

Universal SEB Screening Screening in Schools



Delaware PBS Project July 8, 2020

A virtual high five to our data champions at the DE-PBS Project!





The DE-PBS Project serves as a technical assistance center for the Delaware DOE to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).



Virtual Meetings

BE ENGAGED

- Use Zoom features (reactions, chat box)
- Use our website to find and share resources/ideas
- Minimize distractions when possible

BE REFLECTIVE

- Share questions you have for presenters via chat
- Note follow up questions for presenters & DE-PBS team

BE SUPPORTIVE

- Share successes, ideas, useful resources via chatbox
- Be patient with technology issues
- Understand we are learning together

In 90 minutes you will learn to champion:



- MTSS logic as a foundation for proactive decision making
- Facts about universal SEB screening in schools
- The use of screening in the context of school-wide data, systems and practices
- The adoption of a comprehensive SEB screening **process** versus adopting a NST (new shiny tool)



A few things to
ground us in
MTSS thinking

BASELINE PHASE

On-going supports for fidelity implementation of evidence-based practices

- Achievement & opportunity gaps
- Reactive discipline
- Discrimination by race, ethnicity, disability, etc.
- Bullying & harassment
- Antisocial behavior
- School, family, & community gun violence
- Non-scientific decision making
- Negative classroom & school climate
- Mental illness
- Substance abuse & addiction
- Organizational inefficiency

PHASE CHANGE

Covid-19 pandemic: illness, death, disruption & trauma

- Unemployment
- Homelessness
- Hunger & poverty
- Mental & physical illness
- Discrimination & harassment
- Domestic violence & child abuse
- Family disruption & change
- Achievement gaps

Can't turn on broken light switch

CONTEXT FOR ACTION

“NEW NORMAL” PHASE
Re-calibration & renovation of school organization & functioning

- EDUCATION
- Employment
- Business & commerce
- Family structure & functioning
- Recreation leisure
- Housing & transportation
- Medical & mental health care
- Public assistance
- Federal & state leadership

Reactive Ineffective Responses to Crisis

- Subjective decision making
- Train & hope
- 1-time training events
- Non-evidence-based practices
- Numerous and siloed practices
- Low quality implementation of evidence-based practices

Adapted from George Sugai Keynote for the
OSPI Virtual MTSS Fest, April 22, 2020

Effective Responses

- Trauma-informed decision making
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision-making teaming
- Continuous coached professional development
- High fidelity implementation
- Proactive, competent, informed leadership and team leadership

**All components of
MTSS and things we
know**

Adapted from George
Sugai Keynote for the
OSPI Virtual MTSS Fest,
April 22, 2020

What is your level of MTSS knowledge?

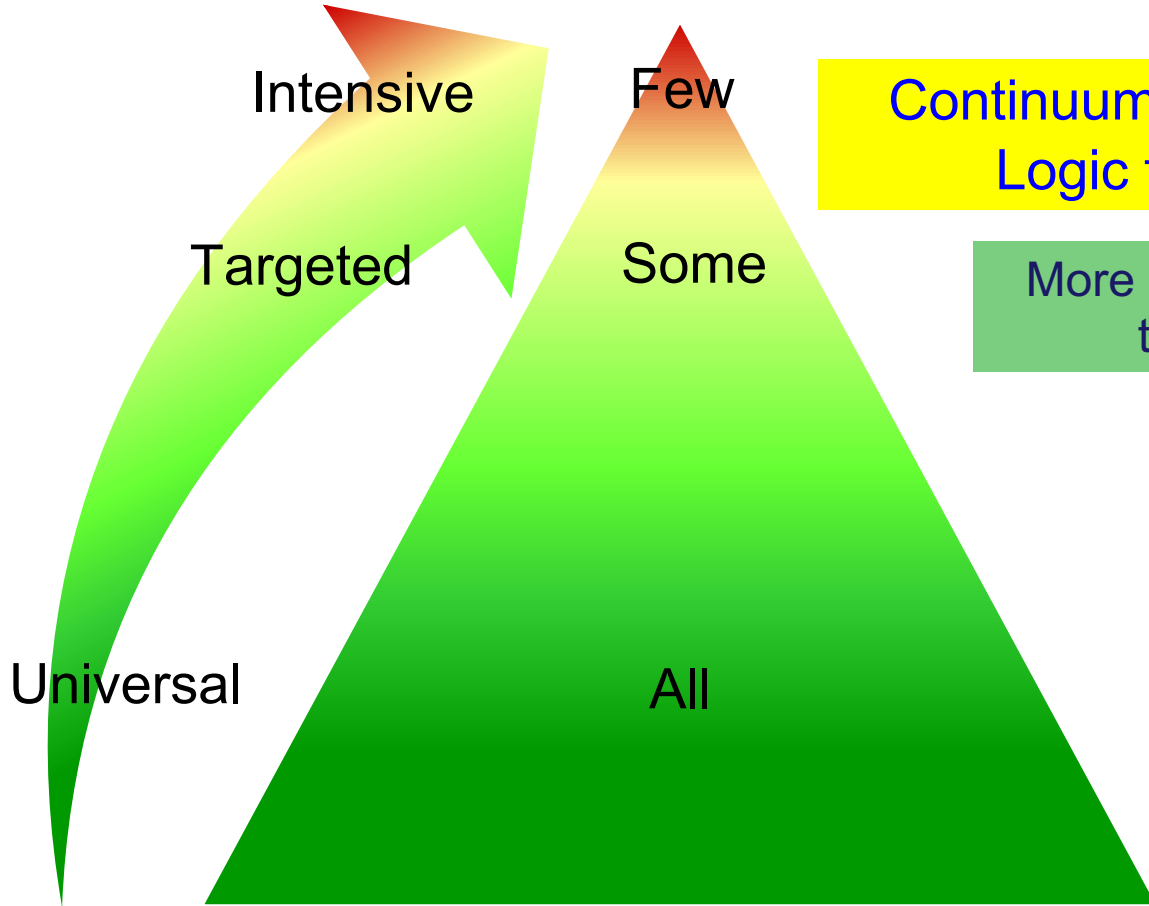
Type in the chat box number that best matches

1. A little
2. some
3. a good bit
4. extensive

To what extent is your school or district implementing MTSS?

