Universal Screening for Behavior, Social, and Emotional Functioning in a SWPBIS Model

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Abstract

The purpose of this poster presentation is to provide a review of screeners in a school-wide positive behavioral intervention and support (SWPBIS) model. A table of universal screeners that can be used to assess the behavioral, social, and emotional functioning of students in grades PK-12 will be presented along with reliability and validity information on each screener. The screeners reviewed are short universal screeners that can be completed within 5-20 minutes by teachers, parents, adolescents, children, and/or other education personnel. School psychologists and other education professionals will benefit from this table because it provides a quick guide to universal screening in a SWPBIS model.

Introduction

The passage of No Child Left Behind caused a push towards improving performance of students as well as holding schools accountable (Deno et al., 2009). The result of this has been school-wide improvement models such as School-Wide Positive Behavioral Interventions and Supports (SWPBIS). Along with this, there has also been a push for schools to use school-wide universal screening and progress monitoring models (Deno et al., 2009). Universal screening is not only important in improving school performance, but it also important in assessing and monitoring the behavioral, social, and emotional functioning of students because these factors can affect the performance of students at school. However, universal screening can be quite time consuming for educators. Thus, it is important to identify quick universal screeners educators can use to assess the behavioral, social, and emotional functioning of students.

Research Questions

1.) What short universal screeners can be used to assess behavioral, social, and emotional functioning of students in grades PK-12, within a SWPBIS model?
2.) How reliable and valid are these short universal screeners?

Methods

Studies were selected for use based upon several criteria. Articles that were chosen focused on examining the reliability and validity of social, emotional, and behavior universal screeners that could be used in a SWPBIS model. Selected articles were all peer reviewed and were identified through a literature search of the ERIC, PsychINFO, EBSCO, PsycARTICLES, and Academic Search Complete databases. The reliability of the universal screener was considered to be high if the correlation coefficient was equal to or greater than .80, moderate if the correlation coefficient was between .50 and .79, and low reliability if alpha was equal to or lower than .49. The validity of the universal screener was considered to be high if the validity coefficient was equal to or higher than .50, moderate if the validity coefficient was between .30 and .49, and low if the validity coefficient was equal to or less than .29. Validity classifications are based on Cohen's (1992) guidelines for interpreting the magnitude of product moment correlations.

Conclusions

Information was gathered on the reliability and validity of 23 different universal screeners that can be used in a SWPBIS model. All universal screeners reported can be administered within a short period of time, about 5-20 minutes. Of the 23 universal screeners, 18 were found to have adequate reliability and 18 were found to have adequate validity. Universal screeners that were found to have adequate reliability and/or validity reported reliability and validity coefficients in the high or moderate range. No peer reviewed articles could be found regarding the validity and reliability of two of the universal screeners, Devereux Student Strengths Assessment-Mini Form and Teen Screen.

