

Universal Behavior Screening: A proactive and systematic approach to behavioral intervention

Matt Abney and Colleen Frederick

Educators Matter: Resources for Changing Times

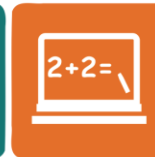
June 2, 2016

Welcome and Introductions



PBISAz

*Achievement
Awards*



Sit Down/Stand up

Instructions

- Listen to the statement being read.
- Stand up quickly if the statement applies to you.
- Look around the room at who is standing and sitting.
- Notice your reactions. There will be time to debrief at the end.

Sit down

- Elementary Teachers
- Counselors
- Middle School Teachers
- Administrators
- Secondary Teachers
- School Psychologists
- Post-secondary teachers
- Private sector/ organization

Stand Up

- Born in another country
- Traveled to Europe
- Been to all 50 states
- Parachuting or bungee jumping
- Suspended from school
- Been on a cruise
- Broken three or more bones
- Education is a second career
- Chosen for jury duty
- Ticket for speeding
- Speak three or more languages
- Only lived in Arizona

Session Outcomes

Participants will:

- Understand the rationale, purpose and intended outcomes of behavior screening.
- Explain the process for selecting, administering and evaluating the results of various universal screening tools.
- Use resources to create an action item that involves selecting and implementing a behavioral screening process to support tier 2 interventions.

Questions regarding screening

- Why should behavioral screening be universal?
- How will behavioral screening help with student behavior?
- What are the legal implications of behavioral screening?
- What are the benefits of behavioral screening?
- What tools are available?

Questions regarding screenings

What are the policies in our district regarding systematic screenings?

When should these screenings be done?

Who should select and prepare for the screenings?

How will the data from the screenings be gathered?
(electronic or hard copy)

How will parents be notified?

Who should administer the screening?

Who are the required parties for completing the screener?

How will the screenings be scored and who will do this?

When and how will the results be shared? With whom?

Goals for Screening

- Identify students with various needs.
- Proactive approach to student behavior
- Mobilize school and district resources
- Building relationships and school culture
- Improving PBIS systems at all tiers

Benefits of Universal Screening

- Studies show that 1 out of 5 students are presenting impairment
- Early intervention is vital!
- Connects PBIS and mental health
- Provides more specific information about student needs (internalizing versus externalizing behaviors)
- Helps identify students who are not high profile but have needs
- Information can be used to inform class assignments

Benefits of Screening

- Universal means that it includes all children
- Fast, efficient and confidential
- Informs schools about the student population
- Allows the team to identify groups of students with similar needs.
- Provides information to match students with appropriate interventions.

Connection to RTI

Method is similar to principles associated with RTI

- Use a research-based universal screening tool.
- Implement interventions with fidelity that are evidence-based
- Use data to make decisions regarding student entry and exit from interventions.
- Establish systems for progress monitoring

Current Research

- Happening in many schools
- Studies being done about the predictive validity of screeners.

