Moving from Exploration to Implementation of a Universal SEB Screener

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Northeast PBIS Network Leadership Forum

MAY 17-18, 2023

Access Conference Program and Session Materials at NEPBIS.org

Screenshot of NEPBIS webpage highlighting the NEPBIS forum

Connection of the Presentation Topic to TFI 3.0 Item(s):
CLASSROOM IMPLEMENTATION OF PBIS

1.9 Schoolwide Practices used in Classrooms:
Educators implement foundational Tier 1 practices (explicitly teach, prompt, and review schoolwide expectations as described in 1.4; implement school wide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner.

1.10 Classroom Practices:
Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio (≥ 5:1) of positive to corrective feedback.

Session Objectives

At the end of the session participants will:

1. Understand screening within the context of MTSS

2. Understand how to utilize the principles of implementation science to identify and implement a tool that fills a gap in their district's screening process.

3. Understand the importance of an SEB screening evaluation process to ensure adherence to fidelity measures

4. Learn how to build district-wide capacity and sustainability following a small universal screening pilot

Session Materials

Scan here to access presentation slides and additional resources:
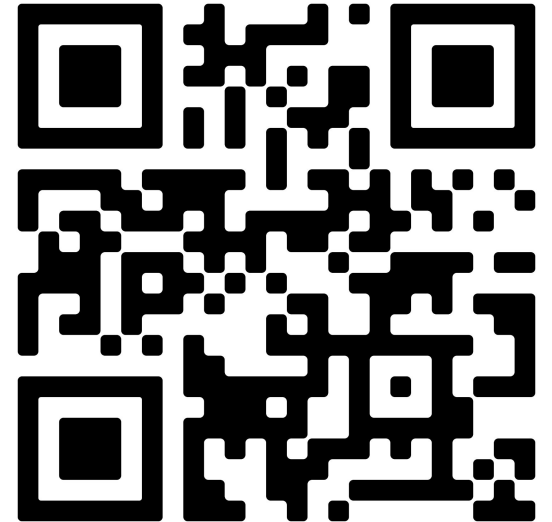
Session Questions?

Scan here to add to our padlet for our Q & A at the end:

UNIVERSITY OF DELAWARE | Center for Disabilities Studies

The DE-PBS Project serves as a technical assistance center for the Delaware DOE to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).

https://www.delawarepbs.org/universal-screening/

Advancing Wellness and Resiliency in Education

Project DelAWARE is a collaborative effort between the Department of Education (DOE), The Division of Prevention and Behavioral Health Services (DPBHS), the UD Center for Disabilities Studies (CDS), the Delaware PBS Project, the UD Center for Drug and Health Studies (CDHS), and three local school districts – Capital School District, Colonial School District, and Indian River School District. Funding for the project is provided through a 5 year federal SAMHSA (Substance Abuse and Mental Health Services Administration) grant.

The overarching purpose of Project DelAWARE is to implement evidence-based mental health services in school settings within the context of the Multi-Tiered System of Support (MTSS) in order to promote wellness and resilience for school-age youth and to improve access to mental health services.

WE ARE IN THE LAST YEAR OF IMPLEMENTATION

Project DelAWARE Goals:

Goal 1: School staff will recognize the principles of MTSS and will understand the referral process to access mental health services for students.

Goal 4: Each school will implement a mental health screening process for students and provide mental health services that are evidence-based and proven effective.

Delaware MTSS and SEB Screening

DE MTSS Regulations require schools to implement a multi-level prevention system that includes high quality universal supports to all students.

Student response to these supports are monitored by a universal screening process, which enables teams to proactively identify (and address) needs at the school, grade, class, or student level.
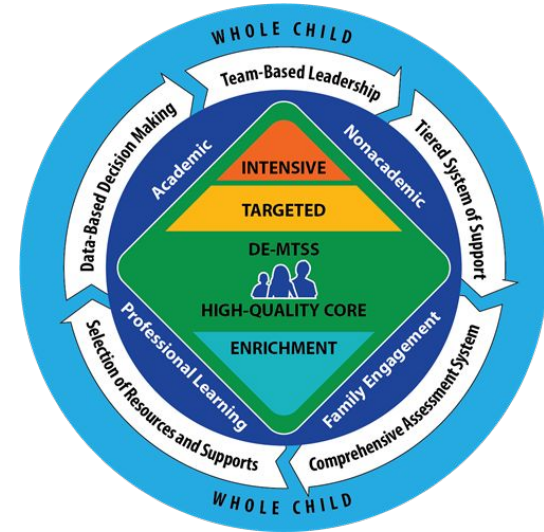
So, what is the universal screening process?

