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## School-Wide Screening and Programs of PBS: Informing Universal Interventions

Michelle Marchant  
michelle\_marchant@byu.edu

Darlene Anderson  
darlene\_anderson@byu.edu

Paul Caldarella  
Paul\_Caldarella@byu.edu

Ben Young

K. Richard Young

*See next page for additional authors*

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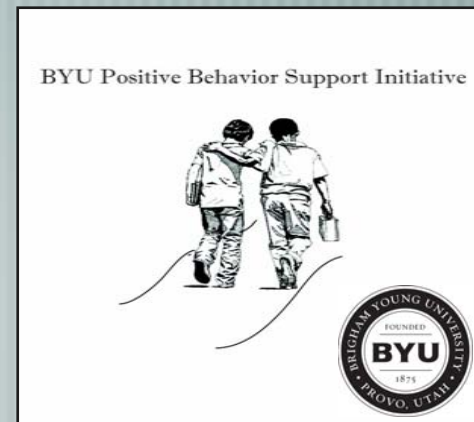
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**Authors**

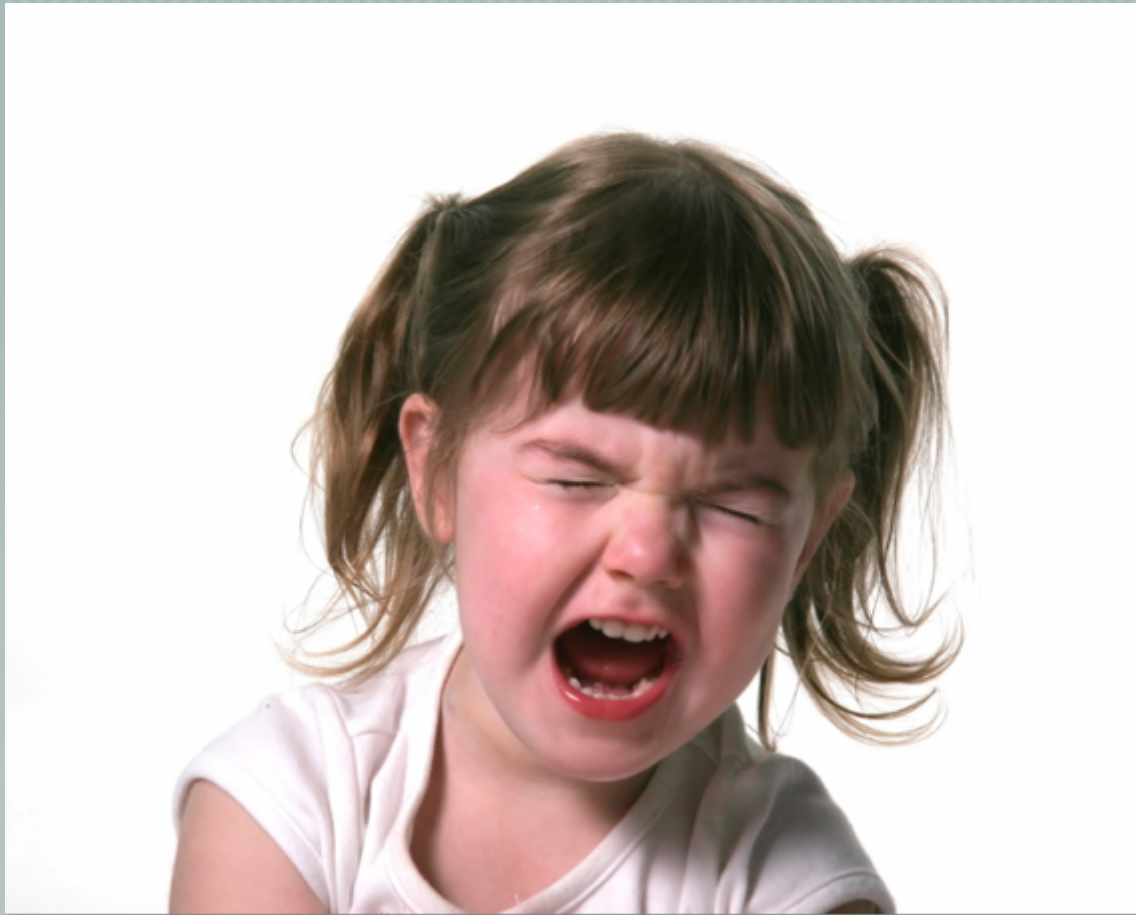
Michelle Marchant, Darlene Anderson, Paul Caldarella, Ben Young, K. Richard Young, and Adam Fisher

