

## Preparing for Universal Screening

IL-PBIS Network Winter Conference  
January 2012

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## Session Objectives

- Present rationale supporting universal screening for potential emotional/behavioral difficulties
- Discuss implementation issues
- Describe screening measures
- Review IL-PBIS Network history with universal screening
- Share local examples



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## Reflection and sharing

- Why do schools conduct screening of academic skills?
- What elements (i.e., systems, practices) are needed in order to implement academic screening?
- How do schools select academic screeners?



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## Current status

- Implementation of universal screening has lagged behind policy and research recommendations
  - President’s Commission on Excellence in Special Education (2001) and No Child Left Behind (2001) recommend academic AND behavioral screening
  - Greater likelihood of altering negative life trajectory associated with early intervention (Patterson, Reid, & Dishion, 1992)




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## Universal Screening: Barriers

How many of these common barriers are present at your building/district?

Fear of labeling	School board/parents don't like universal mental health screening	Perception that screening takes too long/is expensive/is confusing	Belief that the primary goal of schools is to educate students	<b>Fill-in your own barrier here</b>




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## Universal Screening: Barriers

- **Labeling** ✓
  - Universal Screening is NOT synonymous with special education case study evaluation process
    - Prevention versus identification
  - Probe for basis of concern
  - Educate district/building administrators, educational staff regarding supports and benefits of
    - May relate to lack of information regarding screening process, or beliefs regarding efficacy of previous interventions




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## Universal Screening: Barriers

- **School board/parents “don’t like” universal screening for mental health ✓**

- Conduct a needs assessment within your district/school
  - Concerns regarding student social-emotional competencies supports efficacy of universal screening for behavior
- Engage district/building-level administrators in preparation process
- Use active versus passive consent process



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## Universal Screening: Barriers

- Perceptual issues frequently associated with universal screening

- **Time-consuming process ✓**
  - Most screeners can be completed within 10 minutes to an hour for an entire class
- **Expensive ✓**
  - Most widely-used screener (SSBD) costs less than \$150 for the manual and reproducible forms
- **Confusing ✓**
  - Instruments typically use behavior checklist format familiar to teachers and other school staff



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## Universal Screening: Barriers

- **The mission of schools is to educate students ✓**

- However, approximately one out of 10 school-age children and youth are at-risk for developing externalizing (i.e., ‘acting out’) or internalizing (i.e., markedly withdrawn or sad) behaviors
- Children demonstrating challenging behaviors lag behind their peers in academic performance
- Illinois Children’s Mental Health Act (2003) require that schools address the mental health needs of students



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## Universal Screening: Rationale

- Universal screening to identify students at-risk of developing behavior problems offers several advantages:
  - **Cost-efficient**
    - Less expensive than special education evaluations
  - **Proactive**
    - Identify students who can benefit from extra supports
  - **Reach students who typically “fly under the radar”**
    - Shy, withdrawn students can also experience poor outcomes: academic failure, social ostracism, heightened risk of suicide
  - **Objective**
    - Help address disproportionality issues




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## Universal Screening: Implementation

- Process reflects RTI logic:
  - Use a **research-validated** screening instrument
  - Administer **evidence-based** interventions with integrity
  - **Progress monitor** (e.g., DPR)
  - Use **data-based decision making** to evaluate student response to intervention




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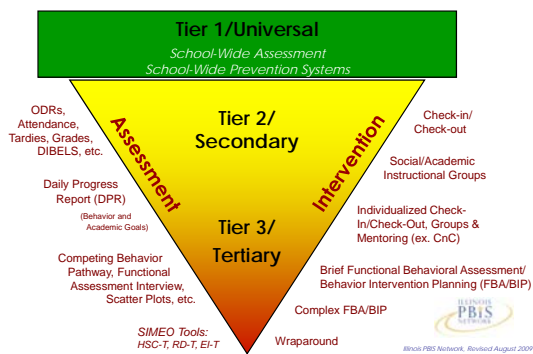
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## Positive Behavior Interventions & Supports: A Response to Intervention (RTI) Model




