - ▶ Academic
 - ▶ Emotional
 - ▶ Total
 - ▶ Additional Assessments
 - ▶ Skill groups
- 

LET'S PRACTICE: SAEBRS

- ▶ 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?
- 

BRIEF OVERVIEW

- ▶ 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.
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QUESTIONS?