# School-wide Screening and Programs of PBS: Informing Universal Interventions

**Michelle Marchant**  
**Darlene Anderson**  
**Paul Caldarella**  
**Adam Fisher**  
**Ben Young**  
**K. Richard Young**



# Emotional & Behavioral Issues



# Emotional & Behavioral Issues

- Students who are
  - Unprepared to learn
  - Unable to cope with demands of schooling
  - Unfamiliar with social tasks
  - Unaware of negative social impact
- Lack of technical behavioral training
- Prevention viewed as “zero incidence”

# Solutions: School-based Prevention



# Solutions: School-based Prevention

- Novel approach to prevention
- PBS--emphasis on universal interventions
- Screening that informs identification and treatment

# Methods of Identification and Screening

- Reactive versus systematic
- Proactive screening instruments
- Functions of proactive screening instruments



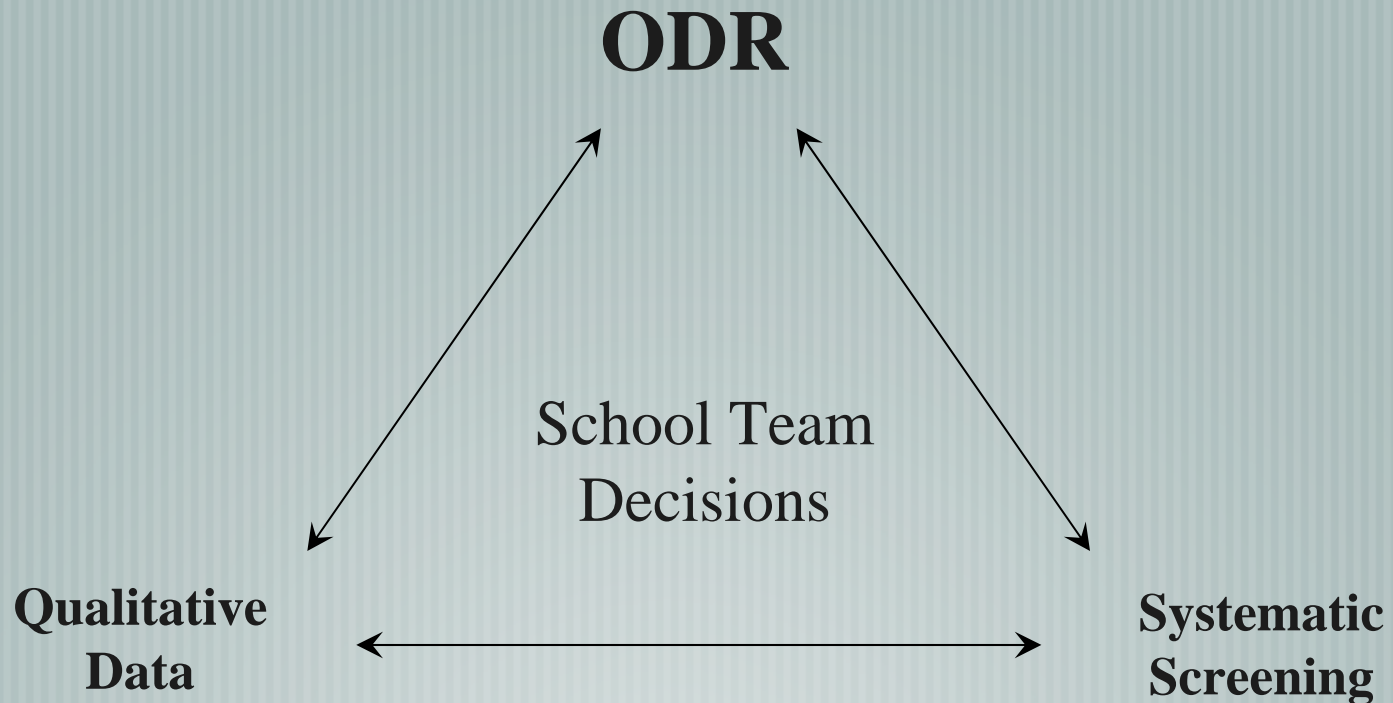
# Universal Intervention Data Sources



# Universal Intervention Data Sources

- School Teams
  - Surveys, focus groups, interviews, direct observations, and archival data
- Office Disciplinary Referrals (ODR)
- Behavioral Climate Surveys
- NEW IDEA: Systematic Screeners

# Integration of Universal Screening Sources



# Example from the Field



# Example from the Field

- Overriding Purpose – to describe a data driven process that can be used to
  - (a) identify areas of school-wide concern
  - (b) aid in the identification and design of universal interventions

