

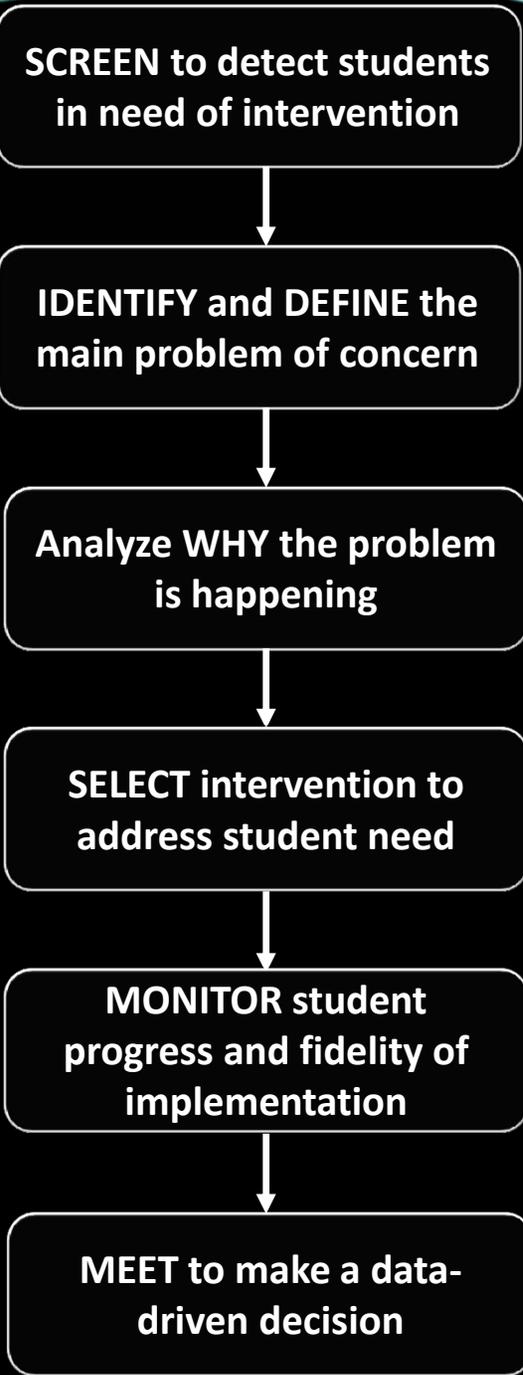
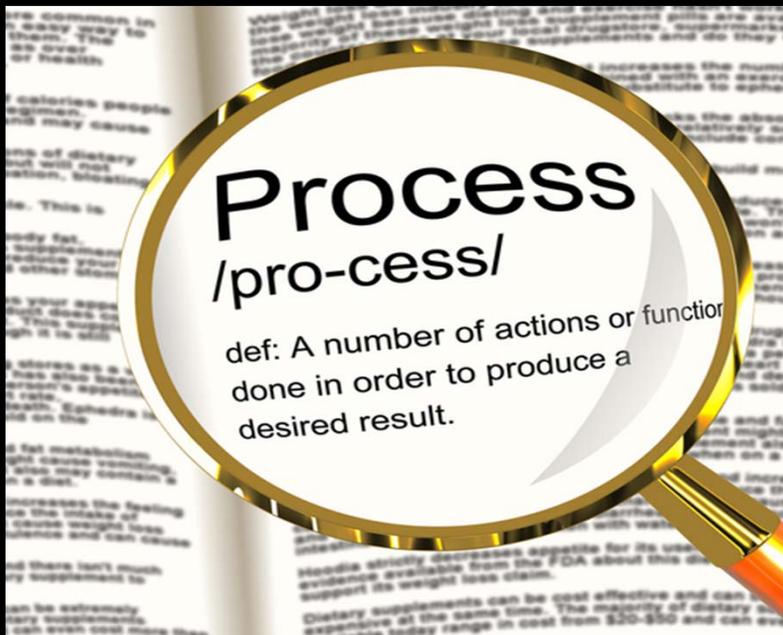


# Universal Screening to Identify Students in Need of Support

# Waiting for students to fail?

- How do schools intentionally prevent waiting for students to fail?

