Summer 2024
MTSS
MINI SUMMIT
MTSS-Behavior Essentials

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Universal Screening for Social, Emotional, and Behavioral Challenges: Answering the Tough Questions

Mini-Summit Session #3

Summer 2024
MTSS
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MTSS-Behavior Essentials

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Meet Your Presenters

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Director of Learning Science
Branching Minds

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Instructional Design Manager
Branching Minds

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- **Universal Screening Overview**
  - Definitions + Examples
  - Importance
- **Frequently Asked Questions**
  - Why do I have to do this?
  - What about parent consent?
  - How do I know the ratings are fair?
  - We have the ratings . . . now what?
  - Wait, we have to do this again?
- **Your Questions**

Kick-Off / Check-in Question

What is your top reason for wanting to screen for social, emotional, and behavioral challenges?

Universal Screening Overview

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Goals of Universal Screening

- Evaluate current skills
- Predict future achievement
- Assess learning growth
- Proactively and equitably identify appropriate level of support for each student

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Traits of Effective Universal Screening Tools

Brief + Simple
Does the tool inform instruction? Can teachers easily administer the tool and interpret its data?

Unbiased
Has the tool been found to be unbiased in its content and resulting data?

Valid + Reliable
Is the data predictive of future outcomes?

Accurate
Does the data accurately identify students in need of additional support?

Screening for Social, Emotional, and Behavioral (SEB) Challenges

Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to:

- ✓ Detect students for whom Tier 1 efforts may be insufficient
- ✓ Inform teacher-delivered, low intensity supports
- ✓ Connect students with evidenced-based Tier 2 and 3 supports

Different Universal Screening Tools

	Social-Emotional Competency	Behavior
Measures...	social-emotional strengths and challenges	major behavioral challenges of childhood and adolescence
Assesses the frequency and strength of...	social-emotional skills	externalizing and internalizing behaviors
Data guides the implementation of...	SEL programs and teaching practices	targeted behavioral health interventions and classroom management strategies
An example is...	the DESSA	the SRSS-IE

Social-Emotional Competency

Behavior

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Frequently Asked Questions

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Context Setting

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Why do we have to do this? Our classroom teachers believe they can independently identify which students have elevated behavioral needs. What are the benefits of universal screening over teacher referral?

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Different Approaches to Student Identification

Use of data to proactively identify students for additional support

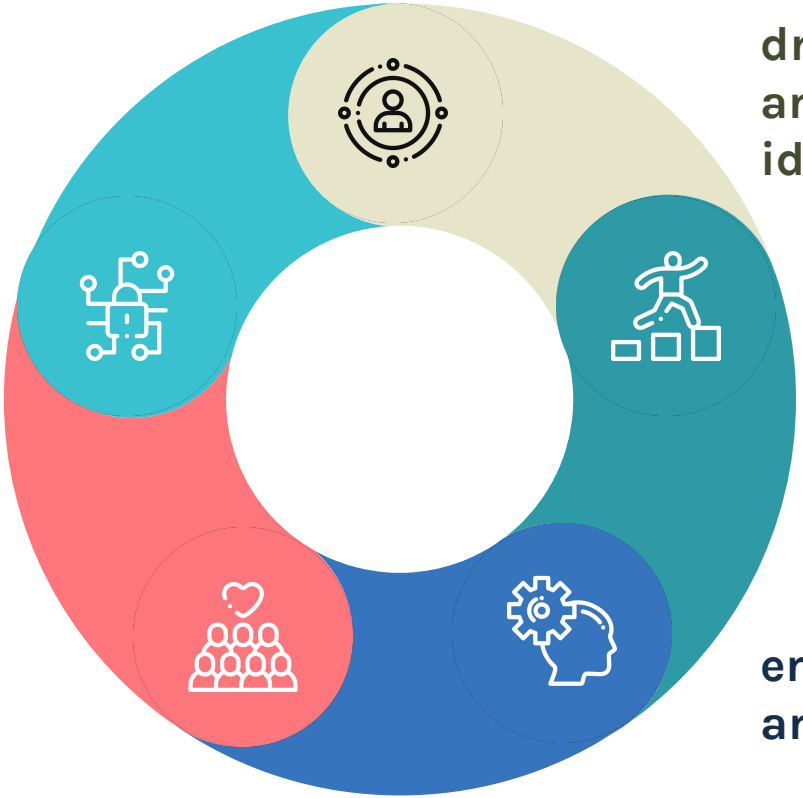
- Universal screening
- Warning Indicators

