



Universal Screening for Mental & Behavioral Health in Schools

5/11/2022

Presented by

Katie Eklund, Ph.D.

University of Wisconsin, Madison



Hosted by

Dr. John Kelly &

George Dayton, MBA

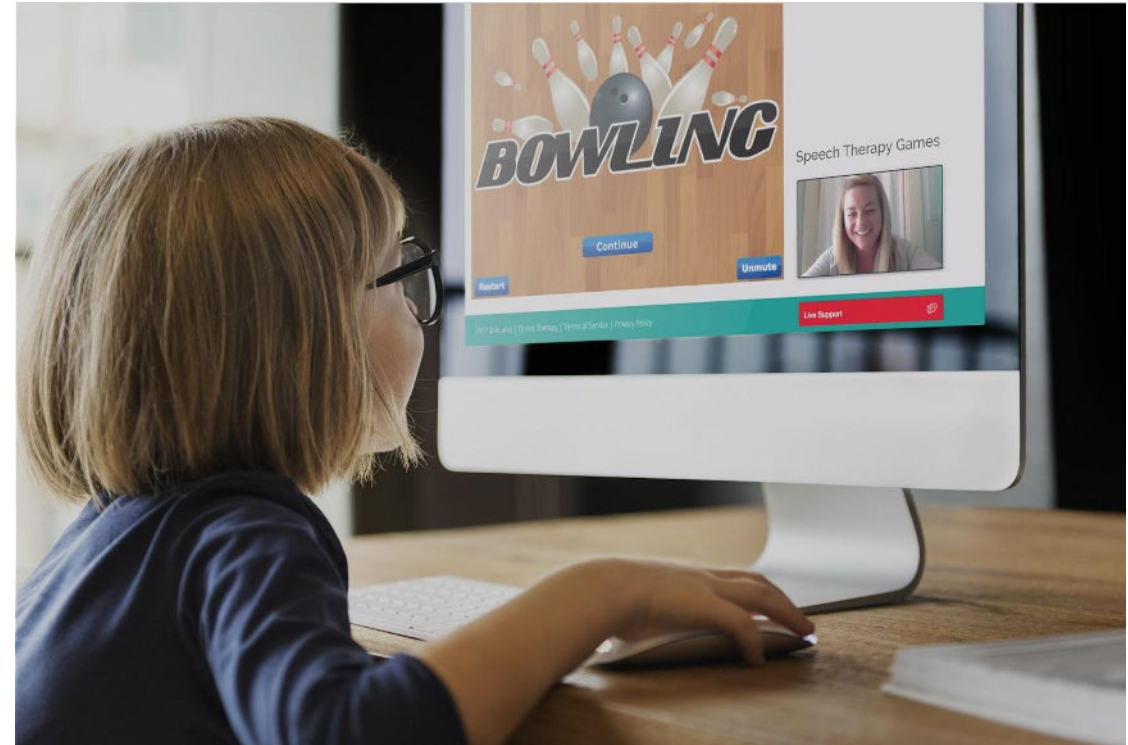
Agenda

Introduction	5:00 pm EST (5 minutes)
Presentation	5:05 pm EST (25 minutes)
Discussion	5:30 pm EST (20 minutes)
Q&A	5:50 pm EST (10 minutes)

Who is eLuma?

eLuma

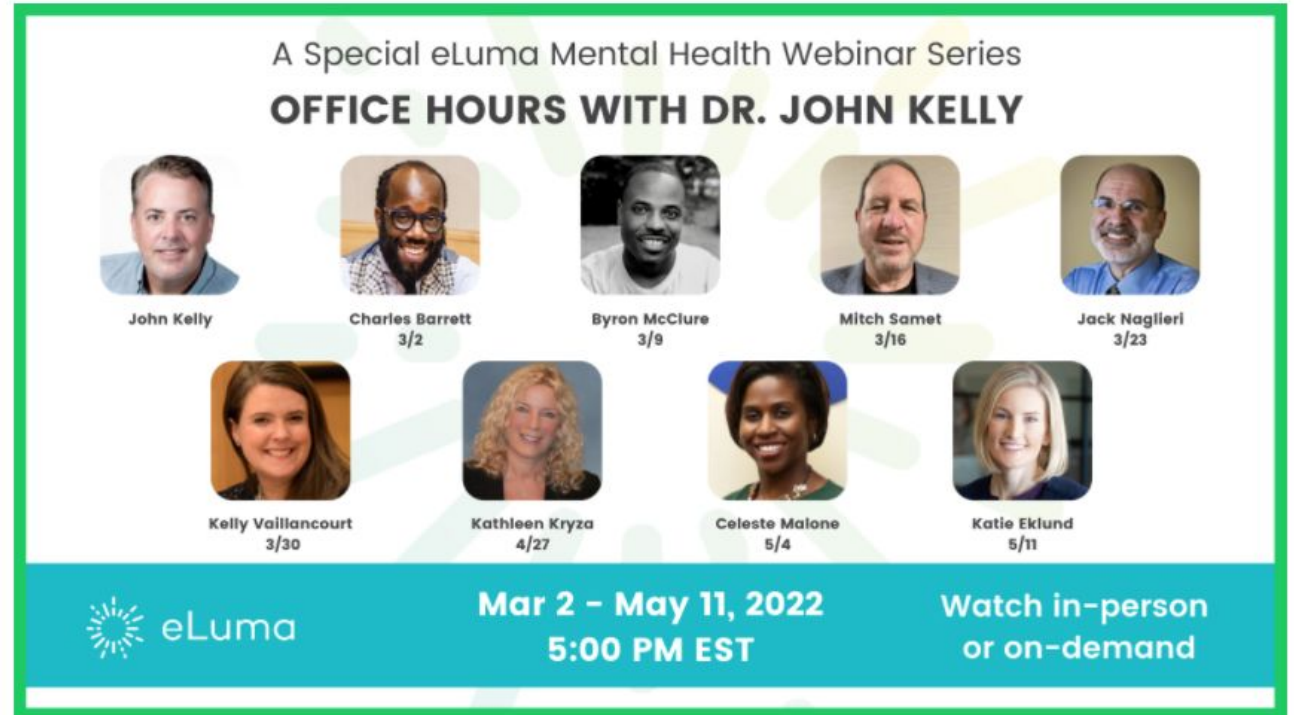
- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 300+ dedicated team members
- ▶ Over 30,000 students served in 36 states
- ▶ Follow us on Twitter [@eLumaTherapy](https://twitter.com/eLumaTherapy)
- ▶ Follow us on Facebook facebook.com/elumatherapy/



The Webinar


A few facts:

- ▶ Part of our Webinar Series, “Office Hours with Dr. John Kelly.”
- ▶ Closed captioning provided via Zoom
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar.