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## Universal Screening: General Strategies

- Effective strategies for districts new to universal screening:
  - Obtain district and building-level administrative support **BEFORE** considering universal screening
  - Educate building-level staff regarding children’s mental health needs and evidence-based practices for schools
  - Solidify secondary systems and practices **PRIOR** to conducting universal screening
  - Inform parents/guardians in advance of scheduling universal screening



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## Universal Screening: Implementation

- IL-PBIS Network Approach:
  - Secure district-level commitment to universal behavioral screening
  - Build capacity for secondary practices (e.g., CICO, CnC, SAIGs)
  - Provide building level overview
  - Identify and train building level staff person to lead and manage universal screening process and data
  - Distribute informational letters to parents/guardians
  - Conduct universal behavioral screening
  - Secondary teams meet with universal behavior screening coordinator to review results
  - Contact parents to obtain permission for intervention
  - Use data to progress monitor students’ response to intervention



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## Universal Screening: Implementation

- IL-PBIS Network has extensive experience in providing technical assistance for universal screening:
  - 2007-08: 18 schools
  - 2008-09: 30 schools
  - 2009-10: 42 schools
  - 2010-11: 61 schools



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## Universal Screening: Implementation

- Use standard criteria for identifying students who may benefit from additional behavioral supports



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## Examples of Externalizing Behaviors:

- Displaying aggression toward objects or persons
- Arguing
- Being out of seat
- Not complying with teacher instructions or directives



Source: Walker and Severson, 1992

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## Examples of Internalizing Behaviors:

- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Not standing up for one's self



Source: Walker and Severson, 1992

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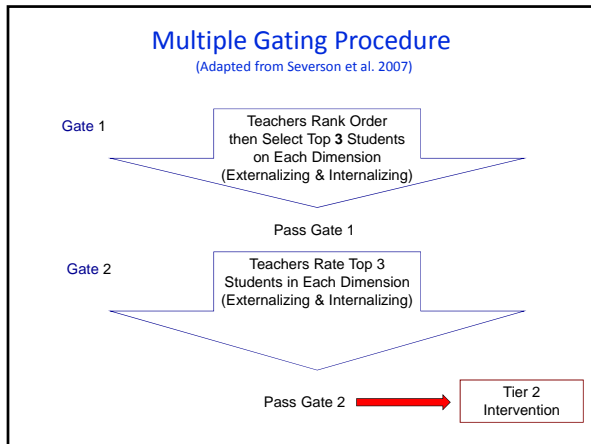
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### Universal Screening: Implementation

- Criteria for selection of a screening tool:
  - **Well-designed**
    - Screeners with adequate sample size, validity and reliability reduce chances of under or over identification of students
  - **Cost-effective**
    - Does not require specialized training to administer or evaluate results
    - Does not interfere with instructional time or other required tasks
  - **Efficient**
    - Identifies students who are withdrawn (**internalizers**) as well as those who act out (**externalizers**)
    - Can be completed quickly

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### Universal Screening: Implementation

- Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992)
  - **Validated** by the Program Effectiveness Panel of the U.S. Department of Education
  - **Six research studies** confirm the SSBD's ability to systematically screen and identify students at-risk of developing behavior problems
  - Universal screening with the SSBD is **less costly** and time-consuming than traditional referral system (Walker & Severson, 1994)
  - **Inexpensive**
    - Manual= \$127.49 (including reproducible screening forms)
  - **Quick**
    - Screening process can be completed within 45 minutes to 1 hour

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## Rank Ordering

### Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. **Nonexamples** of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

**Examples include:**

- Directing aggression toward objects or persons
- Arguing
- Fencing 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 tasks
- Making assistance needs known in an appropriate manner
- Listening to the teacher
- Interacting in an appropriate manner with peers
- Following directions
- Attending to task
- Complying with teacher requests

**COLUMN ONE**  
List Externalizers

Behavior	Student Name

**COLUMN TWO**  
Rank Order Externalizers

Rank	Student Name
1	
2	




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## Critical Events

### Critical Events Index

Date \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

Student \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

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

**INSTRUCTIONS:** Check each behavior from the list below that you are aware the student has exhibited during this school year.