Teacher nominations to reactively identify students for additional support

Benefits of Universal Screening

integrates with other data

drives comprehensive and systematic identification

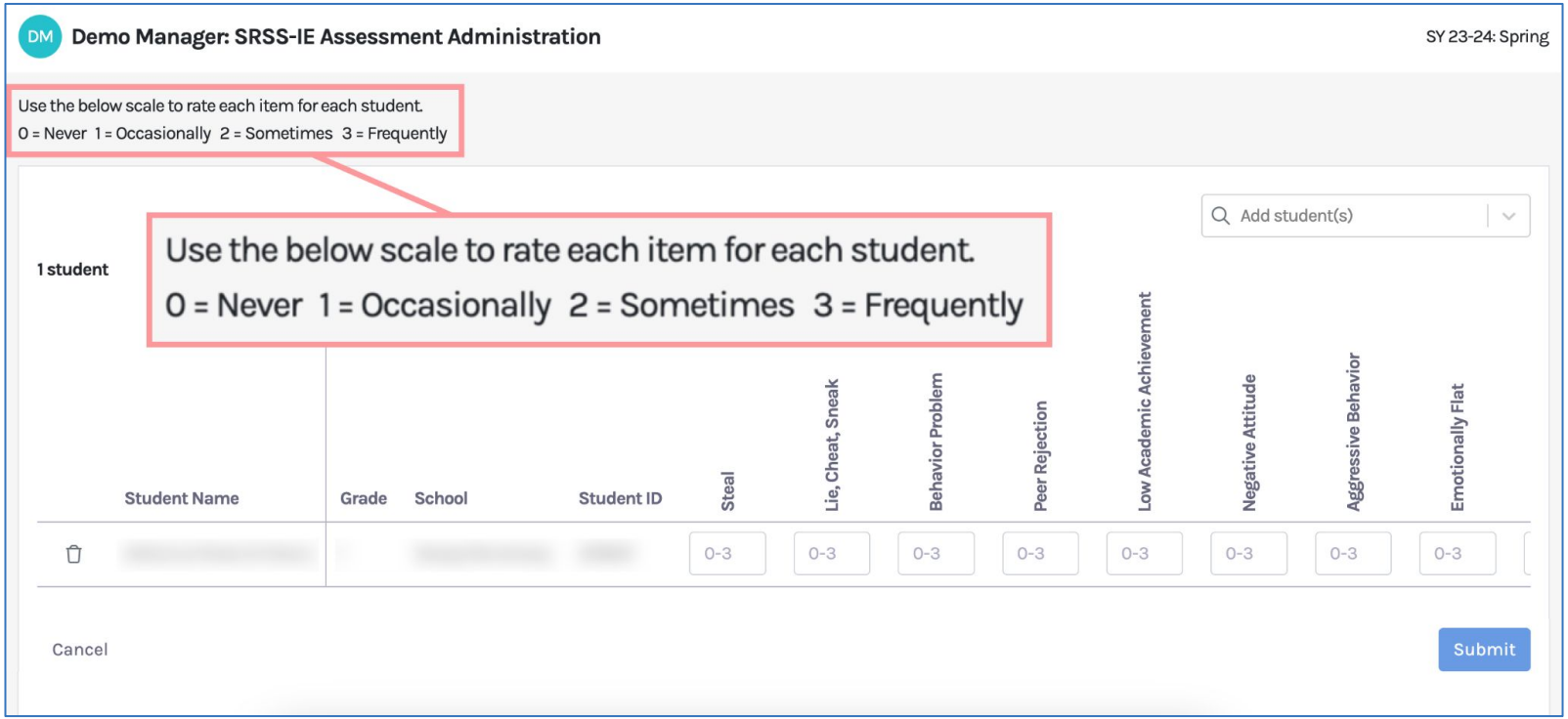


allows for early intervention

promotes equity