- Tier 1 core instruction delivered with fidelity to all students

- Multiple gating procedure to determine when student support is needed
  - *First stage is universal screening* to identify students who may need additional supports

  - Second stage (within two weeks) is *data analysis* to confirm there are specific areas of need for Tier 2 supports (based on results identified students matched to supports)

  - If 20% of students in a classroom are not meeting a benchmark consider the need for additional classroom, instructional and systems level supports and strategies

A Comprehensive Universal Screening Process

Universal SEB Screening Tool	Teacher/Caregiver/Student Referrals	Early Warning Indicators (grades, attendance, behavior referrals)
Collected/Reviewed 2 or 3 times per year	On-going review	Quarterly/On-going review

Data informs all tiers of supports		
Tier 1	Tier 2	Tier 3
Inform universal prevention efforts (e.g. lessons to create/revise/revisit)	Collect or review additional data to understand student needs. Match students to existing interventions based on data based decision rules (*problem solving conversations*) Inform the development of new group interventions (*systems conversations*)	Collect additional data to understand student needs and identify appropriate supports (e.g. risk assessment, secondary screening tool, FBA, observations, interviews)

Stages of Implementation (Fixsen et al., 2005)

Stage	Implementation Activities
Exploration (select)	- Develop a leadership team responsible for implementation, with a shared understanding and vision for SEB screening - Complete tool selection process
Installation (prepare)	- Determine readiness criteria for pilot sites - Create district protocols for pilot sites (e.g., consent, introducing the screener) - Organize/prepare school team(s) to follow protocols for screener use
Initial Implementation (start small)	- Coach school team(s) through screener administration and follow up - Evaluate effectiveness of district protocols and screener - Make adjustments and expand to other implementation sites
Full Implementation (way of work)	- Routine coaching and professional learning - Routine use of screener data for decision making across all levels
Sustainability (adjust)	- Make ongoing adjustments to sustain implementation and positive outcomes

Capital School District

- Located in Dover, Delaware (State Capital)
- 12 Schools
- 6,278 Students in grades Pk-12
- Minority Enrollment: 71%
- Students with Disabilities: 23%
- ELA Proficiency: 33%
- Math Proficiency: 33%
- Graduation Rate: 84%

Exploration

Assemble a Team

District Level Team:

→ District Administrators

→ SAMHSA Project Aware Team

→ SAMHSA Technical Assistance Support Partners

School Level Team:

→ School Administrator(s)

→ School staff with knowledge and training in mental health

→ School-based community providers

→ Students, family members, community members (as appropriate)

Role of the Team

→ Planning the screening process

→ Administering screening measures

→ Reviewing data to identify students at imminent risk

→ Coordinating follow up supports as needed

Review Data to Clarify Needs

Questions to consider:

→ What data do we have access to?

→ What data do we need?

→ What do you know?

→ What don't you know?

→ What groups do we want to know more about

Data Sources:

→ Attendance

→ Office Discipline Referrals (ODRs)

→ Grades/GPA

→ Nurse Visits

→ Counselor Visits

→ Referrals (Teacher/Caregiver)

Cultural Considerations

→ Complex stress related to poverty, immigration, and language barriers

→ Cultural beliefs about mental health and how concerns should be addressed

→ Access or barriers to services for Historically marginalized groups

→ Preferred Assessment Processes

→ Accessibility to culturally and linguistically diverse populations

→ Tool's predictive effectiveness for the school's target population

Establishing Shared goals

Clarify goals of Screening

→ Cultural considerations
→ Strength based
→ Internalizing

Buy-In

Provide information and gather feedback from several groups at various points regarding:

→ Benefits of Screening

→ Communicate screening process and procedures (implementation, scoring, referral process)

