



Preparing for Success: Leveraging Social-Emotional Behavior Data to Plan for Next Year

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Dr. Stephen Kilgus is Associate Professor in the School Psychology Program at the University of Wisconsin-Madison where his research primarily relates to social-emotional and behavioral assessment. His work has resulted in the development of evidence-based assessment procedures, as well as the validation of tools for universal screening, problem analysis, and progress monitoring. Dr. Kilgus has authored and contributed to the development of a number of assessments, including the SAEBRS screener and Direct Behavior Ratings (DBRs).



School Mental Health Services During COVID-19

- Over 20% of kids experience SEB concerns that would qualify for a diagnosis (Merikangas et al., 2014)
- After 1-month of lockdown, 20% increase of kids are experiencing *depression* or *anxiety* (JAMA Pediatrics, 2020)
- Disproportionate impact on underrepresented groups (Moore et al., 2021)
- 31% increase in mental health related ER visits (Leeb et al., 2020)
- COVID has exacerbated existing risk factors (Pan et al., 2020)
- Students depend on physical, mental and behavioral health services delivered in school



Poll Question



Current State of Child & Adolescent Mental Health:

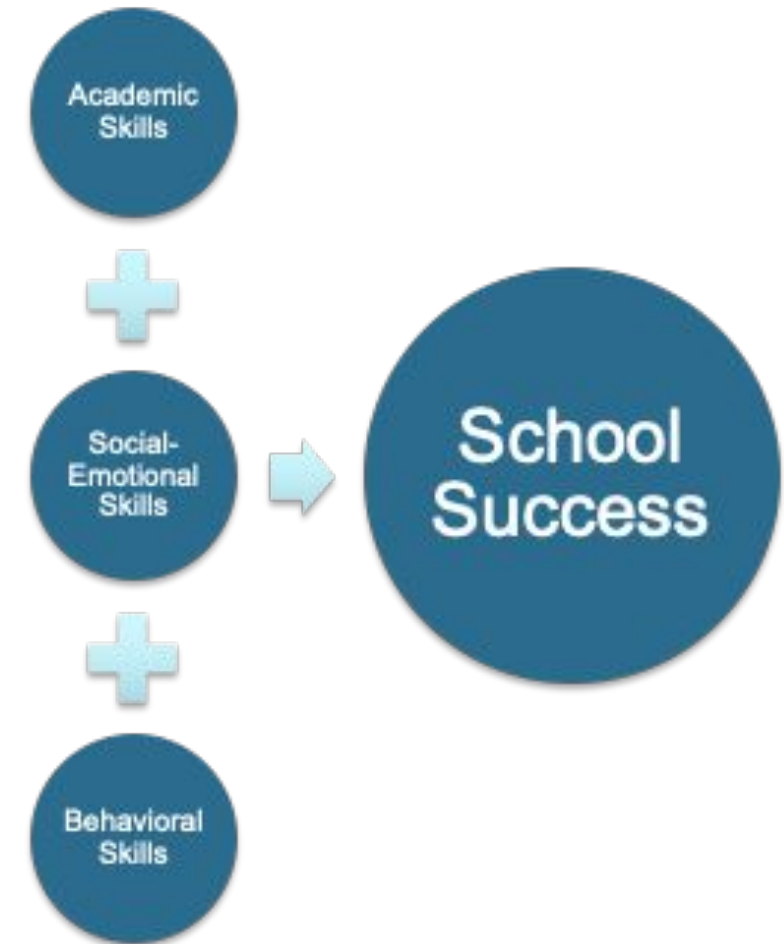
A “Public Health Crisis”

- Most people with mental disorders in the U.S. remain either untreated or poorly treated”
- Students of color and students in urban schools have less access to critical services
- Over-identification of certain student subgroups or behaviors (e.g., children of minoritized populations with externalizing behavior problems) and under-identification of others (e.g., internalizing problems).



School Mental Health Services During COVID-19

- **Academic success \neq School success** (Taylor & Kilgus, 2014)
- **SEB Competence** (Denham, 2006; Kwon et al., 2012)
 - Display of **appropriate behaviors and skills** (e.g., interpersonal skills, study skills, self-regulation, self-awareness)
 - Limited display of **inappropriate behaviors and skills** (e.g., internalizing, externalizing)
- **SEB Competence = protective factor**
 - Among ethnic minority students living in low-income, urban communities (Elias & Haynes, 2008)



Teacher Referral and School Identification

- Refer-Test-Place models
 - teachers differ in their ability to work with students
 - perceptions of “teachability”
 - teachers not trained to know how problematic behavior must be prior to referral
- Children’s behavioral/emotional problems may be under-referred and/or referral (and service!) is delayed



Teacher Referral and School Identification

In academics, universal screening instruments are widely recognized as adequate measures to identify students at-risk for developing further problems

However, PBIS frameworks continue to rely on psychometrically poor and problematic methods for identifying students at risk behaviorally **and emotionally.**

Ardoin et al., 2004; Elliott, Huai, & Roach, 2007



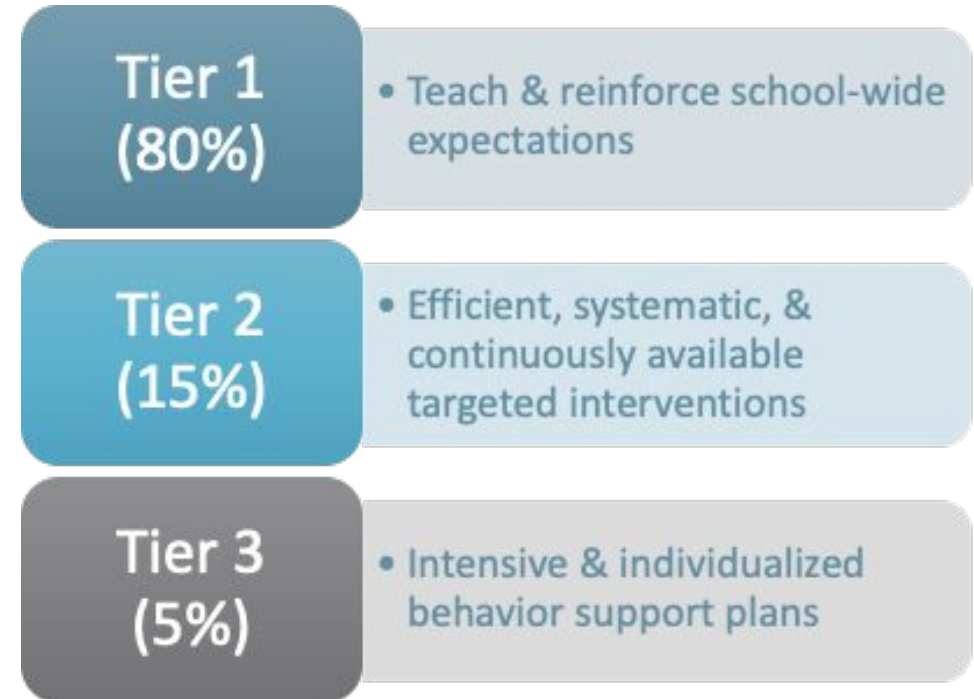
A close-up photograph of children's hands sorting through a large pile of multi-colored LEGO bricks on a wooden floor. The bricks are in various colors including red, blue, yellow, green, purple, and grey. The children's hands are visible, with one hand reaching into the pile and another holding a brick. The background is slightly blurred, showing more of the wooden floor and the children's legs.


