2006-08-01

School-Wide Screening for Secondary Students with Behavioral and Emotional Concerns

Ellie L. Young
ellie_young@byu.edu

K. Richard Young
Richard_Young@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. (August 26)

BYU ScholarsArchive Citation
Young, Ellie L.; Young, K. Richard; and Caldarella, Paul, "School-Wide Screening for Secondary Students with Behavioral and Emotional Concerns" (2006). All Faculty Publications. 28.
https://scholarsarchive.byu.edu/facpub/28

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.
Authors
Ellie L. Young, K. Richard Young, and Paul Caldarella

This poster is available at BYU ScholarsArchive: https://scholarsarchive.byu.edu/facpub/28
Introduction: This study examined the reliability and validity of using an adaptation of a teacher nomination and rating system, the Systematic Screening for Behavior Disorders (SSBD), to identify secondary age students at risk for emotional and behavioral disorders.

Concurrent Validity (Identified vs. Non-Identified) of SSBD Stage One Screening

- Middle and junior high school students, identified as at-risk based on their SSBD Stage One teacher nominations scores, were compared to their respective school populations on number of Office Discipline Referrals (ODR) and cumulative Grade Point Average (GPA). One sample t-tests, using the school-wide mean as the test value, were conducted to examine the concurrent validity of the SSBD Stage One as a screening tool with this age group. Concurrent validity demonstrates a measure’s ability to differentiate between groups that should theoretically differ.

- Significant differences ($p < .01$) between the groups on ODR and GPA suggested that the SSBD Stage One scores were correctly used to identify at-risk students, that is, identified students were significantly different from other students in the school, as measured by these variables.

Concurrent Validity (Internalizer vs. Externalizer) of SSBD Stage One Screening

- After initially identifying at-risk students using SSBD Stage One, teachers completed additional measures to determine the extent to which these students were exhibiting problematic behaviors. These measures included the Teacher Report Form (TRF), the Social Skills Rating System (SSRS), and the SSBD Stage Two. These additional measures provided evidence of concurrent validity from multiple sources. Students’ GPA and ODR were also compared because they provided a broad range of teacher perceptions and another measure of concurrent validity.

- Results of independent samples t-tests analysis indicated that the at-risk groups of students, identified using the SSBD Stage One, were different on the Internalizing and Externalizing subscales of both the TRF and SSRS. Scores were also different on the Adaptive and Maladaptive subscales of the SSBD Stage Two. GPA and ODR. Differences between the groups were in the expected direction; that is, at-risk internalizing students were higher on the Internalizing subscales of the TRF and SSRS, while at-risk externalizing students were higher on the Externalizing subscales of the TRF and SSRS, as well as on ODR.

### Concurrent Validity of SSBD Stage One Screening

<table>
<thead>
<tr>
<th>SSBD Stage One Selected Students In Comparison With School-Wide Averages for Total/ODR and GPA</th>
<th></th>
<th></th>
<th>ODR</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>M</td>
<td>SD</td>
<td>$n$</td>
<td>Mean</td>
</tr>
<tr>
<td>Identified</td>
<td>4.75</td>
<td>4.0</td>
<td>10</td>
<td>2.82</td>
</tr>
<tr>
<td>Non-Identified</td>
<td>4.75</td>
<td>4.0</td>
<td>10</td>
<td>2.82</td>
</tr>
</tbody>
</table>

Note: $M =$ mean of the at-risk group, $SD =$ mean of the school, $SDM =$ standard error of the mean, $n =$ number of the sample of at-risk students.

Concurrent Validity of SSBD Stage Two

Students’ SSBD Stage Two scores were compared with their TRF, SSRS, GPA, and ODR values using Pearson’s $r$. These measures provided a multi-method approach to evaluate evidence of concurrent and discriminant validity. Convergent validity was suggested by significant positive correlations between the SSBD Critical Events Internalizing subscale score and both the TRF and SSRS Internalizing subscale scores. Convergent validity was also suggested by significant positive correlations between the SSBD Critical Events Externalizing subscale score and the TRF, SSRS Externalizing subscale scores and number of ODR.

The significant negative correlations between the SSBD Critical Events Internalizing subscale score and both the TRF and SSRS Externalizing subscales scores and number of ODR provided evidence of discriminant validity. Discriminant validity was also supported by significant negative correlations between the SSBD Critical Events Externalizing subscale scores and both the TRF and SSRS Internalizing subscale scores.

As expected, the SSBD Adaptive subscale scores correlated positively with GPA and negatively with number of ODR, while the SSBD Maladaptive subscale scores correlated negatively with GPA and positively with number of ODR.

### Convergent and Discriminant Validity of SSBD Stage Two

#### Critical Events Externalizing Subscale

<table>
<thead>
<tr>
<th>SSBD Stage Two Correlations With TRF, SSRS, GPA &amp; ODR</th>
<th>TRF Ext.</th>
<th>TRF Int.</th>
<th>SSRS Ext.</th>
<th>SSRS Int.</th>
<th>GPA</th>
<th>ODR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Events Externalizing Subscale</td>
<td>0.97*</td>
<td>0.78*</td>
<td>0.87*</td>
<td>0.76*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Events Internalizing Subscale</td>
<td>0.79*</td>
<td>0.64*</td>
<td>0.75*</td>
<td>0.69*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive</td>
<td>0.75*</td>
<td>0.59*</td>
<td>0.73*</td>
<td>0.69*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maladaptive</td>
<td>0.73*</td>
<td>0.58*</td>
<td>0.72*</td>
<td>0.68*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Internal Consistency and Inter-Rater Reliability of SSBD Stage Two

#### Internal Consistency of SSBD Stage Two

| Critical Events Externalizing Subscale | 0.97 | 0.78 | 0.87 | 0.76 |
| Critical Events Internalizing Subscale | 0.79 | 0.64 | 0.75 | 0.69 |

#### Inter-rater Reliability

| Critical Events Externalizing Subscale | 0.77 |
| Critical Events Internalizing Subscale | 0.76 |

**Note:** $r =$ correlation coefficient. $*$ denotes $p < .05$. $**$ denotes $p < .01$.

Conclusions: The results of this study indicate that the SSBD shows promise as a reliable and valid screening measure for identifying secondary age students at risk for emotional and behavioral disorders.

This research was funded in part by an OSEP Federal Grant (R324C08H124).