

Screening for Emotional and Behavioral Risk within Systems of School-wide Positive Behavior Supports

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Purpose

- Describe the various approaches that rural Maine schools from one region of the state have used to choose, pilot, scale-up, and sustain screening procedures in their schools.

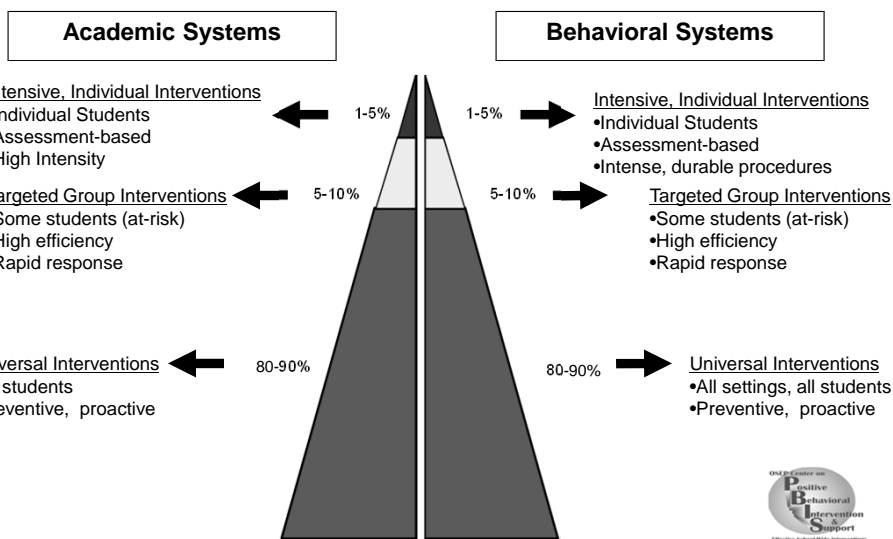
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In the Beginning...

THERE WAS RESPONSE TO INTERVENTION FOR BEHAVIOR (RTI-B)

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Designing School-Wide Systems for Student Success



Rationale for Screening

- Key component of:
 - prevention oriented academic and behavioral interventions;
 - multi-tiered service delivery models (aka, PBIS, RtI);
 - avoiding reliance on “wait to fail” approaches; and
 - ultimately, accurately identifying students at risk for school failure.
- (Glover and Albers, 2007; Kratochwill, Albers, & Shernoff, 2004; Walker and Shinn, 2002).

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Areas of Training Emphasis

Screening establishes foundation for Risk Status - not confirmation or diagnosis.

Screening is one method of data collection at the primary prevention level.

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).

Screeners in Use

- Systematic Screening for Behavior Disorders (SSBD, Walker & Severson, 1992)
- Student Risk Screening Scale (SRSS, Drummond, 1994)
- Social Skills Improvement System (SSIS, Gresham & Elliot, 2007)
- Behavioral and Emotional Screening System (BASC2-BESS, Kamphaus, & Reynolds, 2007)

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15 Schools Screening within Systems of SWPBS

- 6 Middle Schools
- 8 Elementary Schools
- 1 K-8 School
- All schools +70% implementation (TIC)
- Limited Use of Schoolwide Data Systems
- Schools have been screening for 1-4 years (mean = 2.5)
- Size of Schools (Range: 77 - 350)

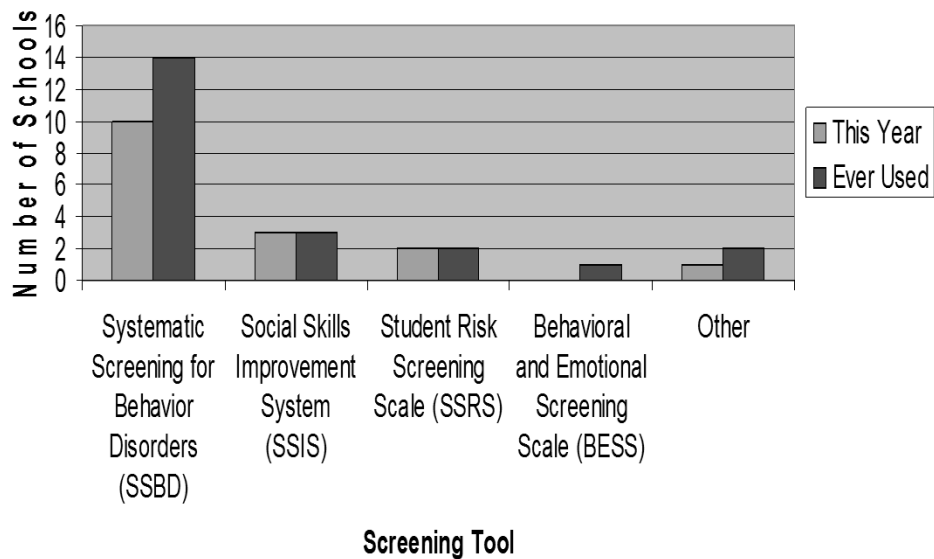
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Summary