Type in the chat box number that best matches

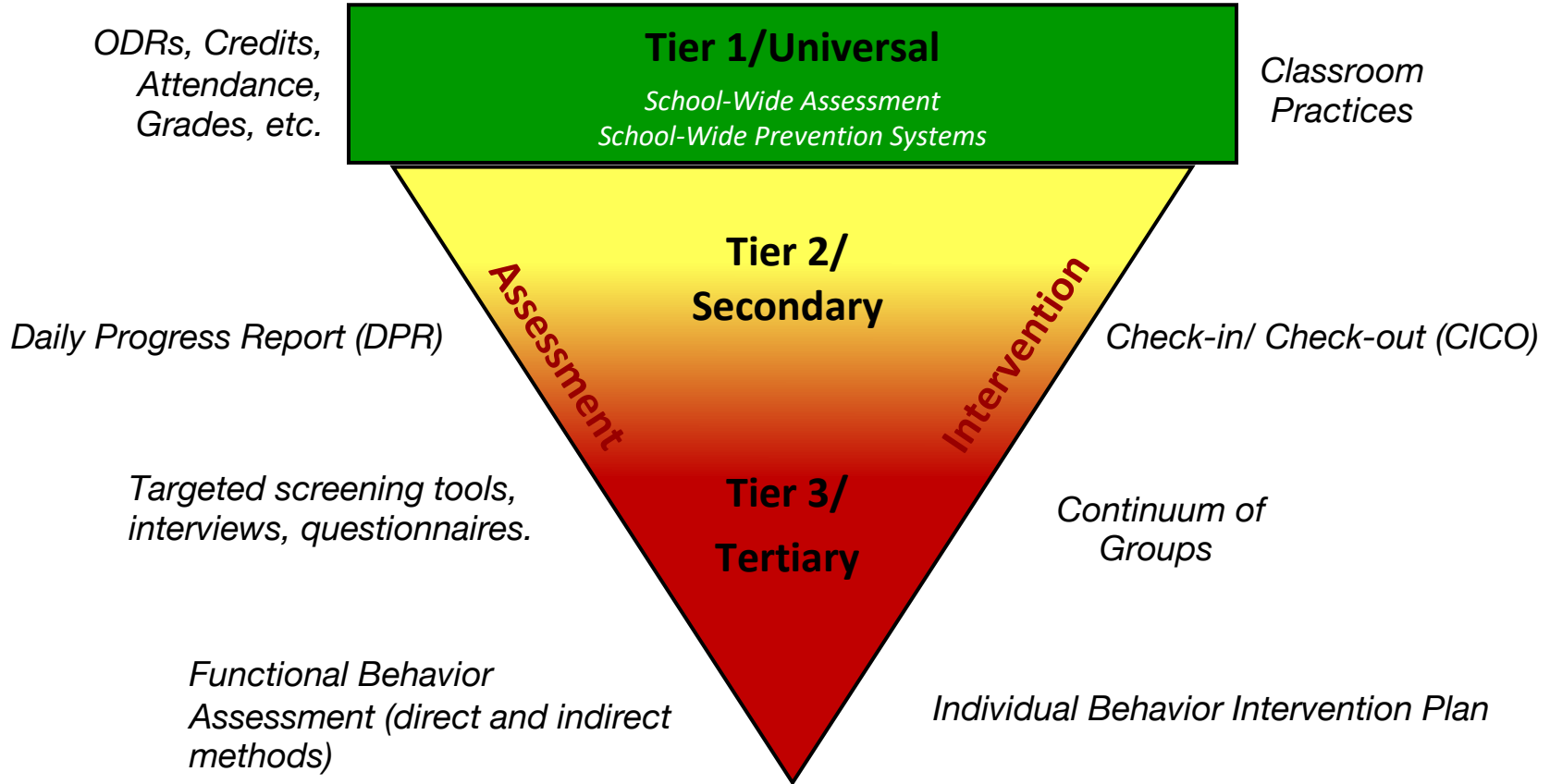
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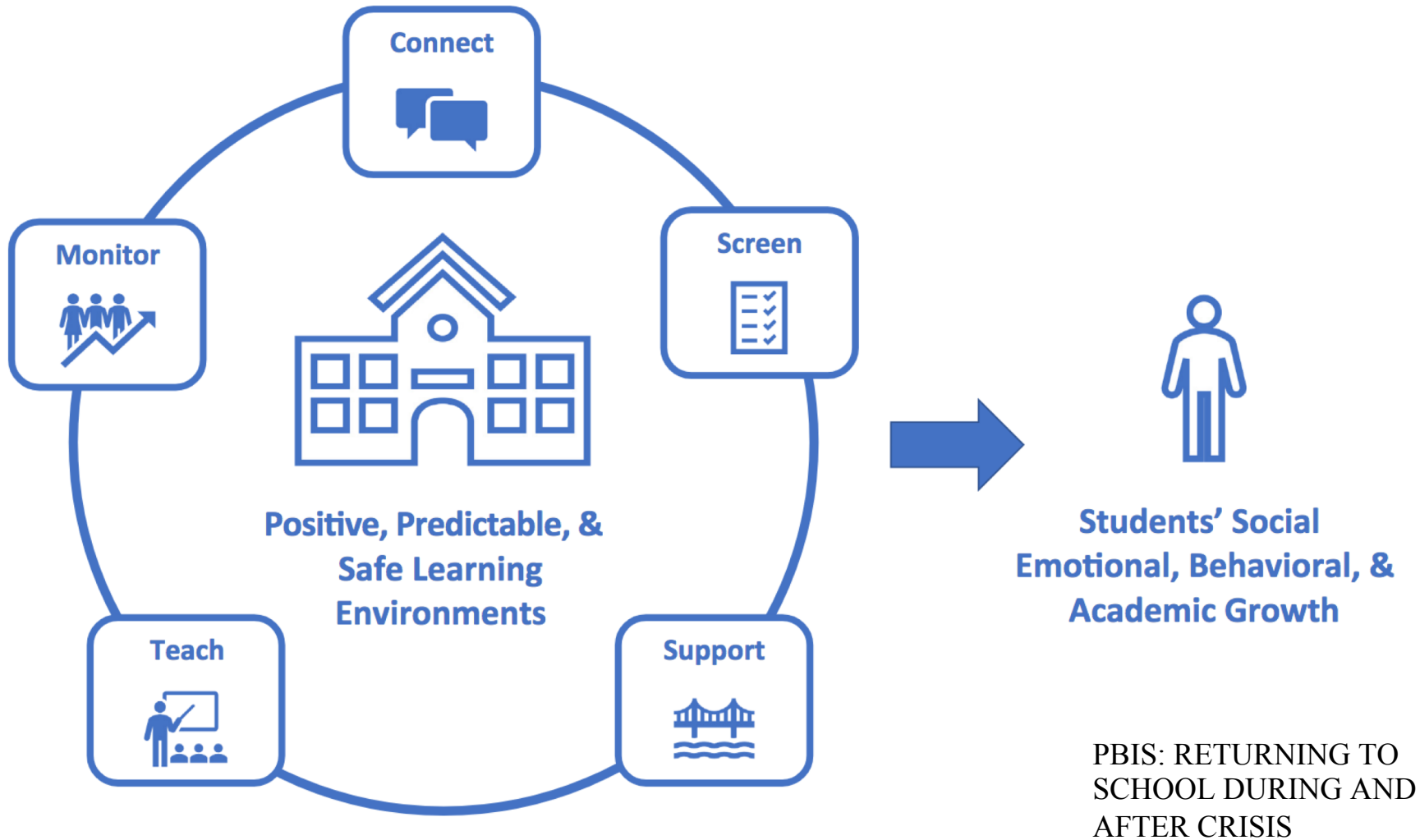