→ Challenges and Concerns related to screening

→ Consent and privacy considerations

→ Solicit volunteers

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Readiness

SEB Screener Selection

→ Population

→ Feasibility and usability
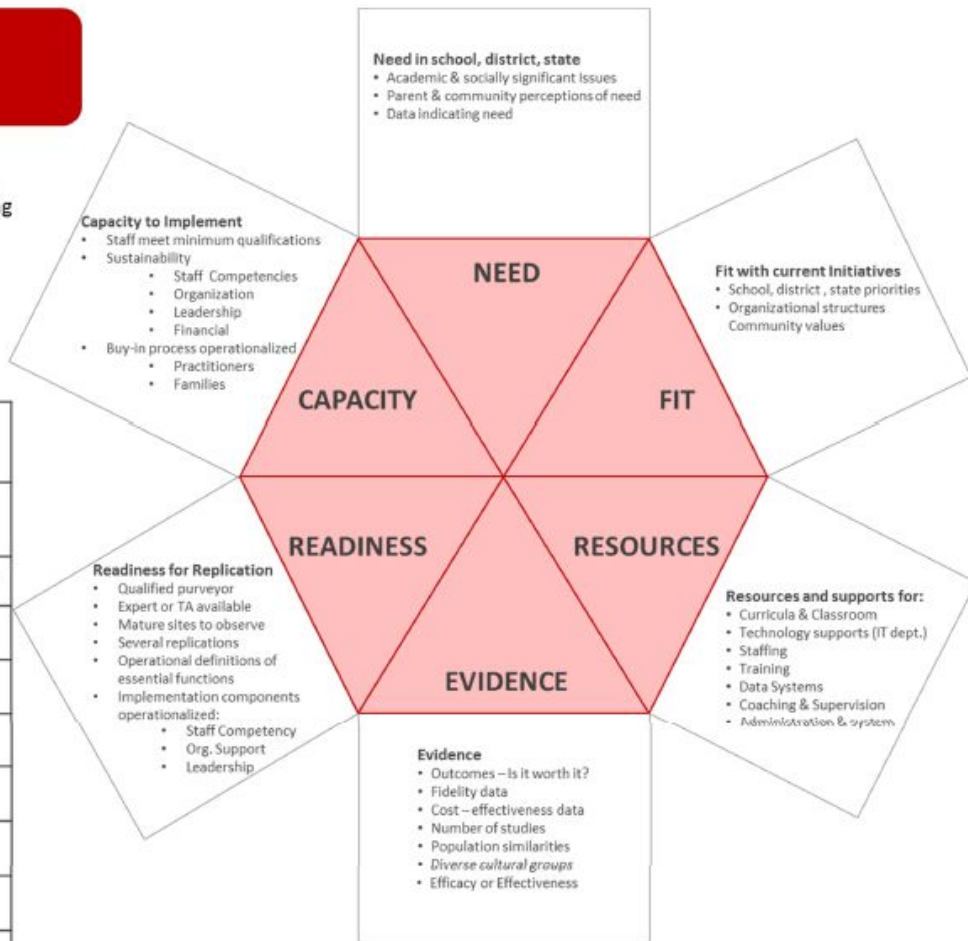
→ Time

→ Psychometric Evidence

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Need in school, district, state
- Academic & socially significant Issues
- Parent & community perceptions of need
- Data indicating need

Fit with current Initiatives
- School, district , state priorities
- Organizational structures Community values

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
  - Practitioners
  - Families

Resources and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
  - Staff Competency
  - Org. Support
  - Leadership

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- *Diverse cultural groups*
- Efficacy or Effectiveness