PBIS Vocabulary Sort

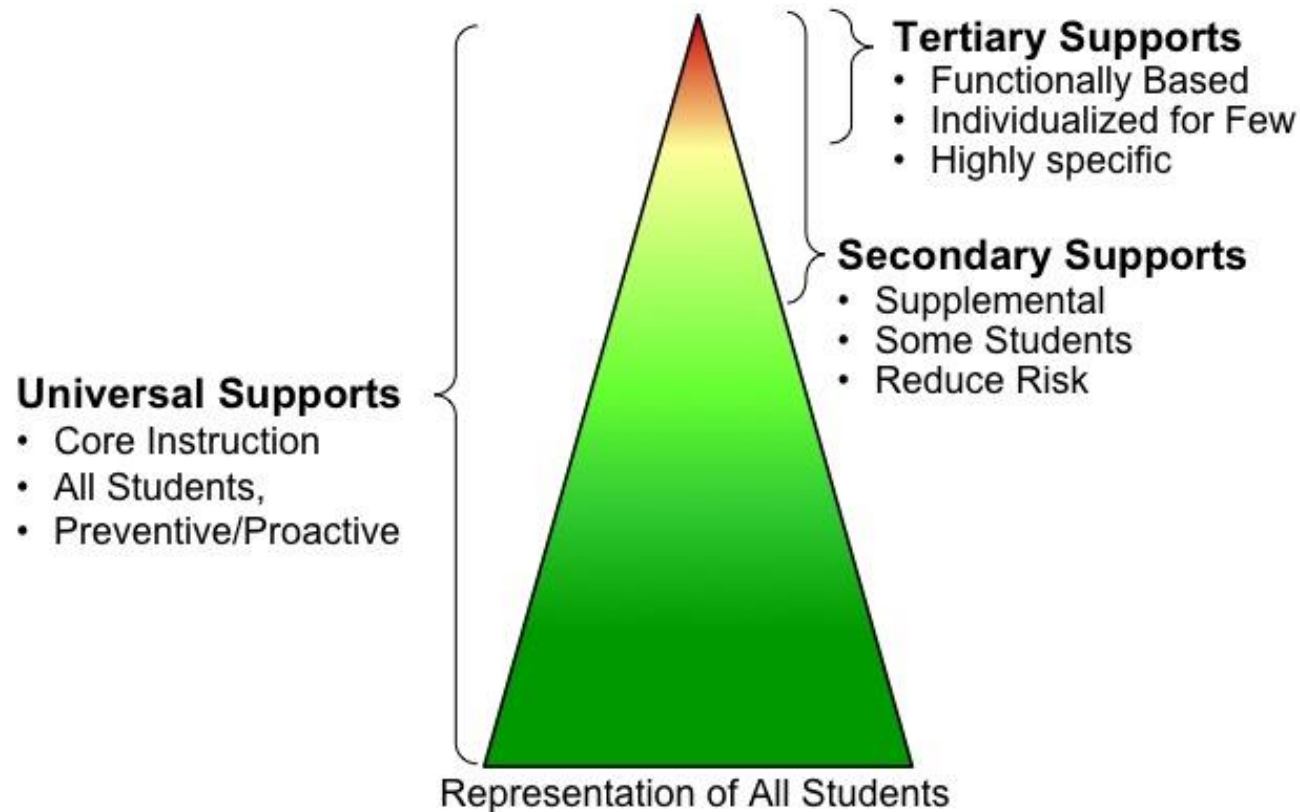
Instructions:

- Split into groups of 2-3.
- Review the terms on the cards and note similarities/differences.
- Choose the headings for different categories.
- Sort the terms by the chosen headings.
- Remember to clarify any unfamiliar terms.

PBIS Vocabulary Sort

- Tier 3
 - Highly specific
 - Functional behavior assessments
 - Behavior Intervention Plans
 - Few Students
 - Intensive interventions
 - Tertiary supports
- Tier 2
 - Supplemental supports
 - Some students
 - Reduce risk
 - Small group interventions
 - Social Skills instruction
- Tier 1
 - Universal supports
 - Preventative/proactive
 - Core Instruction
 - All students
 - School-wide interventions

PBIS- Multi-tiered Systems of Support



Tier II Identification

- Screening is one method of identifying students for tier II interventions.
- Not supposed to be prescriptive or evaluative
- Centralized process
- Other methods for identifying students include: Teacher nominations, Attendance/discipline data, Other school data (i.e. academic)

Tier 2 Supports

Social/Behavioral Concerns:

Social skills

Self-management techniques

Academic Concerns:

Peer Tutors,

Check in,

Homework club

Emotional Concerns: Adult mentors

Systematic Screening process

- 1) Choose a screening tool
- 2) Student identification (Instrument is completed by classroom/homeroom teachers for their students, Assess students on a Likert scale)
- 3) Interventions (ensure these are appropriate)
- 4) Establish entry/exit criteria (i.e. 4 majors in a 2 week period, 6 minors=1 major)
- 5) Progress Monitoring- system for continued classroom supports with modifications as necessary.
- 6) Share data with parents and staff

