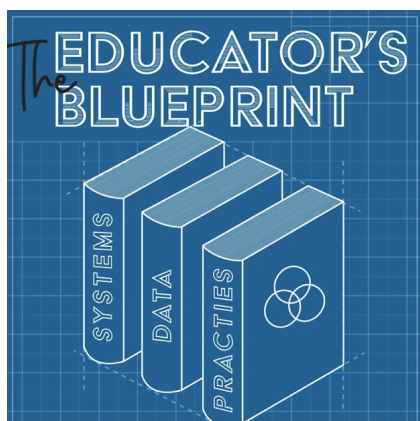




The Educator's Blueprint

Hosts: Dr. Lisa Powers and Dr. Trisha Guffey

Purpose: Join us as we engage in meaningful conversations on topics currently impacting our school systems, behavior, and instructional practices. From the classroom to the boardroom, we welcome you to unpack, reflect, and learn with us.

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Series 3: **Maximizing Tier 2 Success**

Episode 11: Student Identification

Guest: Dr. Stephen Kilgus

Guest Quotes:

We know that context matters.

We find that, at times, it makes a lot of sense for students to screen themselves, especially at that secondary level; but we still want to hear from teachers. If you see something, then still fill out a referral because we want to consider all sources.

When using a universal screener, you are going to find more kids that need support...If using existing data alone, you are going to identify less than half the kids that actually have mental health challenges.

Existing data is fine but you're probably not going to find every kid and you're probably only going to find a certain subsection of kids that need support beyond the externalizing side.

We also know that one thing screening can do is help to reduce disproportionality in student

identification...Not only are we identifying more kids, we are doing so in an equitable fashion.

In regards to screening data...There are step-by-step processes that say, ok, let's focus on school-level, let's focus on grade and classroom level, and then let's focus on kid level and start making decisions from there.

What I want is for the principal to be a champion of the process and to be a good communicator to the staff and faculty about how things are going; and to parents, here's how we're supporting these kids...Principals and other school leaders are really vital in making sure this process is transparent and founded on good communication.

A screener isn't a 'got ya'; it's about how do we do better in supporting you and your students.

Resources:

Miller, F. G., *Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., Fabiano, G. A. (2015). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*, 30, 184-196. doi: 10.1037/spq0000085

The Social, Academic, Emotional Behavior Risk Screener (SAEBRS):

<https://www.illuminateed.com/products/fastbridge/social-emotional-behavior-assessment/SAEBRS/>

The BASC-3 Behavioral and Emotional Screening System (VASC-3 BESS):

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/BASC-3-Behavioral-and-Emotional-Screening-System/p/100001482.html>

The Student Risk Screening Scale (SRSS): <https://www.ci3t.org/screening#tools>

The Devereux Student Strengths Assessment (DESSA)

<https://smhcollaborative.org/universalscreening>

Transcript Link:

<https://drive.google.com/file/d/1sSE32WGlxjAib8-NNZd-hthiW5ZJ9JE4/view?usp=sharing>

Special thanks to our guest today as well as:

Austin Gross, Music Composer,
Evan Courtney from Creative Courtney, Graphic Designer,
The MU Center Team for School-wide Positive Behavior Supports, and
Gracelynn Guffey, Emcee.