A Special eLuma Mental Health Webinar Series
OFFICE HOURS WITH DR. JOHN KELLY

John Kelly
Charles Barrett 3/2
Byron McClure 3/9
Mitch Samet 3/16
Jack Naglieri 3/23
Kelly Vaillancourt 3/30
Kathleen Kryza 4/27
Celeste Malone 5/4
Katie Eklund 5/11

 eLuma **Mar 2 – May 11, 2022**
5:00 PM EST Watch in-person or on-demand

The graphic features a grid of nine circular headshots of speakers, arranged in two rows. The top row contains five headshots, and the bottom row contains four. Each headshot is accompanied by the speaker's name and a date. The background is white with a faint green sunburst pattern. The entire graphic is framed by a green border. At the bottom, there is a teal banner with the eLuma logo, the dates and time of the series, and the viewing options.

The Presenter

Katie Eklund, Ph.D., University of Wisconsin, Madison

- ▶ Dr. Katie Eklund is an Associate Professor and Co-Director of the School Psychology Program at the University of Wisconsin-Madison.
- ▶ Prior to entering academia, Dr. Eklund worked in public education for 10 years as a school administrator, school psychologist, and school social worker. She is currently a Nationally Certified School Psychologist and licensed Psychologist.
- ▶ Dr. Eklund's research focuses on school mental health, including early detection and intervention for children who have behavioral and social-emotional concerns, culturally-responsive mental health interventions, social emotional learning, and school safety.
- ▶ Dr. Eklund serves as Co-Director of the Madison Education Partnership, a research-practice partnership between Madison Metropolitan School District and the University of Wisconsin-Madison.
- ▶ She also serves as Co-Director of the School Mental Health Collaborative, a center focuses on conducting research that informs policy and practices related to the promotion of the social emotional and behavioral success of all students.



Katie Eklund, Ph.D.

Universal Screening for Mental & Behavioral Health in Schools

Katie Eklund, Ph.D.

University of Wisconsin, Madison



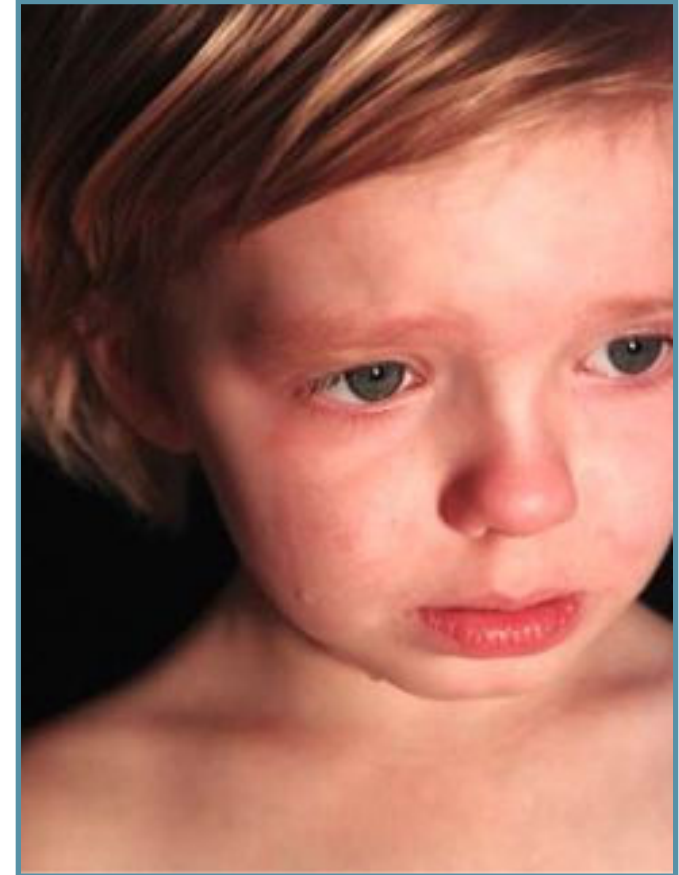
Current State Of Child & Adolescent Mental Health: A “Public Health Crisis”

- Approximately 20% of children are experiencing significant mental, emotional, or behavioral symptoms that would qualify them for a psychiatric diagnosis.

(Burns et al., 1995; Costello et al., 2003)

- “Most people with mental disorders in the U.S. remain either untreated or poorly treated”

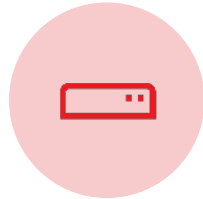
(Kessler et al., 2005)



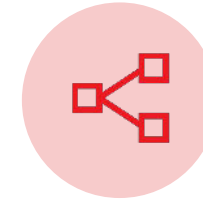
Students With Emotional And Behavioral Problems Have Poor School-related And Long-term Outcomes



Low overall academic achievement



Higher rates of suspension and expulsion



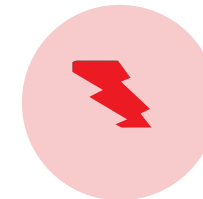
High rates of absenteeism



Highest incidence of contact with juvenile justice system



Low graduation rates



Poor psychosocial outcomes

Improved Social Emotional Learning And Mental Wellness Leads To...