- Small schools
- Small towns
- Geographical rural areas
- Low SES

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Use of Various Screening Tools



Changes in Screening Tools

SSBD to SSIS	SSBD to SRSS	Locally created to SSBD
3	2	1

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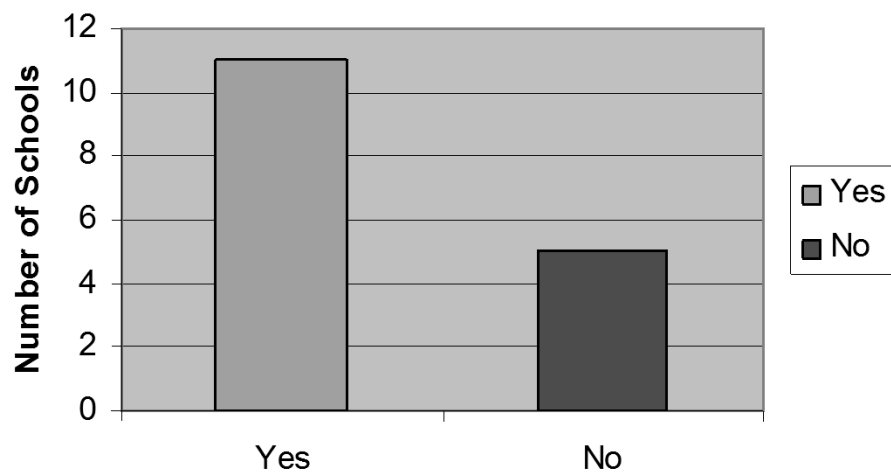


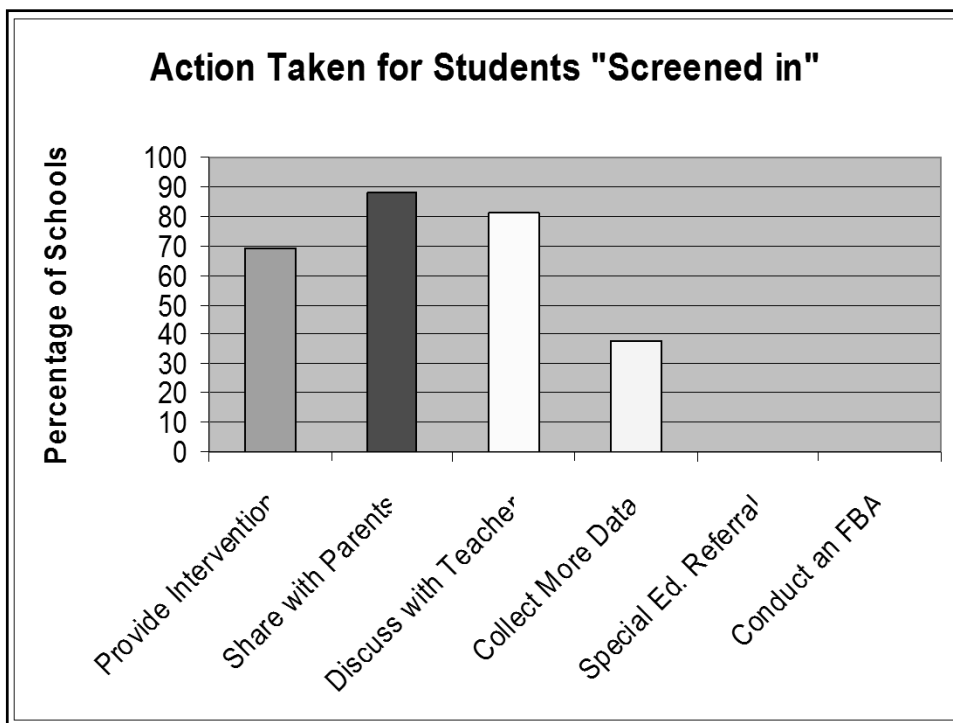
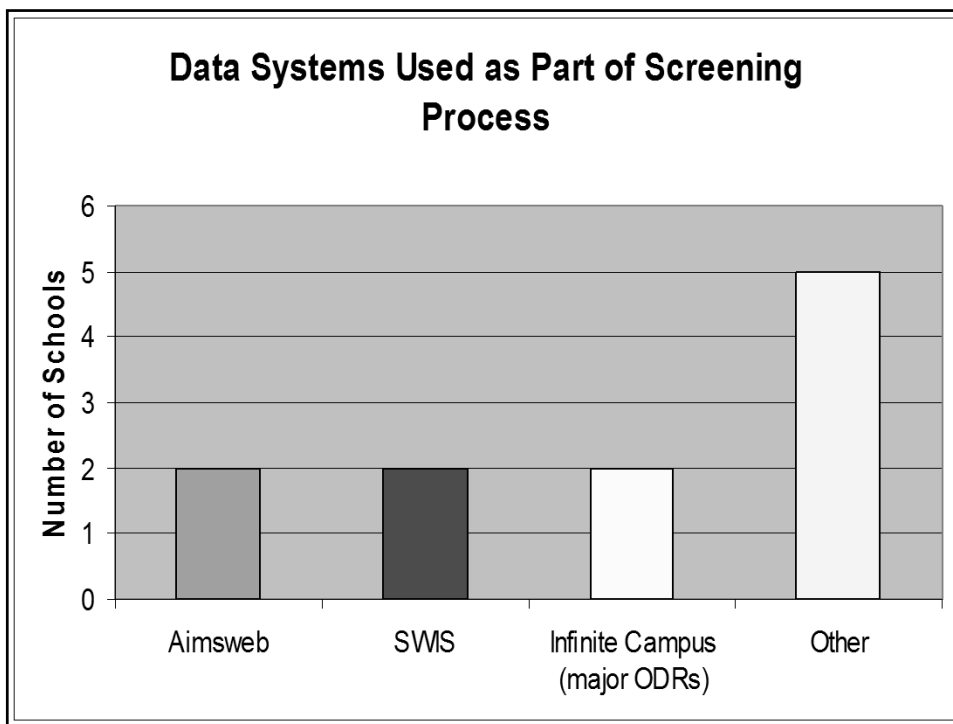
Changes in Screening Tools