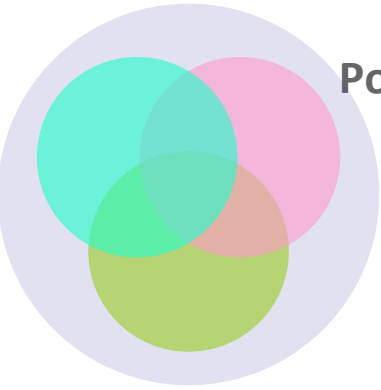
Continuum of Support
Logic for ALL

More important now
than ever

Positive Behavior Support as Your MTSS







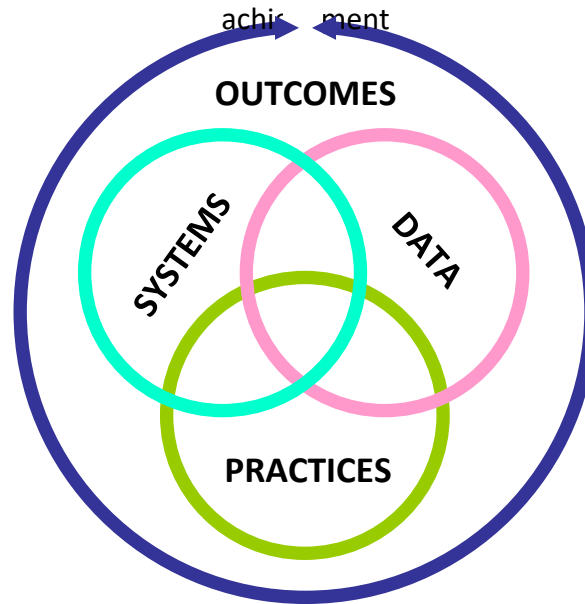
Positive Behavioral Interventions and Supports (PBIS) for Continuous Improvement and Alignment of Initiatives

is a **Multi-Tiered System of Supports (MTSS)** Framework

Supporting culturally **equitable Targets** including social/emotional competence & academic achievement

Supporting culturally knowledgeable **Staff Behavior**

team-based leadership and coordination
professional development, coaching, and content expertise



Supporting culturally valid **Data-based Decision Making**

universal screening
progress monitoring
evaluation of fidelity

Supporting **Student Behavior**

three-tiered continuum of culturally relevant evidence-based interventions

Midwest PBIS Network 2/7/19. Adapted from:

"What is a systems Approach in school-wide PBIS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. <https://www.pbis.org/school>

McIntosh, K. & Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.



DATA

- Establish **comprehensive universal screening** measures (entry and exit criteria) for internalizing and externalizing needs
- Team **data-based problem solving** for decision-making
- **Continuous data-based progress monitoring** of organizational and student outcomes (grades, attendance, referrals, perception, equity, etc.)
- **Evaluation of implementation fidelity**



Top 10 most commonly asked
questions about universal
screening....