- \_\_\_\_\_ 1. Steals.
- \_\_\_\_\_ 2. Sets fires.
- \_\_\_\_\_ 3. Vomits after eating.
- \_\_\_\_\_ 4. Has tantrums.




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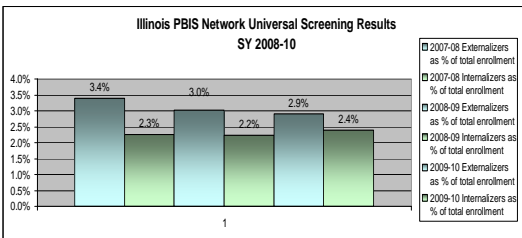
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## Illinois PBIS Network universal screening results as a % of total enrollment: SSBDD




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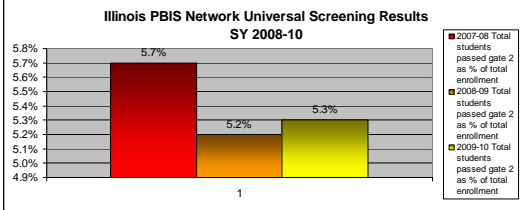
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Illinois PBIS Network universal screening results as a % of total enrollment: SSBD




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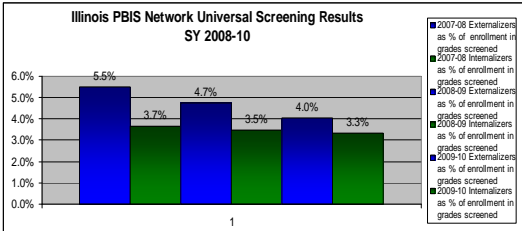
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Illinois PBIS Network universal screening results as % of enrollment in grades screened: SSBD




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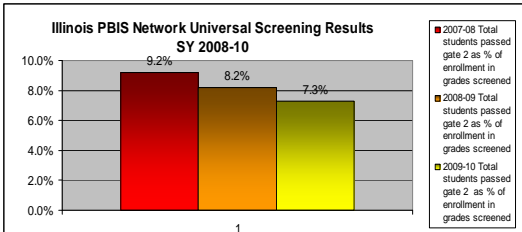
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Illinois PBIS Network universal screening results as % of enrollment in grades screened: SSBD




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## Overview

- Behavioral and Emotional Screening System (BESS) (Kamphaus & Reynolds, 2007)
  - Developed as a school-wide (Universal) screening tool for children in grades Pre-K to 12
    - Similar to annual vision/hearing screenings
  - Identifies behavioral and emotional strengths and weaknesses
    - Externalizing behaviors (e.g., acting out)
    - Internalizing behaviors (e.g., withdrawn)
    - Adaptive skills (e.g., social and self-care skills)



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## Overview

- The BASC-2/BESS uses T-scores to communicate results relative to the average (mean=50)
- Identifiers and percentile ranks are provided for ease of interpretation
- Normal risk level: T-score range 10-60
- Elevated risk level: T-score range 61-70
- Extremely Elevated risk level: T-score range  $\geq 71$



