Book Study
Prepared by the Kansas Multi-Tier System of Supports (MTSS) Project

Systematic Screenings of Behavior to Support Instruction: From Preschool to High School
Kathleen Lane, Holly Menzies, Wendy Oakes, & Jemma Kalberg
(Guilford Press, 2012)

Book Description:
The purpose of this book is to review validated tools for the screening of all students for emotional and behavior difficulties. Each chapter reviews a different screening assessment, describes the assessment, reviews the psychometric properties of the assessment, points out strengths and considerations, and provides multiple illustrations of use of the instrument in different schools with a variety of demographic characteristics.

Target Audience: (Please check ALL the appropriate categories that apply to this book)
_X_ Structuring teams   ___Implementing teams
_X_ District Leadership Teams   ____Reading   ____Math   _X_ Behavior
_X_ Building Leadership Teams   ___PA   ___Comp.
___General Staff   ___Phonics   ___C & A
___Tier 1 teachers   ___Fluency
___Tier 2 teachers   ___Vocabulary
___Tier 3 teachers
___Leadership
___Empowering Culture
___Professional Development   _X__ Elementary Team
___Curriculum   _X__ Secondary Team
  ___Core
  ___ Intervention
___Instruction
  ___Differentiated
  ___Explicit
  ___Scaffolded
  ___Systematic
_X_ Assessment
___Other

<Chapter 1 - Systematic Screenings of Behavior to Support Instruction: An Overview>

Brief Overview:
This chapter explains why most students with emotional and behavioral difficulties need to be supported in the general education setting and describes a three-tier model of prevention and intervention for behavior. The authors describe and recommend a systems-based approach entitled "Comprehensive, Integrated, Three-Tiered Models of Prevention (CI3T Model)". This model uses multiple sources of data to better understand student needs and establishes a school-wide positive behavior support plan. Systematic screening is a critical component of the data needed to implement a preventative CI3T model. A screener needs to have good psychometric properties as well as be feasible in terms of time, effort, and cost.

Discussion Questions:
1. Why do these authors argue that students with emotional and behavior difficulties are not a special education issue?

2. What are the characteristics or components of a CI3T model of prevention?

3. How are the academic and behavior sides of a CI3T model similar? How are they different?

4. Why is systematic screening of behavior important?

5. Why are the psychometric properties of an assessment important?

6. What do the authors mean when they say a screener needs to be feasible?

<Chapter 2 – Systematic Screening for Behavior Disorders >

Brief Overview:
This chapter describes the Systematic Screening for Behavior Disorders (SSBD), a screener designed for first through sixth graders. The SSBD identifies both internalizing and externalizing behaviors and uses a graduated input or "gating" system.

Discussion Questions:
1. What 7 assumptions provide the basis for the SSBD? Do you agree or disagree with those assumptions?

2. Discuss the description of the SSBD by doing a jigsaw: Divide your study group into 3 subgroups. Each subgroup reads about a different stage and then describes what they read to the rest of the study group.

3. Discuss each of the logistical issues described in the book:
   a. When should this screener be administered?
   b. How are materials prepared?
   c. How is the screener administered?
   d. How is the screener scored and interpreted?
   e. How can the information be used at your school?
   f. How much does this screener cost and where can it be ordered?

4. Discuss the reliability and validity data reported for this screener. Do you think there is adequate reliability and validity data to support the use of this screener?

5. What are the strengths and considerations for this screener?

6. Choose one of the illustrations and discuss how that school's experiences might be helpful in making decisions for your building.

<Chapter 3 – Early Screening Project: A Proven Child Find Process>

Brief Overview:
This chapter describes the Early Screening Project (ESP), which is a downward extension of the SSBD (described in Chapter 2) and designed for use with preschool and kindergarten students between the ages of 3 and 5. The ESP also uses a gating system and is meant to identify students with both externalizing and internalizing behaviors.

Discussion Questions:
1. Discuss the description of the ESP by doing a jigsaw: Divide your study group into 3 subgroups. Each subgroup reads about a different stage and then describes what they read to the rest of the study group.

2. Discuss each of the logistical issues described in the book:
   a. When should this screener be administered?
   b. How are materials prepared?
   c. How is the screener administered?
   d. How is the screener scored and interpreted?
   e. How can the information be used at your school?
   f. How much does this screener cost and where can it be ordered?

3. Discuss the reliability and validity data reported for this screener. Do you think there is adequate reliability and validity data to support the use of this screener?

4. What are the strengths and considerations for this screener?

5. Choose the illustration from either the early childhood or kindergarten setting and discuss how that school's experiences might be helpful in making decisions for your building.

