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## The Benefits of Universal Screening and Making it Trouble-free with Review360



May 2016

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## Overview

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### Session Goals



- 1 Clearer understanding of the Universal Screening process
- 2 Role of Review360 in the screening process
- 3 Use of results/data to identify behavioral needs and risks
- 4 Impact of data-driven decision-making on student success



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***“Behavioral and emotional screening is an effective way to promote success by catching behavioral concerns early and providing the needed interventions and strategies.”***

*(Kamphaus & Reynolds, 2015)*




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### Screening vs. Assessment



- The terms are not interchangeable
- Screening is the preliminary procedure
- Screening is not a diagnostic tool
- Screening works best within a system including:
  - Early intervention and prevention practices
  - Additional evaluation
- Assessment determines or confirms a problem

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### Questions to Consider: The W's



- **Why** screen?
- **What** is screening?
- **What** are you looking for?
- **Who** should be screened?
- **Who** should do the screening?
- **When** should you screen?
- **Will** the results be shared?
- **What** do we do with the results?
- **What** is the time investment?
- **What** do we have to know?

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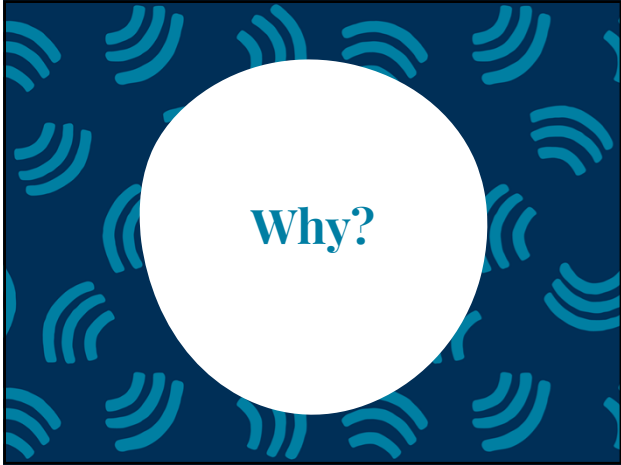
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### Why Screen?



- Improves outcomes for struggling students
- Provides relevant, useful data to:
  - Inform decision-making
  - Support “hunches”, “Head vs. Gut”
- Enables early identification in order to deliver interventions and strategies
- Supports a proactive approach which can minimize behavioral issues and concerns



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### Why Screen?



#### Examples

- Lowers disproportionality in identification or referral of male and/or ethnic minority students having behavior concerns. *(Kamphaus & Reynolds, October 2015)*
- Early intervention and prevention promotes resiliency. *(Kamphaus & Reynolds, October 2015)*
- Identify those at risk early in order to better serve them before the deficiency is too substantial. *(Fuchs et al., 2007)*



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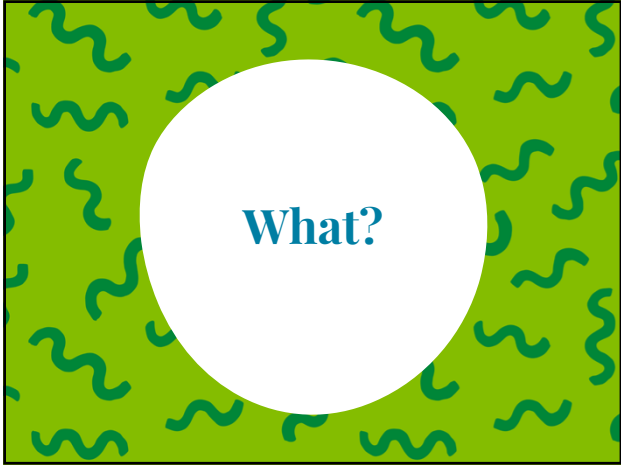
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### What is Screening?



- Preliminary process for identifying student behavioral needs
- Requires a maximum of 5 minutes per student
  - Will decrease as teachers become familiar with process
- Provides data to support observations and anecdotal information
- Offers insight into students who may be struggling without any outward expression

**Did you know?**  
1 in 5 students has a mental health issue and only about 1% of those students are properly identified.



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### What Can Screening Tell Us?




**Externalizing Behaviors**


- More noticeable as we “see” and experience them together
  - Fighting
  - Defiance
  - Cursing



**Internalizing Behaviors**

- Typically overlooked as only the individual experiences them
  - Social Withdrawal
  - Sadness
  - Fearfulness
  - Anxiety



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## What Can Screening Tell Us?


