Further Validation of the Systematic Screening for Behavior Disorders in Middle and Junior High School

Paul Caldarella
Paul_Caldarella@byu.edu

Michael Richardson
michael_richardson@byu.edu

Ben Young

Follow this and additional works at: https://scholarsarchive.byu.edu/facpub

Part of the Teacher Education and Professional Development Commons

BYU ScholarsArchive Citation
Caldarella, Paul; Richardson, Michael; and Young, Ben, "Further Validation of the Systematic Screening for Behavior Disorders in Middle and Junior High School" (2008). Faculty Publications. 22.
https://scholarsarchive.byu.edu/facpub/22

This Poster is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.
Further Validation of the Systematic Screening for Behavior Disorders in Middle and Junior High School

Paul Caldarella, Ph.D., Michael J. Richardson, M.S., & Benjamin J. Young, B.S.
Brigham Young University
Positive Behavior Support Initiative

Screening for Students At-Risk for EBD
- Screening for EBD allows for prevention and early intervention, which can reduce the need for more intensive services. Although there has been an emphasis on screening in elementary schools, there has been less work in secondary schools.
- The Systematic Screening for Behavior Disorders (SSBD) is a multi-gated screening system for use in elementary schools. Advantages include ease of administration and potential to consider all students in a school before using more intrusive, time consuming measures.
- Recent research (Caldarella, et al. 2008) evaluated the SSBD for use in secondary school and revealed statistically significant differences between students identified through SSBD screening and non-identified students on measures of academic and social performance.

Research Aim:
Examined evidence for the validity of using the SSBD in secondary school settings.

Results & Discussion
Statistically significant differences were found between students nominated at Stage One (for exhibiting externalizing and internalizing behaviors) on two types of ODR and on GPA, when compared to the school averages. No significant differences were found between students with both internalizing and externalizing behaviors on attendance ODR or GPA, though they did differ significantly from each other on disorderly conduct ODR.

Limitations & Conclusions
The sample of students was relatively small. The population from which these students were drawn was not ethnically diverse, and did not include high school students. In addition, no formal item analysis was conducted.

Contact Information & References
Brigham Young University Positive Behavior Support Initiative
byu.pbsi@gmail.com
http://education.byu.edu/pbsi/index.html

This research was funded in part by an OSEP Grant # R324C030124.