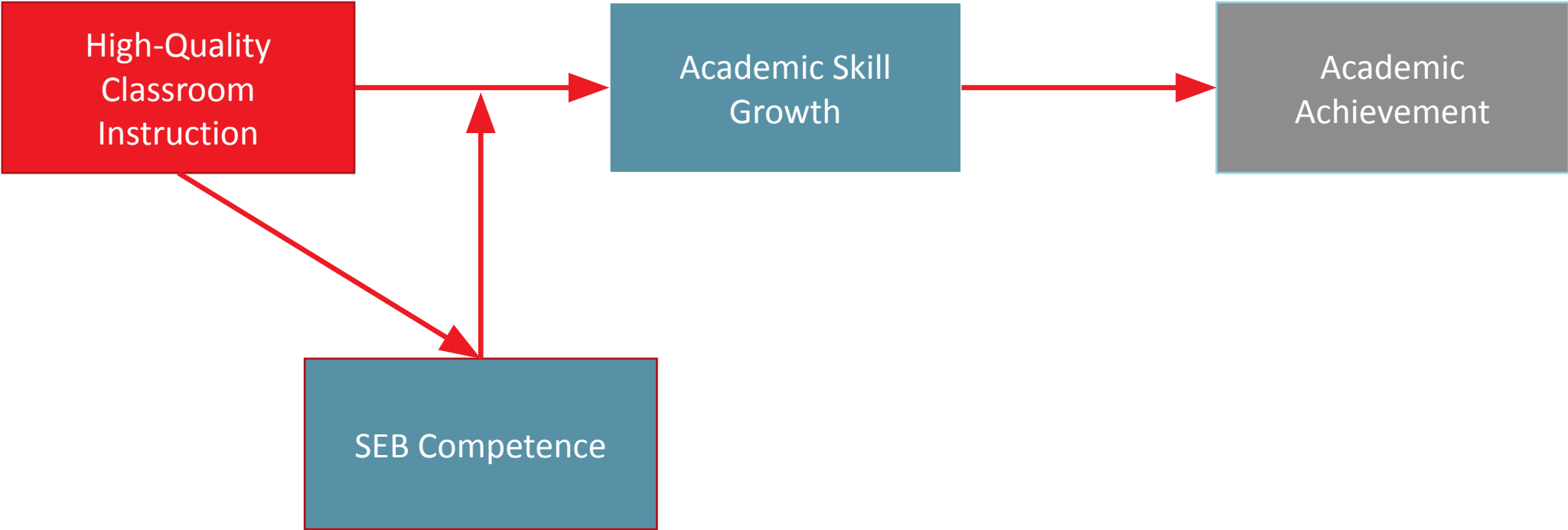
Improvements in:

- ✦ Academic performance & subject mastery
- ✦ Behavior: Participation and study habits
- ✦ Attitudes: Motivation & commitment

(Zins, Weissberg, Wang, & Walberg , 2004)



SEB Competence as a Mediator



Methods of Early Identification



- Teacher referral
- Pediatric setting
- Problem solving teams
- School-based mental health support
- Parent referral

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 is delayed

(Lloyd, Kauffman, Landrum, & Roe, 1991; Severson et al., 2007; Tilly, 2008; Walker et al., 2000)

Multi-Tiered Systems of Support

- **Positive Behavior Intervention & Support (PBIS)** most common MTSS model

- ↓ Externalizing problems
- ↑ Positive social behavior

- Can integrate **social-emotional learning (SEL)** as well

- ↓ Internalizing problems
- ↑ Social-emotional skills

PBIS Approach

**Tier 1
(80%)**

- Teach & reinforce school-wide expectations

**Tier 2
(15%)**

- Efficient, systematic, & continuously available targeted interventions

**Tier 3
(5%)**

- Intensive & individualized behavior support plans

SEL



Universal Screening: A Possible Solution

- Population-based service delivery
 - Conducted with all students to identify those who are “at risk” of behavioral or emotional concerns
 - Internalizing as well as externalizing behaviors

Universal Screening: A Possible Solution



- Emerging evidence of ability to predict outcomes
 - Screener could predict 6 years later which children were involved in mental health, special education, or juvenile justice (Jones et al., 2002)
 - SAEBRS fall screening scores predict spring reading scores, ODR's, and student absences (Eklund et al., 2016)
 - BESS TRS screener could predict a substantial range of outcomes 1 year later including conduct problems, social skills, depression, and academic achievement (Kamphaus et al., 2007)

Case Study

- Behavioral MTSS model in Elementary School
 - School previously had strong academic MTSS in place
 - School-based problem solving team
 - Use of school counselor and school psychologist time to provide interventions



