

# EFES Universal Behavioral Screening: MTSS, PBIS and School Counseling

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# Tier 1

## **What All Students Receive**

Universal school-wide expectations, rules, and procedures serve as the standards for behavior

80-90% are expected to respond positively.

# Tier 2

## Targeted Interventions, Additional Focus and Intensity

- **Most common data used is office referral**
- **Most common screener is classroom teacher**
- **Targeted skills include re-teaching and practice of specific behaviors**
- **Monitored by teacher checklists, office referrals, or rating scales**

# Tier 3 & 4

## **Intensive, Individualized**

- **May include a more in depth analysis of student's behavior**
- **May include a functional behavioral assessment**
- **Academic assessments may also be completed as the link between academic deficits and behavior can not be ignored**
- **A Behavior Intervention Plan may be developed**

## **Specially Designed Learning**

- **Specialized programs, methodologies, or instructional deliveries**
- **Greater frequency of progress monitoring**

# Tier 4

## **Specially Designed Learning**

- **Specialized programs, methodologies, or instructional deliveries**
- **Greater frequency of progress monitoring**

# Tier 1

## **Student Risk Screening Scale**

- The Student Risk Screening Scale (SRSS) helps identify students who are at risk for externalizing and internalizing problem behaviors.

## **Overview**

- The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk.
- Responding to these students with additional support may prevent their behavior problems from escalating over time. In addition to screening for individual students, schools use the SRSS to look at school-wide data for program evaluation.
- The SRSS is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS should be used as one of many data sources to inform instruction and indicate student risk.

# Tier 1

## **Student Risk Screening Scale**

### **Risk Factors Assessed**

- Risk is measured by examining the presence of problem behaviors, or risk factors. While protective factors, or positive traits, are important, their presence is not necessarily as predictive of a student's risk for problem behaviors.
- The risk factors listed must be unchanged for the SRSS to be valid and reliable. Further, the SRSS is most effective without operational definitions for the risk factors. Each teacher should assess students based on his or her own understanding of the risk factors.
- The SRSS shows if a student's level of risk is low, moderate, or high. The risk level is based on the total score of all risk factors; scores on individual SRSS items are not predictive of a student's overall risk.

# Tier 1

## Student Risk Screening Scale

- **SRSS Externalizing** - The SRSS is validated for both elementary and secondary schools.
  - Steal.
  - Lie, cheat, sneak.
  - Behavior problems.
  - Peer rejection.
  - Low academic achievement.
  - Negative attitude.
  - Aggressive behavior.
- **SRSS Internalizing** - The SRSS-IE is validated for elementary school students.
  - Emotionally flat.
  - Shy; withdrawn.
  - Sad; depressed.
  - Anxious.
  - Lonely.

# Tier 1

Before you screen: What to know and consider

1. The SRSS-IE is intended to assess overall risk levels for students, (as a package deal). Each of the items are not predictive enough to analyze on their own.
2. The items are behavioral indicators and not labels. They indicate a snapshot of behavioral patterns for students, and are fluid over time. The items cannot be changed, deleted, or added to- it will invalidate data.
3. All students are to be screened.
4. Best practice states that individual teachers screen his or her class; students are not to be screened in specialized groups or whole grade level teams.
5. Behavioral indicators and the rating scale are not operationally defined. Each teacher/staff member will screen on their own perception.
6. It is most effective to screen the entire class in one sitting; please pick a time within your screening window when this could be possible.
7. Screening data is confidential; please follow district policies and procedures.
8. Screening typically occurs three times per year.
  - Fall (4-6) weeks after the start of school
  - Winter (in December before winter break)
  - Spring (4-6 weeks before the end of school)

# Tier 2

The **SAEBRS** (Social, Academic, and Emotional Behavior Risk Screener) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12.

Behavior and academic success are intimately connected and need to be intelligently addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior, as well as risk for problems within the following specific types of behavior:

- *Risk for Social Behavior Problems:* Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- *Risk for Academic Behavior Problems:* Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- *Risk for Emotional Behavior Problems:* Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

# Tier 2

## **Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)**

- SAEBRS is quick to administer, predictive of risk, and provides teachers with data to inform instruction.
- Screening may be conducted up to five times per year with individual students, or across a classroom, grade level, school or district. Screening is completed in approximately one to three minutes per student using an iPad, Chromebook, desktop or laptop style device.
- *Individual Screening:* By evaluating in which of the three specific domains (i.e., academic, social, or emotional) a student may be at risk, educators may determine what type of supports are most appropriate and which problem behaviors should be prioritized through intervention. For instance, if a student is only at risk for emotional problems, than a school may decide to target the student's emotional behaviors via the application of social-emotional learning programs.

## **Administration**

- Screening is typically completed in one to three minutes by the student's teacher via an online rating scale of 19 items. Results are electronically stored and results are instantly available.

# Tier 3

## **Strengths and Difficulties Questionnaire (SDQ) Overview**

- The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioral screening questionnaire for children and young people. The tool can capture the perspective of children and young people, their parents and teachers.
- There are currently three versions of the SDQ: a short form, a longer form with an impact supplement (which assesses the impact of difficulties on the child's life) and a follow-up form. The 25 items in the SDQ comprise 5 scales of 5 items each. The scales include:
  - 1) Emotional symptoms subscale
  - 2) Conduct problems subscale
  - 3) Hyperactivity/inattention subscale
  - 4) Peer relationships problem subscale
  - 5) Prosocial behavior subscale
- The SDQ can be used for various purposes, including clinical assessment, evaluation of outcomes, research and screening.