Sample Secondary Intervention Grid

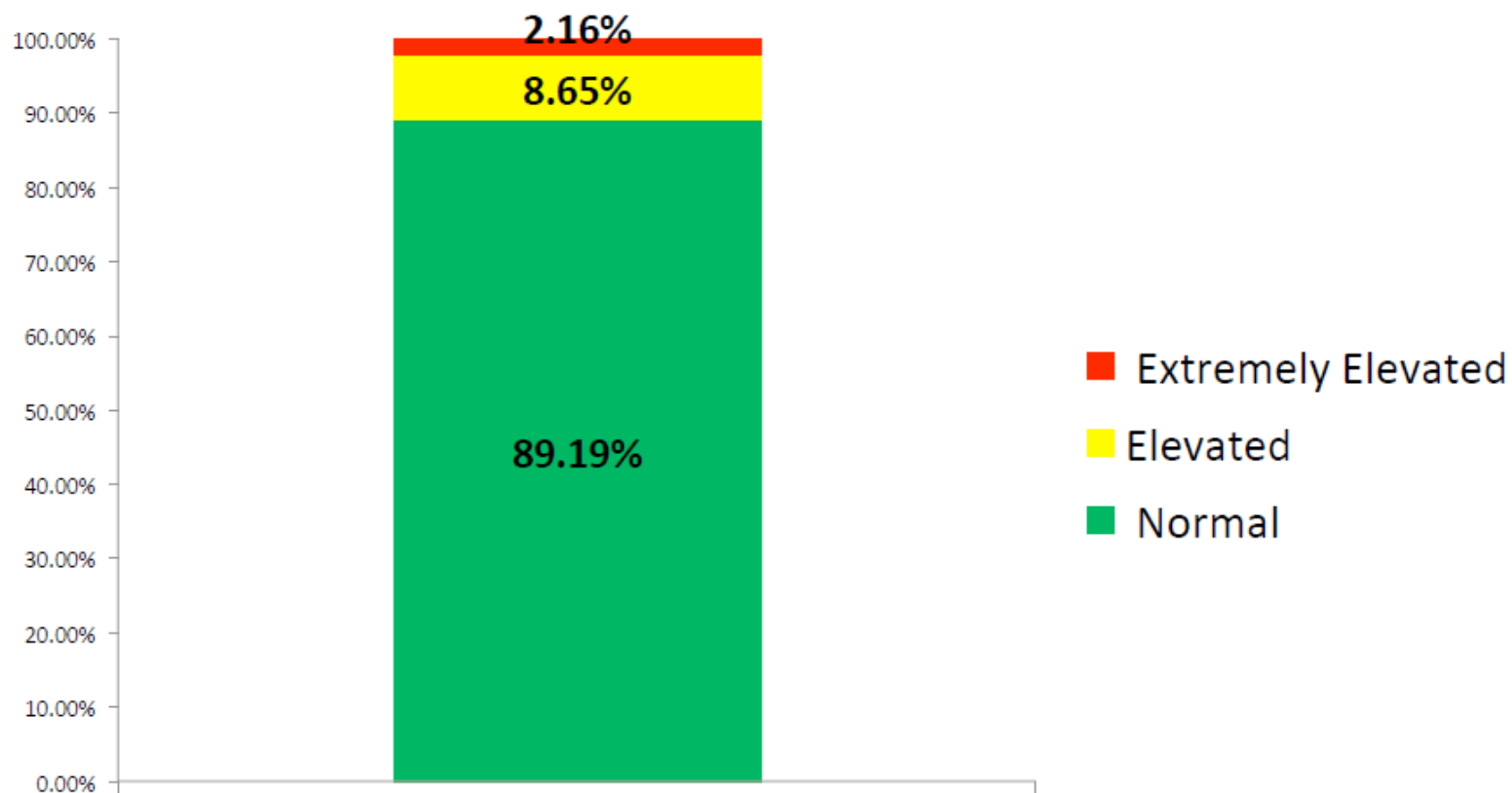
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades	Passing grade on the report card in the academic area of concern

TEACHER NAME											
	0 = Never										
	1= Occasionally										
	2 = Sometimes										
	3 = Frequently										1 (at benchmark)
	Use the above scale to rate										2 (some risk)
	item for each student										3 (at risk)
			Lie, Cheat,	Behavior	Peer	Low Academic	Negative	Aggressive	Total		
Student Name	Student ID	Steal	Sneak	Problem	Rejection	Achievement	Attitude	Behavior	SRSS	AIMSweb-Reading	
Sample, Sally	1111	0	0	3	1	3	3	3	13		
Alley, Allison	2310	0	0	0	1	0	0	0	1	1	
Atwell, J'Monte	2013	0	0	0	0	0	0	0	0	1	
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2	
Booker, Abbie	2001	0	0	0	0	0	0	0	0	1	
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1	
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1	
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1	
Julius, O'Tam	2132	0	0	0	1	2	2	1	6	3	
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2	
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1	
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1	
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1	
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3	
Toms, Blake	2018	0	0	0	0	0	0	0	0	1	
Wellington, Jasper	2215	2	1	2	2	3	2	2	14	3	