1.

What is universal screening?

Universal Screening:

- Involves the collection and review of multiple measures to assess the academic and SEB health of all students
- Does not mean every student in a school or district is screened with every measure
- Informs academic and SEB instructional decisions across all Tiers of support
- Data uncovers a potential need with a student, class, grade or school

Screening data helps us determine if there might be a need for support....



Not intended to be: * Prescriptive * Evaluative * Diagnostic

2.

Why should we engage in
universal screening?



1 in 5 children experience socio emotional and behavioral health needs in a given year (CDC, 2009)



Internalizing symptoms are often missed because adults are more likely to notice needs that interfere with school activities



A comprehensive screening process helps to ensure equal opportunity for prevention and early intervention services for all students

Screening supports equity in problem solving conversations...

Our existing referral pathways often miss students particularly:

Females

Students with higher grades

Older students

Students with internalizing symptoms

Elevated but less extreme impairment

Samantha, M., Evans, S.W., & Owens, J.S. (2019) Universal screening in middle and high schools: Who falls through the cracks? *School Psychology, 34*(6), 591-602

3.

What about the data we already collect... is that part of our screening process?

Universal Screening Measure

Data tool used to support data based decision making about concerning risk factors

VS.

Comprehensive Screening and Assessment Process

A core feature of MTSS to support data based decision making across all three tiers of support

BIMAS² Teacher Standard Form (Ages 5 - 18) Print instructions No feedback

James L. McDougal, Psy.D., Achilles N. Barlow, Ph.D., & Scott T. Meier, Ph.D.

Rating:
During the past week, this student...

- = Never (0 times or not observed)
- = Rarely (Observed 1-2 times or to a minimal extent)
- = Sometimes (Observed 3-4 times or to a moderate extent)
- = Often (Observed 5-6 times or to a significant extent)
- = Very Often (Observed 7 or more times or to an extreme extent)

During the past week, this student...	Never	Rarely	Sometimes	Often	Very Often
1. shared what they were thinking about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. appeared angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. had trouble paying attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. followed directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. appeared sleepy or tired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. was impulsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. spoke clearly with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. appeared depressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. engaged in risk-taking behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. had problems staying on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. misinterpreted friendships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. acted sad or withdrawn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. fought with others (verbally, physically, or both).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. acted without thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. appeared comfortable when relating to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. was easily embarrassed or felt ashamed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. lied or cheated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. had trouble remembering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. was generally friendly with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. appeared anxious (worried or nervous).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. lost his/her temper when upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Includes multiple sources of data for decision making



Data Drives Decisions in a MTSS

Who or how many need support?

Screening Data

Which supports need improvement or adjustments?

Progress monitoring data

What type of supports are needed?

Diagnostic data

Have the supports been effective?

Outcome data

4.

Why can't we just wait for an educator or parent to request help?

Research Question: What are the characteristics of adolescents identified by self and teacher report using the SDQ and GPA at moderate and high levels of risk?

GPA	Self Report (SDQ)	Teacher Report (SDQ)
<ul style="list-style-type: none"> - Identified the most high school students - Identified students with fewer teacher and student rated externalizing problems - Identified students with fewer student rated internalizing problems 	<ul style="list-style-type: none"> - Identified the most middle school students - More females self-identified as high risk (57%) - Captured the greatest proportion of students with the most severe internalizing problems 	<ul style="list-style-type: none"> - Students were most likely identified because of conduct problems - Missed 93% of students with student-rated emotional problems - More likely to rate males than females as at risk on peer problems, hyperactivity, and conduct problems <p>(Evans & Owens, 2019)</p>

Multiple data sources to accurately identify students with Externalizing and/or internalizing social, emotional or behavioral needs

Request for Assistance

Schoolwide Data

Universal Screening Tool

Team Collects and Reviews Data

```
graph TD; A[Request for Assistance] --> D([Team Collects and Reviews Data]); B[Schoolwide Data] --> D; C[Universal Screening Tool] --> D;
```



Reminders:

1. Multiple screening sources support **equitable** decision making
2. Multiple screening measures also means multiple perspectives

Because Voice
MATTERS:

How deep is the mud?

Depends who you ask.