NEED

FIT

CAPACITY

RESOURCES

READINESS

EVIDENCE

Assessment of SEL, MTSS and the BIMAS 2

UA Status Overview Progress Demographic

RISK LEVEL PYRAMIDS

UA Period: Summer 2016

Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	5 (17%)	3 (10%)	3 (10%)	Concern	2 (7%)	2 (7%)
Some Risk	3 (10%)	2 (7%)	2 (7%)	Typical	25 (83%)	25 (83%)
Low Risk	22 (73%)	25 (83%)	25 (83%)	Strength	3 (10%)	3 (10%)
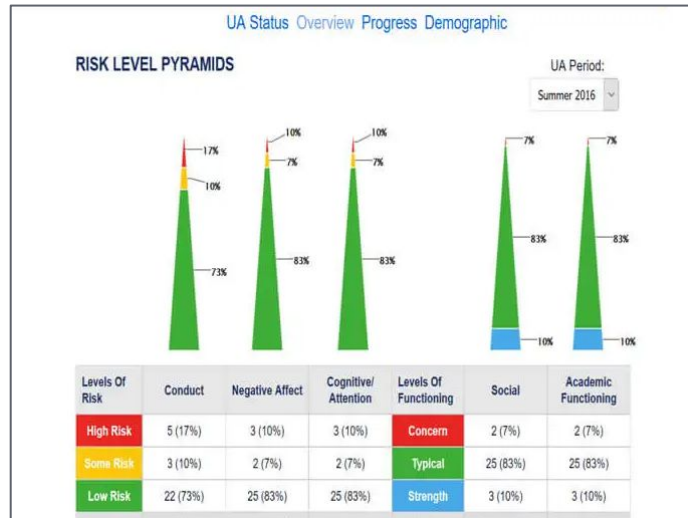
ITEM SCORE LEGEND

0 = Never (Observed 0 times)
1 = Rarely (Observed 1-2 times or to a minimum extent)
2 = Sometimes (Observed 3-4 times or to a moderate extent)
3 = Often (Observed 5-6 times or to a significant extent)
4 = Very Often (Observed 7 or more times or to an extreme extent)

SUMMER 2016 UA RESULTS, RATER: FRANCIS GRIMES

BEHAVIORAL CONCERN SCALES			
CONDUCT			
T-Score 71	**Scale Descriptor** High Risk		
	Item	Score	Descriptor
2	Appeared Angry	1	Mild Concern
9	Engaged In Risk-taking Behavior	1	Mild Concern
13	Fought With Others (Verbally, Physically, Or Both)	0	No Concern
17	Lied Or Cheated	3	Concern
21	Lost His/her Temper When Upset	0	No Concern
25	Was Aggressive (Threatened Or Bullied Others)	2	Concern

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Training

→ Training screeners in the use of the tool

→ How to use data

→ Preparing students and families

Determining Target Group and Timing

→ Who should we screen?

→ When and how often should we screen?

Determine Choice of Informant

Consider who is able to provide the most valuable data

→ Student

→ Teacher

→ Parent

Student Assent

→ Gain students' voluntary assent for participation in screening

→ Provide education so that students can make an informed decision

→ Communicate that there is not disciplinary or academic consequences for choosing not to participate

Type of Consent: Active vs. Passive

Type	Definition	Strengths	Limitations
Active Consent	Student may only participate with written parental consent	• Ensures consent is informed • Often aligns with district protocols • Establishes trust between schools and families	• May prevent access to minority or marginalized students • Overall participation decreases
Passive Consent	Parent or guardian's nonon response serves as consent	• Allows access to greatest number of students (on average 79%-100%)	• Gate 2 screening requires active consent

National Center for School Mental Health

Team Reflection

Team Reflection

→ Ensure teams are prepared for process by building capacity, expertise and fluency with tool and the use of data to inform decision making.

→ It's imperative to set data rules so teams are ready to respond to screening results.

→ A universal screener process should start "slow" or small as a safe approach. This allows the school to test out the procedures and gain valuable feedback.

Team Reflection

→ Allows the school to make critical changes to the screening process before scaling the program up.

→ Allows teams to understand how to plan and make decisions from the data collected through the screening instrument.

Analysis of Data

Determine reliability of data and address any concerns that may have impacted the validity of data:

→ Reliability: the degree that the chosen screener results in similar scores each time it is used.