# Example from the Field

## Title One Elementary School

- 200% enrollment increase expected over next 10 yrs
- 172% increase in Hispanic enrollment already occurred during past 5 yrs
- State academic performance standards being met
- School-wide screenings conducted to identify students at risk for academic and social failure

# School Demographics

<b>Grade</b>	<b>n (695)</b>	<b>%</b>
Preschool	49	7.1
Kindergarten	112	16.1
1 <sup>st</sup>	107	15.4
2 <sup>nd</sup>	110	15.8
3 <sup>rd</sup>	107	15.4
4 <sup>th</sup>	110	15.8
5 <sup>th</sup>	100	14.4
<b>Ethnicity</b>		<b>%</b>
White/Caucasian		75.4
Hispanic/Latino		21.8
Asian American/Pacific Islander		1.5
Black/African American		< 1
Native American		< 1
Free/Reduced Price Lunch		50.2

# *Results of School Leadership Team PBS Needs Assessment*

<b>School Strengths</b>	<b>Most Common Social/Behavioral Problems</b>	<b>School-wide Interventions Implemented</b>
Parent support Willingness to learn Cooperation and unity Character education Accepting of diversity Open administration High expectations Good organization Well mannered children Staff development	Attention-seeking behavior Aggression Lack of respect for others Lack of motivation Talking out of turn Lack of gratitude Inappropriate language Non-compliance Lack of friendship Lack of social skills Lack of respect for school property	School pledge Praise notes Social skills How to Follow Directions How to Accept Feedback How to Show Appreciation Home notes Posted rules