Poll Question



Addressing SEB Difficulties

- Most common approach is Positive Behavioral Interventions and Support (PBIS)
- Consistency found in recommendations for Tier 3 assessment
 - Targeted screening → Rating scales
 - Problem identification → FBA
 - Progress monitoring → Direct observation
- Recommendations for assessment are less clear at Tiers 1 & 2
- Problem!



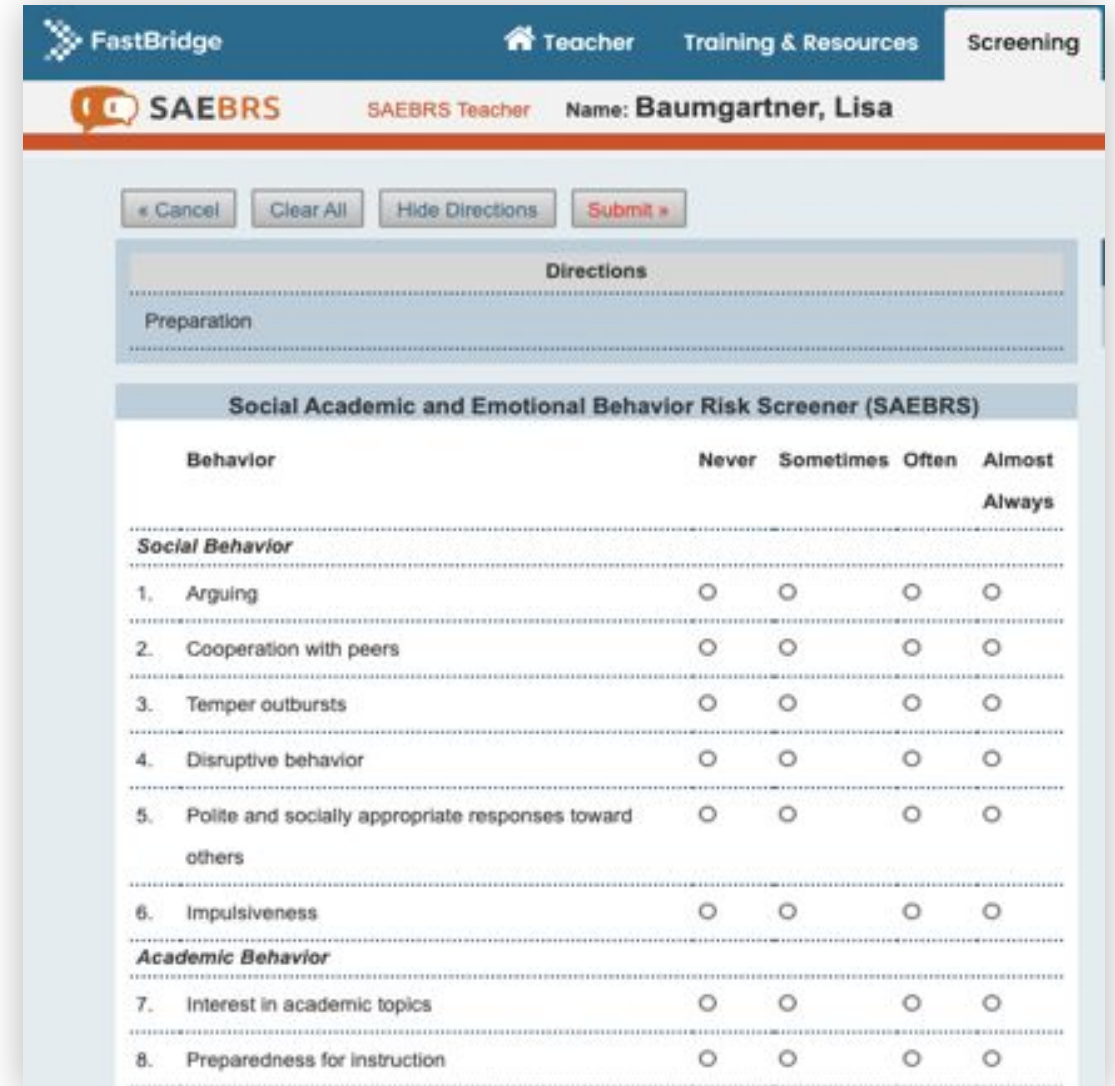
A hand holding a pencil in a classroom setting. The hand is wearing a black bracelet, a silver chain bracelet, and a gold bracelet. The background is a blurred classroom with a chalkboard and other students.

Universal Screening Social, Academic, and Emotional Behavior Risk Screener



Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Brief behavior rating scale
 - 19-20 items
 - Teacher and Student Self-Report
- Criterion-referenced
 - Research-based cut scores
 - Not At Risk and At Risk
- One broad scale and three subscales
 - Total Behavior
 - Academic Behavior
 - Social Behavior
 - Emotional Behavior



The screenshot displays the SAEBRS Teacher interface. At the top, there is a navigation bar with 'FastBridge', 'Teacher', 'Training & Resources', and 'Screening'. Below this, the 'SAEBRS' logo is visible, along with 'SAEBRS Teacher' and 'Name: Baumgartner, Lisa'. A row of buttons includes 'Cancel', 'Clear All', 'Hide Directions', and 'Submit'. The main content area is titled 'Directions' and contains a 'Preparation' section. Below this is the 'Social Academic and Emotional Behavior Risk Screener (SAEBRS)' section, which is a table with the following structure:

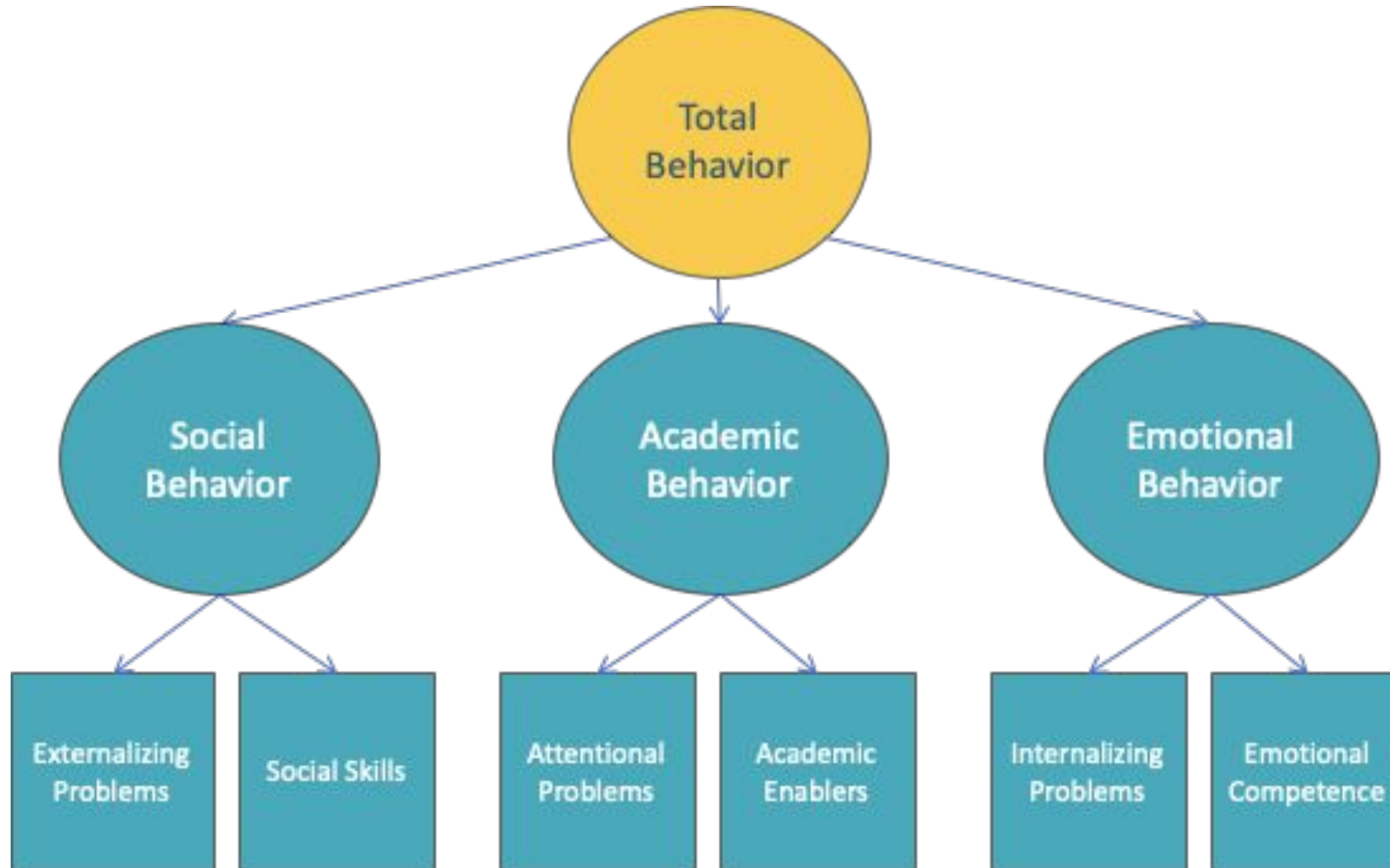
| Behavior | Never | Sometimes | Often | Almost Always |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Social Behavior | | | | |
| 1. Arguing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Cooperation with peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Temper outbursts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Disruptive behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Polite and socially appropriate responses toward others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Impulsiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic Behavior | | | | |
| 7. Interest in academic topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Preparedness for instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Brief and efficient
- Assesses multiple domains, based on SEB theory
- Extent of diagnostic accuracy research
- Spanish versions available fall 2021
- Only screener that met psychometric criteria established by NCII



SAEBRS Conceptual Model



Screening During COVID

- Screening could provide data to inform a needs assessment
- Data will likely be skewed demonstrating elevated risk rates
- Screening can inform type and prevalence of risk, but should not be used to determine individual student services
- Screening could inform need for additional follow up

