



WYOMING MTSS INTRODUCTORY MODULE SERIES

MODULE 2: MTSS ESSENTIAL COMPONENT— UNIVERSAL SCREENING

Participant Workbook

About This Workbook

This participant workbook is intended for use with the following additional resources:

- Module 2: MTSS Essential Component---Universal Screening slide presentation
- Module 2: MTSS Essential Component---Universal Screening Facilitator’s Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.

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Handout 2.1: Activator Activity

	What I Think It Is	What It Is
Define universal screening		
Criteria for selecting screening tools		
Components of screening process		
Resources for selecting screening tools (academic and behavior)		

Handout 2.3: Universal Screening Fidelity Rubric

Measures	1	3	5
1. Screening—The MTSS framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
a. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
b. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
c. Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.

Handout 2.4: At-A-Glance Universal Screening Tools Chart Users Guide

What is the tools chart?	What is the purpose of the tools chart?	What if my tool is not on the tool chart?
<ul style="list-style-type: none"> The tools chart is a list of commercially available screening tools. Each tool has been reviewed by the National Center on Response to Intervention’s (NCRTI’s) Technical Review Committee (TRC) on screening. View the tools chart online: http://www.rti4success.org/chart/screeningTools/screeningtoolschart.html 	<ul style="list-style-type: none"> The tools chart assists educators and families in becoming informed consumers who can select screening tools that best meet their individual needs. The tools chart is not intended to endorse any of the tools or to compare tools to each other. Each tool was rated against a standard set of criteria regarding the technical adequacy of the tool. 	<ul style="list-style-type: none"> Recommend that your vendor submits tool for review: http://www.intensiveintervention.org/tools-chart-review-process Refer to the technical manual of the tool you are evaluating for information about administration and technical rigor.

Recommended Six-Step Process for Using the Chart

1. Gather a team
2. Determine your needs (e.g., which specific academic outcome or measure am I interested in screening?)
3. Determine your priorities (e.g., is it a tool that does not take long to administer and score?)
4. Familiarize yourself with the content and language of the chart
 - The tools chart includes information about three aspects of tool quality: technical rigor (see below), efficiency and implementation requirements.
5. Review the data
6. Ask for more information

Technical Rigor

Classification Accuracy	The extent to which a screening tool is able to accurately classify students into two categories: “at risk for reading disability” and “not at risk for reading disability.”
Generalizability	The extent to which results generated from one group can be applied to another group.
Reliability	The consistency with which a screening tool classifies students from one administration to the next.
Validity	The extent to which a screening tool accurately measures the underlying construct that it is intended to measure.
Disaggregated Data	Data that are calculated and reported separately for specific subgroups (e.g., race, economic status, special education status)

For more information:

- Users Guide to Universal Screening Tools Chart
<http://www.rti4success.org/sites/default/files/UniversalScreeningUsersGuide.pdf>

Handout 2.5: Universal Screening Wyoming Action Plan Template

Directions: Discuss the following questions and identify 3-4 action steps your team will take to implement universal screening.

- How will universal screening benefit staff and students?
- What are potential challenges to implementing universal screening? How will we address these?
- What steps do we need to take to adopt a valid and reliable screening tool?
- What resources, training, or infrastructure do we need to effectively support implementation of universal screening?

Action Steps	Timeline	Person(s) Responsible

Handout 2.6: Sample Screening Data Form Letter

Date _____

To the parents of _____:

[School/District Name] has begun the process of creating systems of academic and social-emotional support linked directly to the assessed needs of our students. This system, known as Multi-tiered Systems of Support or MTSS, provides all students with timely and targeted interventions based upon the results of universal screening tools in reading, math and behavior.

We screen students two to three times per year to identify who may need additional academic or behavior support. Students whose scores fall below a certain cut-off are identified as possibly needing more specialized academic or behavior interventions. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible.

The universal screening tools in math and reading, **[insert name of screener]**, are very similar to tools we use every day to help us determine where students might have gaps in knowledge and need assistance. The behavior screening tool, **[insert name of screener]**, focuses on social-emotional behaviors of students.