# The Systematic Process from Beginning to End



# Why does the medical profession screen to detect illnesses?

# Purposes of Assessment

- Detection to determine who is at risk
- Determine why the problem is happening
- Monitor a person's response to instruction/intervention
- Evaluate how well the person or group is doing overall
- Determine eligibility for a service

# Closing the “Access Gap”

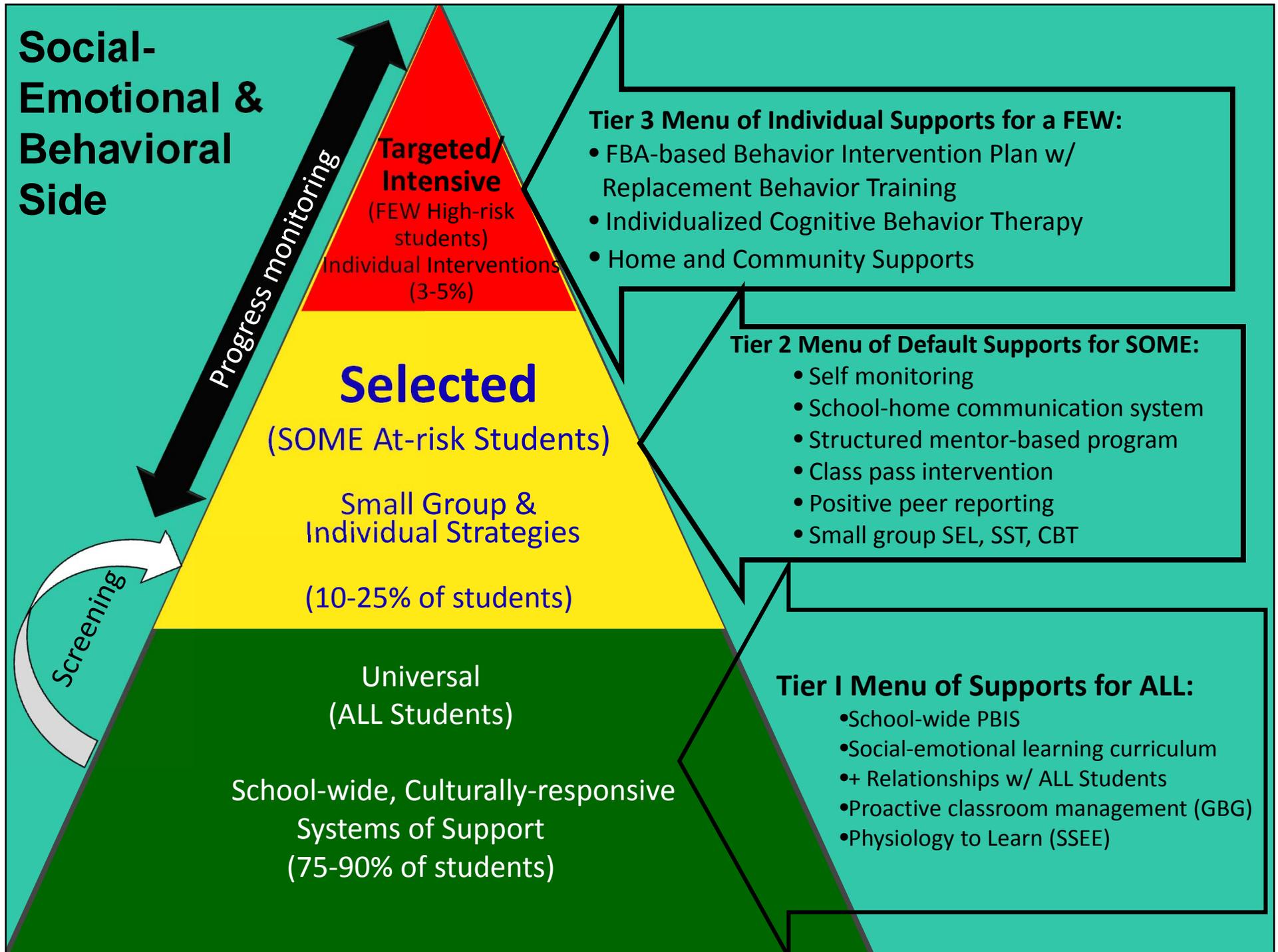
- Calculating the access gap (putting it into real numbers)
  - A - Calculate 15% of the total student population in a given school (this is the number of students who are likely in need of additional support)
  - B - Estimate the school’s capacity to deliver intervention (number of students for whom intervention can be effectively implemented for)
  - Subtract B from A = Access gap in a given school
    - If implementing ineffective practices, then access gap = A

