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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
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| 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
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| Publisher Website: | <https://www.pacificnwpublish.com/products/SSBD-Online.html> |
|  | Key: E= Externalizing Behavior; I=Internalizing Behavior |
| 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)
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| Publisher Website: | <http://www.pearsonclinical.com/education/products/100001482/basc3-behavioral-and-emotional-screening-system--basc-3-bess.html> |
|  | Key: E= Externalizing Behavior; I=Internalizing Behavior |
| 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> |
|  | Key: E= Externalizing Behavior; I=Internalizing Behavior |
| 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> |
|  | Key: E= Externalizing Behavior; I=Internalizing Behavior |
| 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)
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| 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
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| Publisher Website: | <http://www.search-institute.org/> |
|  | Key: E= Externalizing Behavior; I=Internalizing Behavior |
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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/> |
| Key: E= Externalizing Behavior; I=Internalizing Behavior |
| 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/s40688-014-0026-6McDougal, 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: 10.1177/1063426610377328Burke, 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 |