



6J – Systematic Screening: Coaching School Teams to Use the Data

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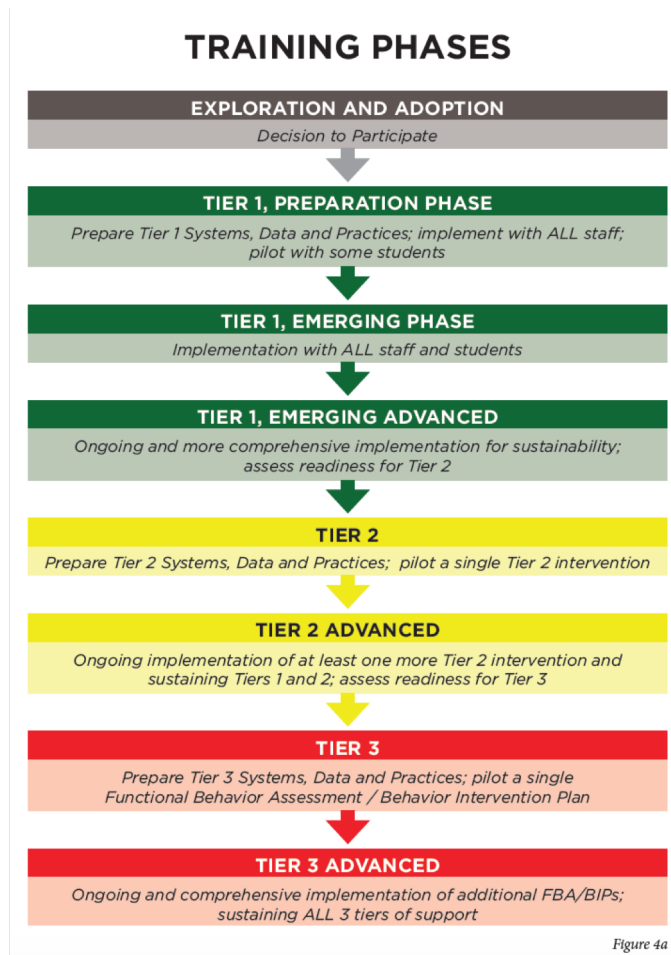
Session Outcomes

- Learn how to choose the appropriate screening instrument to fit the needs of the school
 - Understand how screening data informs Tiers 1, 2, and 3
 - Learn how to plan for effective universal screening in the school
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MO SW-PBS Training Progression



MO SW-PBS schools participate in 7 years of training toward full implementation

← Screening Introduced

Schools seriously consider or adopt Universal Screening as part of their identification system

Projecting Capacity

Total Student Enrollment _____		Our Numbers		Our Numbers
	1%		5%	
	10%		15%	
	80%			

At _____, the student population is _____ students. Based on the expected percentages in tiered intervention, _____ students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately _____ – _____ students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that _____ – _____ students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

Choosing a Screening Instrument

School Context

- Elementary
- Secondary
- Early Childhood
- Alternative, etc.

Outcome Goals

- Schoolwide, Classroom, Small Group, Individual
- Partnerships with MH Providers



Choosing a Screening Instrument

Personnel

- Administering
- Scoring
- Graphing and Reporting

Time

- Managing Administration, Scoring and Response
- Frequency of Administration, Time of Year



Universal Screening Instruments

Social, Emotional and Behavioral Screening Instruments

Selecting a screening instrument.

HO 1 – Social, Emotional and Behavioral Screening Instruments

School Age Children and Youth

Instrument	Description	Method(s)	Administration	Cost
Strengths and Difficulties Questionnaire (SDQ) youthinmind.com www.sdq.org youthinmind.info sdqinfo.com	Grades K-12 Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior Total Difficulties Score reported as Low, Medium or High Risk	Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report (ages 11-17)	45 min-1hr/class 25 items Online administration and scoring available Manual scoring = 10 min/student	No cost if administered and scored online. 1 page per student if administered and scored by hand.
Behavioral and Emotional Screening System (BASC-2 BESS) Pearson www.pearsonclinical.com	Grades Pre-K - 12 Assesses internalizing problems, externalizing problems, school problems, and adaptive skills. Scores reported as Normal, Elevated or Extremely Elevated	Teacher or Parent Report (ages 3-5) Teacher or Parent Report (K-12) Student Self-Report (Grades 3-12)	5-10 min admin 25-30 items Computer scoring available using ASSIST Software	Manual = \$79 Teacher forms = \$122 for pkg of 100 Data Management System = \$700
Systematic Screening for Behavior Disorders (SSBD) 2nd Ed. Sopris West https://pacificnpublish.com/products/SSBD-Portfolio.html	Grades Pre-K - 9 Uses 3-stage, multi-gate process to screen and identify students who may be at risk of developing behavioral disorders.	Rank order students according to behavior. Top ranked students are individually rated.	45 min-1hr/class (stages 1 and 2) Scoring = 15-30 min/class Online scoring available	Manual w/ video = \$225 Online 12 month subscription = \$550 per school

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What can the data tell you?

