

Interpreting Universal Behavior Screening Data: Questions to Consider

Universal behavior screening data can be used with other school data to provide educators with valuable information about the overall level of students' performance at Tier 1 as well as an indicator of students who may need additional supports. In a previous brief in this series, *Installing a Universal Behavior Screening Tool: Questions to Consider*, we offered guiding questions for installing a universal behavior screening tool in your school or district centered around five topics: setting up structures, providing professional learning, and suggestions for before you screen, during your screening window, and following your screening window. Following successful installation of the selected screening tool and completion of screening processes, school-site leaders and educators can review screening data along with other data collected as part of regular school practice to inform instruction. For school-wide decision making, behavior screening data are usually prepared in the aggregated format of percentage of students in each risk category (e.g., low, moderate, or high) according to information provided in the screening tool's technical manual. Leadership teams can use this information to make data-informed decisions such as (a) increasing the fidelity of Tier 1 efforts in instances where large proportions of students are rated with elevated risk, (b) increasing the use of low-intensity, teacher-delivered strategies within classrooms where large numbers of students are rated with elevated risk, (c) providing students with Tier 2 and Tier 3 supports according to individual student needs, and (d) planning of professional learning experiences (e.g., learning opportunities for adults as they refine their knowledge and confidence of data-informed decision making practices).

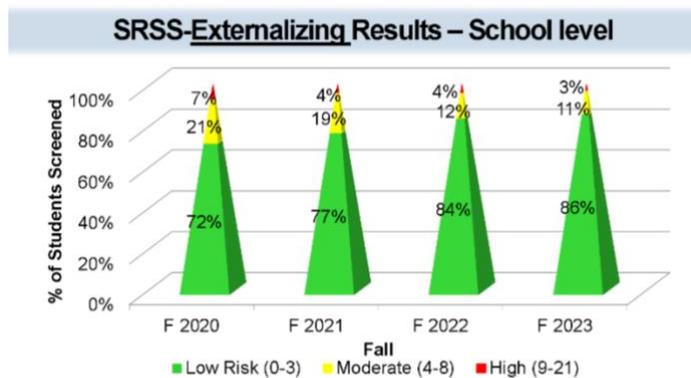
Before beginning the interpreting process, we encourage leadership teams to check for completion of screening data. For example, were all students who were enrolled for the previous 30 days screened? Were there any teachers' classrooms not screened due to the teacher being out on leave or other special circumstances? If there is missing information, leadership teams can develop a plan to ensure all students are screened if the window is still open. If the window was closed, we encourage school leaders to determine where the challenge occurred and build additional supports prior to the opening of the next screening window. In addition, it is important educators get other school- and student-level data ready to examine alongside screening data so the data can be used together to make better informed decisions. For example, under optimal conditions, leadership teams can support teachers in accessing data for their students in their class via a data dashboard. Educators would ideally also examine treatment integrity data at Tier 1 to ensure practices are in place and implemented consistently and with fidelity. If Tier 1 efforts are not implemented as planned (i.e., low treatment integrity), educators do not want to conclude Tier 1 is insufficient to meet the student's needs as the student has not had full benefit of Tier 1. Educators can also examine stakeholders' views about the goals, procedures, and intended outcomes (i.e., social validity data) of Tier 1 efforts to ensure they are acceptable, feasible, and sustainable. Other data sources such as

academic screening, attendance, nurse visits, office discipline referrals (ODR) can also be prepared for data review. In this brief, we offer guiding questions to interpret screening data in a three-step process: examine student performance for the school as a whole, consider teacher-delivered, low-intensity supports, and make decisions for students who might require Tier 2 and Tier 3 supports.

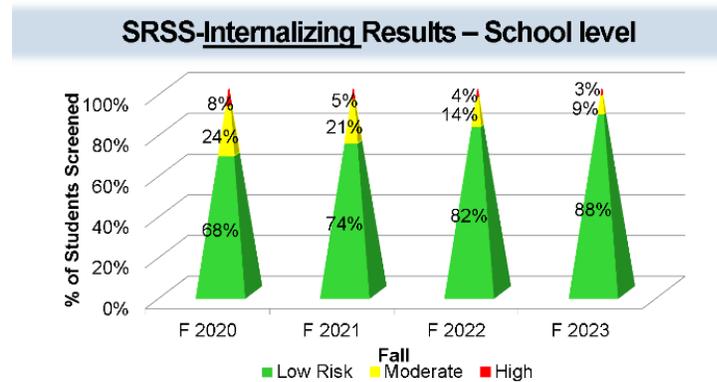
1. Examine Student Performance for the School as a Whole

How can screening data inform primary (Tier 1) prevention efforts?