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## Overview

Mark:	N—Never	S—Sometimes	O—Often	A—Almost always
1. Pays attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Disobeys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Breaks the rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Has poor self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is easily upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Completes assignments because of not following instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Is good at getting along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Has trouble keeping up class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Worries about things that cannot be changed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Says, "Nobody likes me"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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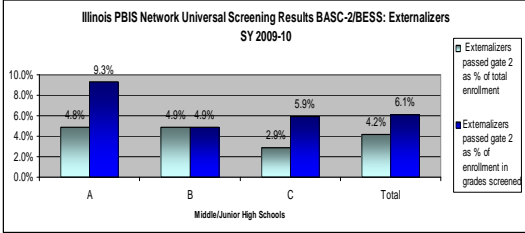
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### Illinois PBIS Network Universal Screening Results BASC-2/BESS: Externalizers SY 2009-10




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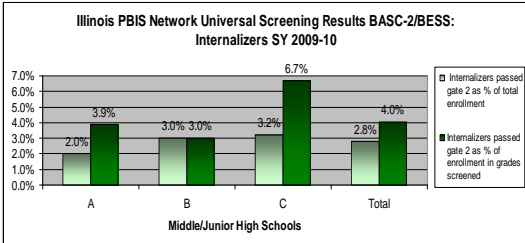
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### Illinois PBIS Network Universal Screening Results BASC-2/BESS: Internalizers SY 2009-10




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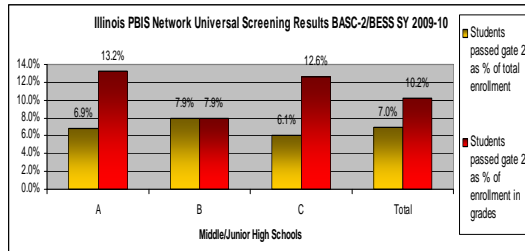
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### Illinois PBIS Network Universal Screening Results BASC-2/BESS: SY 2009-10




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### Technical Details

Instrument/Publisher	Systematic Screening for Behavior Disorders (Walker & Severson, 1992) www.soprilearning.com	BASC-2 Behavior and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007) www.Pearson Assessments.com
Age range	6-12 years old	3-18 years old
General description	Multigate universal screener assesses externalizing and internalizing behaviors.	Universal screener assesses externalizing, internalizing and adaptive behaviors.
Timeframe for completing screening	Approximately 45 minutes to one hour	Approximately 45 minutes to one hour
Cost of manual/protocols	Manual (includes reproducible forms) = \$127.49.	Manual = \$61.75 Teacher Form Child/Adolescent: \$101.00/package of 100; \$27.50/package of 25
Global scales/subtest names	Externalizer, Internalizer	Total score
Normative information	Normed in 1990 on a sample of 4,500 cases	Normed in 2002-04 on a representative sample of 12,350 cases closely matching U.S. Census population characteristics.




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### Universal Screening: Illinois PBIS Implementation Summary

- Key outcomes from four years of implementation in Illinois schools:
  - On average within PBIS schools **less than 10%** of students, enrolled in grades screened, met criteria for needing additional supports
  - Over time, **fewer** students were identified via universal screening process

\*Enrollment based on ISBE 2010 Fall Housing Report for grades screened




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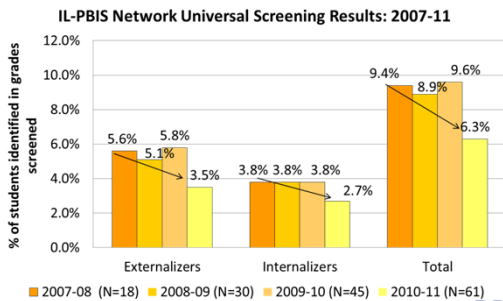
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### Universal Screening for Behavior Results




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## Universal Screening: Illinois PBIS Network Current Screening Instruments