# How to Close the Access Gap: Factors Under Our Control

- Improve quality of Tier 1
- Increase number of mental health providers in schools
- Improve quality of services for students who have a need for intervention

# 7 Key Concepts of MTSS

1. Multiple tiers of integrated supports
2. Evidence-based practices
3. Universal screening
4. Progress monitoring
5. Fidelity of implementation  
(i.e., treatment integrity)
6. Data-based decision making
7. Problem-solving teaming



# Going from Tier 1 to Tier 2...

- All about early intervention
  - Detecting needs as close to the time when a problem firsts emerges in order to respond in a timely fashion with intervention
- Methods of proactively detecting
  - Structured nomination/referral
  - Existing data
  - Targeted/focused screening
  - Universal screening

# Structured Teacher Nomination or Referral

- More structured and objective than traditional referral
- Provides operational definitions of problem categories and examples/non-example of behaviors that fall under categories
- Teachers then nominate and rank students who meet the problem category

**Structured Teacher Nomination**

**DESCRIPTION OF EXTERNALIZING BEHAVIOR:**

Externalizing behaviors represent noticeable, overt behaviors that are disruptive, distracting, bothersome, and/or harmful to others. Students who exhibit externalizing behaviors are often on educators' radar because they are (a) disruptive to the classroom learning environment, (b) verbally and/or physically aggressive toward others, (c) defiant towards adult authority, and/or (d) blatant rule violators.

**EXAMPLES AND NON-EXAMPLES OF EXTERNALIZING BEHAVIOR:**

Examples	Non-examples
<ul style="list-style-type: none"><li>• Calling other students bad names</li><li>• Taking other students' belongings without asking</li><li>• Arguing or refusing to comply with adult requests or directions</li><li>• Disturbing others while they are working</li><li>• Punching or kicking others</li><li>• Blurting out answers</li><li>• Bullying others</li><li>• Arguing</li></ul>	<ul style="list-style-type: none"><li>• Saying nice things to others or nothing at all</li><li>• Asking the person to borrow their belonging before using it</li><li>• Follow directions the first time</li><li>• Working quietly while others finish their work</li><li>• Keeping hands and feet to self</li><li>• Raising hand and waiting quietly</li><li>• Respecting others</li><li>• Being agreeable</li></ul>

Use the above description of externalizing behavior and the examples and non-examples to reflect on students in your class. Your job is to nominate students in your class who engage in behaviors consistent with the above.

+

**NOMINATION OF STUDENTS WHO MEET EXTERNALIZING**

	DESCRIPTION
	Last Name (or ID #)      First Name
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

□

# Using of Existing Data

- Use of Existing Data that Capture Early Warning Indicators
  - Office referrals data/suspension
  - Attendance/truancy
  - Grades
  - Work completion
  - Staff/parent/student (Self) referral

# Example: Office Discipline Referrals

- School-Wide Information System (SWIS; <https://www.pbisapps.org/Pages/Default.aspx>)
- Tracking behavioral incidents that lead to office referral
- Establish criterion that would indicate Tier 1 isn't working and, therefore, student may need a more formal intervention process
  - e.g., >3 ODRs student indicates a potential need for Tier 2 process