→ Validity: the degree that the chosen screener measures what it is supposed to measure

→ False positives may be more desirable than false negatives with regard to screening
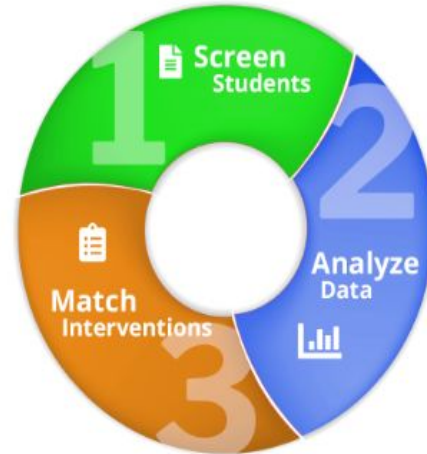
Response Plan Based upon Risk

Spring 2016	Parkview Middle School	6	All				
Student Name	**MTSS**	**Conduct**	**Negative Affect**	**Cognitive/ Attention**	**Social**	**Academic Functioning**	
Weber, Carlo	2	82	66	71	37	32	
Blick, Lonny	1	59	51	50	52	55	
Grady, Elsa	4	58	54	49	49	52	
Total in High Risk		1 (33%)	0 (0%)	1 (33%)	-	-	
Total in Some Risk		0 (0%)	1 (33%)	0 (0%)	-	-	
Total in Low Risk		2 (67%)	2 (67%)	2 (67%)	-	-	
Total in Concern		-	-	-	1 (33%)	1 (33%)	
Total in Typical		-	-	-	2 (67%)	2 (67%)	
Total in Strength		-	-	-	0 (0%)	0 (0%)	

High risk- same day

Moderate risk- within one week

Low risk- within a reasonable time frame as determined by team

Prepare crisis teams and local community mental health providers to be on call in advance of screening

Stakeholder Feedback

→ Surveys
→ Focus Groups
→ Interviews

Communication Findings with Stakeholders

→ Disseminate data amongst key stakeholders, including partners, teachers, students, administrators and/or district leaders.

→ Establish procedures for communicating concerns to families

Communicating with Families

→ Share concerns and screening results with parents/guardians.

→ Provide observations and concrete examples any additional supportive screening data.

→ Refrain from making judgments or assumptions about the parents/guardians' decisions regarding treatments and/or services.

→ Provide current and accessible information about the student's risk factors identified through screening

→ Provide information about local resources for the student and information about parent training and support groups

Substance Abuse and Mental Health Services Administration (SAMHSA)

Communicating Positive Screen Results (Tier II/Tier III) to Adolescents

→ Meet with the student individually in a private setting.

→ Reiterate the nature and intention of the screening tool.

→ Discuss range of results of screening (no risk, moderate risk, high risk) and potential reasons why students may fall in one category.

→ Explain the student's individual screen results in an open, honest, and direct manner.

→ Reaffirm that screening is NOT a diagnosis of mental illness, but an indication of potential signs or risk factors.

→ Explain follow-up procedures for further assessment and supports.

Substance Abuse and Mental Health Services Administration (SAMHSA)

Intervention Matching

→ Taxonomy of Intervention Intensity
→ Review existing resources and capacity
→ Resource Mapping Activity- Making Caring Common
→ Capital School District Resource Map
→ CSD Tiered Intervention Chart

Progress Monitoring

→ Once students have been identified, problems targeted, interventions implemented then progress monitoring begins.

→ Ongoing evaluation of the process, student progress with aligned interventions, identified students at risk who may require further assessment and tracking are crucial components.