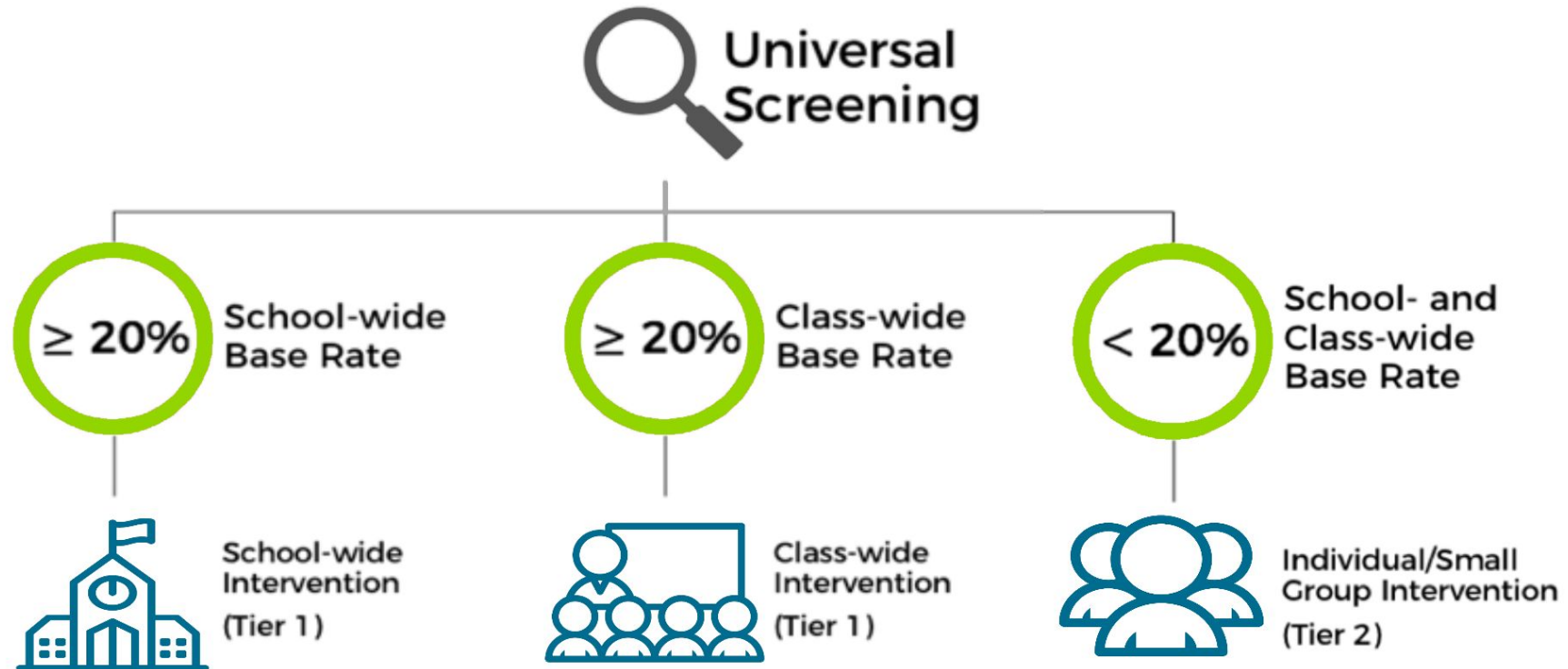


Poll Question



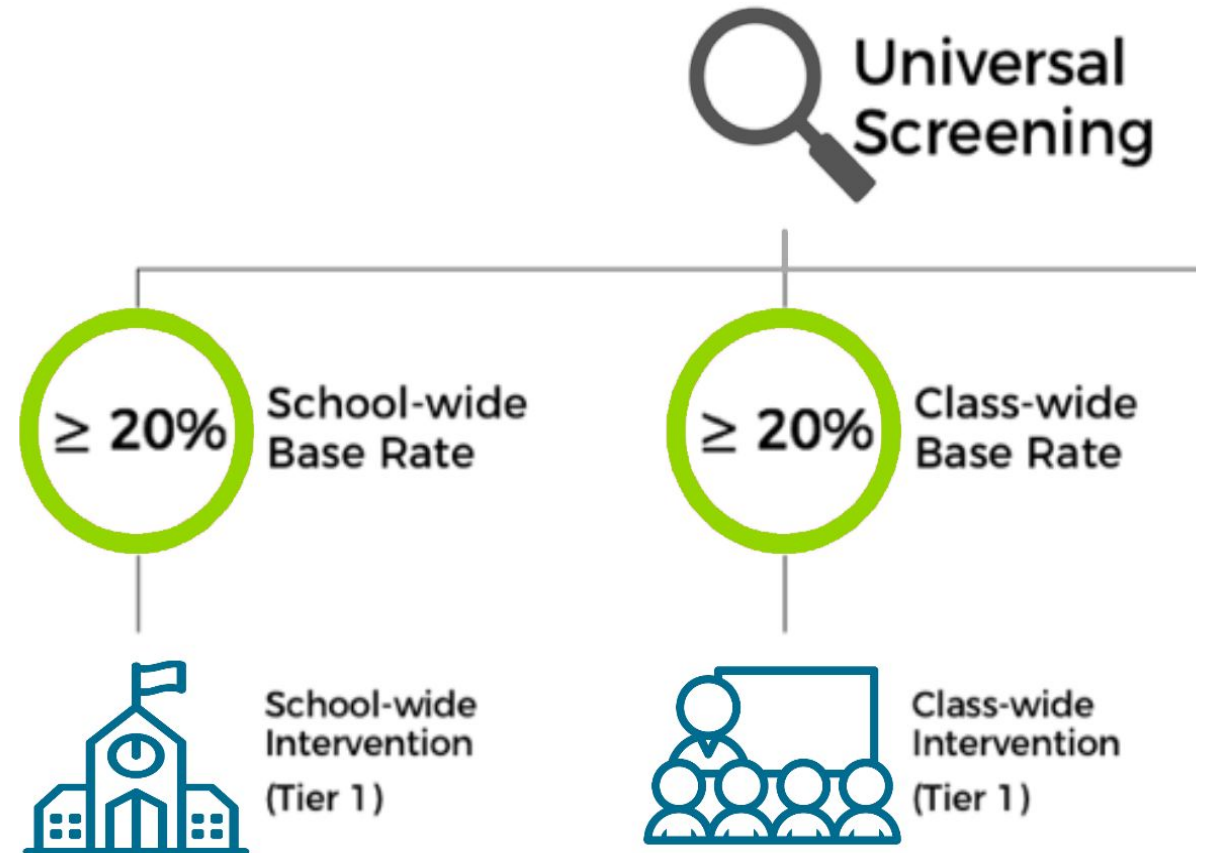
A Tier I to Tier II Decision-Making Framework

(SEBA Model; Kilgus & Eklund, 2015)



System Support (Tier 1)

- Start with universal strategies
- What interventions all teachers equipped to implement?
- How can school mental health services be implemented within classrooms?



Evidence-Based Universal SEB Interventions

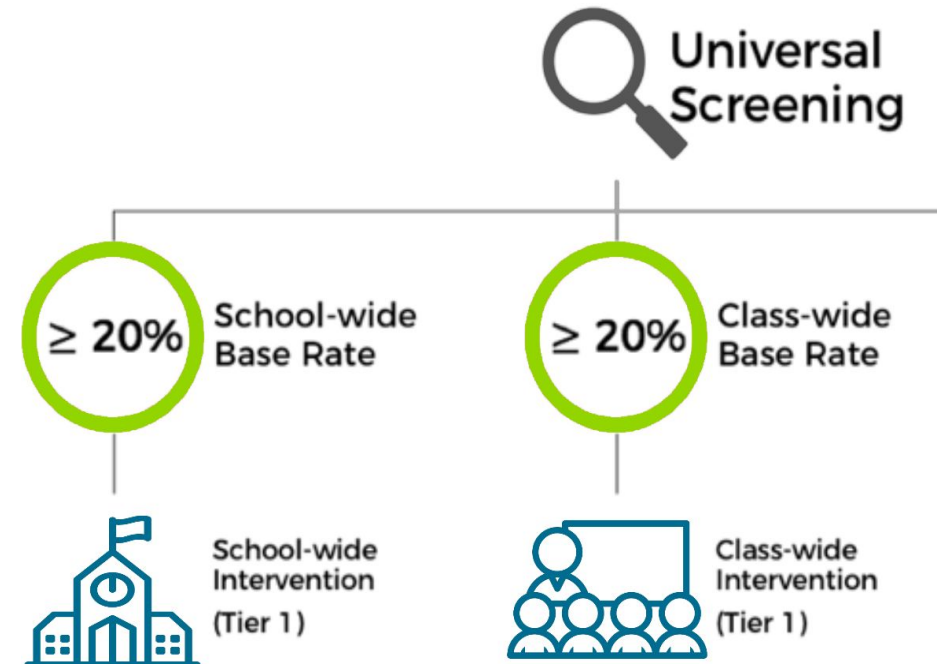
- Promoting Alternative Thinking Strategies (PATHS)
- Strong Kids/Teens
- Second Step
- Why Try?
- Incredible Years



Classroom Support (Tier 1)

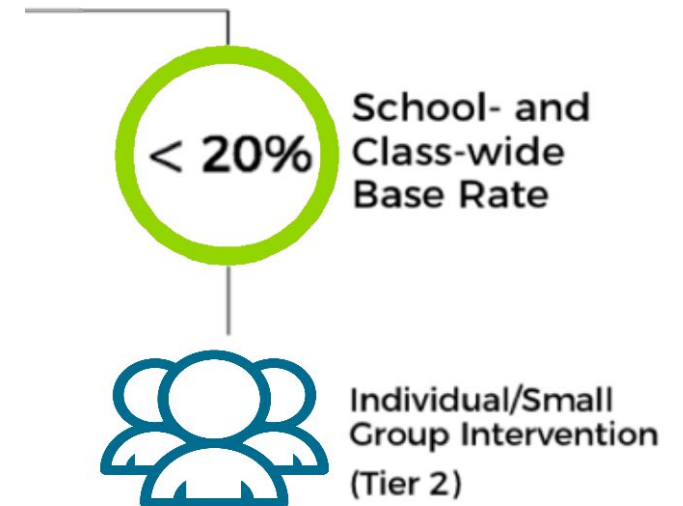
SAEBRS:

- Social Behavior:
 - Classroom Checkup
 - Good Behavior Game
- Academic Behavior:
 - Classroom instruction of various academic enablers
 - Promote instructional practices (e.g., opportunities to learn, pace of instruction)



Individual or Group Level Support (Tier 2)

- Consider school-based resources
 - School-based mental health support
 - Psychologist, social worker, counselor
 - Small group or individual supports
 - Community schools or SBMHC