# ODR Results

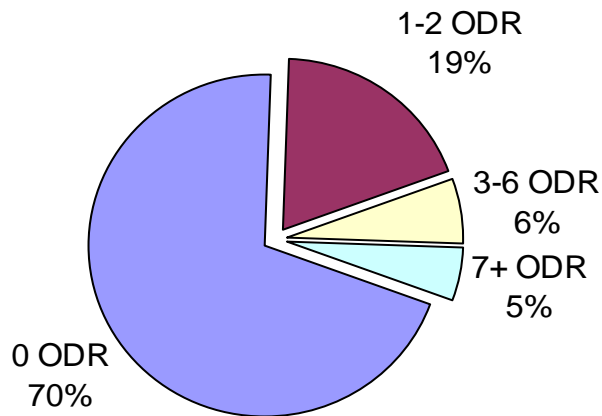


# ODR Results

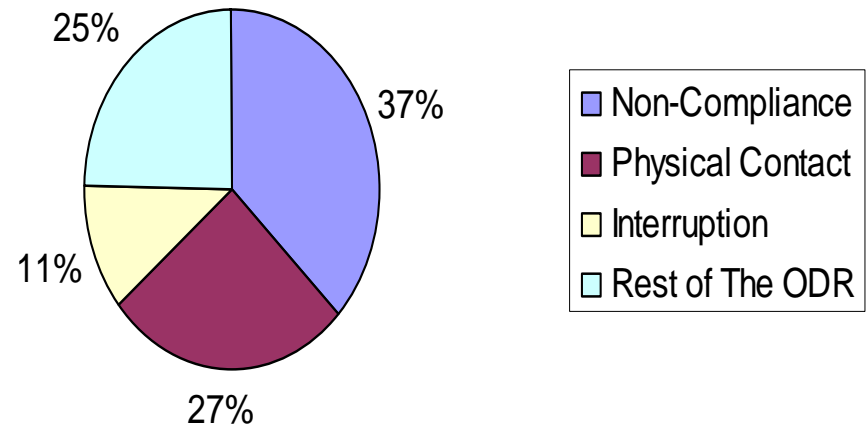
- 683 total ODRs (1.05 ODRs per 100 students)
- 10 different categories recorded, including location and time of day
- ODRs also examined by grade (K-5)

# ODR Results

## Percentage of Students with ODR

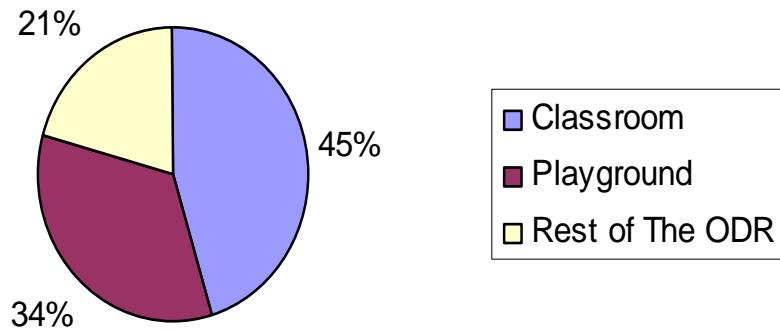


## Top Three Categories

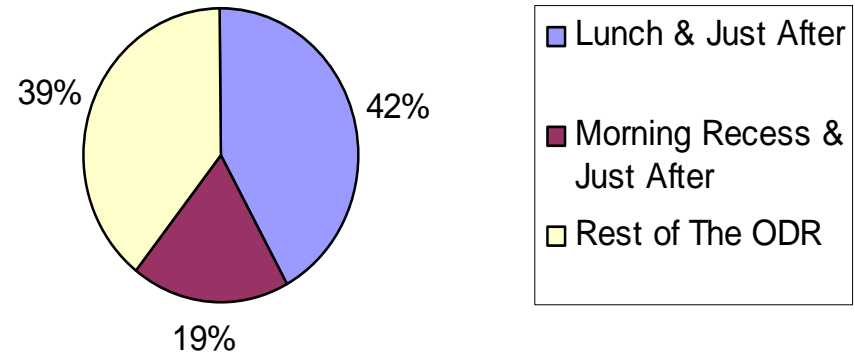


# ODR Results

## Top Two Locations



## Top Two Times



# SSBD Results

## Three Most Common Critical Event Items

<b>SSBD Stage Two Critical Event Items</b>	<b>% of Students</b>
<b>Total Screened Students (n = 69)</b>	
Ignores teacher warnings or reprimands	40.58
Is teased, neglected and/or avoided by peers	30.43
Steals	28.99
<b>Internalizers (n = 30)</b>	
Exhibits painful shyness	50.00
Exhibits sad affect, depression and feelings of worthlessness	30.00
Is teased, neglected and/or avoided by peers	30.00
<b>Externalizers (n = 39)</b>	
Ignores teacher warnings or reprimands	64.10
Steals	43.59
Is physically aggressive with other students and adults	38.46
<i>Note: The SSBD Stage Two Critical Event is a checklist of 33 significant indicators of risk.</i>	