ensures consistency and objectivity

Administering a Universal Screener for Behavior



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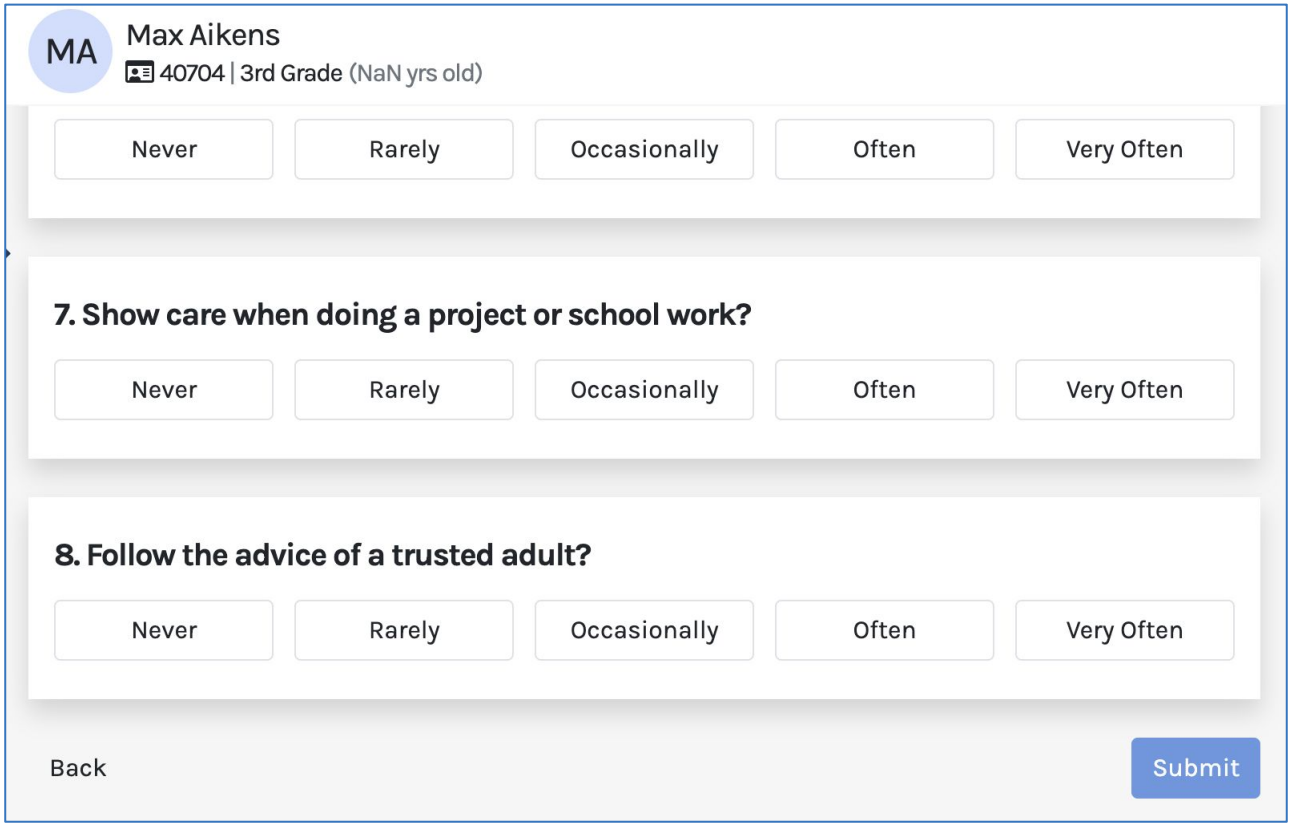
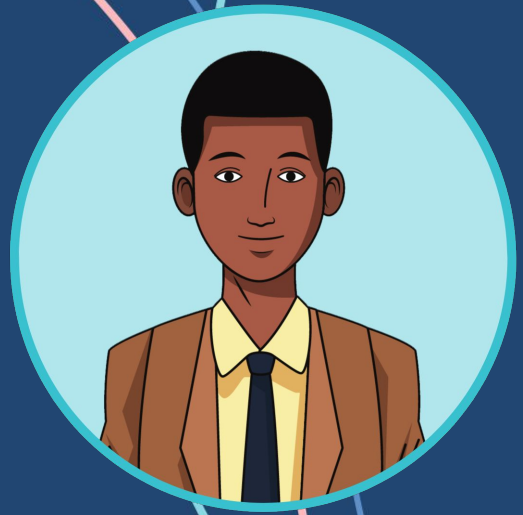
Administering a Universal Screener for Behavior