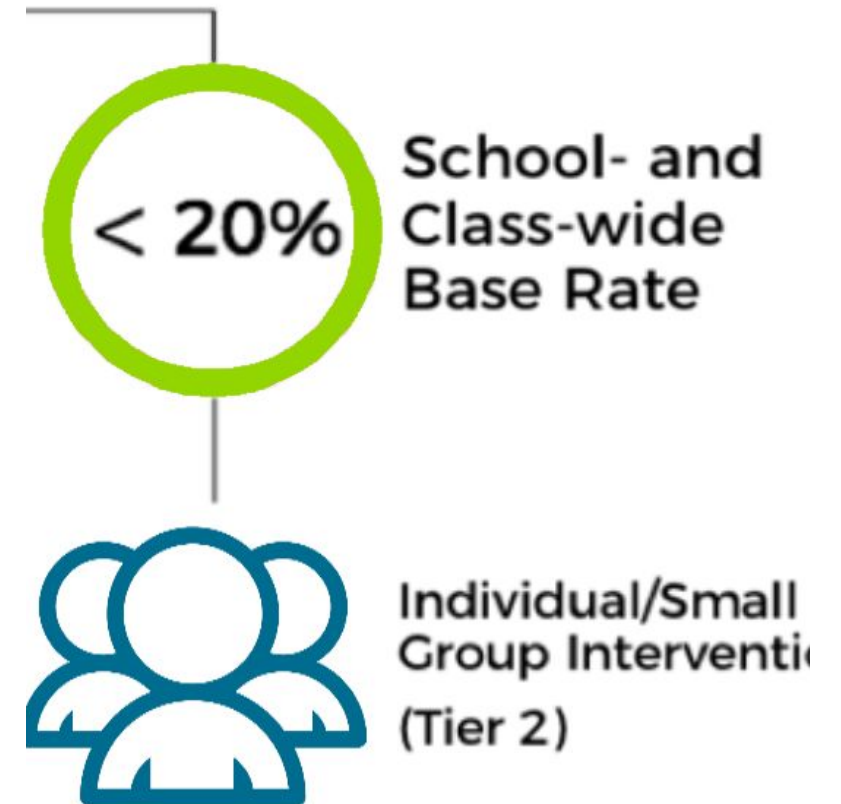
Example: Individual Support (Tier 2)

- Teaching Strategies
 - Instruction of key skills
 - Social skills, academic enablers, emotional competencies
 - e.g., Social Skills Training, organizational skills, REP
- Antecedent/Consequence Strategies
 - Check In/Check Out (CICO) to prompt and reinforce appropriate behaviors
 - Research supporting use with social, academic, or emotional behavior



Individual or Group Level Support (Tier 2)

- Consider community resources
 - Referral procedures
 - How to share information back and forth
 - Resource mapping to determine gaps



Implementation Processes and Challenges



Prerequisites to Screening

- Identify specific objectives prior to engaging in SEB universal screening procedures
 - What is the referral question?
 - How to establish buy-in from and inform key stakeholders?
 - How data will be used?



Choice of Informant



School teams must choose which informant may provide best data to inform guiding question



Teacher Report and/or Student Self-Rating?



Timing and Frequency



Identifying which grade levels to begin



Identifying time of year



Screening two or three times?



Data Use

- Teams should review data based on:
 - school, grade-level, classroom, and student level
 - different sub-groups (e.g., gender, ethnicity, IEP status, etc.)
 - total scores and and subscales
 - extant data (e.g., office discipline referrals, attendance)



Connecting Screening to Intervention: When/How to Use Data



**Specify when
results available
and distributed**



**Parent notification
of need for
intervention**



**Map screening data
frequency and type to
intervention intensity
and focus**



Limits of Screening Data

- Decisions made based upon the data should be defensible and consistent with the intended and validated purpose of the screener.
 - Detection for early warning signs/risk
 - Treatment utility for different types of decisions
 - Additional data sources/assessment information may be needed to inform intervention plan

