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A Review of Commonly Used Social and Emotional Screening Tools

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| Existing Screening Tools | | | | | | | | | |
|  | Focus Behaviors | | Overarching Structure | | |  | | | |
| Name | E | I | Strength-Based | | Needs-Based | Content and Use | Advantages | Drawbacks | Cost |
| * Office Discipline Referrals * Attendance * Academic Data * Time on Task | X | X | X | | X | * Embedded Sources of Data | * Efficient (information is already available) | * Reactive (problems are advanced before identification) * Not systematic (some children are missed) * Will not typically identify students with internalizing problems * Reliability may be weak due to variables such as teacher tolerance for behavior problems and perceived level of support from administration | ------ |
| Key: E= Externalizing Behavior; I=Internalizing Behavior | | | | | | | | | |
| Empirical Support and Resources | | | | Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor schoolwide discipline interventions. Journal of Emotional and Behavioral Disorders, 8(2), 94-101. | | | | | |

| Published Screening Tools | | | | | | | | |
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|  | Focus Behaviors | | Overarching Structure | |  | | | |
| Name | E | I | Strength-Based | Needs-Based | Content and Use | Advantages | Drawbacks | Cost |
| Systematic Screening for Behavior Disorders (SSBD) | X | X |  | X | * Nominations, rank-ordering on key dimensions, ratings and checklists, direct observations, archival school records, normative comparisons * Elementary aged students * Multiple Gating Procedures | * High Accuracy * Well researched * Closely aligns with the three tier service delivery system * Strong reliability and validity * Identifies students who may be under-identified (i.e., students with internalizing behaviors) and/or risk for dropping out of school | * Perceived time and expense for administration; lack of long term predictive validity * Limited linkage of screening outcomes to available interventions and supports * Predictive validity should be reviewed * Does not allow for progress monitoring * Student and parent involvement are not included into the stages * Does not allow teachers to identify students who may demonstrate externalizing and internalizing behaviors | * Screening 500 students using the SSBD would cost $130 * Includes user’s guide, administration manual, observer training manual, technical manual, and reproducible forms used in stages 1 through 3 |
| Publisher Website: | <https://www.pacificnwpublish.com/products/SSBD-Online.html> | | | | | | | |
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| BASC-3 Behavioral and Emotional Screening System (BESS) | X |  | X | X | * Ratings by Informants * Age range: 3:0-18:11 (teacher and parent)/8:0-18:11 (self-report) * Standardized tool used to identify behavioral strengths and weaknesses * Intended to be used as a universal screener | * Excellent national norms, co-normed with instrument already in use (BASC) * Availability of online scoring and data system (Q-Global) * Inclusion of validity index scores to evaluate the quality of responses that have been provided * Direct link to behavioral interventions | * Potential bias and/or teacher subjectivity * Not as useful for measuring effects of specific, individual interventions * Time to complete: 5 minutes per child (screening) | * Initial cost of the system to screen a school of 500 students: $1,152.65 * Subsequent screenings: $500 (cost of student forms) |
| Publisher Website: | <http://www.pearsonclinical.com/education/products/100001482/basc3-behavioral-and-emotional-screening-system--basc-3-bess.html> | | | | | | | |
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| Behavior Intervention Monitoring Assessment System (BIMAS) | X | X | X | X | * Ratings by Informants (parent, teacher, student, clinician) for children ages 5 to 18 years * Two formats: BIMAS Standard (screener and/or baseline data) and BIMAS Flex (progress monitoring tool) | * Designed to be change-sensitive and used for progress monitoring * Flexibility to add specific behaviors to monitor * Reliable, valid, multi-rater screening and progress monitoring system * Measures risk factors (internalizing and externalizing) and strengths/areas of improvement (social and academic functioning) | * Screening is lengthy to administer (5 minutes per child) * Probably works best when a whole district in committed * No direct link to specific intervention resources * Only available in English | Screening a school with 500 students would cost approximately $2, 103 |
| Publisher Website: | <http://www.mhs.com/product.aspx?gr=edu&id=overview&prod=bimas> | | | | | | | |
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| Social Skills Improvement System Performance Screening Guide (SSIS PSG) | X |  | X |  | * Part of the Social Skills Improvement System * Available for three grade levels: preschool, elementary and secondary * Direct link to intervention through the SSIS Class-wide Intervention Program * Not recommended as a progress monitoring tool | * Can be completed in 30 minutes for an entire classroom * Included within AIMSweb Behavior (teachers can manage all SSIS data online) * Easy and straightforward scoring * Direct link to interventions through the SSIS Class-wide Intervention Program | * The manual only reports correlations with scales from the Social Skills Improvement System * No evidence such as correlations with other published measures * Published peer-reviewed articles written by authors other than the developers not available * Not recommended to be used for individual decision making * Cannot be used for progress monitoring * Lack of scale that assesses internalizing behavior problems | Screening a school of 500 students would cost approximately $190.00 |
| Publisher Website: | <http://www.pearsonclinical.com/psychology/RelatedInfo/ssis-overview.html> | | | | | | | |
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| Devereux Student Strengths Assessment (DESSA) and DESSA Mini |  |  |  | X | * Ratings by informants * Measures 8 social-emotional competencies * Grades K-8 | * National standardization sample, with documented reliability and validity * Comprehensive: screening, assessment, class-wide, progress monitoring, evaluate program outcomes * Strategies that align with DESSA competencies are available * Web-based version | * No option for students in grades 9-12 * No measure of challenging behavior (internalizing or externalizing) | DESSA:   * $120 for a paper and pencil kit * DESSA Mini: $105.95 for a paper and pencil kit (25 copies of each of the four forms) |
| Publisher Website: | <https://www.centerforresilientchildren.org/school-age/assessments-resources/the-devereux-student-strengths-assessment-dessa-kit/> | | | | | | | |
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| Developmental Assets Profile (DAP) |  |  | X |  | * Ratings by self-assessment * Ages 11 to 18 (Grades 6-12) * Measures 8 asset categories (developmental assets - positive relationships, opportunities, and values) * Can be used to assess individual youth or as a group assessment for all participants in a program | * Designed to be sensitive to changes in reported assets * Useful for studying effects of youth programs, curricula, and interventions that are designed to enhance youth development and reduce negative outcomes * Strong psychometric properties * Detailed reporting (completed by the SEARCH institute) and guide to implementation process * Optional technical assistance, consulting, workshops and/or presentations from SEARCH Institute | * Self-report is the only option (10 minutes to complete) * Limited validity information for context assets * Norms are currently being developed and not available * Necessary professional development for staff surrounding the Developmental Assets framework | * Site Report (including up to 100 youth surveys): $250.00 * Per Survey Cost for youth surveys in excess of 100: $2.00 * Aggregate report (encompassing multiple sites): $250 * Individual Data File (one CSV file of all youth surveyed): $150 |
| Publisher Website: | <http://www.search-institute.org/> | | | | | | | |
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| Strengths and Difficulties Questionnaire | X | X |  | X | * Norm referenced parent, teacher, or self-rated questionnaire * Screening for social, emotional and behavioral concerns in children * Parent and teacher forms (3-16 years) and self-report forms (11-16 years) | * Very accessible tool that is easy to administer, score and interpret * Manual, rating scales, scoring software and reports available for free online * Available in over 70 languages * Time efficient | * Not recommended for progress monitoring tool * Information regarding standardization sample and evidence of reliability and validity is limited * Normative data and psychometric information are not well organized (no published manual) * Reports generated may be viewed as a draw-back due to the risk of parents or other laypeople trying to interpret the report without consulting a mental health professional | Free |
| Publisher Website: | <http://www.sdqinfo.org/> | | | | | | | |
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| Empirical Support and Resources | | | Devereux Center for Resilient Children (DCRC) Assessment Tools: Summary Table. (2013).  Gresham, F. M., & Elliot, S. N. (2011). Test review. *Journal of Psychoeducational Assessment, 29*(3), 292-296.  Jenkins, L. N., Demaray, M. K., Wren, N. S., Secord, S. M., Lyell, K. M., Magers, A. M., ...Tennant, J. (2014). A critical review of five commonly used social-emotional and behavioral screeners for elementary or secondary schools. *Contemporary School Psychology*. Doi: 10.1007/s40688-014-0026-6  McDougal, J. L., Bardos, A. N., & Meier, S. T. *Behavior Intervention Monitoring Assessment System*.  Vannest, K. J. *Universal screening for behavior: How do I get started* [PDF document]. | | | | | |