→ Increased attention to assessing the extent of support being provided with fidelity and its effectiveness allows data based decision making to take place that may result in a change to interventions or termination supports.
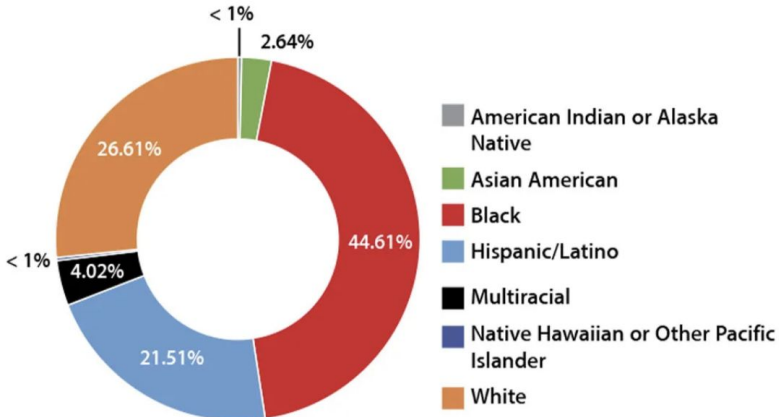
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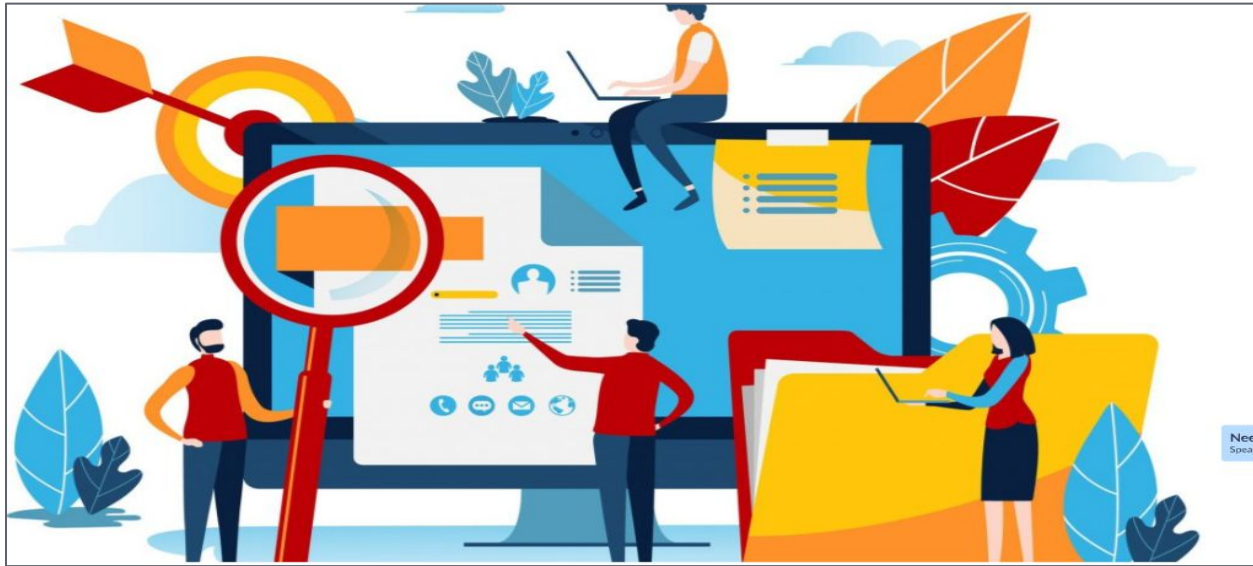
Colonial School District | New Castle, DE

9,795 STUDENTS

100% FREE MEALS
as a member of the Community Eligibility Provision (CEP).

< 1%
2.64%
26.61%
< 1%
4.02%
21.51%
44.61%

- American Indian or Alaska Native
- Asian American
- Black
- Hispanic/Latino
- Multiracial
- Native Hawaiian or Other Pacific Islander
- White

Universal SEB Screening Goals

1. Use data to provide more targeted interventions to at-risk students

2. Analyze data to evaluate systems-level needs (school- and class-wide) at a Tier I level

3. Include a universal SEB screening tool as a part of our process

Getting Started

2019-2020	2020-2021	2021-2022

Gap analysis/resource mapping
--
Determined mySAEBRS (Social, Academic, and Emotional Behavior Risk Screener) would best meet our needs

High school received ongoing state- and district-level coaching through Project DelAWARE
--
Cross-sample of 9th grade students completed the SAEBRS

Larger 9th grade cohort
--
District decided to expand the SAEBRS pilot as a part of our universal screening process

Expanding the Pilot

→ Intentionally planned our expansion

   → Utilized multiple data sources to select 3rd and 6th grade for our pilot

   → Developed a proposal for a stipend position: a Universal Screening Coordinator for each of our schools

   → Planned coaching structure: monthly PLC

Preparing to Expand

Developed a brief manual: *Assessing Readiness for a Universal SEB Screening Process* to share with screening coordinators/administrators

- → MTSS
- → SEL
- → Universal Screening process
- → Universal Screening tool (SAEBRS)
- → Next steps

Pilot Selection

Guidance provided to PLC:

→ Pilot will look slightly different for each school depending on building size, teaming structures, etc. *and that's okay!*