**Adaptive Behaviors**

- Individual social responsibility and independent performance within their environment
  - Attending school
  - Study habits
  - Works with others



**Pro-Social Behaviors**

- Behaviors that benefit others or society
  - Sharing
  - Cooperation
  - Helping



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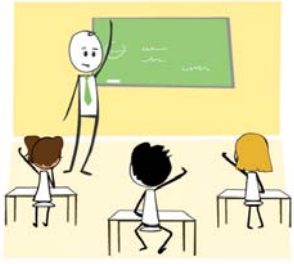
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## What Can Screening Tell Us?

**Motivation to Learn**

- Excitement and desire directed towards learning and completing tasks
  - Engagement
  - Stay on Task
  - Effort



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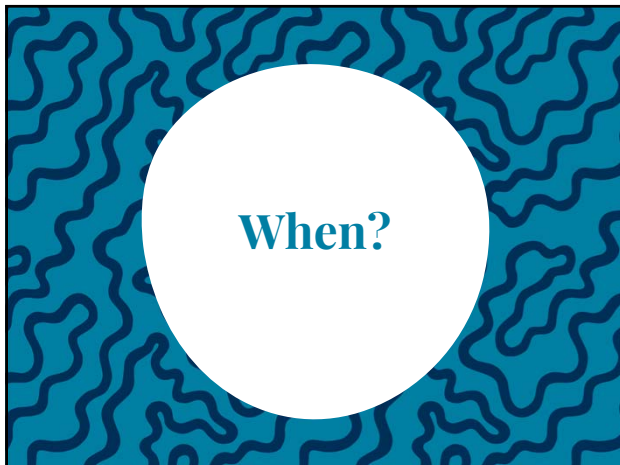
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**When?**

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## When to Screen?



- 2 to 3 times per year is recommended; a potential schedule could be:
  - Fall
  - Winter
  - Spring



- Best practices recommend that screening be conducted when:
  - Acquainted with the student for at least 4 weeks
  - Have regular contact with the student

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## Who?

## Who is Involved in Screening?



- Screeners are completed by individuals, including the students themselves
- There are multiple screener forms that can be used:
  - Teacher form
  - Parent form
  - Student form



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## Who is Involved in Screening?



### Screening Forms

- Minimum reading levels:
  - Parent form, 6<sup>th</sup> grade
  - Student form, 2<sup>nd</sup> grade
- 20 - 30 questions
- Can be used individually or in any combination
  - Best strategy is to collect information from multiple sources
- Teacher form was designed for teachers, but other school personnel who know the student can complete the form
- Screener can be administered/completed online or on paper



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## How?

## How is Screening Data Shared?



- Results can be shared with all stakeholders easily, efficiently, and effectively
- Results will have uniformity with regard to:
  - Terminology/Verbiage
  - Protocol
  - Reports
  - Analysis



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### Screening with Review360

- Select screener criterion:
  - Individual completing the form (i.e. Teacher, Parent)
  - Grade level(s)
  - Campus(es)
  - Timeframe (Start/End)
  - Name the screening session
- Teachers/Individuals administering the screener:
  - Select students
  - Verify students' grade level
  - Start screening



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### Review360 Administrator/Coordinator View

Name	Start Date	Due Date	Status	Edit	Close
October 2015 SSIS - Webinar	09/15/2015	10/14/2015			
November 2015 BESS-3	09/14/2015	11/30/2015			
October 2015 BESS	09/09/2015	10/14/2015			
October 2015 BESS Phase 2	09/09/2015	10/14/2015			
October 2015 SSIS					

**Preparedness Check** **Add Screener**

Created a screener in error? Click here to [delete a screener](#).

#### Create Screener - Grades

Who will be filling out the screener, and which grades will be covered?