Screening & Assessment Follow-up

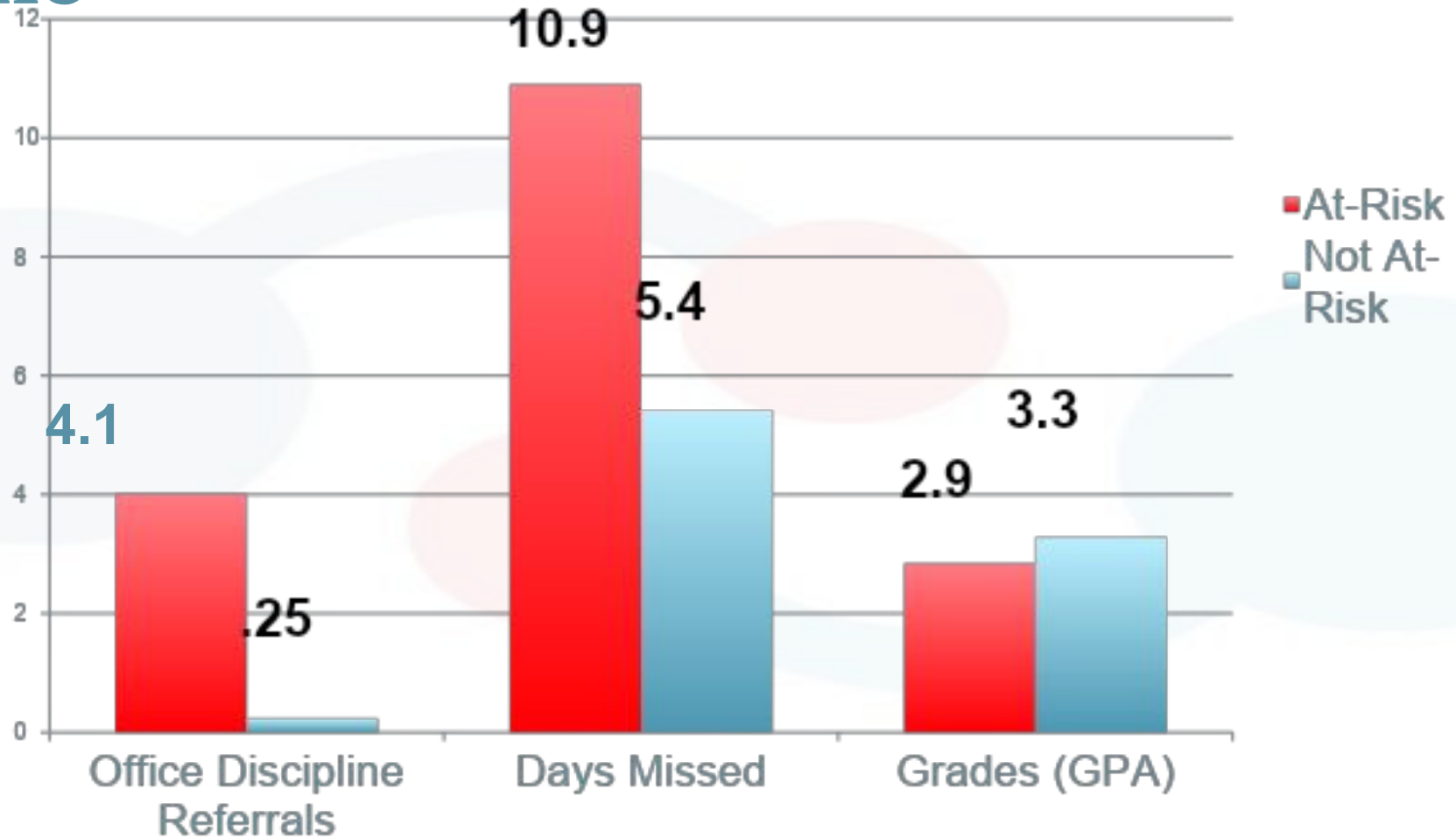
Sample

- 604 elementary students
- 42% Caucasian, 25% African American,
 - 22% Hispanic/Latinx, 6% Asian, 5% Mixed Race
- Grades K-5

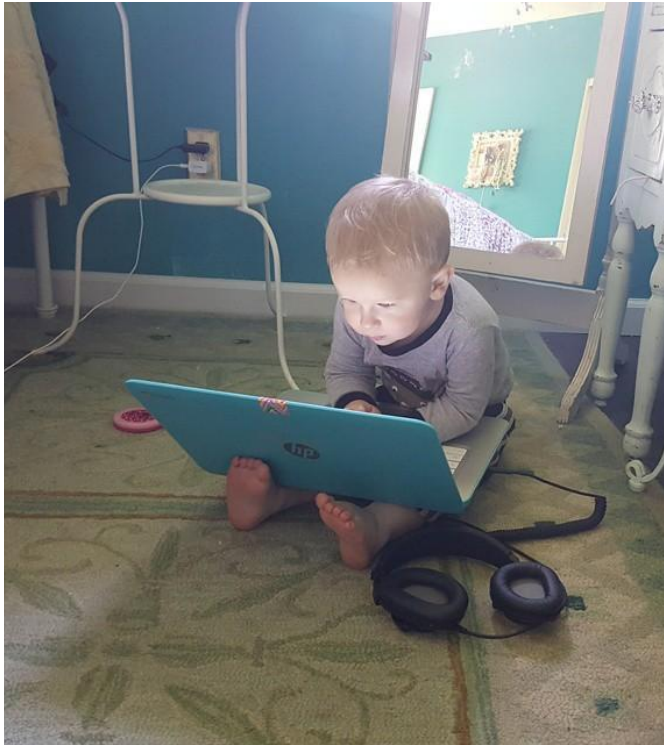
Screening

- 62 students identified as “at risk”
- 39 students currently receiving services
- **23 students** not receiving help or support