The image shows a screenshot of the School-Wide Information System (SWIS) Office Discipline Referral (ODR) form. The form is titled "OFFICE DISCIPLINE RECORD" and includes fields for Student Name, Referring Teacher, Date of Referral, and Year of Referral. It features a grid of checkboxes for various behavioral incidents, such as "Disruption of Class", "Disruption of Lunch", "Disruption of Recess", "Disruption of Physical Education", "Disruption of Other", "Disruption of School", "Disruption of Community", "Disruption of Safety", "Disruption of Health", "Disruption of Environment", "Disruption of Property", "Disruption of Resources", "Disruption of Services", "Disruption of Facilities", "Disruption of Transportation", "Disruption of Communication", "Disruption of Information", "Disruption of Technology", "Disruption of Media", "Disruption of Art", "Disruption of Music", "Disruption of Drama", "Disruption of Dance", "Disruption of Sports", "Disruption of Games", "Disruption of Recreation", "Disruption of Leisure", "Disruption of Entertainment", "Disruption of Culture", "Disruption of Religion", "Disruption of Spirituality", "Disruption of Philosophy", "Disruption of Science", "Disruption of Mathematics", "Disruption of Language Arts", "Disruption of Social Studies", "Disruption of History", "Disruption of Geography", "Disruption of Health, Physical Education, and Safety", "Disruption of Career and Technical Education", "Disruption of Life Skills", "Disruption of Parenting and Family", "Disruption of Community Service", "Disruption of Leadership", "Disruption of Public Speaking", "Disruption of Writing", "Disruption of Reading", "Disruption of Research", "Disruption of Critical Thinking", "Disruption of Problem Solving", "Disruption of Decision Making", "Disruption of Conflict Resolution", "Disruption of Negotiation", "Disruption of Mediation", "Disruption of Arbitration", "Disruption of Restorative Justice", "Disruption of Restorative Practices", "Disruption of Restorative Conferencing", "Disruption of Restorative Circles", "Disruption of Restorative Meetings", "Disruption of Restorative Panels", "Disruption of Restorative Panels".