→ 3rd grade: select two to four teachers who have been trained in Responsive Classroom or are open to implementing new strategies in their classrooms

→ 6th grade: select a team/subject area with strong Tier 1 supports or are open to implementing new strategies

PLC Purpose

✔ **Connect**

with colleagues across the district to support an effective MTSS framework in each building

✔ **Assess**

readiness to implement a universal screener for social, emotional, and behavioral needs

✔ **Analyze**

data to more effectively support students through evidence-based, tiered interventions

PLC: Diving in

→ Set goal of piloting the SAEBRS during the winter benchmark period (January)

→ Universal Screening Coordinators passed training/content along to administrators and pilot teachers

→ Used evaluation survey at the end of each PLC to plan for the next

Coaching Focus: SEBA Model
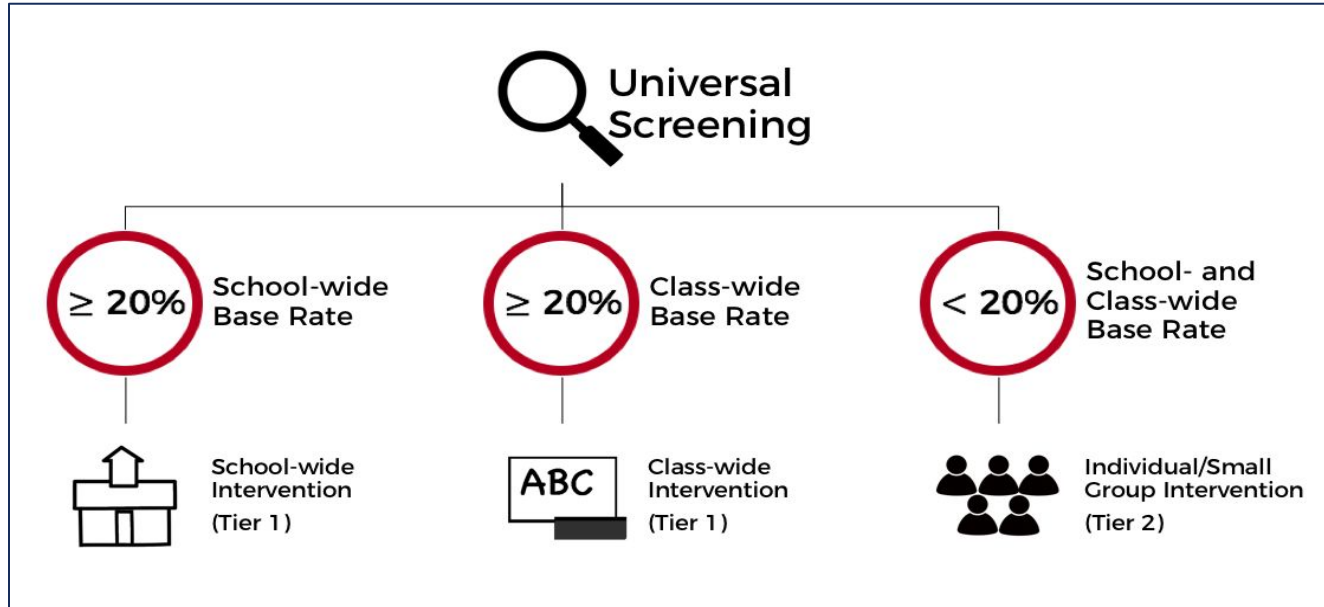
See: Kilgus & Eklund, 2015

Coaching Focus: Tier 1

District SEL Coaches shared guidance documents on effective Tier 1 practices

When 20% or more of the students in a class demonstrate some or high-risk, consider the following whole class interventions:

- Focus on social-emotional skill building in Morning Meeting.
- Reflect on social-emotional competencies during Closing Circle.
- Revisit routines and procedures with Interactive Modeling lessons.
- Connect frequently to class rules or norms through reinforcing and reminding language.

- Use reminding language to prepare students for the social and emotional aspects of lessons.
- Lead students in academic goal setting; revisit goals that were set earlier in the year to check on progress and provide support.
- Role Play situations that have proven tricky for students to navigate in the classroom.