Below is a summary of your child’s **[Fall, Winter, Spring]** screening.

Area	Target Score	Student’s Score	Risk Status
Literacy			
Math			
Behavior			

Next Steps **[include next steps here, meeting, continue practice a home, intervention, etc.]**

If you have questions about the screening results or next steps, please contact _____.

Module 2 Quiz

Multiple Choice: Select the best answer.

1. Which statement correctly identifies students who should get screened in universal screening?
 - a. Students at risk for poor academic outcomes
 - b. Students who were retained in a grade level
 - c. All students
 - d. All students with Individual Education Programs (IEPs)
2. Which of the following is *not* a purpose of universal screening:
 - a. Identify students at risk for poor learning outcomes
 - b. Identify students for special education placement
 - c. Identify students who need additional assessments
 - d. Identify students who may need intensified instruction
3. Students who score at or below the target score on a universal screener should be:
 - a. Immediately placed in an intensive intervention group
 - b. Re-screened in six to eight weeks
 - c. Provided with more in-depth testing or short-term progress monitoring
 - d. Placed in a special education program

True/False: Identify whether the statement is true or false.

4. Universal screening data can provide data on the effectiveness of core instruction and curriculum.
5. Screening measures should be administered only at the beginning of the school year.
6. A one-stage universal screening process is sufficient to accurately identify students at risk.
7. Screeners are used only for academic areas.

Module 2 Glossary

Area Under the Curve (AUC). AUC is an overall indication of the diagnostic accuracy of a Receiver Operating Characteristic (ROC) curve (see definition below). AUC values closer to 1 indicate the screening measure reliably distinguishes among students with satisfactory and unsatisfactory reading performance, whereas values at .50 indicate the predictor is no better than chance.

Benchmark. A benchmark is a pre-determined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills.

Classification accuracy. The classification accuracy indicates the extent to which a screening tool is able to accurately classify students into "at risk for reading/math disability" and "not at risk for reading/math disability" categories.

Coefficient alpha. The coefficient alpha is a measure of the internal reliability of items in an index. Values of alpha coefficients can range from 0 to 1.0. Alpha coefficients that are closer to 1.0 indicate that the items are more likely to be measuring the same thing.

Construct validity. Construct validity is a type of validity that assesses how well one measure correlates with another measure purported to represent a similar underlying construct.

Content validity. Content Validity is a type of validity that uses expert judgment to assess how well items measure the universe they are intended to measure.

Criterion measure. A criterion measure is a dependent variable, or outcome measure in a study.

Cut score. A cut score is a score on a screening test that divides students who are considered potentially at risk from those who considered not at risk.

Disaggregated data. Data are disaggregated when they are calculated and reported separately for specific sub-populations (e.g., race, economic status, academic performance, etc.).

Generalizability. Generalizability is the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.

Inter-rater reliability. Inter-rated reliability is the extent to which raters judge items in the same way.

Norms. Norms are a standard of performance on a test that is derived by administering the test to a large sample of students. Results from subsequent administrations of the test are then compared to the established norms.

Predictive validity. Predictive Validity is a type of validity that assesses how well a measure predicts performance on some future, similar measure.

Receiver operating characteristic (ROC) curve. A ROC curve is a generalization of the set of potential combinations of sensitivity and specificity possible for predictors. A ROC curve is a plot of the true positive rate (sensitivity) against the false positive rate (1-specificity) for the different possible cut-points of a diagnostic test.

Reliability. Reliability is the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

Response to Intervention (RTI). RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Screening. Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.

Sensitivity. Sensitivity is the extent to which a screening measure accurately identifies students at risk for the outcome of interest.

Specificity. Specificity is the extent to which a screening measure accurately identifies students not at risk for the outcome of interest.

Split-half reliability. Split-half reliability is a method of assessing internal reliability by correlating scores from one half of the items on an index or test with scores on the other half of the items.

Test-retest reliability. Test-retest reliability is a correlation of scores on a test given at one time to scores on the test given at another time to the same subjects.

Validity. Validity is the extent to which a tool accurately measures the underlying construct that it is intended to measure.