Level of Risk

- Low
- Moderate
- High

Areas of Concern

- Social
- Emotional
- Behavioral
- Academic



What can the data tell you?

Inform Intervention Options

- Schoolwide
- Classroom
- Targeted, Small Group
- Intensive, Individual

Resource needs

- Personnel
- Materials
- Professional Development



Base Rate

Base rate 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)

We want to know how many students in the school

(Have difficulty getting along with peers, have difficulty accepting feedback, engage in disruptive behavior (blurting, bothering others, etc.), are sad or withdrawn, frequently seek out the nurse with no symptoms...)

Serviceable Base Rate

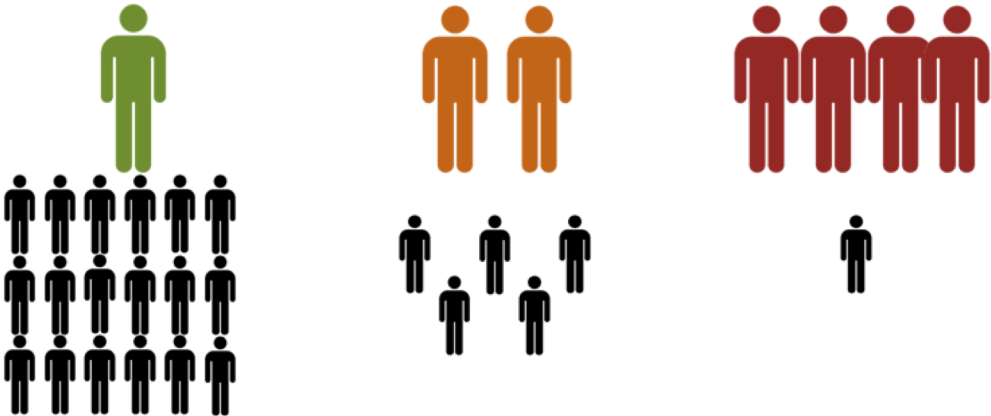
Serviceable Base Rate is the proportion of at-risk students who could reasonably be served in a small group intervention with the current resources.

Based on our current Tier 2 and Tier 3 systems, how many students who _____ can we reasonably serve in interventions?

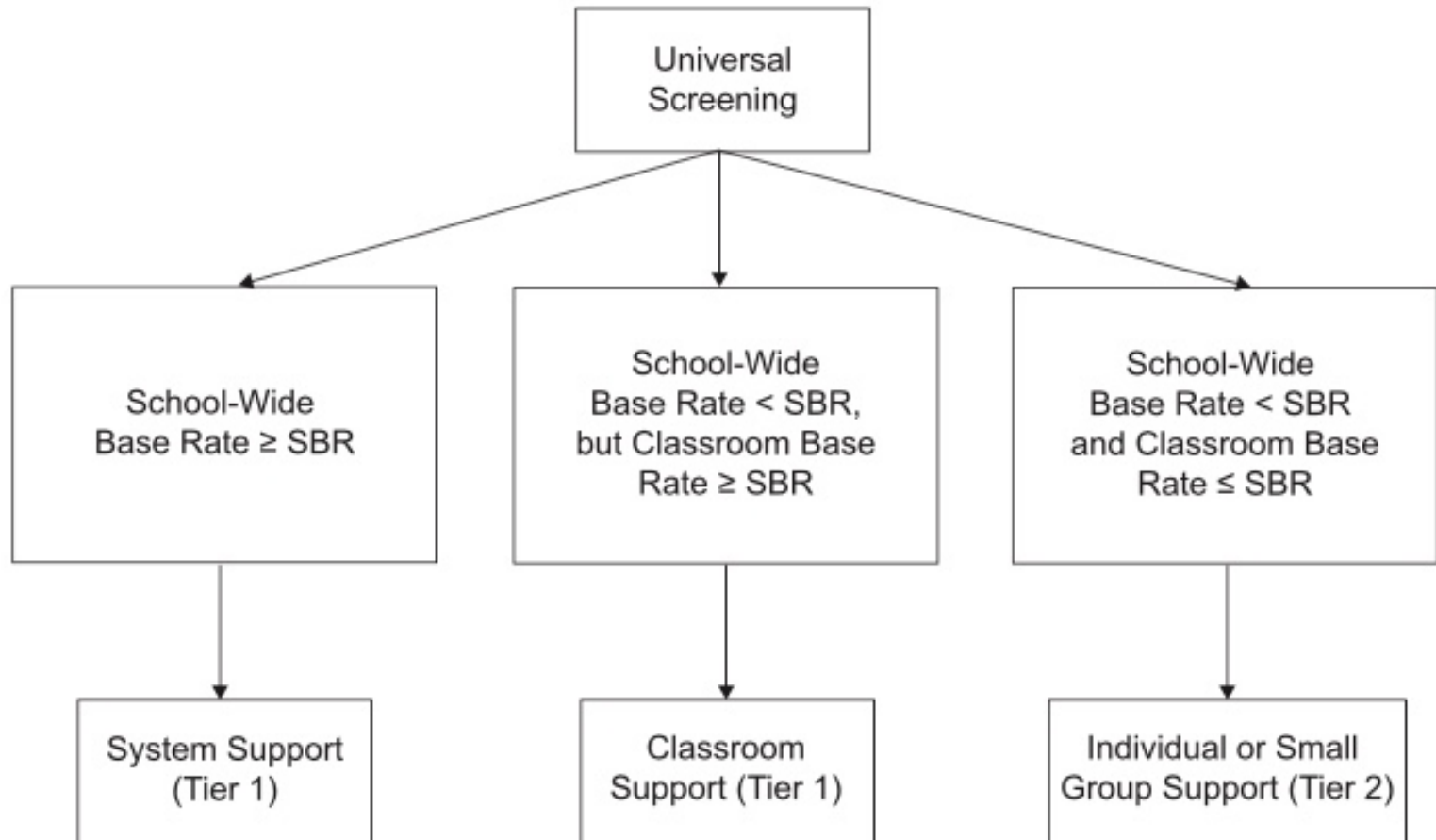
(Have difficulty getting along with peers, have difficulty accepting feedback, engage in disruptive behavior (blurting, bothering others, etc.), are sad or withdrawn, frequently seek out the nurse with no symptoms...)