What about parent/guardian consent and involvement? What is the best way to present universal social-emotional and behavioral screening to parents and guardians? How do we improve family engagement throughout this process?



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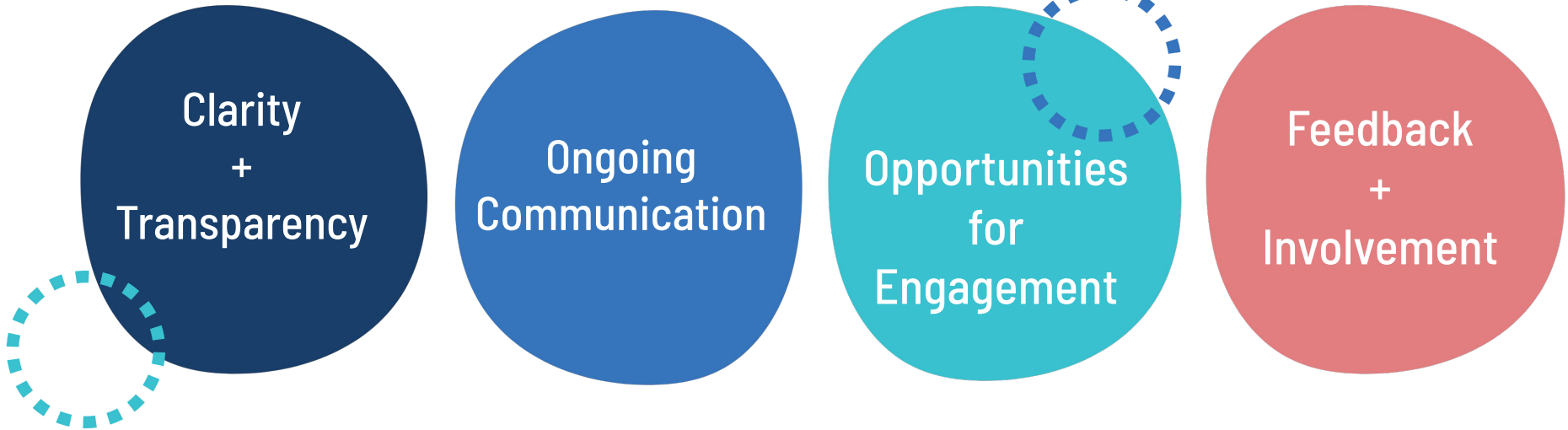
Keeping Families Informed