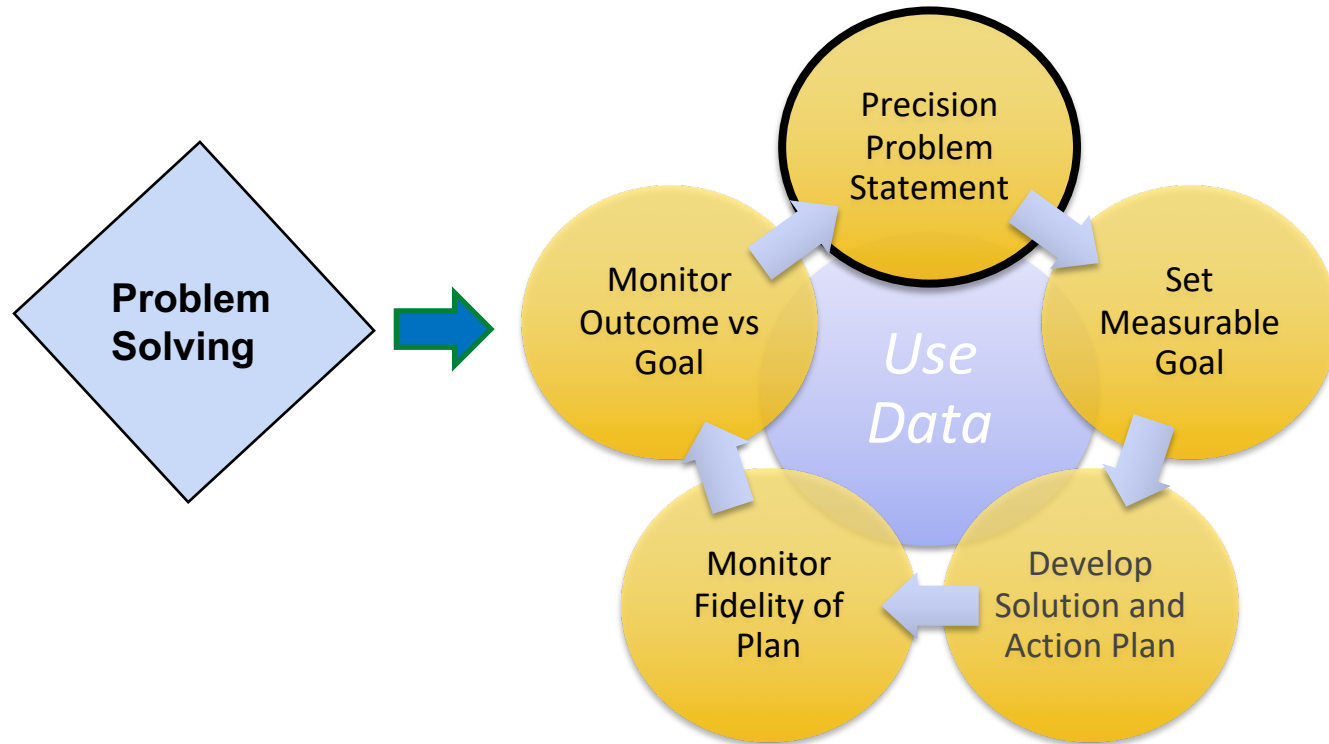
We all go through the same
stuff differently.



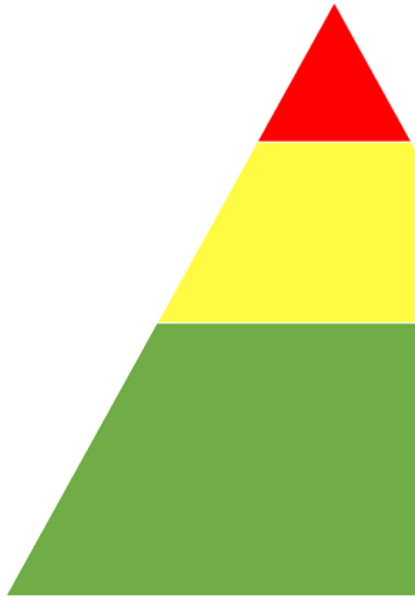
5.

I didn't realize schoolwide data was part of our comprehensive screening process... how should we be using it?

To improve Decision-Making...



What is the problem? How many does it impact?
Who are those impacted?



Example Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk
1. ODR	0-1	1-3	4 or more
2. Classroom Minors	0-2	2-5	6 or more
3. Absences	>3/quarter	4+ / quarter	8 quarter
4. Tardy	>4/trimester 3/quarter	4+ / quarter	8 quarter
5. ISS	0-1	2 - 3	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1

IF...	FOCUS ON...
<ul style="list-style-type: none"> ● More than 40% of students receive one or more office referrals ● More than 2.5 office referrals per student 	School Wide System
<ul style="list-style-type: none"> ● More than 35% of office referrals come from non-classroom settings ● More than 15% of students referred from non-classroom settings 	Non-Classroom System
<ul style="list-style-type: none"> ● More than 60% of office referrals come from the classroom ● 50% of more of office referrals come from less than 10% of classrooms 	Classroom Systems
<ul style="list-style-type: none"> ● More than 10-15 students receive 5 or more office referrals 	Targeted Group Interventions/Classroom Systems
<ul style="list-style-type: none"> ● Less than 10 students with 10 or more office referrals ● Less than 10 students continue rate of referrals after receiving targeted group interventions ● Small number of students destabilizing overall functioning of school 	Individual Student Systems

6.

How will we support all the student needs identified by all this data?

Research Question: What percentage of the school population was identified by UMHS but not already being served by the school (screener only)?

- **138 students** (3.7% of the school population) were already identified by the school's typical problem solving process
- **679 students** (18.1% of the school population) were identified by adding an SEB screening measure (teacher report of internalizing/externalizing behaviors)
- **239 students** (6.4% of the school population) were identified by both (the school and the SEB screening measure)

