

In order to ensure a strong start to 2020-2021, school systems should attend to the well-being of students.

School leaders must prepare for an unprecedented school year as staff and students are returning to school post-COVID-19. The well-being of students must be prioritized to prepare students to learn. This guidance document supports school leaders in outlining the processes for administering to middle school students a social, emotional, and behavioral universal screener. This document provides guidance about the [Behavioral Assessment System for Children Third Edition \(BASC-3\) Behavior and Emotional Screening System \(BESS\)](#). The BASC-3 BESS is for grades K-12 and includes a screener for parents, students and teachers. It is recommended teachers administer the screener for grades K-3, and self-reporting for grades 4-12. Middle and high school students should self-report using a web link and their student ID.

Detailed instructions on how administrators and teachers administer the screener using the recommended online platform, Review 360, is provided by Pearson in the User Manual. Review 360 is Pearson's online platform for administering the screener, interpreting the results, and developing an individualized plan for students. [Review 360](#) is available for a nominal fee; however, schools have the option of utilizing the paper version of the screener with free access. Schools using the paper version will require additional time to upload responses for analysis. Teachers can utilize a [script](#) to provide students with instructions and a context for the screener to assist students in providing valid responses when self-reporting.

Reports Available

Screening forms administered online are immediately available for scoring and reporting. Reports are available for the school system, school, classroom, and individual student analysis. Users of Review 360 can produce two types of reports, the Universal Screener Summary Report and the Universal Screener Summary by User. The Universal Screener Summary Report will provide a breakdown of the risk levels by percent of the student population and the raw number of students. This report will also provide a score distribution, and distribution by grade, gender, ethnicity, and ethnicity by gender. The Universal Screener Summary by User will show each user (screener/teacher) and how their students scored on the screener. The Screener Summary by User will identify the number of students within a user's roster for each of the three risk levels. The hyperlink associated with the screeners/teachers name will display the students individually in a list format.

Universal Screener Results

The sample screener was administered to a group of five middle school students to determine their experiences with internalizing behaviors, externalizing behaviors, and adaptive skills. The [Universal Screener Summary Report](#) organizes responses into three categories: extremely elevated risk, elevated risk, and normal risk. In the sample document, the risk levels are organized into a pie chart by school. The line graph depicted at the bottom of the page represents the school's score distribution in comparison to the overall district.

The [Well-Being Leadership Team](#) is essential to reviewing and analyzing the results of the screener. The team is also responsible for planning how Tier II and Tier III interventions will be implemented with respect to individual and trend data.

Example of Universal Screener Summary (from Teacher Dashboard)

Louisiana Parish Sample Screener Fall 2020 BASC™-3 BESS				
Student	BESS Student			
	BERI	IRI	SRI	PRI
ARRIAGA, LILIANA (1003)	● 84	● 23	● 13	● 6
BRADLEY, CHARLES (1001)	● 81	● 21	● 14	● 9
CALLOWAY, BRITTNEY (1002)	● 87	● 25	● 10	● 5
LIRA, SAID (1004)	● 68	● 20	● 15	● 18
JACKSON, CORINTHIA (1005)	● 63	● 14	● 12	● 15

Screening Data Analysis & Plan for Intervention

Results should be reviewed and interpreted by the [well-being leadership team](#) to determine next steps and/or interventions needed. The [Student Engagement and Success Vendor Guide](#) should be used to identify vendors and intervention strategies to create the [Individual Academic Improvement Plan \(IAIP\) Template](#) for students. Students can be organized in small groups or one-on-one to access interventions to address social, emotional, and behavioral needs.

Interpretation of Sample Data and Developing Individualized Student Plan

The IRI score results for [Liliana \(Student 1\)](#), Charles, Brittney, and Said suggests an extremely elevated risk for internalizing behaviors. According to the [Student Engagement and Success Vendor Guide](#), Positive Action uses an integrated, systematic approach that has components for school, home, and community. These components can build, reinforce, be combined, or stand alone. The units teach positive actions for physical, intellectual, social, and emotional areas. In addition, Corinthia’s scores show that her behavioral health needs could be met with school-wide Tier 1 interventions. However, in examining [Corinthia’s individual score report \(Student 2\)](#), her overall score represents an elevated risk that requires the implementation of Tier 2 interventions. Corinthia’s interventions would address behavior internalization and self-regulation of emotions. Positive Action’s integrated approach would also be used to address Corinthia’s needs.