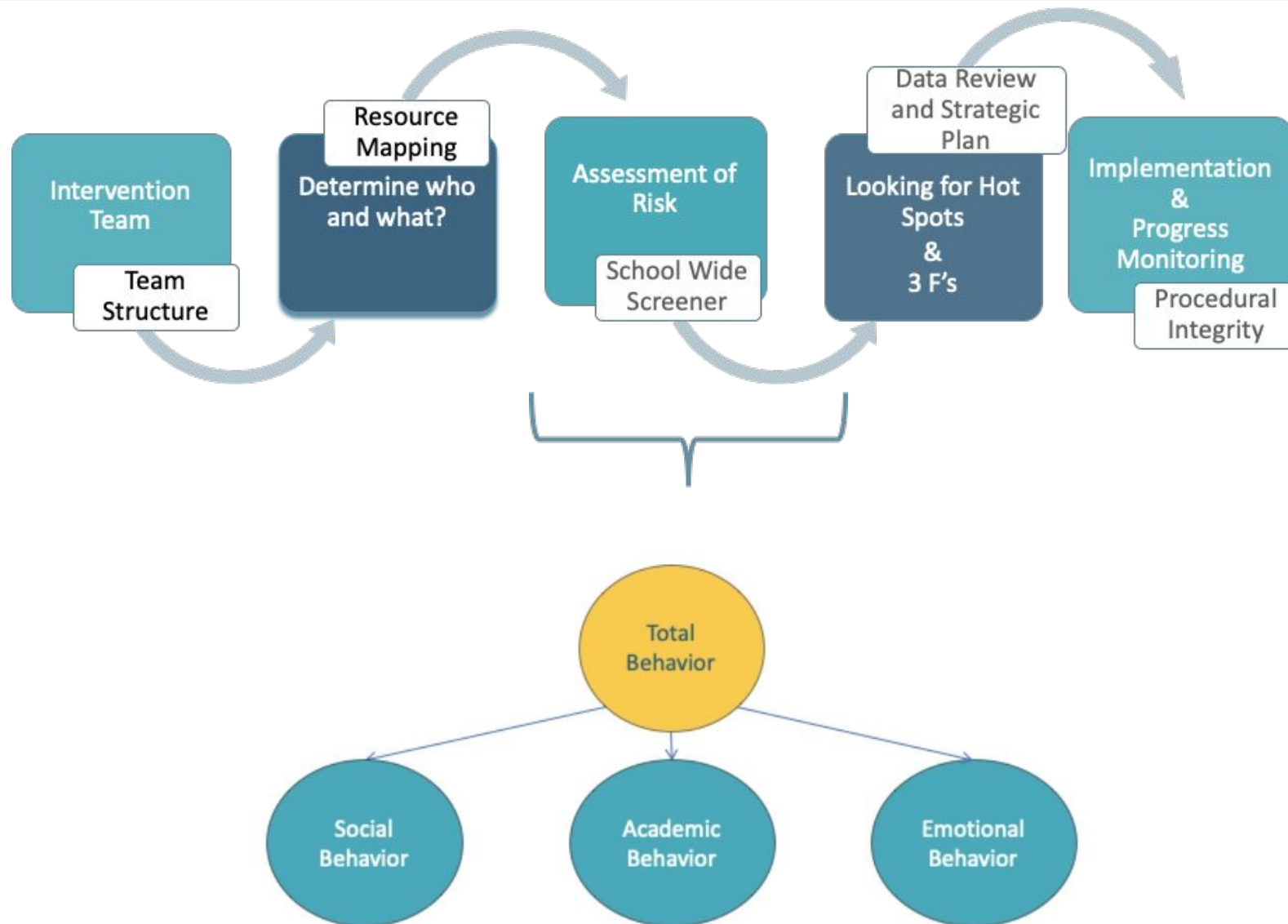


School Capacity to Act

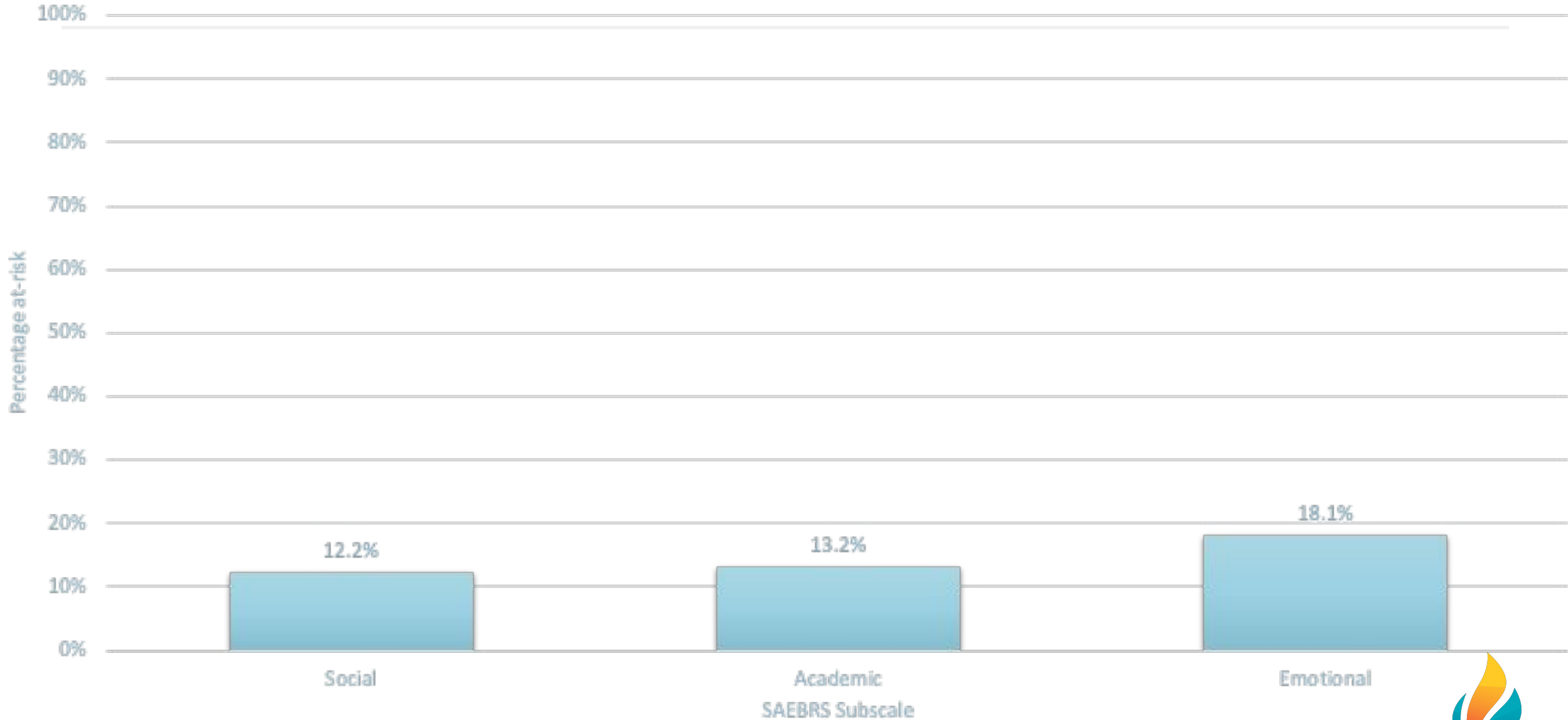
- School teams have an ethical obligation to use screening data in a way that is timely, meaningful, and defensible.
 - Clearly identify how screening data will inform service delivery
 - Implement within a comprehensive support system
 - Plan ahead/develop protocols before implementing