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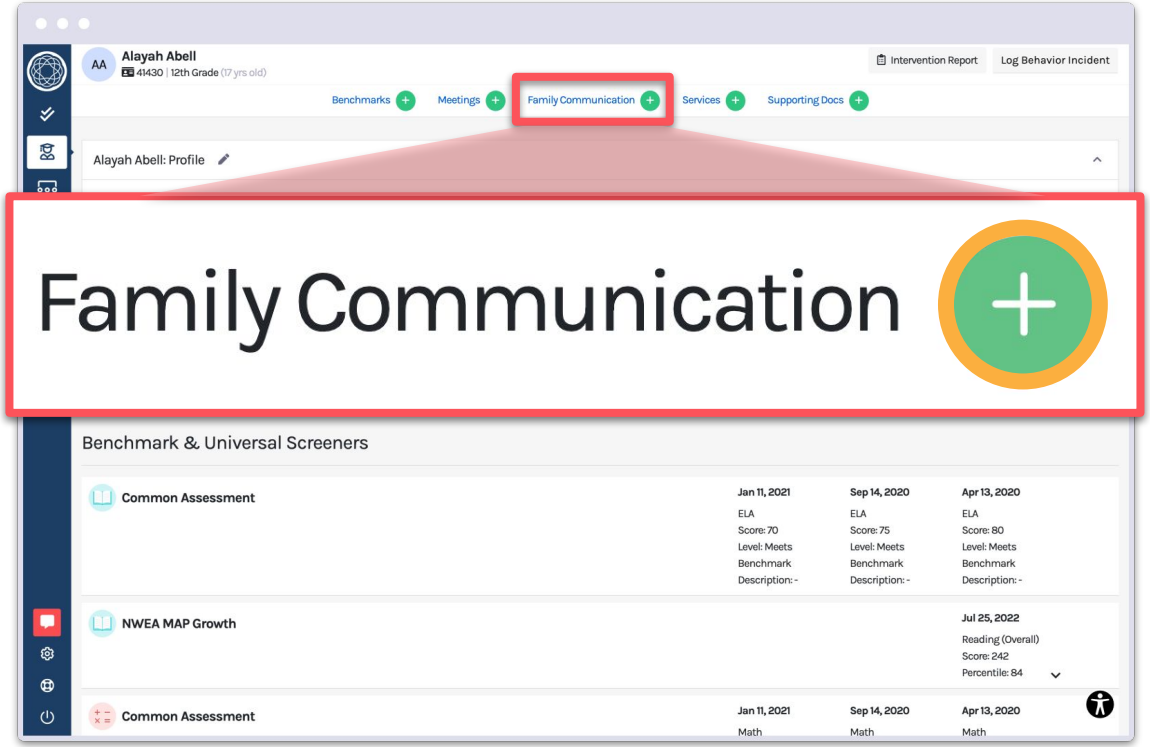
Documenting Family Communication



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We are concerned that teachers are over-reporting the number of students in their classrooms who are at high risk with the intention of having these students removed from their classrooms. How can we ensure that ratings are fair and unbiased?

Supporting Educators in Fair and Unbiased Reporting

Clear Communication, Objectives

Professional Learning and Training

Monitoring, Auditing Data

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Reviewing Behavior Screening Data for Behavior

			Winter	Spring		
	Student Name	ID	Total	Total ▲	Externalizing	Internalizing
	Jeanie Adames Jimenez	2012743	–	0	0	0
	Wyatt Acuna	2012177	–	11	4	9
	Junior Adams	2015746	–	12	12	0
	Mia Albarran	2010180	–	12	3	12
	Angelina Ali	2014083	–	13	8	5
	Ashley Gomez	2014316	–	14	12	2
	Marvie Bautista	2014212	–	18	10	8
	Zugely Stewart	2016772	–	19	13	6
	Malaysia Aaron	2019612	10	20	11	9
	Dominika Smith	2014487	–	20	8	12

Our school has far too many students identified as needing intervention than we can adequately support. What do we do now?

