



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 | Intra-Rater Consistency | Inter-rater | Content | 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 | High-Moderate | http://www.personalassessments.com/HA/WEB/Culture/tema/ProductsDetail.htm?Page=Pa/BASCBess&Mode=su&em=1 |
| Behavioral and Emotional Rating Scale-2 (BERS-2; 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.bers2.com/bers2.html |
| Bryant Empathy Scale for Children (Bryant, 1982) | Social awareness, relationship skills | 1-7 | C, A | 22-item Likert Scale, Place Card, 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.burks.com/burks2/burks2.html |
| 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.fgap.com/PDF_Files/Summer_ Institute/ClassMaps_Survey_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/devereux/index.php?option=com_content&view=article&layout=edit&Itemid=1 |
| 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/ParentServer/bsueman-english-link |
| 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/ParentServer/bsueman-english-link |
| Early Screening Project (ESP; Walker, Severson, & Feil, 1994) | Acting-out and withdrawal behavior patterns, adjustment problems | PK-K (Ages 3-5) | T | 3-Gated System | High-Moderate | | High-Moderate | High-Low | | http://elbs.sagepub.com/content/full/full.pdf#stref |
| How I Feel Scale (HIF; Walden et al., 2003) | Self-awareness, self-management | 3-7 | C, A | 30-item Likert Scale | | High | | High-Moderate | | http://www.pse.uconn.edu/child/developments |
| 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.pse.uconn.edu/child/developments |
| Positive and Negative Affect Scale (PANAS; Watson et al., 1988) | Self-management, negative and positive emotions | PK-5 | P | 20-item Likert Scale | | | | 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://www.underdunk.com/VAD7ChildReport.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://www.underdunk.com/VAD7ChildReport.asp?Code=PKBS |
| 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://www.underdunk.com/VAD7ChildReport.asp?Code=PKBS |
| 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://www.underdunk.com/VAD7ChildReport.asp?Code=PKBS |
| 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 | High-Moderate | http://www.underdunk.com/VAD7ChildReport.asp?Code=TCRS |
| 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://www.underdunk.com/VAD7ChildReport.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.screeningtool.org/ |

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