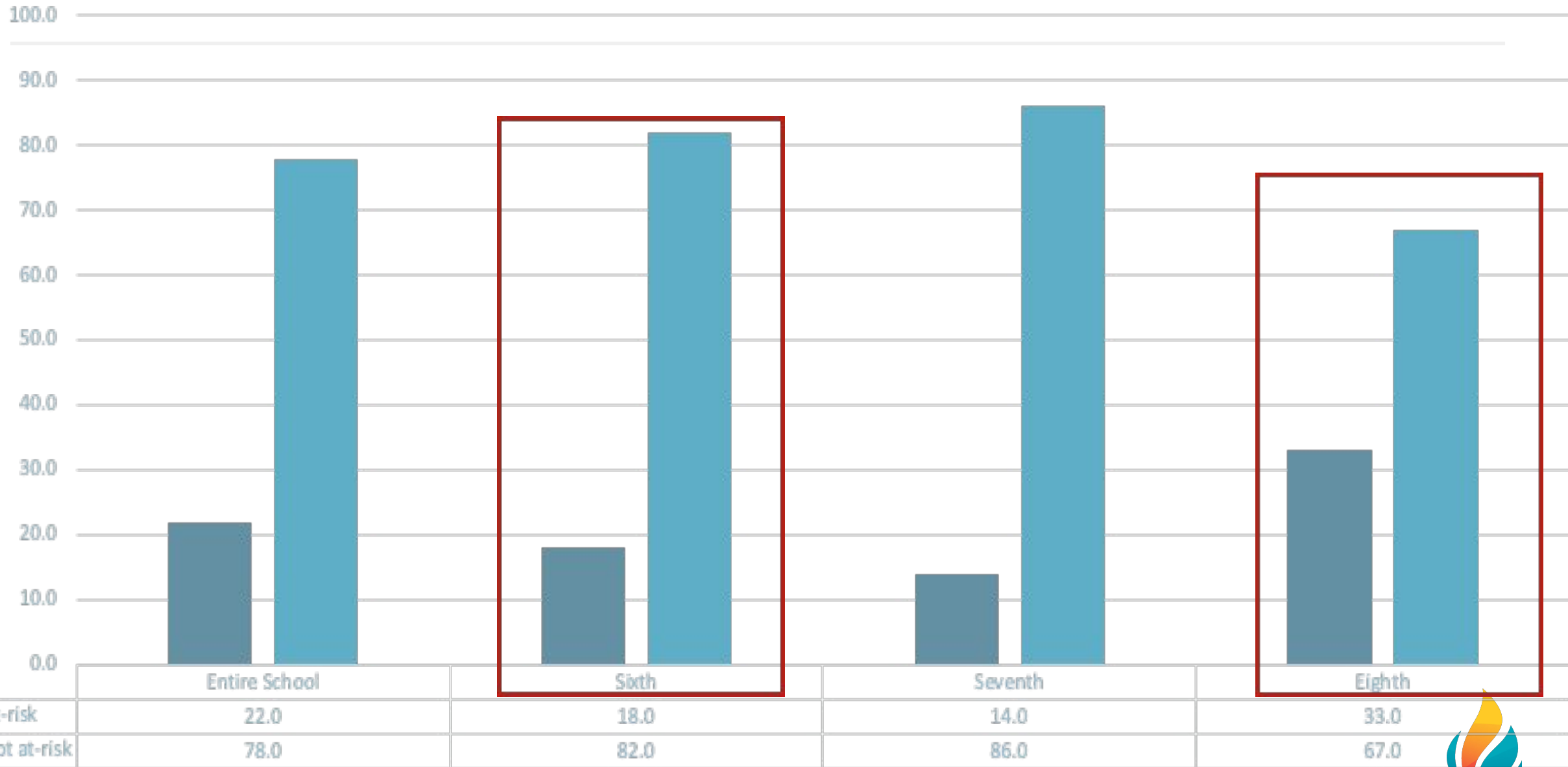
FastBridge

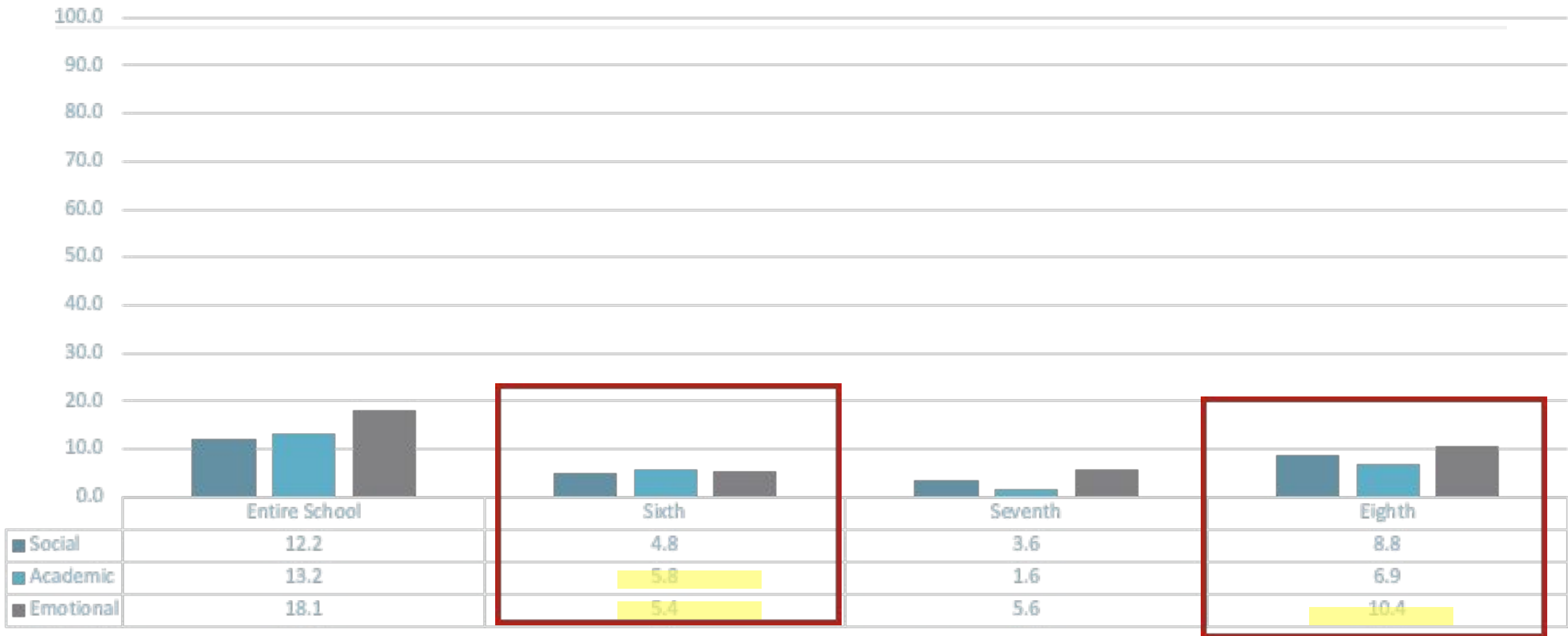


Percentage of students at-risk within each SAEBRS subscale



Percentage of students at-risk or not-at-risk across grades





Intervention Planning

SOCIAL MEDIA
INTERNET
EMAIL

- PLAN
1. w
 2. m
 3. m
 4. m



What is Evidence-Based Intervention?

**Credible
Research**

**Clinical
Expertise**

**Sample
Characteristics**

**Program/
Practice
Effectiveness**



Step 1: Identifying Base Rates

| SAEBRS Category | Tier II Supports | Number of sufficiently trained staff members | Time available for intervention implementation (Weekly) | Location of intervention | Resources to be dedicated |
|------------------------|----------------------------|--|---|------------------------------|-----------------------------------|
| Social Behavior | 1. Check In-Check Out | 12 | 60 minutes (12 individuals, 5 minutes per week) | Individual teacher classroom | Check In-Check Out Sheets |
| | 2. Good Behavior Game | 15 | 150 minutes (15 individuals, 10 minutes per week) | Individual teacher classroom | Scoreboard Prizes for Students |
| | 3. Anger Management Groups | 3 | 180 minutes (3 individuals, 60 minutes per week) | Guidance Office | Intervention Curriculum |
| | 4. N/A | | | | |



Step 2: Intervention Mapping

2X3 Tier II Intervention Resource Guide SAEBRS

| | Social Behavior | Academic Behavior | Emotional Behavior |
|----------------|-----------------|-------------------|--------------------|
| Tier II | | | |
| Tier II (Plus) | | | |



Implementation Considerations


- Have you fully planned and developed your base rate, resource map, and intervention resource guide?
- Is data graphed and sufficient to make decisions?
- Based on the progress monitoring data, is there progress towards SBLT goals?
- Based on the progress monitoring data, is the intervention(s) implemented with fidelity?



Equity Lens

- The quality of information into the system is directly related to the data produced and decisions that follow
- Important to train raters, educators or students in the content and purpose of screening, including implicit bias
- Disaggregated data can be a powerful tool to identify inequities in a system





What are the most important aspects of student mental health that we need to consider today, and when schools resume? How should schools be preparing for these scenarios?



Resources

- [Smhcollaborative.org](https://smhcollaborative.org)
- tinyurl.com/universalSEBscreening



Implementation Resources

- <https://smhcollaborative.org/universalscreening/>

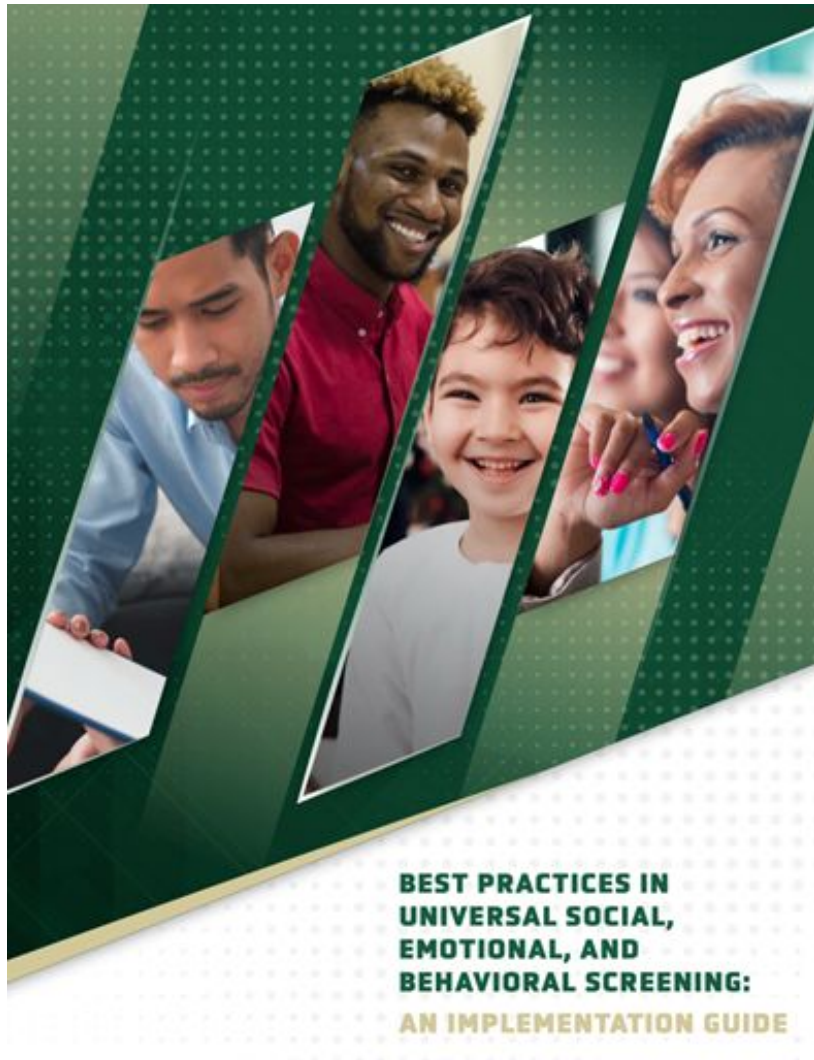
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Implementation Resources