Coaching Focus: Tier 1

→ Analyze data: class/grade level trends

→ Utilize problem solving guide to identify areas of need, develop action plan, set measurable goals

Available on the DE-PBS Website ⇒

Problem Solving & Planning Template

Directions: Using your own school data, complete the following components of the problem-solving process.

Precision Problem Statement:	
Set Measurable Goal:	
Proposed Solution and Action Plan:	
Fidelity Monitoring Plan:	
Monitor Outcome vs Goal:	What outcome data do you see as a result? Did you achieve the goal, or do you need to revise a component of your problem-solving process?

Coaching Focus: Tier 2

→ Intervention categories: skill building and relationship building

→ Intervention mapping

  → Take inventory of currently existing interventions

  → Develop/refine "in-on-out" rules to enhance data-based decision making

→ Continue this work with school-based teams

Tier 2 Practice/Intervention Name	Intervention Coordinator	Intervention Facilitator(s)	# of students that can be enrolled at one time	Type of Intervention	Who would benefit?	How do students enter (IN)?	How is progress/fidelity monitored (ON)?	What student outcomes do we expect if the practice is delivered with fidelity (OUT)?

Relationship building (general SEL focus)

Targeted skill building (social focus)

Targeted skill building (academic skill focus)

Targeted skill building (emotional focus)

Tips for Success

→ Monthly PLCs

→ Develop a flexible scope and sequence for the year

→ Templates/spreadsheets

→ Screening windows added to assessment calendar

→ Community involvement: presented to school board

→ District-level coaching support

Universal Screener Installation Action Steps

1. Learn about comprehensive screening in the context of MTSS
2. Establish a district implementation team
3. Complete tool selection process
4. Determine readiness criteria (e.g., high level of DBDM or high fidelity to PBIS implementation) and select schools to participate
5. Organize school team(s) to support screening work
6. Complete resource map and gap analysis with each school
7. Confirm that each school has adequate SEB supports
8. Introduce screening initiative to school community
9. Consult with legal team about consent/finalize consent forms
10. Train/coach teachers to administer
11. Conduct screening (2 or 3 times)
12. Create data reports
13. Prioritize needs and act on data
14. Evaluate your screener implementation

Action planning templates

District Actions	Notes (where are we/what is needed?)	Who?	When?	
Exploration				
1. **Review Project DelAWARE expectations for Universal Screening**				☐
2. **District leadership/administration builds an understanding of universal screening** in the context of MTSS practices (review introductory universal screening webinar)				☐
3. **Conduct a gap analysis with existing SEB data to prioritize additional tools** a. schoolwide data b. systems data (e.g, school climate) c. community data (e.g., YRBS) d. interview/qualitative data from stakeholders				☐
4. **Select (and purchase) universal screener tool(s) to match district needs** • select a UMHS[1] tool(s) that aligns with district needs (see:				☐

[1] Universal mental health screening tool

<u>**Screening Tool Installation Action Plan**</u>

For District and School-Based Universal Screener "Implementation Teams"
Action Steps Align with DE-PBS SEB Screening Webinar Series

The District Selects a New Screening Tool *see webinar 2a and 2b		
Tasks	Notes	Date Completed
Establish a *district* universal screening committee that is connected to your district level MTSS team		
Develop a shared mission for the implementation team informed by professional learning (PL) to understand screening in context of a MTSS (review introductory universal screening webinar) and district expectations for universal screening		
Gather and review existing SEB data sources to determine need and what you want to be different as a result of implementing the screener	Complete: data trends worksheet	
Explore screeners and select a tool to pilot that supports your need and capacity	Resources: - Universal screener tool exploration worksheet - Measurement 101 handout - Review of commonly used screeners	

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Share results with stakeholders

Determine how results can be used at each tier (i.e. Sharing with tier I teams to inform decisions for schoolwide interventions, grade and classroom level results can be considered to identify any groups of students or teachers who need additional support, gate 2 screening for students identified at higher risk).

Q/A

Review any questions that were added to the padlet

Contact Us!

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Session Evaluation

Your feedback is critical to future planning of this event. **PLEASE** take a moment to share your valuable insight!
THANK YOU!

https://bit.ly/NEPBISForum2023