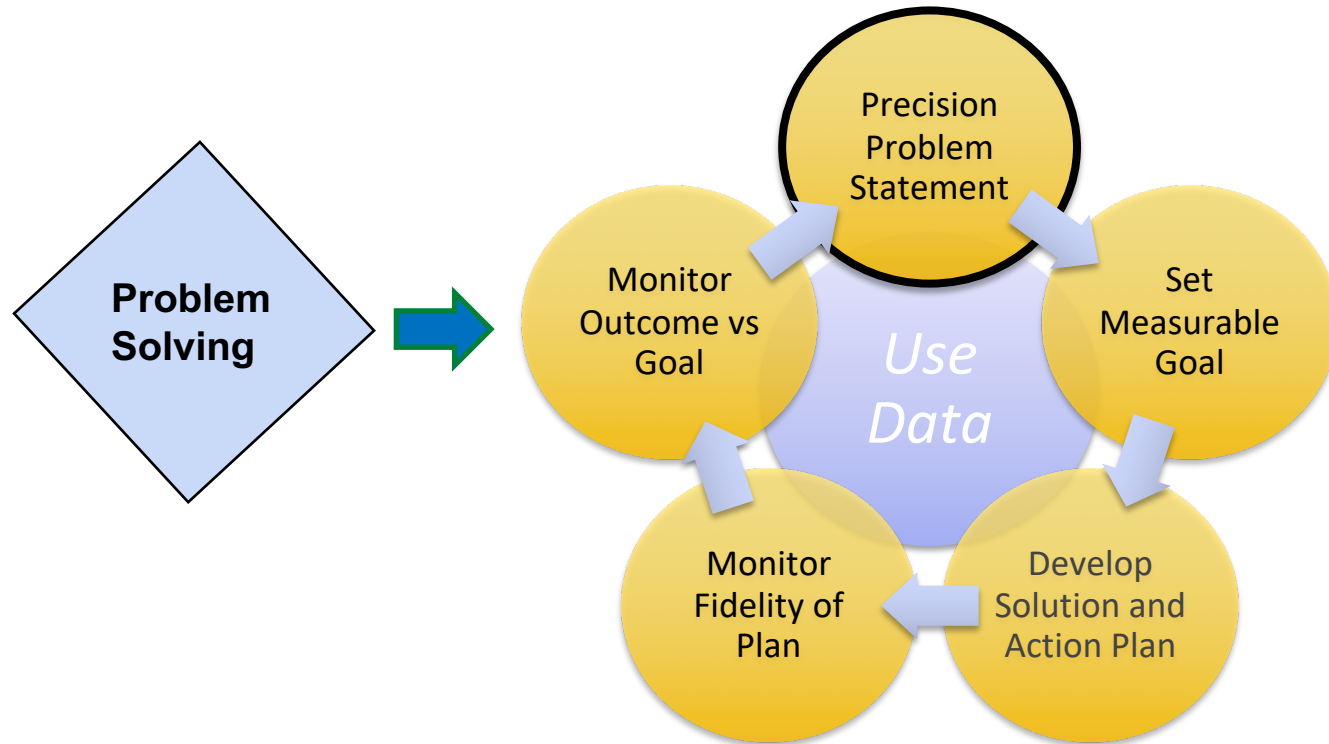
Splett et al.,
2018



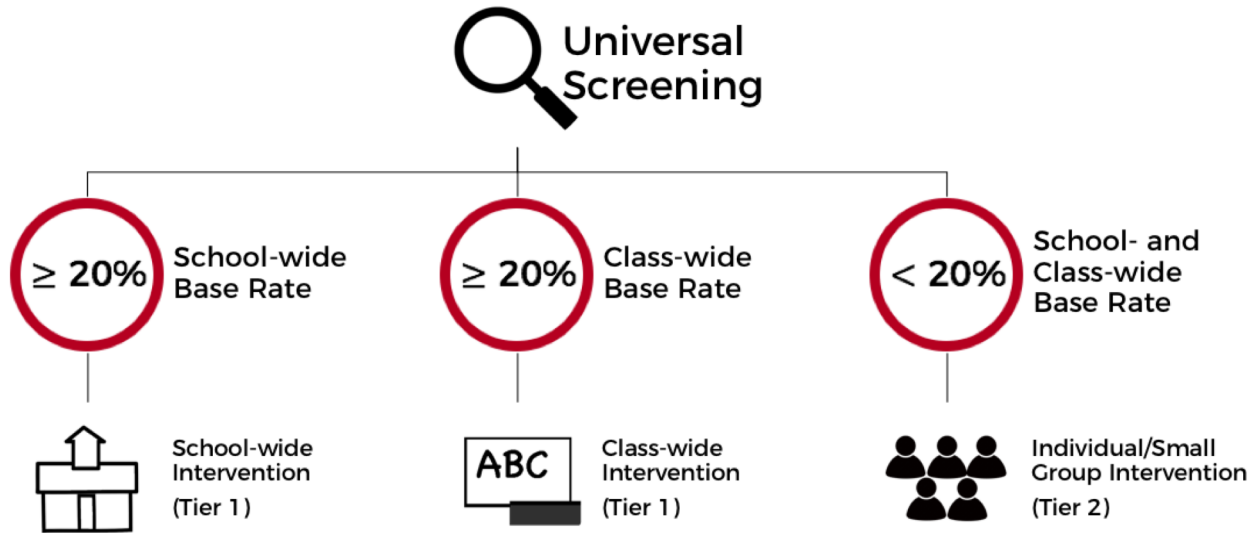
Type your answer in the chat box:

What feelings or reactions do these data bring up for you?

To improve Decision-Making...



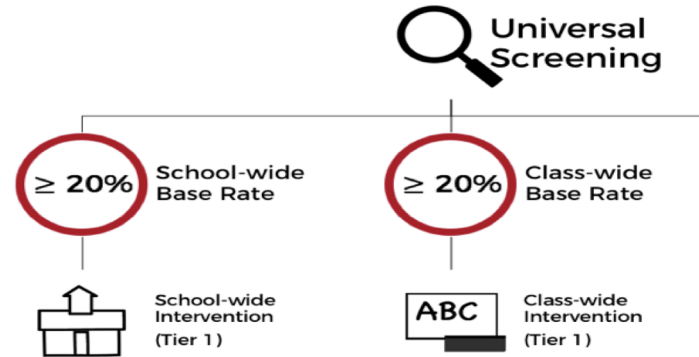
Social-Emotional and Behavioral Assessment (SEBA) Model



See: [Kilgus & Eklund, 2015](#)

System Support (Tier 1)

- Start with universal strategies
- What interventions are all teachers equipped to implement?
- How can SEB health services be implemented within classrooms?