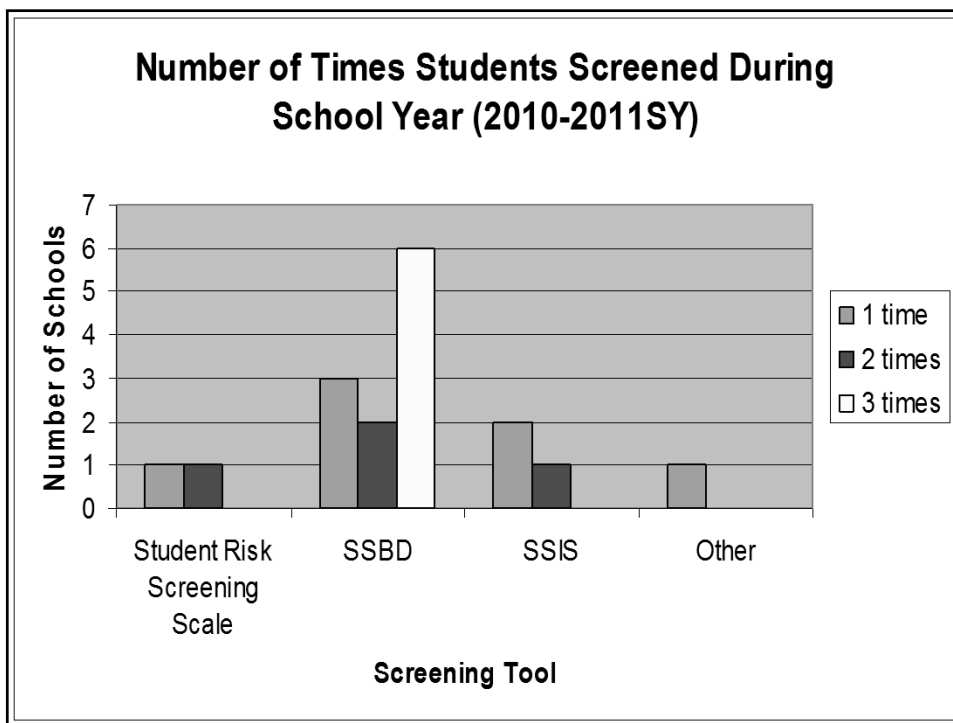
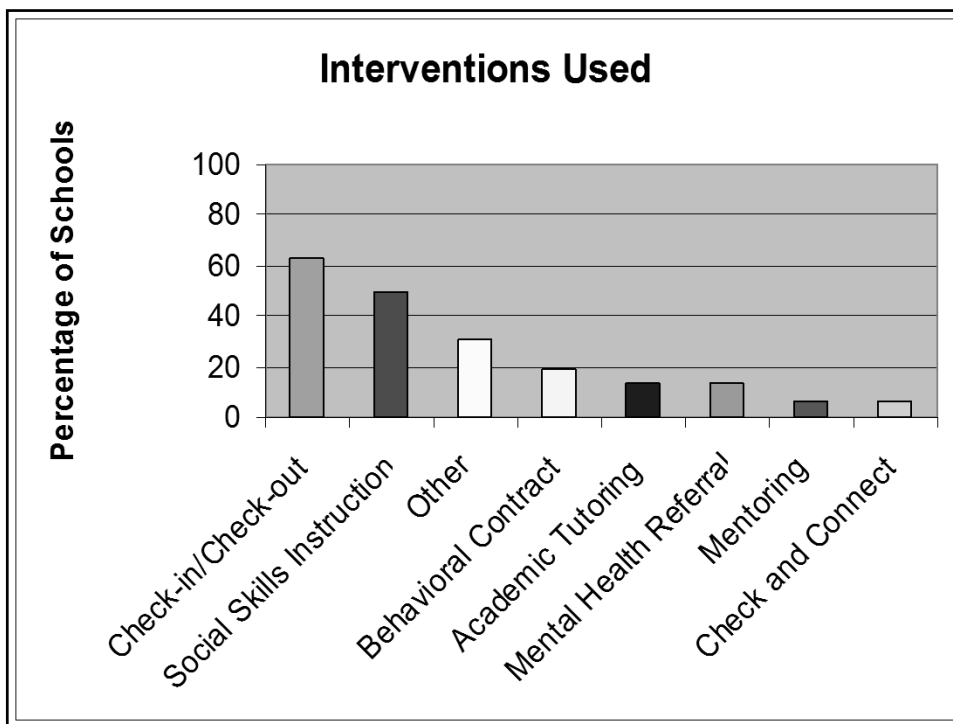
- District-wide decision for one screening tool (SSBD to SSIS)
- Perception of being too complicated (SSBD to SSIS/SRSS)
- Perceived need for more “meaningful” data (SSBD to SSIS/SRSS)
- Too many students screened in (locally created to SSBD)