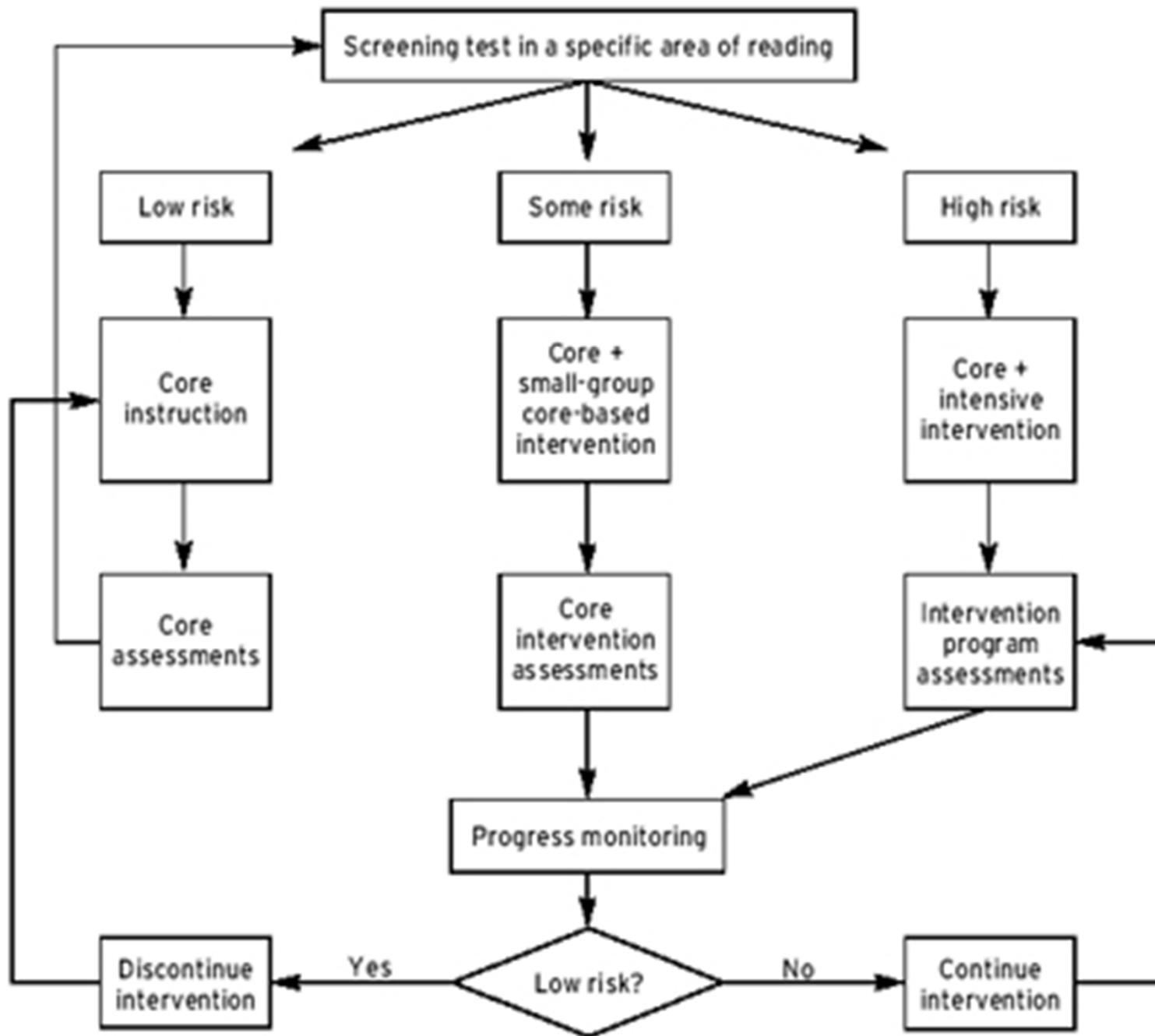


# What does screening do?

- Tells us who may have a need for additional intervention above and beyond Tier 1
- Provides us with actionable information to initiate a problem-solving process with one or more students
- Identifies who has a need for intervention but doesn't tell us how to precisely address the student's need

# Screening Researchers

- Erin Dowdy
- Kathleen Lane
- Hill Walker
- Cecil Reynolds & Randy Kamphaus
- Ryan Kettler & Kelly Feeney-Kettler
- Sandy Chafouleas
- Shannon Suldo
- Stephen Kilgus
- Tyler Renshaw
- Faith Miller



# Screening Tools

- Social/Emotional/Behavior
  - Review360 (Student internalizing behavior screener & Student externalizing behavior screener)
  - Student Risk Screening Scale (Externalizing & Internalizing)
  - Social, Academic, Emotional Behavior Risk Screener (SAEBRS; FBL)
  - Systematic Screener for Behavioral Disorders (SSBD)
  - Behavior and Emotional Screening Scale (BASC)
  - Youth Internalizing & Externalizing Problem Screeners (YIPS & YEPS)
  - Brief Externalizing and Internalizing Screener for Youth (BEISY)
  - Social Skills Improvement System – Screener (SSIS-S)
  - Strengths and Difficulties Questionnaire
  - DESSA-Mini

# Technical Adequacy

- Reliability studies
  - internal consistency, temporal stability, inter-rater
- Validity
  - Correlates and predicts status on other measures it is supposed to be associated with
- Classification accuracy (ROC analyses)

# Sensitivity and False Negatives

$$\frac{\text{N who test positive}}{\text{All with disease}} + \frac{\text{N who test negative}}{\text{All with disease}} = 1$$

$$\text{SENSITIVITY} + \text{FALSE NEGATIVE RATE} = 1$$

# Specificity

- Specificity tells us how well a negative screening results detects a non-at-risk student.
- It is defined as the fraction of the at-risk students who have a negative screening result.

# Specificity and False Positives

$$\frac{\text{N who test negative}}{\text{All who are not at-risk}} + \frac{\text{N who test positive}}{\text{All who are at-risk}} = 1$$

$$\text{SPECIFICITY} + \text{FALSE POSITIVE RATE} = 1$$

# Predictive Value

- Positive predictive value is the proportion of all people with positive screening results who have the disease.
- Negative predictive value is the proportion of all people with negative screening results who do not have the disease.

