Systematic Screen for Behavior Disorders

There are multiple places you can go to learn about different types of screening tools but today we're going to talk about two in particular the first one I'm going to chat about is this systematic screening for behavior disorders and has recently just yielded a second addition that also has a paper pencil version as well as an online version and many people refer to this as like the gold standard of systematic screening and while I'm not going to go into all the details on this today I'd like to give you the big ideas on how this is used. This is a multiple gating system and in brief what teachers do you know is following all the guidelines that are provided in this screening pack as it comes to you. You are looking for kids that have either internalizing for externalizing behavior patterns. So to support these teachers began by having descriptions which are provided as to what it means to have internalizing issues or what it means to have externalizing issues and it gives you a definition examples and non-examples. One of the first tasks is to sort all kids in your class because a screening means screening all kids including those on an IEP. So then they sort their kids in their class into two groups and then they rank order kids from most like to least like those dimensions. So the kid with a number one rating under internalizing would be that kid that most closely approximate those behaviors described for internalizing and then the first three students on the shy side and the first three students on that more boisterous side pass through that first gate and the teacher fills out additional information on just those six kids. Now there is some flexibility with this tool so you have opportunity if there's another student you really think should pass through that First gate there's an opportunity to do that and then you fill out extra information on just those kids and we encourage people to do these and regularly scheduled faculty meetings at those three time points. Now at these meetings one other things that they'll fill out is the critical events index and that's capturing behavioral earthquakes. Things we would never want to collect baseline data on because even a score of 1 is cause for concern there the second measure they fill out is called the combined frequency index and that has kind of information on adaptive and maladaptive behaviors. Each of these three scores the two from the critical or their combined frequency index and in the one from the critical events index are used to create these cuts to suggest who has higher than average internalizing issues or higher than average externalizing issues. These are data from one school that elected to use this screening tool and as I mentioned fall, winter, and spring but these are looking at fall or winter data over time. So if you look on the left side of this graph you see three blue bars and that represents winter screening performance of the entire school for those three years if you look at the bottom it says winter 2007, winter 2008, and Winter 2009. So looking at that first bar graph there were sixty students at this school who passed through the first gate and of those sixty students there were 13 who had higher-than-average externalizing behaviors and that represents 6 percent approximately of the entire school. Now as the school was putting their tiered system of support in place the next year now remember new group of kindergarten kids comes in those fifth graders went on to sixth grade at the middle school and you notice the bar gets bigger because the school enrollment increased. So now they've added a teacher. Now this time there are 69 kids that passed through that first game and now only seven students have exceeded normative criteria for acting out behavior and that represents three and a half percent of the entire school and that stays pretty much stable for the second year of implementation and normally you would expect these types of results to result to occur after two years of implementation. If you look at the other side of the graph that shows the same time frame but for internalizing issues. So if you look at those data again there were 60 kids that passed through the first grade on the internalizing side and that represented 8.9 percent. So almost nine percent of the entire

school had higher-than-average internalizing issues the following year again school size increased and now we've got 6.5 percent and by the third year and implementation we've got to less than three percent of kids that are really struggling with internalizing issue. When you look at this I'd like you to think about the transparency that this creates for being able to look for kids who might need more than tier 1 efforts. So now rather than it being a crap shoot as to who needs what. If I am somebody that is providing support to those students, I don't have to walk to teachers' classrooms and say do you have anybody that needs the support do you have anybody that needs any support now I can look at these data. So here in 2009, you see the numbers six that means their six kids in that school that have higher than average internalizing issues and the idea behind this is as a teacher, if I'm getting this information about kids in my class then I can use it to shape my instructions. For example, I might find that I've got some kids are really school they are shy there are social withdrawn schools challenging to be there and for those types of kids if I knew that before heading into my instructions and then I could do things like be aware that it's going to be uncomfortable for them to be called on for the entire class. Now I still need that child to participate but it might be and I'm not saying Ryan does but if Ryan had internalizing issues I could go to him ahead of time and I could say "hey you know i know its stressful for you during class when I call on you when we go into whole group discussions but I really need you to participate but I'm not ever going to call on you but I am going to give you these four paper clips and sometime in the next 30 minutes that we're working on this topic I need you to participate four times and every time you do just move a paper clip into your pocket and when you're done you're done you're totally welcome to say more if you want too" So this information I can use to shape my instruction while I'm teaching everybody and I can use it to connect kids to supports