2008-07-01

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

See next page for additional authors

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

Part of the Teacher Education and Professional Development Commons

Original Publication Citation
OSEP Conference, Washington D.C. (July 28)

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). All 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 All 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-tiered screening system for use in elementary schools. Advantages include relative ease of administration and potential to consider all students in a school before using more intensive, time consuming measures.
- Recent research (Caldarella, et al. 2008) evaluated the SSBD for use in secondary schools and revealed statistically significant differences between students identified through SSBD screening and non-identified students on office disciplinary referrals (ODR) and cumulative grade point averages (GPA). Significant correlations between scores on the SSBD and on other well established teacher rating scales were also found.
- The current study extends these findings by examining correlations between SSBD scores and parent ratings, teacher ratings, and student self-ratings of behavior.

Sample & Setting
- Participants were from two suburban secondary schools in Utah, a middle (grades 6-7) and junior high (grades 7-9) school.
- Total Students 2,173
- Male/Female 1,087/1,086
- Free, Reduced Lunch 30%
- African-American 1%
- Caucasian 89%
- Hispanic 8%
- Native American 1%
- Pacific Islander .5%
- Students nominated for participation via the SSBD:
  - Nominated Students 226
  - Interim students 189
  - Extreming student 117
  - Students invited to participate 123
  - Students receiving follow-up measures 66
- Seventy-three percent of nominated students were male, 84% Caucasian, and 13% Hispanic. Students of other ethnicities (African American, Native American, Asian, and Pacific Islander) comprised roughly three percent of the nominated students.

Procedures & Measures
- Three behavior rating scales were used in this study: the SSBD (Walker & Severson, 1992), the ASEBA (Achenbach & Rescorla, 2001), and the SSRS (Gresham & Elliot, 1990). Stage One involves nomination of students who exhibit internalizing or externalizing behavior, and ranking them according to severity. Stage Two includes a behavior checklist and two rating scales: Adaptive and Maladaptive behavior. The ASEBA and SSRS contain internalizing and externalizing subscales.
- Classroom teachers completed the SSBD (Stages One and Two) and the teacher forms of the ASEBA (the Teacher Report Form—TRF) and SSRS during a staff meeting at the school.
- Parent participants completed the parent forms of the ASEBA (the Child Behavior Checklist—CBCL), and the SSRS. Forms were sent home with students, mailed to parents, or delivered by researchers.
- Student participants completed the ASEBA (the Youth Self Report-YSR) during an invited lunch. Instructions were read aloud and questions were clarified as requested by students.
- Two additional measures were obtained from existing school data sources (a district database): office disciplinary referrals (ODR) and cumulative grade point averages (GPA).

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

Limitations & Conclusions
- The sample of students was relatively small. The population from which these students were drawn lacked geographic and ethnic diversity, and did not include high school students. In addition, no formal item analysis was conducted.
- Findings indicate that parent and self-ratings, as well as comparison teacher ratings, support the validity of using the SSBD for screening at the secondary school level. Correlations between ratings on the SSBD and student and parent ratings on other behavioral measures are of particular interest for this study, and support prior research on the use of the SSBD in middle and junior high school settings (Caldarella, et al. 2008).

Contact Information & References
Brigham Young University Positive Behavior Support Initiative
pbsi@byu.edu
(801) 377-0560


References

This research was funded in part by an OSEP Grant # B324C030124.