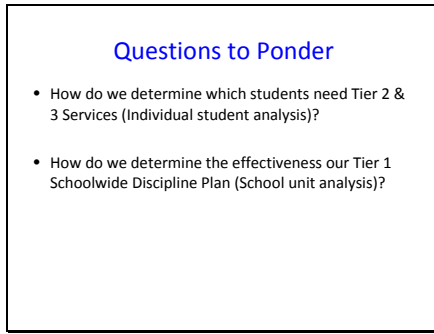


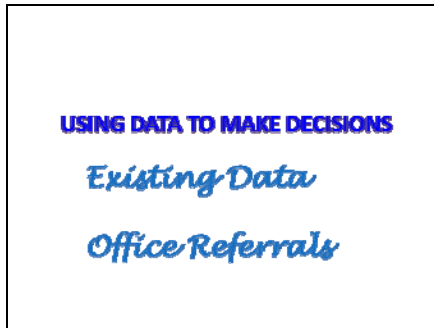
Slide 1



Slide 2



Slide 3



Slide 4

Existing Data

- Academic performance
- Attendance
- Tardiness
- Other???

Slide 5

**REACTIVE DATA COLLECTION:
BEHAVIOR INCIDENT REPORTS**

Slide 6

Office Discipline Referrals (ODRs)

- Teacher managed vs. office referral: What is your schools process?
- Defining a coherent office discipline referral process
- General procedures flow chart
- Referral form definitions
- Sample Referral forms

Slide 7

Office Discipline Referrals

- Implemented widely in SWPBS where 2-5 ODR considered threshold for at-risk (Horner et al., 2005)
- Often measured using Schoolwide Information System (SWIS; May et al., 2002)
 - www.swis.org
- May miss a number of students
 - One study found that 35% of students who qualified as at risk on SSBD did not have multiple ODRs (Walker, Cheney, Stage, & Blum, 2005)

Slide 8

Limitations of ODRs

- Insufficient for identifying students with internalizing behaviors.
- May miss frequent minor problem behaviors.


Slide 9

USING DATA TO MAKE DECISIONS

SCREENING

Slide 10

Quick Activity
What kind of screening does your school do now?



The illustration shows a cartoon principal with glasses and a yellow shirt standing in a doorway. The door is brown and has a sign that says 'PRINCIPAL'. The scene is framed by a light blue border.

Slide 11

Proactive Data Collection:
Screening

Slide 12

Why Screen?

- Academic success linked to social/behavioral skills
- Five predictor variables concerning student skills or behaviors related to **success in school**:
 - (a) prior achievement,
 - (b) interpersonal skills,
 - (c) study skills,
 - (d) motivation, and
 - (e) engagement (DiPerna and Elliott, 1999, 2000)

Slide 13

Why Screen?

Move beyond traditional “wait to fail” model
common in schools towards a more proactive
approach

(Glover & Albers, 2007)

Slide 14

Why Screen

- Identify students with socio-emotional needs in a proactive manner
 - 2-20% of students at-risk for further development of antisocial behavior (Walker, Ramsey, & Gresham, 2004).
 - Among approximately 20% of school-aged children who experience mental health difficulties, only 30% receive services (United States Public Health Service, 2000).
 - Assists in decision-making related to limited school resources (Walker, Cheney, Stage, & Blum, 2005).

Slide 15

Why Screen

Preventative PBIS reduces the need for more intensive, less efficient, more expensive supports later.

(Cheney & Stage, in press; Walker, Cheney, Stage, & Blum, 2005)

Slide 16

Why Screen

- Teachers are reliable evaluators/judges of student academic & behavioral performance when given a clear, overt structure to facilitate the decision making (Elliott , Huai , Roach, 2007).
- But seldom have a mechanism for sharing their knowledge.

Slide 17

Why Screen?

- Schools need to move away from reactive systems of responding only and increase focus on **established need**.
(Severson, Walker, Hope-Doolittle, Kratchowill & Gresham, 2007)
- Most effective when in the context of a three tiered comprehensive model, such as RTI/PBIS.


Slide 18

Quiz

- Teacher nominations, parent and student reports can be used as part of the screening process, but they do not constitute a universal screening system. True or False Why?
- Screening leads to labeling Yes or No Why

What is more concerning to you?

- False positives: Identifying students who are not at risk.
- False negatives: Not identifying kids who are at risk.

 5 Minutes

Slide 19

Screening Instruments

- **Systematic Screening for Behavior Disorders** (Walker & Severson, 1992)
 - Originally normed K-6, recently normed for middle school students (Calderella, Young, Richardson & Young, 2008)
 - Tiered/Multiple gating procedure
 - Fully completed in 40-60 minutes

Slide 20

Systematic Screening for Behavior Disorders (SSBD)

Multiple gate screening process:
Child's risk profile based on teacher rating

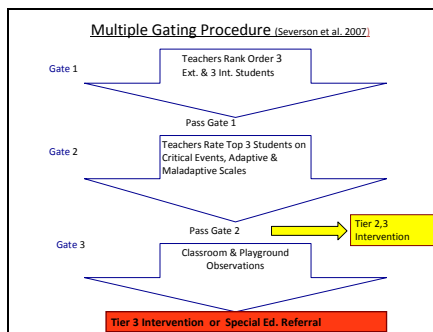
Stage I: Top 3 students ranked on externalizing behaviors
Top 3 students ranked on internalizing behaviors

Stage II: Critical Events Checklist
Combined Frequency Index- (social adjustment and maladjustment checklists)