Teacher  
Use with grades:  2  6  10  EE  3  7  11  PK  4  8  12  1  5  9

Parent  
 Student

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### Review360 Screening Results



T-score Range	Classification	Instructional Recommendations
60 or lower	Normal Risk*	Meets or exceeds basic expectations
61 to 70	Elevated Risk	Consider need for individualized instruction
71 or higher	Extremely Elevated Risk	Consult with a behavior specialist

*\*Normal risk does not indicate a complete absence of risk.*

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### Review360 Screening Results



Scale	Available Forms	Description	Score Ranges
F Index	Teacher	May indicate an unusually severe rating	0 - 2 Acceptable => 3 Review Responses
Consistency Index	Teacher Student	May indicate an inconsistency in rating	Teacher Form 0 - 7 Acceptable => 8 Review Responses
			Student Form 0 - 10 Acceptable => 11 Review Responses
Response Pattern Index	Teacher Student	May indicate an unusual pattern of response	Teacher Form 0 - 6 Review Responses (Low) 7 - 23 Acceptable => 24 Review Responses (High)
			Student Form 0 - 8 Review Responses (Low) 9 - 26 Acceptable => 27 Review Responses (High)

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# Review360 Reports



**Universal Screener Analysis**

Reports | Analysis

- Invalid Screener
- Universal Screener Preparedness
- Universal Screener Score Export
- Universal Screener Summary
- Universal Screener Summary By User



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# Review360 Reports



**Universal Screener Summary by User**

Organization: RTI Behavior ISD Normative: Default

Screener: October 2015 BESS-3

Update Report Save Report

**Universal Screener Summary By User**  
October 2015 BESS-3

RTI Behavior ISD  
10/15/2015 - 10/30/2015, Combined-Sex Norms

**Bauseman Elementary**

Completed By	Extremely Elevated Risk	Elevated Risk	Normal Risk
WATTERSON, R	0	2	0

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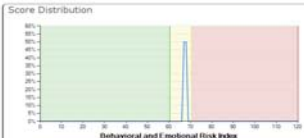
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# Review360 Reports

**Universal Screener Summary**

**Behavioral and Emotional Risk Index**  
BESS-3 (Teacher)

- Extremely Elevated Risk: 0%
- Elevated Risk: 100%
- Normal Risk: 0%



**Score Distribution**

Behavioral and Emotional Risk Index

**Risk Distribution by Grade**

Grade	Extremely Elevated Risk	Elevated Risk	Normal Risk
2nd Grade	0%	100%	0%

**Risk Distribution by Gender**

Gender	Extremely Elevated Risk	Elevated Risk	Normal Risk
Female	0%	100%	0%

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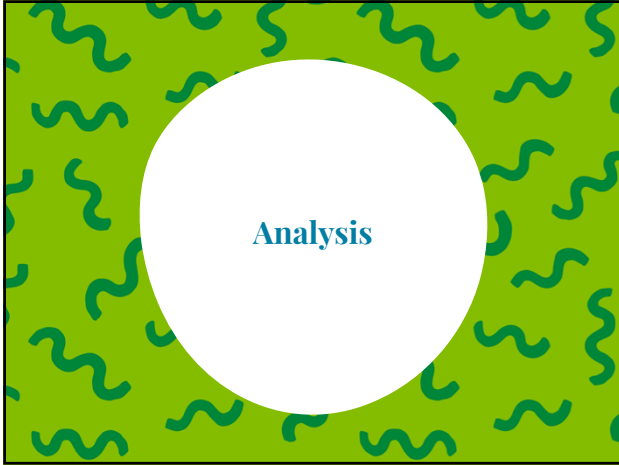
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### Review360 Analysis Summary and Comparison

**Universal Screener Analysis**

Organization: 971 Behavior IQD

Screener A: October 2015 BESS-3

Screener B: [Dropdown]

Screener C: [Dropdown]

Screener D: [Dropdown]

Normative Groups: BESS-3: Combined Sex Norms

Risk Level: All

Review Status: All

Update

Student	October 2015 BESS-3	BESS-3 (Teacher)	BERI
Chiarito, Dean (12345685)			88
Johnson, Gerald (12345682)			87

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### Review360 Analysis Student Summary

Chiarito, Dean (12345685) Summary Go Back

Chiarito, Dean (12345685)  
Basserman Elementary  
3rd Grade

DOB: 2/4/2006  
Gender: Male  
Ethnicity: Not Hispanic/Latino  
Race: White

ESL: No  
Bilingual: No  
Title: No  
Special Ed: No

IEP Date: (None)  
Disability: No  
Student Plans: and 2 ended plans  
1001.4183

Johnson, Dean (12345682)

**October 2015 BESS-3**

Respondent	F Index	Consistency Index	Response Pattern Index	BERI	ERI	IRI	ARI	Status
WATTERSON, R	Acceptable	Acceptable	Acceptable	88	87	88	88	Not Reviewed

WATTERSON, R

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**ALWAYS LEARNING**

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