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Use of Data System as Part of Screening Process







Why do you think it is important that your school screen students for social/ emotional/ behavioral risk?

1. Proactive intervention (earlier, faster, before worsens)
1. Confirm and surprise
1. Confidence (formal, structured, & consistent)
2. Social behavior critical to academic learning
3. Consider all students

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What have you found challenging...?

1. "Nothing"
2. Time
 - Inefficient process
1. Initial resistance
 - Limited or incorrect understanding of the instrument.
 - Limited understanding of the purpose of screening.

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How did your school find out about screening for social, emotional, behavioral risk?

- Regional Training
- Small group workshops
- On sight technical assistance
- Screening for Reading

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Concerns-Ineffective Process

1. Putting protocols in staff mailboxes or passing out at meeting.
1. Completed individually without support.

Problems:

- Not completed in a timely manner
- Not completed by everyone
- Lack of quality control

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More Concerns

1. Search for screeners that inform program development.
1. Limited or incorrect understanding of the instrument.

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Effective Process

1. Pilot at grade levels.
2. Gathering as a whole staff or grade level teams.
3. Knowledgeable person overseeing and supporting.
4. Protocols turned in for safe keeping.
 - Ensure confidentiality
 - Ready for decision-making

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Lessons Learned to Improve Professional Development

- Rationale for SCREENING
- Rationale for INSTRUMENT
- Rationale for PROCES
- Process
 - When, where, how...
 - What do we do with the forms?
 - * Trainees need to be able to promote the process and instrument.

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In other words-

Actively guard against inefficient and incompetent process.

PBIS way – Create checklist!!!

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Lessons Learned - Benefits

1. Screening appears to improve awareness of behavioral risk and importance of prevention.
1. TIME – not an issue, unless done efficiently.

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Staff Response

1. See the value
2. Willing participants
3. Not time consuming if...
4. Results are shared
5. Confirms and Surprises
6. Want input from all staff members
7. Use the data!

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Next Steps

- Follow-up interviews for more detail
- Inform Future Professional Development
- Integrate with Reading

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Conclusion

- Considerations for:
 - Professional development;
 - Adopting specific screening instruments; and
 - Creating an implementation process that ensures the fidelity of screening procedures.

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Closing Thoughts and Questions



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