<Chapter 4 – Student Risk Screening Scale>

Brief Overview:
This chapter describes the Student Risk Screening Scale (SRSS), which has been confirmed for use with elementary, middle school, and high school populations.

Discussion Questions:
1. Discuss each of the logistical issues described in the book:
    a. When should this screener be administered?
    b. How are materials prepared?
    c. How is the screener administered?
    d. How is the screener scored and interpreted?
    e. How can the information be used at your school?
    f. How much does this screener cost and where can it be ordered?

2. Discuss the reliability and validity data reported for this screener. Do you think there is adequate reliability and validity data to support the use of this screener?

3. What are the strengths and considerations for this screener?

4. Choose the elementary, middle school, or high school illustration and discuss how that school's experiences might be helpful in making decisions for your building.

<Chapter 5 – Strengths and Difficulties Questionnaire>

Brief Overview:
The Strengths and Difficulties Questionnaire (SDQ) is designed for use with students ages 3 to 16 and assesses four behavior problem domains: conduct problems, hyperactivity, peer problems, and emotional symptoms. There is also an additional measure of prosocial behavior. Forms are available to obtain input from the teacher, parent, and student (for students 11 and older).

Discussion Questions:
1. Discuss the description of the SDQ. Are the various versions and the languages in which the SDQ is available an advantage for your student and parent population?

2. Discuss each of the logistical issues described in the book:
    a. When should this screener be administered?
    b. How are materials prepared?
    c. How is the screener administered?
    d. How is the screener scored and interpreted?
    e. How can the information be used at your school?
    f. How much does this screener cost and where can it be ordered?

3. Discuss the reliability and validity data reported for this screener. Do you think there is adequate reliability and validity data to support the use of this screener?

4. What are the strengths and considerations for this screener?

5. Choose one of the illustrations and discuss how that school's experiences might be helpful in making decisions for your building.

<Chapter 6 – BASC-2 Behavior and Emotional Screening System>

Brief Overview:
This chapter describes the BASC-2 Behavior and Emotional Screening System (BASC-2 BESS), which is designed for students in preschool (beginning age 3) to grade 12.

Discussion Questions:
1. Besides the BASC-2 BESS, what are the other components of the BASC-2 family of products?

2. Discuss each of the logistical issues described in the book:
   a. When should this screener be administered?
   b. How are materials prepared?
   c. How is the screener administered?
   d. How is the screener scored and interpreted?
   e. How can the information be used at your school?
   f. How much does this screener cost and where can it be ordered?

3. Discuss the reliability and validity data reported for this screener. Do you think there is adequate reliability and validity data to support the use of this screener?

4. What are the strengths and considerations for this screener?

5. Choose one of the illustrations and discuss how that school's experiences might be helpful in making decisions for your building.

<Chapter 7 - Social Skills Improvement System: Performance Screening Guide>

Brief Overview:
This chapter describes the Social Skills Improvement System: Performance Screening Guide (SSiS-PSG).   The SSiS-PSG is a universal screening tool for preschool through secondary and collects data in four areas: prosocial behavior, motivation to learn, reading skills, and math skills.

Discussion Questions:
1. Besides the Performance Screening Guide (PSG), what are the other components of the SSiS family of products?

2. How do the elementary and secondary versions of the PSG differ from the preschool version?

3. Discuss each of the logistical issues described in the book:
   a. When should this screener be administered?
   b. How are materials prepared?
   c. How is the screener administered?
   d. How is the screener scored and interpreted?
   e. How can the information be used at your school?
   f. How much does this screener cost and where can it be ordered?

4. Discuss the reliability and validity data reported for this screener.

5. What are the strengths and considerations for this screener?

6. Choose either the elementary or middle school illustration and discuss how that school's experiences might be helpful in making decisions for your building.

**<Chapter 8 – Getting Started: A Few Concluding Thoughts to Guide
the Decision-Making Process>**

Brief Overview:
This chapter provides a chart comparing the instruments reviewed in this book, and provides questions and recommendations to guide the decision-making process in a school considering implementing universal screening of behavior and the CI3T model.

Discussion Questions:

1. As a leadership team, consider the eight questions provided to guide you through the decision-making process.

2. What differences exist between your current practices and what this book describes? If you begin to implement a universal screening assessment for behavior, what would change in your building?

3. What information from this book will you need to provide to your staff if you implement a universal screening for behavior?

4. Consider Recommendation 1: build people's expertise. How might this be accomplished in your building?

5. Consider Recommendation 2: Develop the structures to sustain and improve practice. How might this be accomplished in your building?

6. Consider Recommendation 3: Conduct screenings in a responsible fashion. How might this be accomplished in your building?