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| Build Your Own Screening Tool | | | | | | | | |
|  | Focus Behaviors | | Overarching Structure | |  | | | |
| Name | E | I | Strength-Based | Needs-Based | Content and Use | Advantages | Drawbacks | Cost |
| Site Specific Screener |  |  |  |  | * Simple nomination and Individualized Follow-up * Best used within a multiple gating framework * Use of school-wide expectations | * Low cost * User friendly (high social validity) * Brief * Congruence with school-wide behavioral expectations and linkage to Tier 2 and 3 interventions (already in place within the school) | * Narrowly defines behavioral risk * Unable to use for identification of internalizing behavior problems * Low test-retest reliability |  |
| Key: E= Externalizing Behavior; I=Internalizing Behavior | | | | | | | | |
| Empirical Support and Resources | | | Burke, M. D., Davis, J. L., Lee, Y., Hagan-Burke, S., Kwork, O., & Sugai, G. (2012). Universal screening for behavioral risk in elementary schools using SWPBS expectations. Journal of Emotional and Behavioral Disorders, 20(1), 38-54. Doi: 10.1177/1063426610377328  Burke, M. D., Rispoli, M., Clemens, N. H., Lee, Y., Sanchez, L., Hatton, H. (2016). Integrating universal behavioral screening within program-wide positive behavioral interventions and supports. Journal of Positive Behavior Interventions, 18(1), 5-16. Doi: 10.1177/1098300715580993 | | | | | |