Eklund & von der Embse (2020)

Classroom Base Rate >20%

Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At-Risk
Shaffer	Sarah	5	25	14	56%
Triggs	Taylor	4	26	13	50%
Ells	Erica	2	26	7	27%
Memphis	Marsha	1	28	7	25%
Barrett	Bob	2	25	5	20%
Cassidy	Cara	4	21	4	19%
Ulrich	Uma	4	28	5	18%

Eklund & von der Embse (2020)

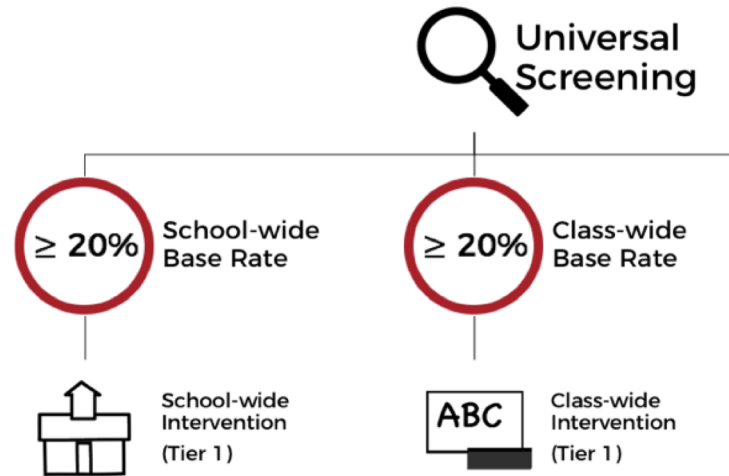
Classroom Support (Tier 1)

Are universal practices in place within your classrooms?

What coaching supports are available?

Are there certain teachers who have large numbers of students with SEB needs? What additional supports are they offered?

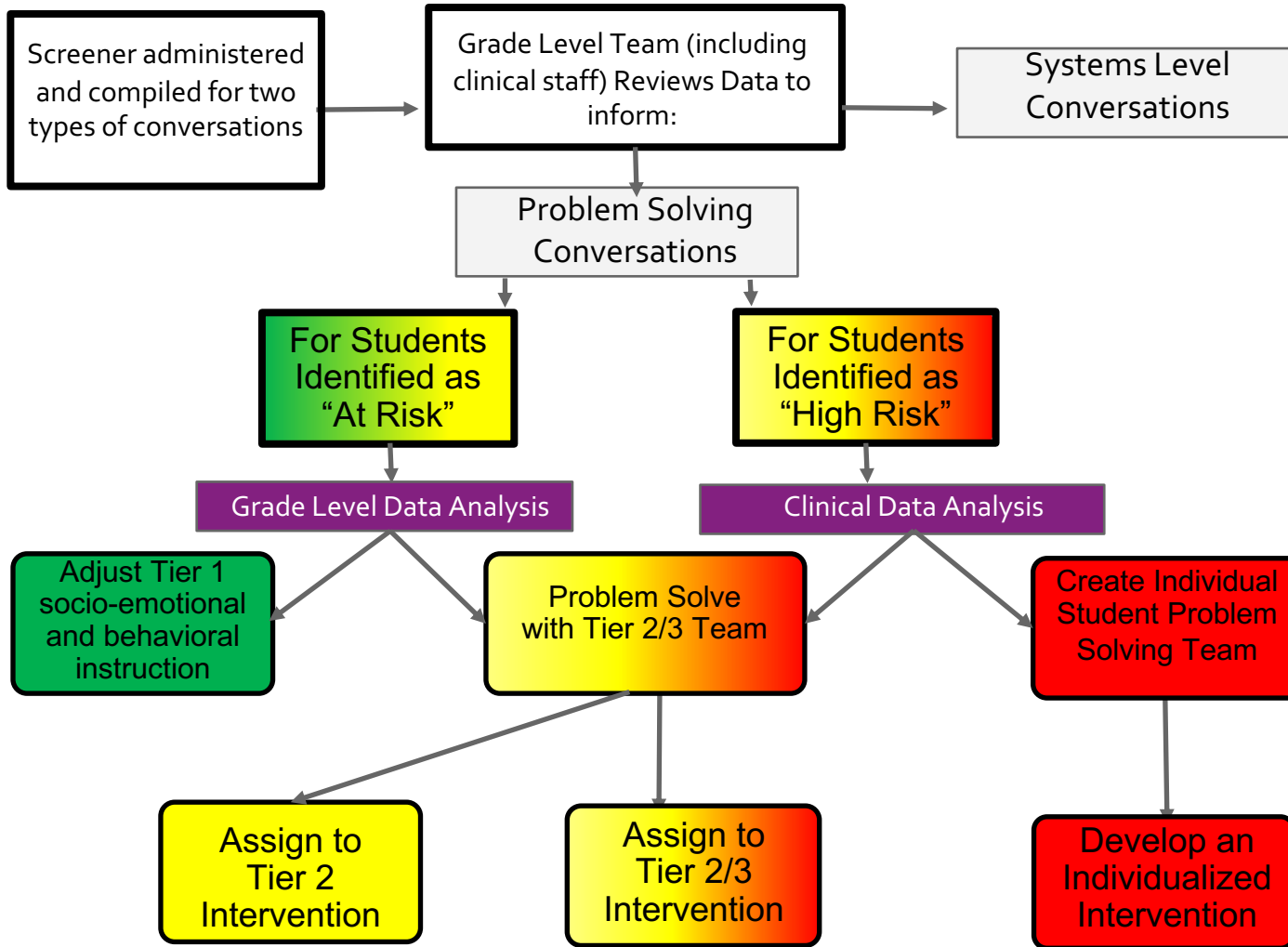
What are the concerns in the data? Academic behavior? Social behavior?