Behavior Screening Data: Year One



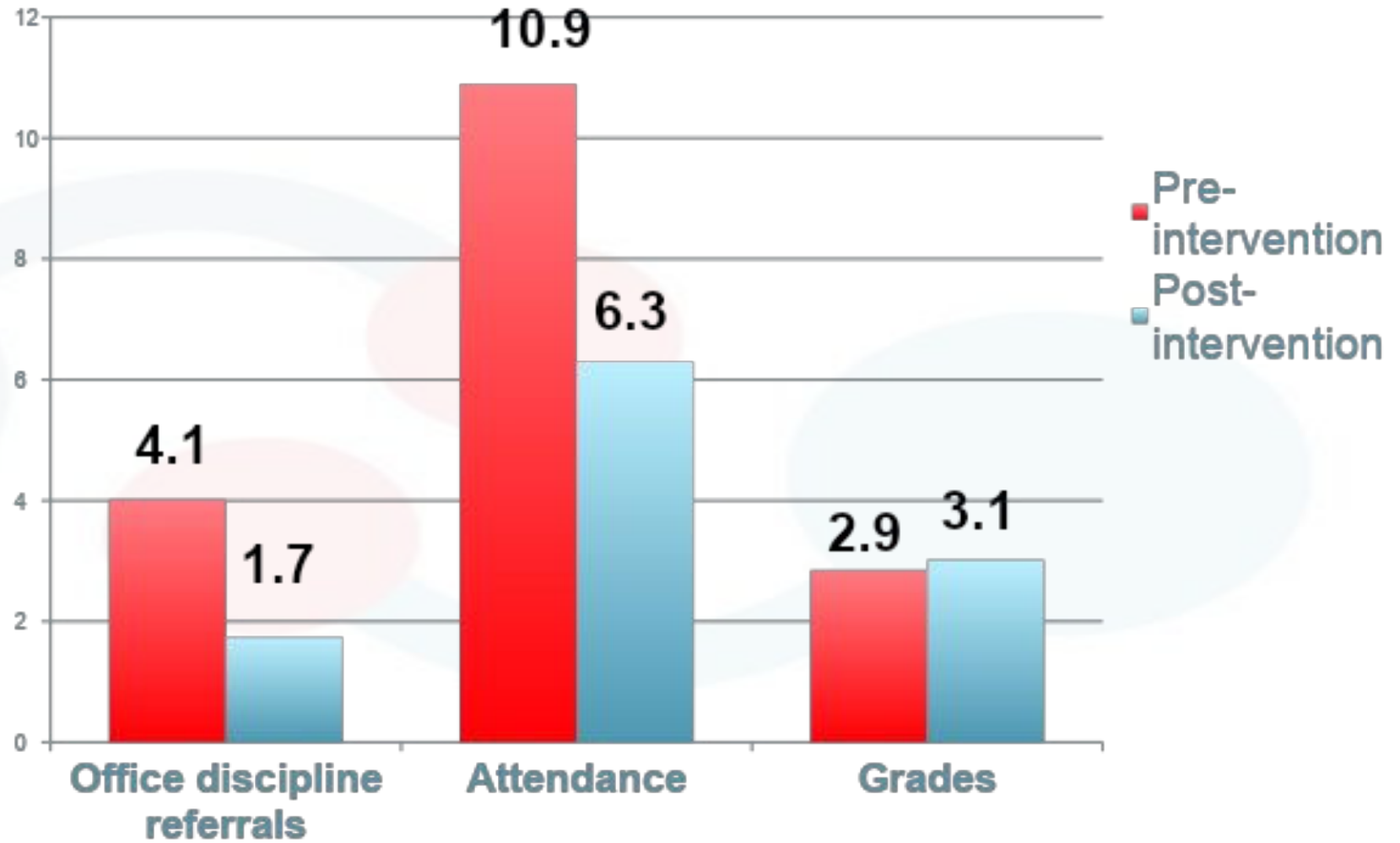
Interventions for students identified as “at-risk”



Decision Considerations

- Evaluate grade level, classroom, and/or individual data
- Resource mapping: What other supports are currently in place?
- What do we prioritize or how can we reallocate resources?

Changes among At-Risk Students: End of Year One



End of Year Screening Results

*Overall, **62 students**
down to **48 students**
identified as “at-risk”*



Universal Screening Measures

- Systematic Screening for Behavior Disorders, Second Edition (Walker, Severson, & Feil, 2014)
- BASC-3 Behavioral and Emotional Screening System (Kamphaus & Reynolds, 2015)
- Social, Academic, and Emotional Behavior Risk Screener (Kilgus & von der Embse, 2014)
- Student Risk Screening Scale (Drummond, 1994)
- Strengths & Difficulties Questionnaire (Goodman, 2001)

Behavioral and Emotional Screening System

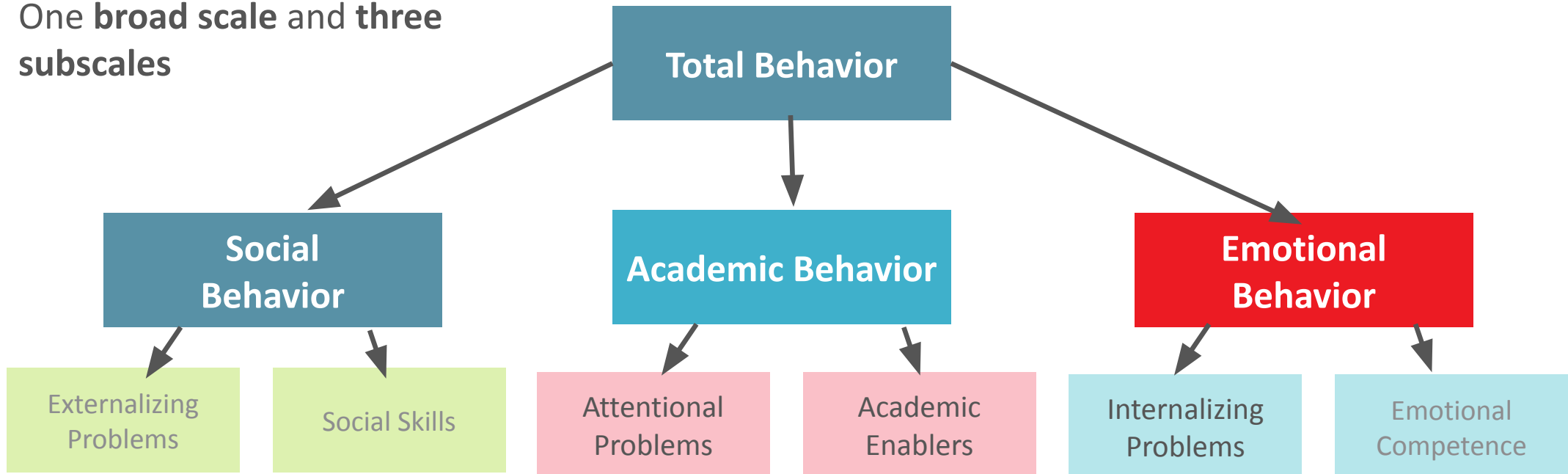
(BESS; Kamphaus & Reynolds, 2015)

- “Teacher rating of all students on common behavioral criteria”
- Derived from the BASC-3
- 25-30 items; teacher, parent, and student forms
- Scores
 - Behavioral and emotional risk index (TPS)
 - Internalizing risk (TPS), Externalizing risk (TP), Adaptive skills risk (TP), Self-regulation index (S), and Personal adjustment risk (S)