Capacity by Tier

Tier	Adults	Students
1 Universal	1	20-30
2 Targeted	1-2	5-7
3 Intensive	4+	1



Screen & Analyze



Note. SBR = serviceable base rate.

(Kilgus & Eklund, 2016)

School-wide Supports

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

**Increase effectiveness of Tier 1
universal supports**




(Kilgus & Eklund, 2016)

School-wide Supports

Assess Tier 1 Universal Practices

- Monitor Tier 1 fidelity
- Consider creation or revision of lessons

Consider additional opportunities

- School-wide social skills instruction
 - Clubs
 - School-wide service projects
 - Special events
- 

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 ...

Focus on class-wide supports



Class-wide Supports

Assess Tier 1 Classroom Practices

- Monitor Tier 1 fidelity
- Consider creation or revision of lessons
- Consider additional skill instruction and support

Examples:

- Provide direct instruction in organization, preparedness and 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)

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/Tier 3 supports for students



(Kilgus & Eklund, 2016)

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Planning for Screening


Guiding a team through implementation of universal screening.

HO 2 – Universal Screening Considerations

Universal Screening Considerations
(Adapted from Muscott, 2008)

Documented Purpose and Policy		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	a. Who provides approval? <ul style="list-style-type: none"> • Is it the school board, school superintendent, special services director, a leadership team and/or building level principal? 	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	a. Is the alignment with district and building level mission, priorities and improvement goals documented? b. Is there an existing system for identifying at-risk students? c. Is the existing system effective in finding students with externalizing or internalizing types of concerns? d. Are there any groups of students who are not consistently identified? e. How will the results be used? f. How will screening be distinguished from a diagnostic process?	
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social- emotional / behavioral concerns.	a. What are the current policies and procedures regarding vision, hearing and academic screening? b. Is that policy effective and can it be used for social- emotional / behavioral concerns?	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will parents be notified of the screening? c. When in the process will parental consent be obtained? Will parental consent be active or passive? d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?	

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Resources

- Visit <http://pbissmissouri.org>
 - Access Tier 1, 2, and 3 workbooks
 - Create a free account to access virtual modules
- Project Aware Ohio/Ohio PBIS Network
 - School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance
<https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Project-AWARE-Ohio/Project-AWARE-Ohio-Statewide-Resources/Screening-Guidance-Documents-Final.pdf.aspx>
- Ohio Department of Education
 - Mental Health, Social-emotional, And Behavioral Screening And Evaluation Compendium (2nd Ed)
<http://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Project-AWARE-Ohio/Project-AWARE-Ohio-Statewide-Resources/Compendium-Version-2.pdf.aspx>

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