Implementation Checklist and Planning Guide

APPENDIX B

Implementation Checklist and Planning Guide

The intent of this checklist is to help teams facilitate, monitor and problem solve the implementation process, and is not designed to be comprehensive in nature. Readers are strongly encouraged to review the content throughout this implementation guide to inform specific processes as well as consulting with legal/ethical guidelines, state and district policies and statutes, and independent reviews of technical adequacy of screening instruments (e.g., National Center for Intensive Intervention). In addition, teams should determine that data are valid and reliable, for at least 90% of the target (universal) population, at least two times per year, using a psychometrically defensible SEB screener, and the data is utilized to inform decisions that impact how educators improve SEB interventions and practices.

| Screening Item for Consideration | Not in Place | Partially in Place | In Place | Action Steps |
|---|--------------|--------------------|----------|--------------|
| EXPLORATION | | | | |
| Identify a need for universal screening for SEB that includes goals and objectives | | | | |
| Establish a shared understanding of the goal and purpose of universal screening | | | | |
| Determine buy-in from key stakeholders, including parents, teachers, and school leaders | | | | |
| READINESS | | | | |
| There is a school team including members with SEB expertise | | | | |
| Team has reviewed available SEB interventions to be matched to screening | | | | |
| Data-based problem solving process is in place, including decision rules | | | | |
| ADOPTION | | | | |
| Select screening instrument <ul style="list-style-type: none"> • Technical adequacy • Usability and feasibility • Contextual appropriateness • Cost (time & financial) • Scoring software or protocols | | | | |



Frequently Asked Questions

APPENDIX D

Frequently Asked Questions about Universal Social, Emotional, and Behavioral Screening

The following are commonly asked questions about social, emotional, and behavioral (SEB) screening, which is sometimes referred to as universal or school-wide social-emotional, mental/behavioral health, or social emotional learning (SEL) screening. This document provides responses based on ethical and legal guidelines and requirements, SEB screening research, and expert consensus. Please note these are general responses to commonly asked questions. When schools implement SEB screening, information that addresses the questions below as it applies to the specific school's context and screening procedures should be clearly communicated to parents, students, and stakeholders.

What is universal SEB screening?

How students engage socially and emotionally with their peers, educators, and their school impacts learning and long-term success in life. Schools are teaching and creating contexts that promote social and emotional skills and wellness for all students. Across all content areas, educators use assessments to determine the strengths and weaknesses of their students so they can plan how to best teach and support their students. Just as students participate in screenings for vision, physical health, reading and other academic areas, SEB screening provides an indicator of whether a student's SEB health is on track or if there might be a problem. Screening is a proactive approach in that it provides important information to ensure help is provided before little problems become big ones. Universal screening data is typically collected two to three times per year and involves either teachers, parents, and/or students rating a short list of items, which typically takes a few minutes to complete.

- ***Universal SEB screening provides educators with an indicator of how well all students are doing and if some students are in need of additional SEB supports and services. Universal screening data are intended to inform decisions about how educators can better support the SEB wellness of the students they are charged with teaching. Educators collaborate closely with and inform parents throughout the SEB screening process.***

In a typical school at any given point in time, approximately one in five students has SEB needs; that is, they are experiencing challenges that interfere with their daily SEB functioning. Most students with SEB needs are facing common stressors and social-emotional problems that can be improved when supports are provided in a timely manner. Regardless of an individual student's need, all students (and educators) benefit from warm, caring learning environments and knowledge of SEB skills that support their wellbeing. Schools committed to SEB development gather universal screening data to assess the SEB skills, strengths, and challenges of their students and use the information to help determine how staff can best support students.



Guiding Questions

APPENDIX E

Guiding Questions for Developing Protocol for Using SEB Screening Data

First, the answers to several overarching questions should guide a school team's development of a protocol for using universal SEB screening data to inform decisions, including:

- Why are we implementing universal SEB screening?
- What questions are we trying to answer?
- How have we defined our student “universe” (e.g., all students)? If not all students, what is our rationale for focusing on only a subset of students.
- What does our universal SEB screener measure? What types of scores (i.e., total and subscales) and classifications (e.g., not at-risk and at-risk) does our SEB screener provide?
- How often during the school year are we gathering universal screening data?
- How far are we in implementing a full continuum of comprehensive SEB supports (i.e., what interventions are being implemented at which tiers and are they being implemented with fidelity and effectiveness)?



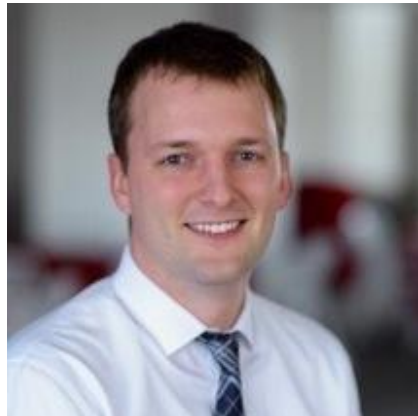
A young boy with short dark hair and glasses is looking intently at a blue leech in a glass tank. He is pointing at the leech with his right index finger. The tank is filled with greenish water. In the background, there are other tanks and educational posters, including one with a pink flower and another with a fish. The scene is brightly lit, suggesting an indoor educational environment like a school or museum.

Questions?



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Tuesday, March 9, 2021



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THE ILLUMINATE SOLUTION



Screening and Progress Monitoring

Research-based universal screening and progress monitoring for academics and behavior with intervention recommendations and built-in coaching

FastBridge

MTSS and RtI Management



Interactive district-level to whole-child data management that strengthens MTSS implementations, including student need identification and intervention effectiveness

eduCLIMBER



Assessment Creation and Administration

Highest-quality, standards-based assessments with instant scoring, formative feedback, interactive reporting, and targeted activities

DnA and Inspect

Real-Time Dashboards



Timely data visualizations that enable administrators to view key data, monitor initiatives, and share easy-to-understand information with stakeholders

Achievement Dashboard