Social, Academic, and Emotional Behavior Risk Screener

Kilgus & von der Embse, 2014

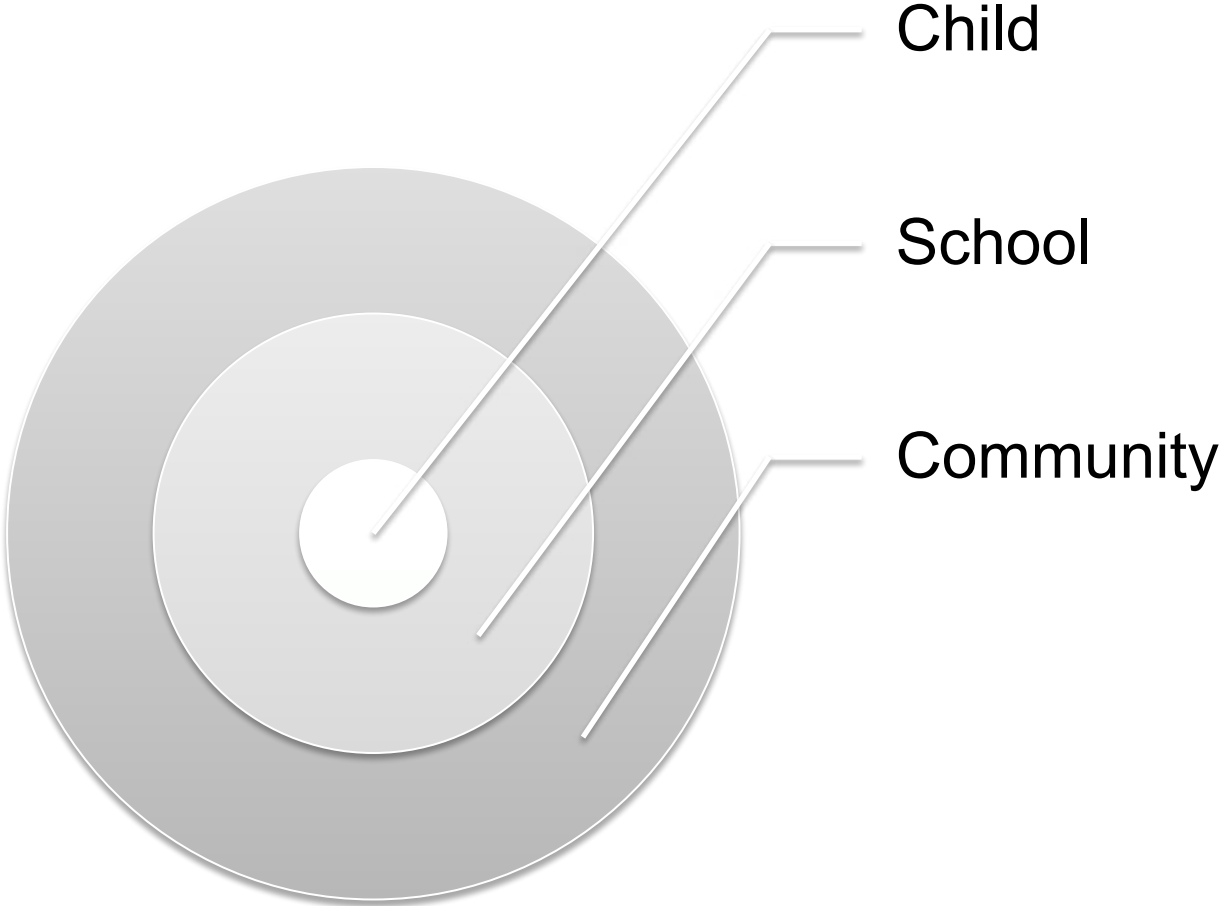
- Brief, 19-item teacher rating scale
- One **broad scale** and **three subscales**



Using screening to align with school data

- Traditional vs. Prevention-Oriented Screening
- Already collecting data on
 - Attendance
 - Unexcused absences, # of moves
 - Academic outcomes
 - Growth on CBM's
 - Benchmark assessment data
 - Standardized test scores
 - Grades
 - Office Discipline Referrals
- Opportunity to aggregate and compare screening (new vs. old) and student academic & behavioral outcomes

Screening to Inform



Ask yourself.... How do we get to tier two efforts?

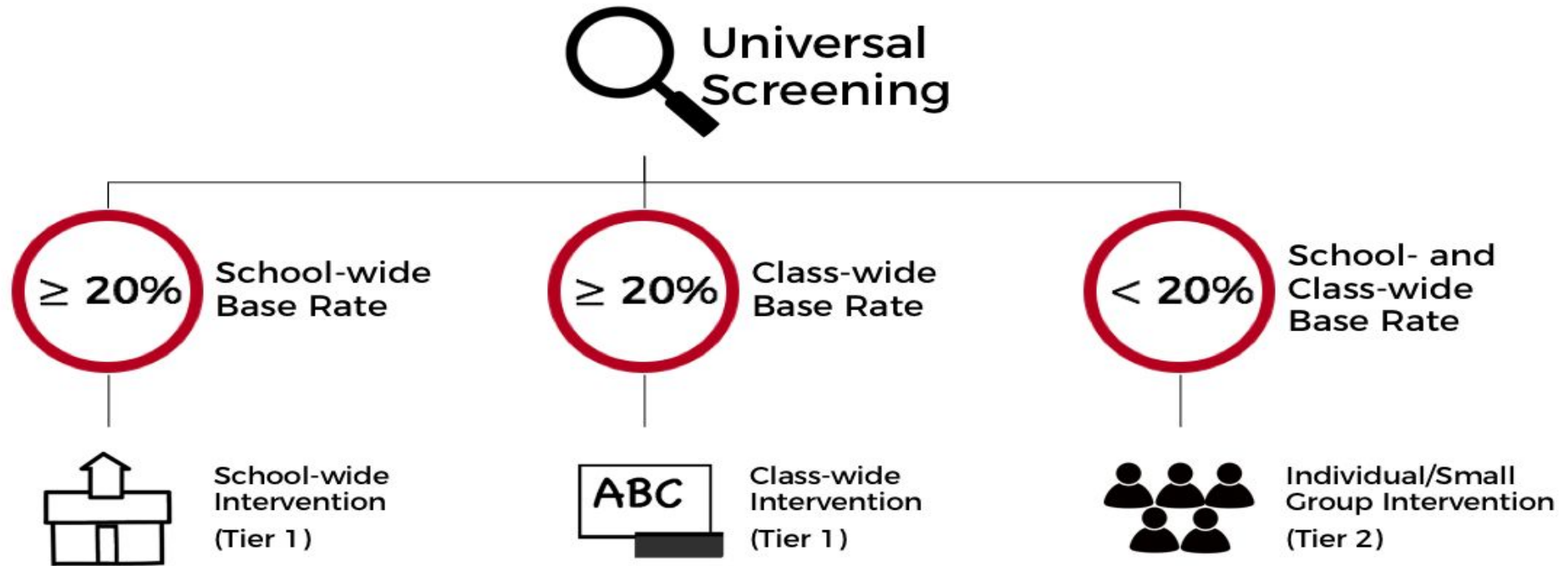
Is tier 2 intended as prevention?