Eklund & von der Embse (2020)

Classroom Base Rate <20%

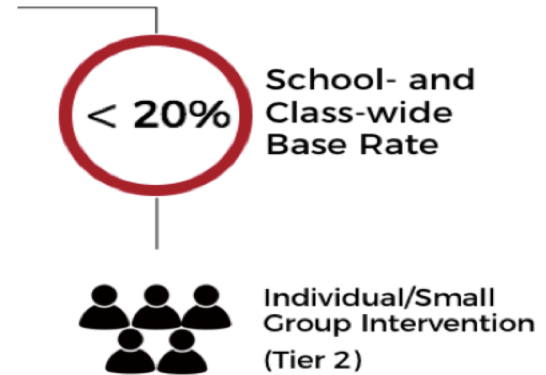
Teacher Last Name	Teacher First Name	Grade	# of students screened	# of students at-risk	Percent At-Risk
Franks	Fred	2	29	5	17%
Garrett	Greg	1	21	3	14%
Hollister	Heather	3	26	3	12%
Innings	Irma	5	23	2	9%
Vargas	Victor	3	24	2	8%
Williams	Wanda	4	27	2	7%
Norton	Nick	2	21	1	5%
Jenkins	Jennifer	K	22	1	5%
Kasper	Kelly	1	24	1	4%



Tier 2 and 3 Support:

What school-based and community based resources are available:

- School-based mental health support
 - What is available?
 - How do students get in?
- School Based Mental Health Counseling
 - What type of supports are offered?
 - What is the referral process?



Eklund & von der Embse (2020)

7.

I've heard the new Delaware MTSS regulations require our school teams to screen students within the first few weeks of school. Is that true?



Type your answer in the chat box:

How many of you already screen for SEB student needs?

Without a commercial SEB screening tool, how might you screen for...

- Engagement?
- SEB health needs?
- Academic skills?

MTSS Regulations Talking Points:

- School teams must engage in a screening process within the first few weeks of school
- The regulations do not require school teams to purchase and utilize a commercial SEB screening tool.
- It is recommended school teams work on developing a comprehensive screening process via schoolwide data rather than adding a new tool within the first few weeks of school.
- District leadership teams (not school teams) should engage in a process to select and install any new universal screening measure to ensure contextual fit and resource allocation (e.g.

screening equipment)

8.

Our district isn't ready to adopt a screening measure. What do you recommend at the school level?

Three ideas to begin...



Focus on systems
to support school
teams to use
existing data

Screen for
connections

Screen for
response to
established Tier 1
SEL and
Behavioral Focus

9.

What should we look for in a screening measure? Or how do I know which data can be used as part of our screening process?

Universal Screening Data...

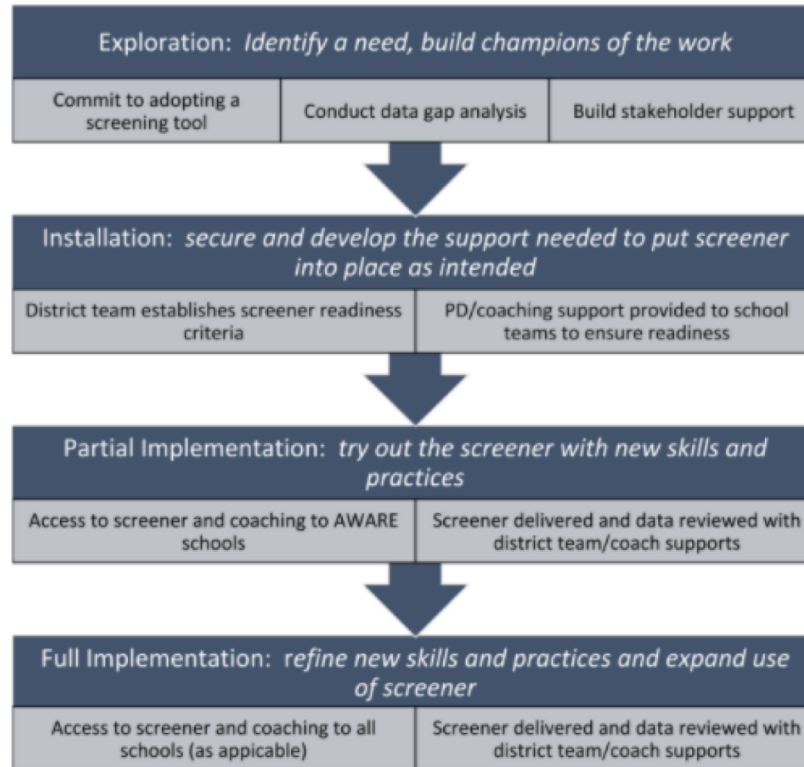


- Leads to proactive decision making
- Is aligned with the school or district's core (school-wide) instructional focus
- Uncovers or highlights a potential problem at one point in time
- Leads to conversations about who and how many may benefit from support
- Can be universally administered to an entire classroom/grade/school/district
- Is time efficient and cost effective
- Is administered, scored and interpreted the same way

10.

Our district leadership team is ready to install a formal screening tool. Where do we start?

The Process of Adopting a Universal Screener For District Leadership Teams





You Can Do It:

Champion: MTSS logic to support team based decision making

Champion: a screening process vs. adopting a screening tool

Champion: schoolwide data based problem solving as your foundation

Champion: district level adoption of any new universal screening measure

**Champions
Train Hard...**

Learn more:

Ask questions:

Network with colleagues:

Thanks!



Any questions?

You can find me and the rest of the crew at:

- robertsn@udel.edu
- www.delawarepbs.org
- @delawarepbs 