# SSBD Results

## *Three Lowest Rated Items on the SSBD Adaptive Behavior Index*

<b>SSBD Stage Two Adaptive Items</b>	<i>M</i>	<i>SD</i>
<b>Total Screened Students (n = 69)</b>		
Compliments peers regarding their behavior or personal attributes	2.39	1.20
Initiates positive social interactions with peers	2.94	1.04
Is socially perceptive	3.10	.96
<b>Internalizers (n = 30)</b>		
Compliments peers regarding their behavior or personal attributes	2.57	1.36
Initiates positive social interactions with peers	2.77	1.10
Gains peers' attention in an appropriate manner	3.23	1.28
<b>Externalizers (n = 39)</b>		
Compliments peers regarding their behavior or personal attributes	2.26	1.07
Is considerate of the feelings of others	2.90	.85
Is socially perceptive	2.92	.93
<i>Note: The SSBD Stage Two Adaptive Behavior Index is rated on a 5-point Likert scale ranging from 1 (never) to 5 (frequently).</i>		

# SSBD Results

## Three Highest Rated Items on the SSBD Maladaptive Behavior Index

<b>SSBD Stage Two Maladaptive Items</b>	<i>M</i>	<i>SD</i>
<b>Total Screened Students (n = 69)</b>		
Creates a disturbance during class activities	2.99	1.55
Child tests or challenges teacher-imposed limits	2.72	1.43
Requires punishment (or threat of same) before he or she will terminate an inappropriate activity or behavior	2.49	1.35
<b>Internalizers (n = 30)</b>		
Refuses to participate in games and activities with other children at recess	2.47	1.01
Behaves inappropriately in class when corrected	2.10	.48
Pouts or sulks	2.00	1.17
<b>Externalizers (n = 39)</b>		
Creates a disturbance during class	3.92	1.11
Child tests or challenges teacher-imposed limits	3.56	1.05
Requires punishment (or threat of same) before he or she will terminate an inappropriate activity or behavior	3.10	1.17

*Note:* The SSBD Stage Two Maladaptive Behavior Index is rated on a 5-point Likert scale ranging from 1 (*never*) to 5 (*frequently*)

# School-Wide Intervention Planning





# School-Wide Intervention Planning

- Implications for classroom behavior
- Improving social interactions on the playground
- Proactive approach to addressing unusual behavior patterns

# Comparing Strategies Implemented



# Comparing Strategies Implemented

- Data are more explicit and precise
- Less subjective data interpretation
- Needs of students with internalizing behaviors are addressed

# Implications for Research and Practice



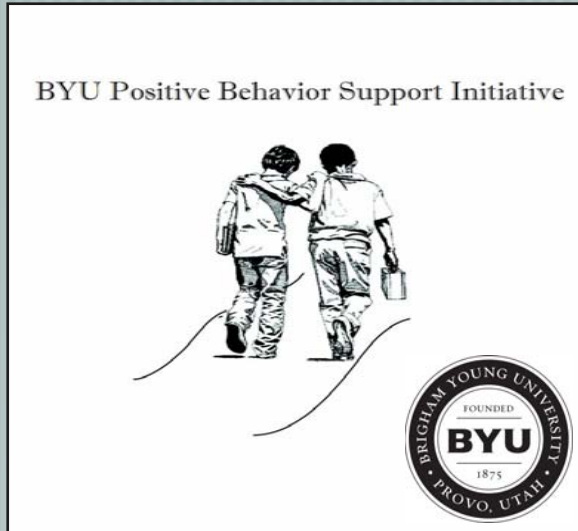
# Implications for Research and Practice

- Beyond the “band-aid” approach
- Dual purpose of screening
- One step toward ensuring that “popular rhetoric supports prevention” (Kauffman, 1999)

# Limitations

- Primary purpose and validation of systematic screeners
- Identification of mainstream students
- Deficits versus strength-based approach
- Feasibility for school teams

# BYU – Positive Behavior Support Initiative



**236 S 700 E**  
**Provo, UT 84606**  
**(801) 377-0560**  
**Fax (801) 377-0597**  
**byu.pbs@gmail.com**

<http://education.byu.edu/pbsi/index.html>