One of the first steps is to examine screening data at the school level to determine overall levels of risk. Leadership teams can identify the percentage of students that are rated in each risk category at the school wide and classroom level (see Figures with hypothetical data). If Tier 1 prevention efforts are implemented with high levels of treatment integrity, we anticipate about 80% of the students' scores should fall in the low-risk category. If 80% or more of students score in the low-risk category, educators may conclude the existing Tier 1 support is effective in meeting the needs of most students. If less than 80% of the students' scores fall in the low-risk category, the leadership teams may focus primarily on implementing Tier 1 components with integrity. Low treatment integrity may indicate educators are facing challenges implementing the practices.



Modified from Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press.



Modified from Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press.

leadership teams can provide professional learning and coaching in these areas, as well as refine current Tier 1 efforts based on faculty and staff input. If Tier 1 efforts are implemented with high treatment integrity, have social validity, and the percentage of students with screening scores in the moderate or high-risk

Additional professional learning opportunities and coaching can be offered to improve educators' understanding of the 'why' and 'how' of implementing their Tier 1 practices. We also encourage leadership teams to collect feedback from stakeholders to examine whether stakeholders agree with the goals, procedures, and outcomes (i.e., social validity). If social validity data indicate that stakeholders are not in agreement with the goals or are uncomfortable with the procedures and intended outcomes, then

category is approximately 20% of the student body, then data indicate primary prevention efforts are effective and the school should continue with the Tier 1 in place. Otherwise, consider additional support for Tier 1 efforts and/or more focused use of teacher-delivered, low-intensity supports.

2. Consider Teacher-Delivered, Low-Intensity Supports

How can educators use teacher-delivered, low intensity supports to support students?

After examining student performance at the school level, the next step is to interpret classroom-level data to help educators decide on whether students would benefit from an Increased use of teacher-delivered supports into their teaching to promote student engagement and minimize disruptions. For example,

educators can look at the percentage of students within their class with screening scores in each risk category. If less than 20% of the students score in the moderate- or high-risk categories, then the teacher may continue carrying out the Tier 1 practices currently in place with high treatment integrity. But if the teacher notices more than 20% of the students' scores fall in moderate- or high-risk categories, using these teacher-delivered supports in the classroom is one way to proactively respond to students who might be experiencing behavioral challenges that require additional support. Such strategies often require fewer resources than Tier 2 and Tier 3 interventions and can be easily embedded into daily instruction to effectively increase student engagement and decrease challenging behaviors. These

Low Intensity, Evidence-based Supports
Active Supervision
Behavior-Specific Praise (BSP)
High-Probability Request Sequences (High-P)
Instructional Choice
Instructional Feedback
Opportunities to Respond (OTR)
Precorrection

strategies include active supervision, behavior-specific praise, high-probability requests, instructional choice, instructional feedback, opportunities to respond, and precorrection (see <https://www.pbis.org/topics/classroom-pbis>). Educators may benefit from high-quality professional learning opportunities to learn how to include these feasible and effective strategies in their instruction with high levels of treatment integrity.

3. Make Decisions for Students Who Might Require Tier 2 and Tier 3

Supports

How can educators support students with behavioral needs that are beyond what Tier 1 efforts can offer?

Educators can also review multiple sources of data – including universal academic and behavior screening data – to identify which students may need additional supports beyond Tier 1. It is important to remember that participation in Tier 2 or 3 Interventions does not mean the student is excluded from Tier 1. Students continue to participate in Tier 1 and all other school activities as well as receive additional Tier 2 or Tier 3 supports to meet their needs. Given that academic, behavioral, and social and emotional well-being domains

often affect each other, we encourage school leadership teams to use multiple sources of data (e.g., behavior screening data, academic measures, attendance, ODRs, grade point average) to make fully

informed intervention decisions. For example, a student who demonstrates low oral reading fluency may also have interfering internalizing (e.g., anxious or withdrawn) or externalizing (e.g., noncompliant) behaviors that impede engagement in reading instruction. This student may benefit from an integrated Tier 2 intervention with integrated behavioral and academic components such as a Tier 2 reading intervention using validated resources along with a self-monitoring component to increase engagement during Tier 2 instruction. Viewing the behavior screening data in conjunction with other school data helps educators identify interventions that address student's needs across the academic, behavioral, and social domains in a comprehensive and integrated way.