Screener	Pros	Cons
Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) <a href="http://store.camhilearning.com">http://store.camhilearning.com</a>	<ul style="list-style-type: none"> <li>Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education)</li> <li>Efficient (Screening process can be completed within 45 minutes to 1 hour)</li> <li>Most effective instrument for identifying internalizers (Lane et al., 2009)</li> <li>Meets AERA/APA instrument selection criteria</li> <li>Inexpensive (Manual= \$ 131.49; includes reproducible screening forms)</li> </ul>	<ul style="list-style-type: none"> <li>Normed for grades 1-6</li> <li>Dated norms (normed in 1990)</li> <li>Normative sample skewed to western U.S. region</li> </ul>
BASC-2/BESS (Kamphaus & Reynolds, 2007) <a href="http://www.pearsonassessments.com">http://www.pearsonassessments.com</a>	<ul style="list-style-type: none"> <li>Measures behaviors associated with internalizing and externalizing problem behaviors and academic competence</li> <li>Meets AERA/APA instrument selection criteria</li> <li>Incorporates three validity measures to rule out response bias</li> <li>Utilizes large (N= 12,350 children &amp; youth), nationally-representative sample</li> <li>Web-based screening capacity available via AIMSeWeb</li> </ul>	<ul style="list-style-type: none"> <li>Can be expensive for districts/schools that don't have access to a scanner machine</li> <li>\$1.00 per paper protocol</li> <li>Online access via AIMSeWeb: Additional \$1.00 per student for subscribers and \$4.00 per student for non-subscribers</li> <li>Hand-scoring is time-consuming and reduces access to validity measures</li> <li>Computer software is expensive (\$600)</li> </ul>

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## Universal Screening: Illinois PBIS Network Additional Evidence-Based Screening Instruments

Screener	Pros	Cons
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)	<ul style="list-style-type: none"> <li>Measures internalizing/externalizing behaviors</li> <li>Free</li> <li>Option of completing pencil and paper, or online version</li> <li>Can be scored online</li> <li>Technically sound: Large, representative normative group</li> </ul>	<ul style="list-style-type: none"> <li>Perceived length of administration time</li> <li>Items skewed toward externalizing behaviors</li> </ul>
Student Risk Screening Scale (SRSS; Drummond, 1993)	<ul style="list-style-type: none"> <li>Measures internalizing/externalizing behaviors</li> <li>Free</li> <li>Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)</li> <li>Easy to understand and interpret score results</li> <li>Technically-adequate</li> </ul>	<ul style="list-style-type: none"> <li>Not as accurate as the SSBD regarding identification of internalizers</li> </ul>
Social Skills Improvement System (SSIS; Gresham & Elliott, 2008)	<ul style="list-style-type: none"> <li>Measures problem behaviors, social and academic competence</li> <li>Computer and web-based (AIMSeWeb) administration and scoring available</li> </ul>	<ul style="list-style-type: none"> <li>Expensive: Technical manual=\$101; Rating forms= \$1.60-\$2.10 per student; scoring software= \$250.00; Scanning software= \$600</li> <li>AIMSeWeb costs: \$4.00 per student for non-subscribers/subset of students (\$1.00 per student for current subscribers)</li> </ul>

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## District Exemplar

Diane LaMaster  
RISD 41




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### Rock Island School District 41 Demographics

- District Enrollment: 6299
- 63% low income
- Ethnicity: White – 46.9%  
African Am – 32.1%  
Hispanic – 11.5%  
Asian – 0.8%  
Multi-racial – 8.3%  
Native American – 0.3%



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### 2010-11 Screening

- Nine K-6 schools
- Two 7-8 junior highs
- Instrument previously administered at 7 of 11 sites (Tertiary demo )



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### Logistics of Screening

- Completed September- November 2010
- Scheduled with building principals last spring
- Screening sessions were approximately 1 hour
- Short refresher/reminder of instrument to staff
- Review of Externalizers / Internalizers
- Precorrections very helpful:
  - 1) Staff bring class lists with ethnicity and student ID number
  - 2) Reminder to stay focused and keep noise level to a minimum



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## Screening Data - Elementary

- Total School Populations: 2288 students screened
- Total students identified: 212 (10.8%)
  - 114 Externalizers (53% of identified students)
  - 98 Internalizers (46% of identified students)