# Predictive Values Defined

- POSITIVE PREDICTIVE VALUE =  
All people with disease  
All people with a positive test
- NEGATIVE PREDICTIVE VALUE =  
All people without disease  
All people with a negative test

# Calculating the Rates

- A screener is used in 50 children who are at-risk and 50 children who are not. These are the results:

		At-Risk		
		+	-	
Screener	+	48	3	51
	-	2	47	49
		50	50	100

		At-Risk		
		+	-	
Screener	+	48	3	51
	-	2	47	49
		50	50	100

- Sensitivity =  $48/50 = 96\%$
- Specificity =  $47/50 = 94\%$
- Positive predictive value =  $48/51 = 94\%$
- Negative predictive value =  $47/49 = 96\%$

# Team Confirmation Process

- Generate an initial list of students who may need an intervention
- Rule out false positives and rule in false negatives
- Determine whether there is:
  - A need to support the environment (using the Tier 1 checklist)
  - A need to support the student with an intervention
  - A need to do both
- Determine capacity within school (that is, the number of students the school can effectively deliver and manage the Tier 2 intervention process for)

# Screening Procedures

- Universal screening typically occurs two to three times a year (fall/winter/spring)
- Compare children to established benchmarks
  - Local (school or district) or national
- Triage (rank order) students according to score obtained
  - Above cutoff = non-responder to universal system of supports
  - Below cutoff = responder doing well in Tier I

# Pre-Screening Procedures

1. Decide who will conduct the screening.
2. Ensure that the individuals who are administering or completing the screening have been trained.
3. Organize the materials (e.g., make sure there are enough, write student names on them, etc.).
4. Decide whether to use local or national (published) norms to determine which students need additional assistance (cut score).

# Post-Screening Procedures

1. Enter student scores into a computer program (e.g., Excel) that can easily sort the data.
2. Sort the data so that students are rank-ordered.
3. Determine which students fall above or below the cut-score

# Universal Screening in Middle and High Schools

- Teachers rate all students they teach
  - If student is identified as at risk by any of his teachers, then he is considered in need of Tier 2 interventions
- Collect multiple ratings per student and average scores
- One staff member rates each student
  - Select the staff who is most familiar with the student

Measure	Authors	Ordering Information
Social, Academic, Emotional Behavior Risk Screener (SAEBRS)	Kilgus, Chafouleas, Riley-Tillman, and von der Embse (2013)	Available for purchase from the Fastbridge Learning (fastbridge.org)
Systematic Screening for Behavior Disorders (SSBD)	Walker & Severson (1992)	Available for purchase from Cambium Learning/ Sopris West
Strengths and Difficulties Questionnaire (SDQ)	Goodman (1993)	Free at <a href="http://www.sdqinfo.org/">http://www.sdqinfo.org/</a>
Student Risk Screening Scale- Internalizing and Externalizing (SRSS-IE)	McIntyre, K. L., Oakes, W. P., Swogger, E. D., Schat, Schneider, C., Menzies, H., M., & ... (2015)	Free at <a href="http://www.ci3t.org/screening">http://www.ci3t.org/screening</a>
Brief Externalizing and Internalizing Screener for Youth	... & Browning-Wright (2013)	Free at pent.ca.gov
BASC-2 Behavior and Emotional Screening System (BASC-2 BESS)	Kamphaus & Reynolds (2007)	Available for purchase from Pearson/ PsychCorp
Youth Internalizing Problem Screen (YIPS) & Youth Externalizing Problem Screener (YEPS)	... & Cook (2016)	Free at <a href="http://www.tylerrenshaw.com/measures/">http://www.tylerrenshaw.com/measures/</a>

# Student Risk Screening Scale-IE

# Student Risk Screening Scale-IE (SRSS-IE; Lane et al., 2015)

## ADVANTAGES

- Free!!!
- Captures externalizing and internalizing
- Brief
- Numerous studies demonstrating technical adequacy

## DISADVANTAGES

- Some items are poorly defined
- Lack of software that ease data entry, analysis and report generation

### Elementary School – 12 items

#### SRSS-E7

(1) steal;  
(2) lie, cheat, sneak;  
(3) behavior problem;  
(4) peer rejection;  
(5) low academic achievement;  
(6) negative attitude;  
(7) aggressive behavior

0-3 = low risk  
4-8 = moderate risk  
9-21 = high risk

#### SRSS-I5

(8) emotionally flat;  
(9) shy, withdrawn;  
(10) sad, depressed;  
(11) anxious;  
(12) lonely