# Tier 3

## Strengths and Difficulties Questionnaire (SDQ) Overview

The *Strengths and Difficulties Questionnaire (SDQ)* is a mental health screening tool for use with children and adolescents.

The *SDQ* is a brief behavioral screening questionnaire about 2-17 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes between one and three of the following components:

### A) 25 items on psychological attributes

- All versions of the *SDQ* ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales: emotional symptoms (5 items), conduct problems (5 items), hyperactivity/inattention (5 items), peer relationship problems (5 items), prosocial behavior (5 items).

### B) An impact supplement

- Several two-sided versions of the *SDQ* are available with the 25 items on strengths and difficulties on the front of the page and an impact supplement on the back. These extended versions of the *SDQ* ask whether the respondent thinks the young person has a problem, and if so, inquire further about chronicity, distress, social impairment, and burden to others.

### C) Follow-up questions

- The follow-up versions of the *SDQ* include not only the 25 basic items and the impact question, but also two additional follow-up questions for use after an intervention.
- **Target Population:** Children between the ages of 2 to 17
- **Time to Administer:** One sided version with 25 items, administration time approximately 5 minutes
- **Completed By:** Parents and teachers. There is also a self-report version for 11-17 year olds

# TIER-3

## **Problem Behavior Questionnaire (PBQ)**

- The Problem Behavior Questionnaire is an assessment instrument for use with students presenting behavior problems in general education settings. The PBQ offers a practical, easy assessment method which considers the potential effects of peer attention on problem behavior.
- The PBQ is a resource for gathering information related to specific problem behaviors in order to develop a hypothesis regarding *why* a student is displaying challenging behaviors. The behavior is assessed in terms of a student's context/environment. This means determining what happens before the problem behavior occurs (i.e., antecedents that can lead to or exacerbate the problem behavior) and what happens after the problem behavior occurs (consequences that can maintain the behavior). Maintaining consequences are either positive reinforcement (student misbehaves to get something such as attention, object, activity, event, sensory stimulation) or negative reinforcement (student misbehaves to escape/avoid something such as attention, object, activity, event, pain or discomfort). Once a hypothesis has been developed as to why the behavior occurs, a behavior intervention is implemented to decrease the challenging behavior and increase positive, prosocial behavior

# Tier 4 (Part of Evaluation Process)

## **Behavior Assessment System for Children, Third Edition (BASC-3)**

A comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). Together, they help you understand the behaviors and emotions of children and adolescents.

### **Benefits**

- Uses a multidimensional approach for conducting a comprehensive assessment
- Strong base of theory and research gives you a thorough set of highly interpretable scales
- Ideally suited for use in identifying behavior problems as required by IDEA, and for developing FBAs, BIPs, and IEPs
- Enhanced computer scoring and interpretation provide efficient, extensive reports
- Normed based on current U.S. Census population characteristics
- Differentiates between hyperactivity and attention problems with one efficient instrument

### **An effective way to measure behavior**

- Help children thrive in their school and home environments with effective behavior assessment. The *Behavior Assessment System for Children* (BASC) holds an exceptional track record for providing a complete picture of a child's behavior.
- BASC-3 provides the most comprehensive set of rating scales. These scales measure areas important for both IDEA and DSM-5 classifications. Best of all, you receive the most extensive view of adaptive and maladaptive behavior.

# Tier 4 (Part of Evaluation Process)

## Behavior Assessment System for Children, Third Edition (BASC-3)

### **Multiple perspectives is the key to measuring behavior**

- BASC-3 applies a triangulation method for gathering information. By analyzing the child's behavior from three perspectives—Self, Teacher, and Parent—you get a more complete and balanced picture. Combined, these BASC-3 tools provide one of the most comprehensive systems currently available!

### **Self Perspective**

- Self-Report of Personality (SRP)

### **Teacher Perspectives**

- Teacher Rating Scales (TRS)
- Student Observation System (SOS)

### **Parent Perspectives**

- Parent Rating Scales (PRS)
- Structured Developmental History (SDH)
- Parenting Relationship Questionnaire (PRQ)

# Functional Behavior Assessment (FBA)

## Tier 3

- FBA is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict, or trigger, behavior are called antecedents. Variables that maintain behavior are considered reinforcement; they keep it going. FBA involves an examination of how the student interacts with the environment and attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's strengths and interests. It also involves an assessment of how skill deficits may contribute to the problem behavior. Information gathered through the FBA process is summarized and hypothesis statements are developed regarding the factors that might be influencing the behavior of concern.

## Tier 4

- FBA contributes to the process of planning for and addressing problem behavior. As a component of an Individual Education Plan (IEP) a Behavior Intervention Plan (BIP) is often designed based upon the information gathered in the functional behavioral assessment. Interventions should directly match the results of the FBA. FBA is best considered an ongoing process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed. Data should be used to evaluate the effectiveness of interventions, and the intervention plan should be modified as necessary.

# Training Requirements for Assessments

**Training Requirements for Screeners:** There is no minimum licensing to use these tools. People from many different professions and levels of training have been able to collect, use and interpret them. Individual organizations may, however, choose to restrict the use or interpretation of them to particular professions or levels of experience.

# Training Requirements for Assessments

## Training Requirements for the BASC-3- Level B

Tests may be conducted by individuals with:

- A master's degree in psychology, education, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.
- **OR**
- Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC) that requires training and experience in the relevant area of assessment.
- **OR**
- A degree or license to practice in the healthcare or allied healthcare field.
- **OR**
- Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

# More Information

**Student Risk Screening Scale (SRSS-IE)**

**Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)**

**Strengths and Difficulties Questionnaire (SDQ)**

**[Behavior Assessment System for Children, Third Edition \(BASC-3\)](#)**