Or....

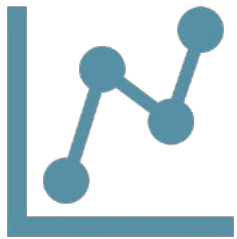
Is tier 2 another name for pre-referral documentation?

Social-Emotional and Behavioral Assessment (SEBA) Model

(Kilgus & Eklund, 2016)



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, and students in the content and purpose of screening, including implicit bias



Disaggregated data can be a powerful tool to identify inequities in a system

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
 - Screening is **not** diagnostic
- Treatment utility for different types of decisions
- Additional data sources/assessment information may be needed to inform intervention plan

Resources

www.smhcollaborative.org



CONSULTATION RESOURCE GUIDE

FOR SCHOOL LEADERSHIP TEAMS

NATHANIEL VON DER EMBSE, PH.D., NCSP
JOSEPH LATIMER, M.A.

UNIVERSITY OF
SOUTH FLORIDA
College of Education

School Mental Health
COLLABORATIVE

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

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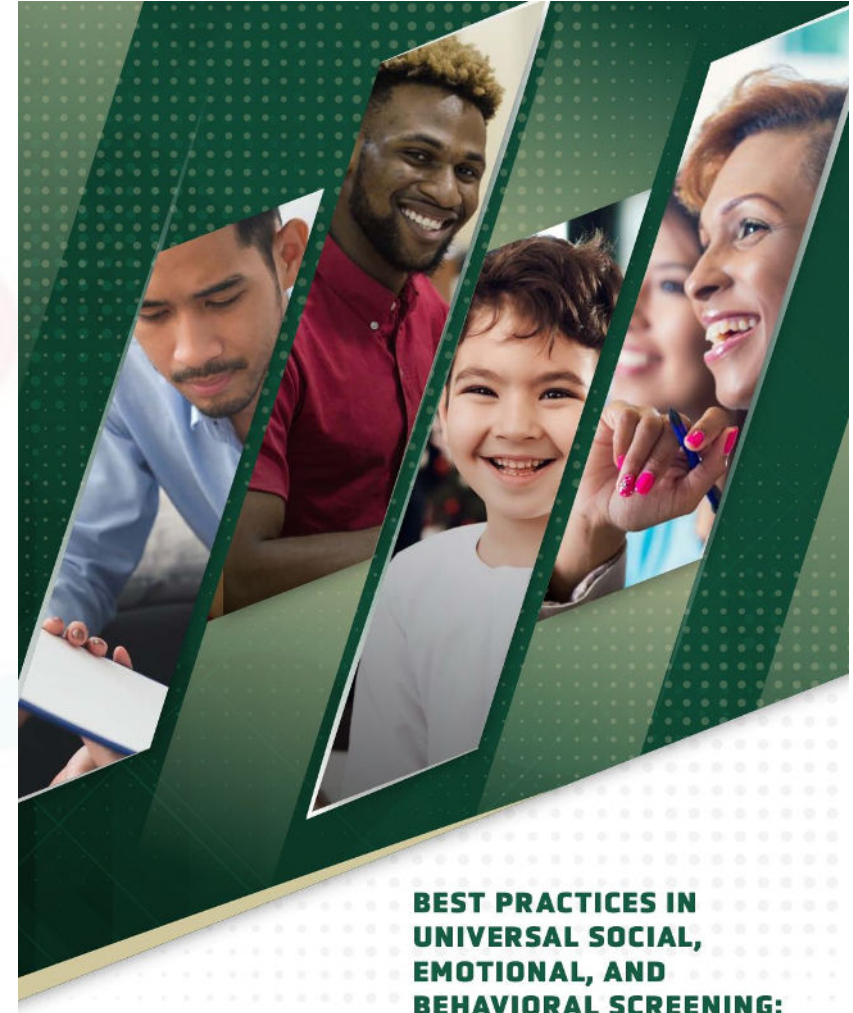
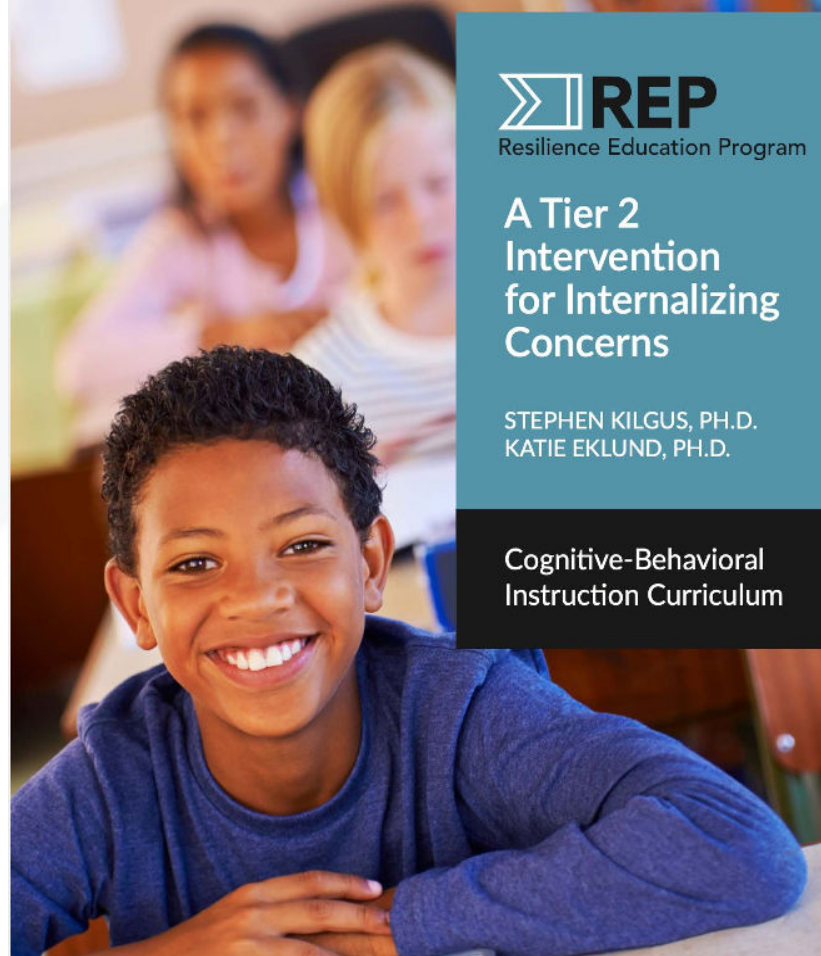