0-1 = low risk  
2-3 = moderate risk  
4-15 = high risk

### Middle and High School – 13 items

#### SRSS-E7

(1) steal;  
(2) lie, cheat, sneak;  
(3) behavior problem;  
(4) peer rejection;  
(5) low academic achievement;  
(6) negative attitude;  
(7) aggressive behavior

0-3 = low risk  
4-8 = moderate risk  
9-21 = high risk

#### SRSS-I6

(8) peer rejection;  
(9) emotionally flat;  
(10) shy, withdrawn;  
(11) sad, depressed;  
(12) anxious;  
(13) lonely

0-3 = low risk  
4-5 = moderate risk  
6-18 = high risk

# Student Risk Screening Scale-IE

## TEACHER NAME

- 0 = Never
- 1 = Occasionally
- 2 = Sometimes
- 3 = Frequently

Use the above scale to rate each item for each student.

	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Obsessive-Compulsive Behavior	Lonely	Self-Inflicts Pain
Student Name														

Original SRSS-IE 14  
 12 items retained for use at the elementary level  
 14 items under development in middle and high schools

(Lane, Oakes, Harris, Menzies, Cox, & Lambert, 2012)

# Brief Externalizing and Internalizing Screener for Youth (BEISY)

# BEISY

## (Cook & Browning-Wright, 2013)

### ADVANTAGES

- Free!!!
- Captures externalizing and internalizing
- Super brief
- Growing body of research demonstrating technical adequacy

### DISADVANTAGES

- Lack of software that ease data entry, analysis and report generation
- Not as much research as other screeners SRSS, SDQ, BESS

School Name -

### Brief Externalizing and Internalizing Screener for Youth

Directions: It is important to be as objective as possible by basing your problematic ratings on the frequency (how often it occurs), duration (amount of time), or the intensity (severity) or a combination of these dimensions.

0 = Not problematic (no issue with frequency, duration and/or intensity)

1 = Mildly problematic (happens seldomly, occurs for very little time, and/or not very intense when it happens)

2 = Moderately problematic (happens somewhat frequently, occurs for some of the time, and/or moderately intense)

3 = Quite problematic (happens frequently, occurs for quite a bit of the time, and/or intense when it happens)

4 = Extremely problematic (happens very frequently, occurs all the time, and/or very intense when it happens)

					Externalizing Categories			Internalizing Categories					
ID	Student Last Name	Student First Name	Grade	Teacher	Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawn behavior	Negative talk about self, school or future	Internalizing emotional problems	Externalizing TOTAL	Internalizing Total	Total

# Each Dimension & Category are Behaviorally Defined

## EXTERNALIZING BEHAVIOR CATEGORIES

Externalizing behaviors are outer directed behaviors that are disruptive, dangerous, or problematic to the school environment or other people. Below are three key categories of externalizing behaviors.

**Ex. Category #1 - Disruptive behavior category:** refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

# Youth Internalizing Problem Screenener (YIPS) and Youth Externalizing Problem Screenener (YEPS)

# YIPS and YEPS (Renshaw & Cook, 2015)

## ADVANTAGES

- Free!!!
- Captures externalizing and internalizing
- Brief
- Self-report of internalizing
- Growing body of research demonstrating technical adequacy

## DISADVANTAGES

- Lack of software that ease data entry, analysis and report generation
- Items that lack specificity
- Youth not as accurate of reporters of externalizing problems

	Almost Never	Some-times	Often	Almost Always
1. I feel nervous or afraid.	1	2	3	4
2. I feel very tired and drained of energy.	1	2	3	4
3. I find it hard to relax and settle down.	1	2	3	4
4. I get bothered by things that didn't bother me before.	1	2	3	4
5. I have uncomfortable and tense feelings in my body.	1	2	3	4
6. I feel moody or grumpy.	1	2	3	4
7. I feel like I'm going to panic or think I might lose control.	1	2	3	4
8. I do not really enjoy doing anything anymore.	1	2	3	4
9. I feel worthless or lonely when I'm around other people.	1	2	3	4
10. I have headaches, stomachaches, or other pains.	1	2	3	4

# Resources

- National Center for Intensive Intervention
  - <http://www.intensiveintervention.org/>
- National Center on RTI
  - <http://www.rti4success.org/essential-components-rti/universal-screening>