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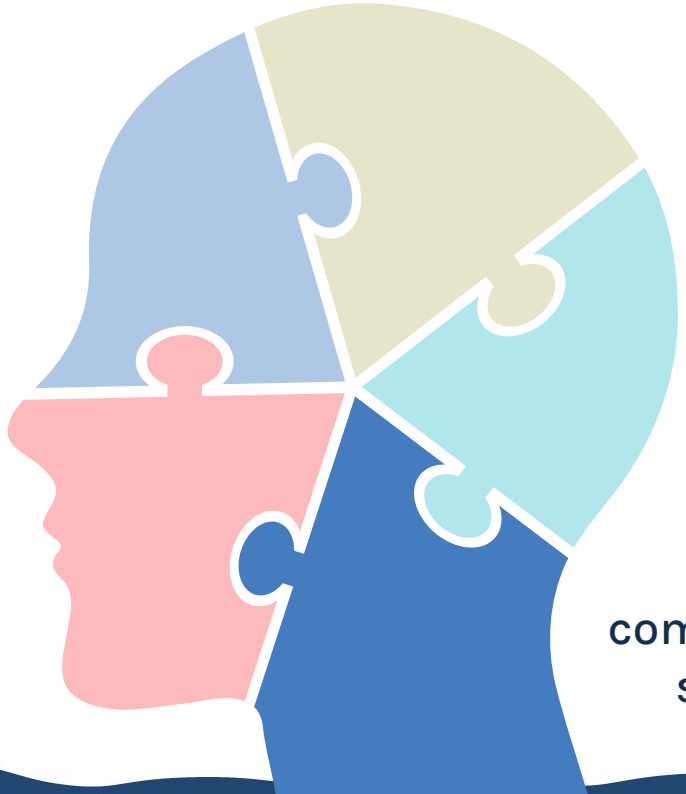
How can we encourage our educators to use low-intensity embedded strategies?

Are Tier 1 supports being implemented with fidelity?



Are students with the highest needs being prioritized for support?

Where is support most needed?

How can we leverage community partnerships to support our learners?

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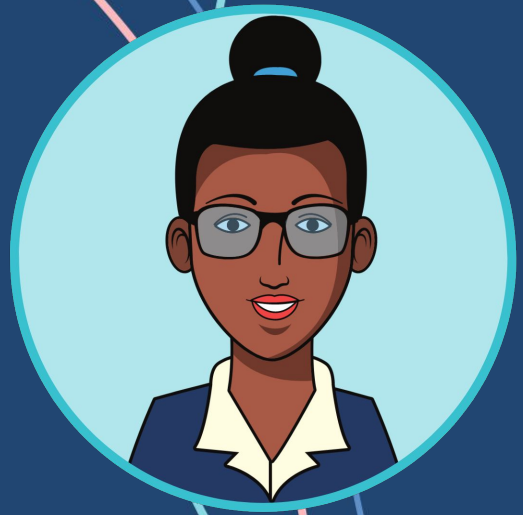
Why do we have to do this again? Why is it recommended to do SEB screening 2 to 3 times across a school year? Do teachers really need to assess all students each time?



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Benefits of Regular SEB Data Collection

Comprehensive Support, Equity

Early Detection, Intervention

Monitor Progress, Change

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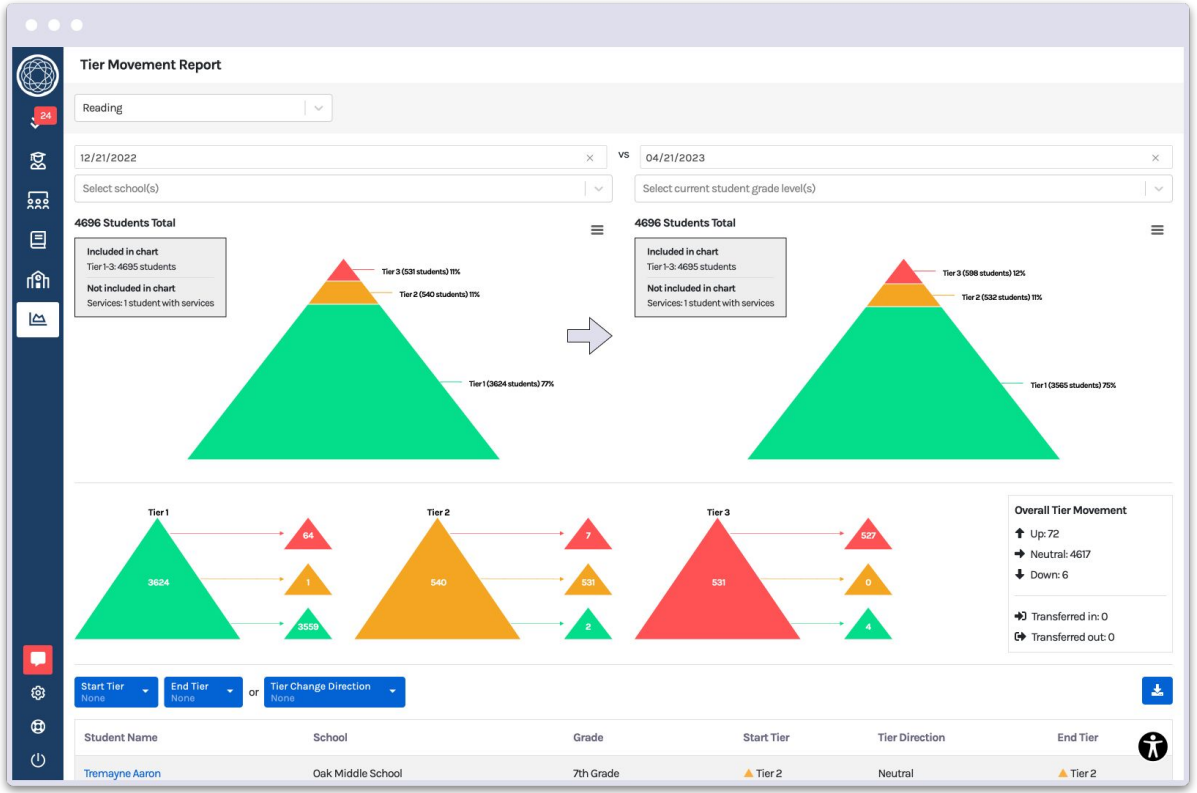
Notice Tier Distribution Improvements