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Name	Construct Assessed	Grade/ Age Range	Rater(s)	Method	Reliability			Validity			Website
					Test-Retest	Internal Consistency	Interrater	Content	Construct	Criterion	
BASC-2 Behavioral and Emotional Screening System (BESS; Kamphaus & Reynolds, 2007)	Behavioral and emotional strengths and weaknesses	PK-12	T, P, C, A	3-Gated System	High-Moderate	High-Moderate	High-Moderate		High-Moderate		http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAaBASC2bess&Mode=summary
Behavioral and Emotional Rating Scale – 2 (BERS; Epstein, 1998)	Aggression, interpersonal strength, family involvement, intrapersonal strength, school functioning and affective strength	K-12	P, T, Students 5 grade and up, Other Professionals	52-item Likert Scale	High	High			Moderate		http://www.cebc4cw.org/assmt-bers2
Bryant Empathy Scale for Children (Bryant, 1982)	Social awareness, relationship skills	1-7	C, A	22-item Likert Scale, Place Cards, or Yes/No format		Moderate-Low			Low		
Burks Behavior Rating Scales (BBRS-2; Burks, 2007)	Nature and severity of pathological symptoms	PK-12	P, T	100-item Likert Scale	High-Moderate		High		High	High	http://www.mhs.com/product.aspx?gr=cli&prod=bbrs2&id=overview
ClassMaps Survey (CMS; Doll et al., 2007)	Classroom characteristics related to students' resilience and success	Elementary & Middle School Students	C, A	55-item Likert Scale		High-Low			Moderate		http://www.fasp.org/PDF_Files/Summer_Institute/ClassMaps_Surveys_2007.pdf
Devereux Early Childhood Assessment (DECA; LeBuffe & Naglieri, 1999)	Initiative, self-control, attachment, and problem behaviors	PK	P, T	37-item Likert Scale		High-Moderate	Low			Moderate	http://www.devereux.org/site/PageServer?pagename=deci_preschool
Devereux Student Strengths Assessment (DESSA; LeBuffe et al., 2009)	Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	K-8	P, T	72-item Likert Scale	High-Moderate	High			High-Moderate		http://www.devereux.org/site/PageServer?pagename=dessa_index
Devereux Student Strengths Assessment-Mini Form (DESSA-Mini; LeBuffe & Naglieri, 2008)	Social-emotional competence	K-8	P, T	8-item Likert Scale							http://www.devereux.org/site/PageServer?pagename=dessa_about
Early Screening Project (ESP; Walker, Severson, & Feil, 1994)	Acting-out and withdrawn behavior patterns, adjustment problems	PK-K (Ages 3-5)	T	3-Gated System	High-Moderate		High-Moderate		High-Low		http://ebx.sagepub.com/content/3/4/194.full.pdf+html
How I Feel Scale (HIF; Walden et al. 2003)	Self-awareness, self-management	3-7	C, A	30-item Likert Scale		High			High-Moderate		
Penn Interactive Preschool Play Scales (PIPPS; Fantuzzo & McWayne, 2002)	Self-management, relationship skills, peer play behaviors	PK	P, T	32-item Likert Scale		High			Moderate		http://www.gse.upenn.edu/child/products/pipps
Positive and Negative Affect Scale (PANAS; Watson et al., 1988)	Self-management, negative and positive emotions	PK-5	P	20-item Likert Scale		High			Moderate		
Positive and Negative Affect Scale, Child Version (PANAS-C; Laurent et al., 1999)	Self-management, anxiety, depression	4-8	P, C, A	27-item Likert Scale		High			Moderate		
Preschool and Kindergarten Behavior Scales-2nd Edition (PKBS-2; Merrell, 2003)	Positive social skills and problem behaviors	PK-1	P, T	76-item Likert Scale	Moderate	High		High	High	High	http://vinst.umdnj.edu/VAID/TestReport.asp?Code=PKBS
Social Competence and Behavior Evaluation (SCBE-30; LaFreniere & Dumas, 1996)	Self-management, relationship skills, responsible decision-making, disruptive behaviors, internalizing symptoms	PK-1	P, T	30-item Likert Scale	High-Moderate	High	High-Moderate		High		http://portal.wpspublish.com/portal/page?_pageid=53,70227&_dad=portal&_schema=PORTAL
Social-Emotional Assets and Resilience Scales: Short Forms (SEARS; Merrell, 2010)	Positive social-emotional attributes / skills (e.g., self-regulation, problem solving skills; empathy)	K-12	P, T, C, A	12-item Likert scale	Moderate-High	High	Moderate		High-Moderate		http://strongkids.uoregon.edu/SEARS.html
Social Skills Improvement System: Performance Screening Guide (SSiS; Gresham & Elliot, 2008)	Identifies strengths, performance deficits, and acquisition problems; Pro-social behavior, motivation, reading and math skills	PK-12	T, P, C, A	Student Form: 75-item Likert Scale Parent Form: 79-item Likert Scale Teacher Form: 83-item Likert Scale	High	High-Moderate			High-Moderate		http://psychcorp.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=P14051
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)	Psychiatric disorders	PK-10 (Ages 3-16)	P, T, A	25-item Questionnaire		Moderate-Low			Moderate		http://www.sdqinfo.org/
Student Risk Screening Scale (SRSS; Drummond, 1994)	Antisocial behavior	K-12	T	7-item Likert Scale	High-Moderate	High-Moderate			High-Moderate		
Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992)	Externalizing and internalizing disorders	K-6	T	3-Gated System	Moderate	Moderate			Moderate	High-Moderates	http://www.nhcebis.seresc.net/universal_ssbd
Teacher-Child Rating Scale (T-CRS; Hightower et al., 1986)	Conduct problems, socio-emotional adjustment, task orientation, behavior control, assertiveness, and social skills.	PK-6	T	38-item Likert Scale	High-Moderate	High			High-Moderate		http://vinst.umdnj.edu/VAID/TestReport.asp?Code=TCRS
Teacher Observation of Classroom Adaptation-Checklist (TOCA-C; Kellam., 2002)	Social adaptation	K-5	T	21-item Likert Scale	High-Moderate	High				High	
Teen Screen (National Center for Mental Health Checkups)	Signs of possible mental illness and risk of suicide	6-12	T	3-Gated System							http://www.teenscreen.org/

Note. P = Parent; T = Teacher; C = Child; A = Adolescent