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## Consent Letter

### Notification of Universal Screening

Dear parent/guardian:

Here at \_\_\_\_\_ school, we are always looking for ways to support our students and their families. This year, we are trying something new to reach students whose behavior may get in the way of their being successful in school. For example, some students may have difficulty making friends or may be at risk for being bullied (introverted). Other students may have some minor problems following rules and may be acting out in class or on school grounds (extroverted). Our goal is to find out which youth may need help early in the year and then provide them with assistance before minor challenges become bigger problems.

Sometime around the first marking period, your student's classroom teacher/s will think about which youth in their room may be at risk for being bullied (introverted) and which youth have difficulty following the rules (extroverted). After reviewing the class roster, the teacher/s will narrow down the list to students who may be at greatest risk of having problems that may become more serious later in the school year.

We will contact the parents/guardians of students selected based on their classroom teachers' assessments to ask permission for their students' participation in a simple intervention focused on supporting youth with similar needs. The program will be provided at no cost to our families. While we hope that all of our families will take advantage of this unique opportunity, families can decide not to participate at anytime.

Please feel free to contact \_\_\_\_\_ at \_\_\_\_\_ if you have any questions.

Sincerely,



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## Successes in Year 4

- Screening more efficient due to staff familiarity with instrument
- Timely results returned to staff
- Students identified and interventions implemented more rapidly
- Better identification of internalizers



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### Challenges in Year 4

- Slow implementation of secondary interventions in some buildings
- Lag time between identification of students and SAIG groups up and running
- Students identified, but no interventions available to address needs
- If we are going to screen universally, it is imperative to have a plan/intervention to help those students



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### Secondary – Tier 2

- 4 types of intervention:
  - \* Check in / Check out (CICO)
  - \* Social/Academic Instructional Groups (SAIG)
  - \* Mentoring/Check and Connect (CnC)
  - \* Simple Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)



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### CICO

- BEP (Behavior Education Program) Coordinator
- Daily Progress Report (DPR)
- First Tier 2 intervention
- All students carry same progress card
- Check in and out daily – copy of DPR home
- Aligned with school wide expectations



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## Example of Point Sheet

**ROCK Report**

Name \_\_\_\_\_ 2 = Great Points received \_\_\_\_\_  
 Date \_\_\_\_\_ 1 = Almost Points possible \_\_\_\_\_  
 Goal \_\_\_\_\_ 0 = Try Again Daily Goal met? Yes No

Goals:	Morning Work	Reading	Math	Lunch	PE/ Music	Spelling/ Writing	Resource/ RTI	Afternoon
1. Be Safe (Keep hands, feet and objects to self.)								
2. Be Respectful (Use kind words and actions.)								
3. Be Responsible (Be on task/follow directions.)								

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_




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## Example of Point Sheet

**H.U.G. Progress Report**

Name \_\_\_\_\_ 😊 =3 points Points earned \_\_\_\_\_  
 Date \_\_\_\_\_ 😊 =1 point Points possible \_\_\_\_\_  
 Goal \_\_\_\_\_ 😊 =5 points Daily Goal met? Yes No

Goals:	Morning Work	Reading	Math	PE/ Music	Lunch	Resource/ RTI	Spelling/ Writing	Afternoon Work
1. Be Safe (Keep hands, feet and objects to self.)	😊	😊	😊	😊	😊	😊	😊	😊
2. Be Respectful (Use kind words and actions.)	😊	😊	😊	😊	😊	😊	😊	😊
3. Be Responsible (Be on task/follow directions.)	😊	😊	😊	😊	😊	😊	😊	😊

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_




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## SAIG

- 3 standing social skills groups
- **Pro-social Skills:** to learn replacement behaviors for avoidance, withdrawal, etc. (internalizing behaviors)
- **Problem-Solving:** to learn replacement behaviors for fighting, arguing, etc. (externalizing behaviors)
- **Academic Behavior:** to learn replacement behaviors for calling out, out of seat, behaviors related to homework, etc.




