

Universal Screening Team Confirmation Process
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The Team Confirmation process is a follow-up to collecting the results from the universal screening. It consists of the team engaging in a systematic review of the universal screening data to evaluate its accuracy and implications for Tier 1. There should be representatives from administration, support staff (school psych, counselor, etc.), and teaching staff. This membership allows the team to have adequate coverage and knowledge of the study body, which will be important for reviewing the data and using it for planning purposes. It is important to note that the team confirmation process does not involve matching identified at risk students to Tier 2 interventions. This is another process that involves a separate meeting. Below are the specific steps of the team confirmation process.

Specific Steps:

Step 1

The team confirmation process should unfold in three sequential steps. The first step of team confirmation is to improve the accuracy of the universal screening results. There is no such thing as a perfect universal screening instrument that correctly identifies 100% of the students who are and are not at risk. Therefore, every screening instrument has diagnostic errors in the form of false positives (i.e., child falsely identified by the screener as at risk) and false negatives (i.e., child falsely identified by screener as not at risk). One aim of the team confirmation process is to systematically review the data and to remedy false positives and false negatives to derive a more accurate list of students who are in need of additional supports. False positives should be removed from the at-risk category and false negative should be included in the at risk category and considered for additional supports.

- If there is insufficient information to determine whether the student is a false positive or false negative, then put a '?' next to the student's name and have one of the team members do a little fact finding to determine whether the student is truly at risk or not.

Step 2

The second step of team confirmation process is to use the universal screening results to evaluate the quality of Tier 1 support system. Nationally speaking, most schools can expect to identify 10 to 20% of students are identified as at risk and in need of supports beyond, if the Tier 1 support system is operating appropriately. Given this rule of thumb, the team can evaluate whether the school has more or less than the expected amount of identified at risk students. For example, if a school completes the first part of the team confirmation process (ruling out false positives and ruling in false negatives) and finds that 35% of the students were identified as emotionally and behaviorally at risk, this statistic would indicate a need to improve the quality of Tier 1 supports. There are simply too many at risk students to handle in the subsequent tiers of support. The aim would be to decrease the number of at risk students by enhancing the quality of the foundational, Tier 1

level of supports. On the other hand, if the school performs the screening and finds that only 6% of all students were identified as emotionally/behaviorally at risk, then this would be good news that the Tier 1 support system is working well. The team can use the percent of students identified as at risk as a metric to gauge whether efforts to improve Tier 1 are working, considering that the percent should decrease over time.

Step 3

The last step of the team confirmation process is to identify the specific Tier 1 barriers or needs. Faulty beliefs, classroom management skills, weak adult-student relationships, and/or limited fidelity of implementation of the Tier 1 supports are the common barriers that results in too many students being identified as at-risk (problematic environments produce problem behaviors). Close examination of the data can also indicate an intense student-need at the classroom level, which means the teacher has difficult combination of students in the class. In this case, support for Tier 1 combined with the implementation of Tier 2 interventions will be important. A combined student-teacher need indicates that there are some bona fide at risk students, but the teacher could also benefit from receiving support to improve the quality of Tier 1 implementation. Thus, a joint approach should be devised and implemented. The screening results can also be used to figure out what specific behaviors teachers are reporting as most problematic. The knowledge of the most problematic behaviors can then be used to inform the development and implementation of strategies that target these common problems.

Step 1

- Systematically review the screening results to 'rule out' false positives and 'rule in' false negatives
- Create the finalized results of the universal screening processing that will be utilized for subsequent steps

Step 2

- Use the universal screening results to evaluate the quality of the Tier 1 supports
- What percent of student were identified as at risk? Is this percent consistent with national averages (same, more, or less)?
- Do we have the capacity as a school system to handle all the identified at risk students?
- Do the data indicate that we need to improve the quality of the Tier 1 support system (beliefs, knowledge, skills, and procedures)?

Step 3

- Examine the universal screening data to identify teacher, student, or combined needs.
- Do the data indicate certain teachers who are in need of support?
- What internalizing and externalizing behaviors are teachers reporting as most problematic? How can this information be used to plan Tier 1 improvements