We recommend school leadership teams organize all available resources within their buildings so that they know exactly what evidence-based Tier 2 and Tier 3 interventions can be put in place to best serve their students. Creating a Tier 2 and Tier 3 intervention grid may be a good tool for schools to organize available interventions (Lane et al., 2014). Tier 2 and Tier 3 intervention grids typically include a row for each intervention with the following: (a) name and description of the available intervention, (b) entry criteria (e.g., school wide data to connect students to needed supports), (c) progress monitoring tools (e.g., student performance, treatment integrity, and social validity), and (d) exit criteria (e.g., to determine when to conclude or refine intervention efforts (see <https://www.pbis.org/pbis/tier-2>; <https://www.pbis.org/pbis/tier-3>; <http://www.ci3t.org>). Educators can use these interventions to quickly connect students to needed support according to individual student's needs. The intervention grids are designed to support transparency between educators, administrators, families, and the students themselves to ensure supports are equitably provided to all the students who need the support.

Concluding Thoughts

Interpreting universal behavioral screening data along with other data collected as part of regular school practices allows educators to make informed decision on how to adjust their instructional practices to meet students' multiple needs in an integrated fashion. Information generated from systematic screening helps educators to efficiently distribute available resources and proactively support and change the trajectory of students before their behavioral challenges manifest in a more severe way. Educators can follow the process described in this brief to systematically interpret the screening data by (a) examining the student performance at school-level, (b) considering teacher-implemented, low-intensity class-level support, and (c) making decisions for students who might require Tier 2 and Tier 3 support.



References and Additional Resources to Support Screening Efforts

Using Performance Feedback to Increase Special Education Teachers' Use of Effective Practices Collins, L. W., Cook, S. C., Sweigart, C. A., & Evanovich, L. L. (2018). Using performance feedback to increase special education teachers' use of effective practices. *Teaching Exceptional Children*, 51(2), 125-133.

Using a Tiered Approach to Support Early Childhood Educators' Use of Behavioral Strategies Ennis, R. P., Flemming, S. C., Michael, E., & Lee, E. O. (2020). Using a tiered approach to support early childhood educators' use of behavioral strategies. *Education and Treatment of Children*, 43(3), 265-277.

Guidance for Systematic Screening: Lessons Learned from Practitioners Oakes, W. P., Lane, K. L., Sherod, R. L., Adams, H. R., & Buckman, M. M. (May, 2021). *Guidance for systematic screening: Lessons learned from practitioners in the field*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/guidance-for-systematic-screening-lessons-learned-from-practitioners>

Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs?

Lane, K. L., Oakes, W. P., Ennis, R. P., & Hirsch, S. E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs?. *Preventing School Failure: Alternative Education for Children and Youth*, 58(3), 171-182. <https://doi.org/10.1080/1045988X.2014.895573>

Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). Guilford Press.

Three Student Engagement Strategies to Help Elementary Teachers Work Smarter, Not Harder, in Mathematics Hirsch, S. E., Ennis, R. P., & Driver, M. K. (2018). Three student engagement strategies to help elementary teachers work smarter, not harder, in mathematics. *Beyond Behavior*, 27(1), 5-14.

Screening Coordinator Training Manual: A Guide for Installing the SRSS-IE in your School or District Rollenhagen, J., Buckman, M. M., Oakes, W. P., & Lane, K. L. (March, 2021). *Screening coordinator training manual: A guide for installing the SRSS-IE in your school or district*. Ci3T, University of Kansas. <https://www.ci3t.org>.

Selecting a Universal Behavior Screening Tool: Questions to Consider Oakes, W. P., Buckman, M. M., Lane, K. L., & Sherod, R. L. (May, 2021). *Selecting a universal behavior screening tool: Questions to consider*. Center on PBIS, University of Oregon. www.pbis.org.

Screening Resources Lane, K. L. (October, 2019). *Screening resources*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/screening-resources>

Systematic Screening Tools: Universal Behavior Screeners Lane, K. L. (May, 2019). *Systematic screening tools: Universal behavior screeners*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners>

Tips for Communicating with Your Community about Systematic Screening: What Does Your District and School Leadership Team Need to Know? Sherod, R. L., Oakes, W. P., Lane, K. L., & Lane, K. S. (May, 2020). *Tips for communicating with your community about systematic screening: What does your district and school leadership team need to know*. Center on PBIS, University of Oregon. www.pbis.org.

Academic and behavioral strategies to enhance the understanding of expository text for secondary students with EBD Sanders, S., Ennis, R. P., & Losinski, M. (2018). Academic and behavioral strategies to enhance the understanding of expository text for secondary students with EBD. *Beyond Behavior*, 27(2), 65-73.



This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication

Ma, Z., Sherod, R., Lane, K. L., Buckman, M. M., & Oakes, W. P. (November, 2021). Interpreting Universal Behavior Screening Data: Questions to Consider. Center on PBIS, University of Oregon. www.pbis.org.