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### SAIG Curriculum

- Many different types of curriculum published
- Used CASEL document – Safe and Sound - to help us narrow down choices
- Rates social skills curriculums looking at program design, instructional practice, effectiveness and supports
- We chose *Second Step* – will begin next school year
- Stand alone lessons and assessment component



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### Mentoring / CnC

- Individualizing check in /check out
- Changing location, adult, add additional times, etc.
- Mentoring – focus is on connection/relationship between one adult and youth based on youth needs



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### Simple FBA/BIP

- Functional Behavior Assessment / Behavior Intervention Plan
- Individual plan based on the function of behavior
- Behavior pathway identified and plan developed to teach replacement behaviors
- Plan developed by BIT or Secondary Team



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## BASC-2 / BESS

- Screening held at two junior highs (grade 7-8)
- Students identified will go right into secondary level intervention when new school year begins
- SAIG groups will be up and running by 2<sup>nd</sup> quarter



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## Logistics of Screening

- Completed Fall 2010
- Informational letters went home to parents week before screening
- 2 dates – one for overview to full staff and one for screening with staff
- Overview – covered rationale for screening – who, what, why, when, etc.
- Reviewed externalizing and internalizing behaviors



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## Logistics of Screening

- At overview, all staff received list of students and two teacher checklists – one for internalizers and one for externalizers
- One week prior to screening, they identified 10 students displaying externalizing behaviors
- Then identified top 3 from those 10
- Same process repeated for internalizing behaviors
- School counselor assigned students to each teacher insuring that they had student for at least one class



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### Screening

- Staff brought teacher checklists to meeting along with student ethnicity and ID number
- Protocols clearly marked to avoid mix-up
- Each staff member received 6 protocols
- 27 items on each protocol marked for each student
- Screening time approximately 30-45 minutes



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### Scoring

- Protocols need to be scored using scantron machine
- Spreadsheet helpful in determination of students passing through Gate 2 and in need of secondary intervention
- Purchase of software would be beneficial especially if screening many schools/students



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### Screening Data – Junior High

- Total number of students screened: 81
- Total number of students passing through Gate 2: 34 (41.9%)
  - 24 Externalizers (70.5% of identified students)
  - 10 Internalizers (29.5% of identified students)



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## Learning Points in Year 2 of Junior High Screening

- Preparation of staff is key
- Prompts/precorrections helpful
- Effort required at the building level in assigning students to staff
- Timely return of results to staff
- Secondary level interventions in place for students to enter when identified



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## Resources

- Glover, T.A., & Albers, C.A. (2007). Considerations for evaluating instruments for universal screening assessments. *Journal of School Psychology, 45*, 117-135. doi:10.1016/j.jsp.2006.05.005
- Kamphaus, R.W., & Reynolds, C.R. (2007). BASC-2 Behavioral and Emotional Screening System. Minneapolis, MN: Pearson.
- Patterson, G., Reid, J., Dishion, T. (1992). *Antisocial Boys*. Eugene, OR: Castalia.
- Sevenson, H.H., Walker, H.M., Hope-Doollittle, J., Kratochwill, T.R., & Gresham, F.M. (2007). Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology, 45*, 193-223. doi:10.1016/j.jsp.2006.11.003
- Walker, B., Cheney, D., Stage, S., & Blum, C. (2005). Schoolwide screening and positive behavior supports: Identifying and supporting students at-risk for failure. *Journal of Positive Behavior Supports, 7*(4), 194-204. Retrieved from <http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=18658082&site=ehost-live>
- Walker, H.M., & Sevenson, H.H. (1992). Systematic screening for behavior disorders. Longmont, CO: Sopris West.



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## Presenters

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### Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions



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