Resilience Education Program

A Tier 2 Intervention for Internalizing Concerns

STEPHEN KILGUS, PH.D.
KATIE EKLUND, PH.D.

Cognitive-Behavioral
Instruction Curriculum



**BEST PRACTICES IN
UNIVERSAL SOCIAL,
EMOTIONAL, AND
BEHAVIORAL SCREENING:
AN IMPLEMENTATION GUIDE**

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 				

APPENDIX D

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

Frequently Asked Questions

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 Activity

Guiding Questions for Developing Protocol for Using SEB Screening Data

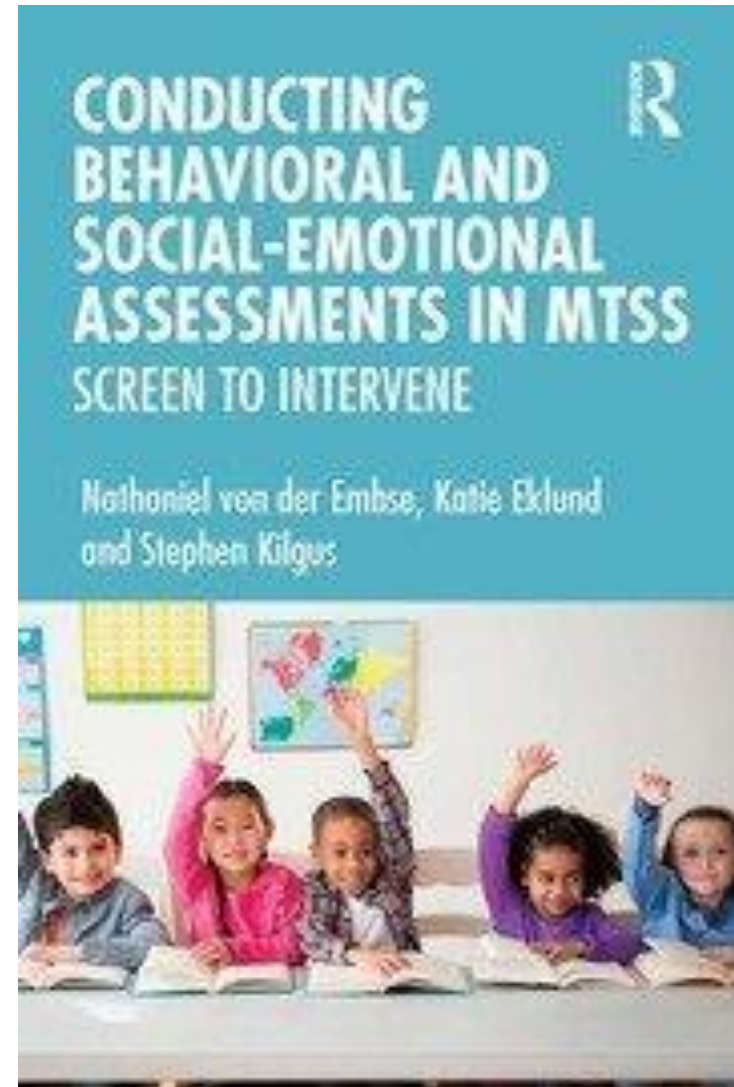
First, the answers to several overarching questions should guide a school team's development of a protocol for using universal SEB screening data to inform decisions, including:

- 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)?

Conducting Behavioral and Social-Emotional Assessments in MTSS: Screen to Intervene

- Practitioner guide to implementing SEBA model with handouts

***Authors receive a small royalty for book sales.



QUESTIONS?

Thank you!

Resources available @ tinyurl.com/universalSEBscreening &
smhcollaborative.org

Katie Eklund, Ph.D.: katie.eklund@wisc.edu

Upcoming Webinars

Look for announcements of our Fall Webinar lineup.

We'll see you in August 2022!

Thank You

For more information contact:

www.eluma.com



Follow us on Twitter
[@eLumaSolutions](https://twitter.com/eLumaSolutions)