Stage III: Interval Observation in classroom and on playground

Scores are compared to national norms to determine level of risk

Slide 21



Slide 22

Team Activity

Do: Rank order one or more issues
Reflect: As a team, what issues do you
encounter?
Choose Spokesperson

15
Minutes

Large Group Discussion

Slide 23

Team Activity

Do: Complete Stage 2 CEI/CFI on one student.
Do: Complete Figure 6
Reflect: As a team, what issues do you
encounter?
Choose New Spokesperson

15
Minutes

Slide 24


Student Risk Screening Scale
(Drummond, 1993)

- Originally normed at elementary level, recently normed at middle and high school (Lane, Kalberg, Parks, & Carter, 2008)
 - Classroom teacher evaluates and assigns a frequency-based, Likert rating to each student in the class in relation to seven behavioral criteria (lies, cheats, sneaks, steals, behavior problems, peer rejections, low achievement, negative attitude, and aggressive behavior)
 - Score indicates the level of risk (low, medium, high)

Slide 25

Team Activity

Do: SRSS on group of students.
Reflect: As a team, what issues did you encounter?
Large Group Discussion



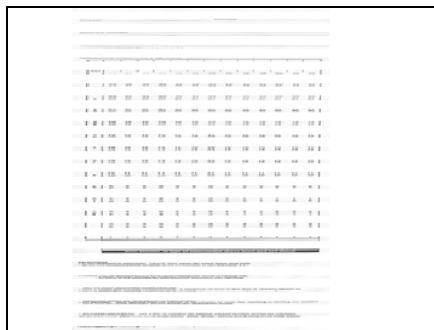
15 Minu
Choose New Spot

Slide 26

BASC- Behavior and Emotional Screening Scale

- Based on BASC by Reynolds & Kamphaus, 2002
- Universal screener with norms for preschool & K-12,
- Includes teacher, parent, and self-rating forms grades 3-12. 3-5 minutes per form. Completed on all students in class
- Hand scored and scannable forms, ASSIST software available
- Provides comprehensive summary of student scores and teacher ratings across the school

Slide 27



Slide 28

DO: Review BESS Questions
Reflect: Pros and cons?

10 Minutes
New Spokesperson

Slide 29

SSiS
Social Skills Improvement System

**Social Skills Improvement System:
Universal & Targeted
Assessments & Interventions**

Frank M. Gresham, Ph.D.
Louisiana State University

SSiS / Pearson 2007 **PEARSON**

Slide 30

AVAILABLE **AVAILABLE 2008**

UNIVERSAL TOOLS **TARGETED TOOLS**
SSiS Performance Screening Guides SSiS Rating Scales
SSiS Classwide Intervention Program SSiS Intervention Guides



SSiS / Pearson 2007

Slide 31

The Top 10 School Social Skills!

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Others

Based on responses of over 800 teachers rating
Over 100 social skills 0=Not important, 1=important, 3=Critical

SSIS / Pearson 2007

Slide 32

**Pass Around and Review
SSIS Materials**

Slide 33

Limitations of Screening

- Screening indicates increased risk
- Screening and Assessment are not interchangeable terms
- Screening triggers assessment
- Screening does not provide confirmation or diagnosis
- Screening may miss some students at risk

Slide 34

Issues with Implementation
1: Staff Training and Implementation

- For effective screening to occur leadership teams must consider:
 - Procedural considerations in implementation of the process of screening (implemented consistently and with fidelity to the instructions and process)
 - General training in behavioral and mental health issues that improves teachers' understanding of the purpose and content of the screening process, provided prior to implementation (e.g. internalizing vs. externalizing behaviors) as well as potential concerns and misconceptions (Severson, Walker, Hope-Doolittle, Kratchowill & Gresham, 2007)

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Issues with Implementation
2: Informed Consent, Student Privacy

- Determine threshold for specific informed consent in your district/community
 - Minimum includes; parents clearly informed as part of schoolwide academic/social screening, use of passive consent process for screening, outline confidentiality policy and follow up procedures for students who are identified as at-risk, no interventions at that level without informed parental consent
- Establish procedure to protect student privacy throughout the process
- Review confidentiality guidelines and follow up procedures with staff

Slide 36

**Integrating Screening into
RTI/PBS Initiatives**

How is it done?

Slide 40

Tier III Problem Solving Approach

- **Question:** *What is the student's response to evidence-based interventions (progress monitoring)?*
- **Assessment:**
 - *Functional Behavior Assessment - prior to interventions*
 - *Response to Intervention data with graphs*
- **Hypotheses:**
 - *Focus on child-specific issues in problem-solving*
- **Interventions**
 - *Behavior intervention plan - based on FBA*
 - *Assessing quality/intensity of interventions*

Adapted from Wheeler, Butcher, & Castillo (2007)

Slide 41

Key References

Hawken, L., Vincent, C., & Schumann (2008). Response to intervention for social behavior: Challenges and opportunities. *Journal of Emotional and Behavioral Disorders*, 16, p. 213.

Severson, H., Walker, H., Hope-Doolittle, J., Kratchowill, T., & Gresham, F. (2007). Proactive early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology*, 45, 193-223.

Walker, B., Cheney, D., Stage, S. & Blum, C. (2005). Schoolwide screening and positive behavior supports: Identifying and supporting students at risk for school failure. *Journal of Positive Behavior Intervention*, 7, p. 194.

Slide 42

Significant content for these slides were gathered from presentation slides prepared by:

Effective Schoolwide Screening: Identifying Students At-Risk for Emotional and Behavioral Disabilities

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Slide 43

Tasks

Review screening options.

Choose screening protocol.

Conduct screening with one grade level or pilot group.