Small group Reading Instruction with Self-Monitoring

Data reports

Universal Screening Data – October, 2012



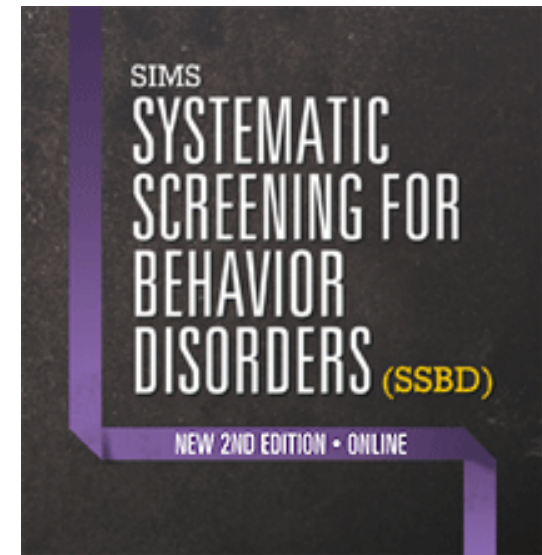
Considerations for Progress Monitoring

- One team reviews data and makes decisions regarding student placement in interventions rather than isolation
- 3 X per year (4-6 weeks into school year, prior to winter break, prior to end of year)
- Percentages of population at various risk levels (3-5%, 10-15%, 80%)
- Teachers with higher levels (i.e. strategies and disparity)

Examples of SRSS Tools

- Systematic Screening for Behavior Disorders (SSBD)
- Behavioral and Emotional Screening System (BASC-2/BESS)
- Student Risk Screening Scale (SRSS)
- Strengths and Difficulties Questionnaire (SDQ)
- Social Skills Improvement System (SSIS)

Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990)



[Source: https://pacificnwpublish.com/products/SSBD-Online.html#about](https://pacificnwpublish.com/products/SSBD-Online.html#about)

BASC-2/BESS

(Kamphaus & Reynolds, 2007)

Source:

<http://www.pearsonclinical.com/education/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html#tab-details>



Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)

SDQ

Source: www.sdqinfo.org

Student Risk Screening Scale (SRSS; Drummond, 1993)

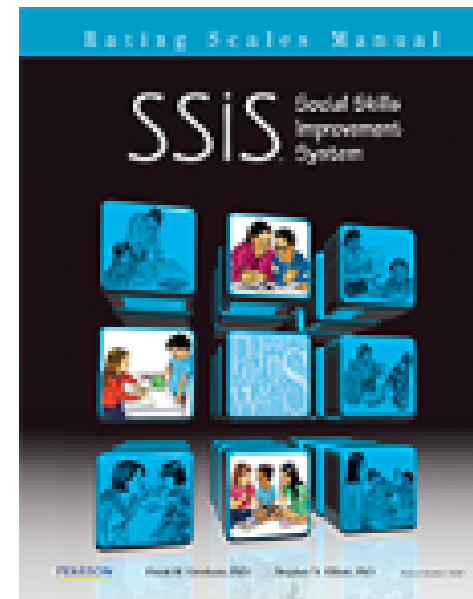
Names	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Totals
Marcos	2	3	3	1	3	2	2	16
Tercel	0	0	0	3	3	1	0	7
Jonathan	0	0	1	0	0	1	0	2

Source: <http://www.koi-education.com/resources/>

Social Skills Improvement System (SSIS; Gresham & Elliott, 2008)

Source:

<http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html>



Poster Activity

- Review the handout on the specific screening tool.
- Provide a basic description of the tool including relevant information such as grade level.
- What are some advantages or strengths of this screening tool?
- What are some of my concerns about this screening tool?

Poster Sessions

- Each group appoints a reporter for the group.
- The reporter will share the information gathered from the group and explain their poster to a small group.
- There will be 5 rotations.

Q & A Session

- Distribute question cards to each participant.
- Each participant shares their question and discusses with the group.

References

Gulchak, D., Flores, Y., & Jannasch-Pennell, A (2012). KOI PBIS Tier 2 Manual: A knowledge- outcomes-impact model for multi-tiered systems of behavior support. Phoenix, AZ: KOI Education.

Kamphaus, R.W., & Reynolds, C.R. (2007). BASC-2 Behavioral and Emotional Screening System. Minneapolis, MN: Pearson.

Owens, L., Rose, J. Universal Screening for Behavior (ppt). Illinois PBIS Network, Retrieved from www.pbis.org/common/cms/files/Forum12/A4_Rose_Owens.pptx

Patterson, G., Reid, J., Dishion, T. (1992). *Antisocial Boys*. Eugene, OR: Castalia

Walker, H.M., & Severson, H.H. (1992). Systematic screening for behavior disorders. Longmont, CO: Sopris West.