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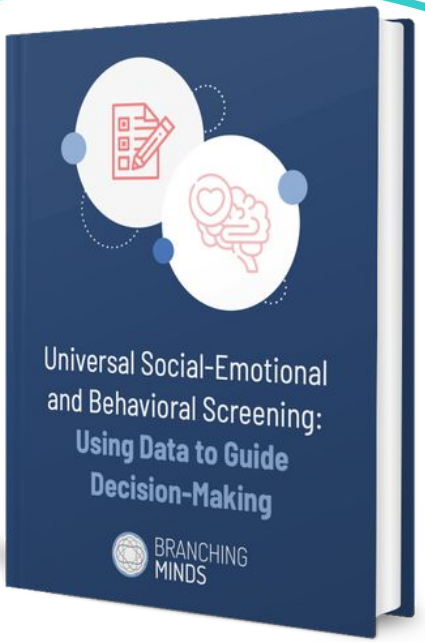
Free SEB Screening Resources

☑️ Editable SEB Screening Checklist

SEB Screening Tool Review & Planning Checklist

Preparing for Universal Screening

Screening Tool	
Which skills are we measuring?	
What initiative does this screening tool align with?	
What is the research for this screening tool?	
Was the screener reviewed for reliability and validity?	☐ Yes ☐ No
Is the screener using:	☐ Teacher-Report ☐ Student-Report



🔗 Access the Full Guide HERE

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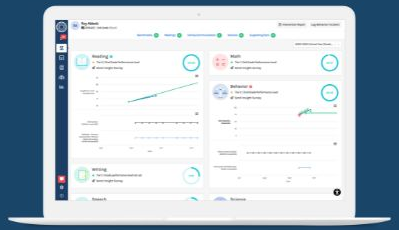
Questions?

Request a demo of the Branching Minds MTSS Platform within 1 week, and receive a special gift from our team!



- *Valid for demos requested by Friday, 6/14, 5:00 PM ET.*
- *Applicable to prospective partners only.*
- *Participants must attend their demo to be eligible for gift.*

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Drumroll please

SAVE THE DATE

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MTSS Fidelity with Intention

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Let us know how we did!

Mini Summit Feedback Survey

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Thank you!

All registrants will receive session recordings + slides on Tuesday, June 11.

Registered, live attendees will receive certificates of attendance on that day, as well.

Questions in the meantime? Email rti.mtss@branchingminds.com

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Let us know how we did!

Mini Summit Feedback Survey

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