Abstract
The purpose of this poster presentation is to provide a review of screeners in a school-wide positive behavior intervention and support (SWPBIS) model. A table of universal screeners that can be used to assess the behavioral, social, and emotional functioning of students in grades PK-12 will be presented along with reliability and validity information on each screener. The screeners reviewed are short universal screeners that can be completed within 5-20 minutes by teachers, parents, adolescents, children, and/or other education personnel. School psychologists and other education professionals will benefit from this table because it provides a quick guide to universal screening in a SWPBIS model.

Introduction
The passage of No Child Left Behind caused a push towards improving performance of students as well as holding schools accountable (Deno et al., 2009). The result of this has been school-wide improvement models such as School-Wide Positive Behavioral Interventions and Supports (SWPBIS). Along with this, there has also been a push for schools to use school-wide universal screening and progress monitoring models (Deno et al., 2009). Universal screening is not only important in improving school performance, but it is also important in assessing and monitoring the behavioral, social, and emotional functioning of students because these factors can affect the performance of students at school. However, universal screening can be quite time-consuming for educators. Thus, it is important to identify quick universal screeners educators can use to assess the behavioral, social, and emotional functioning of students.

Research questions
1.) What short universal screeners can be used to assess behavioral, social, and emotional functioning of students in grades PK-12, within a SWPBIS model?
2.) How reliable and valid are these short universal screeners?

Methods
Studies were selected for use based upon several criteria. Articles that were chosen focused on examining the reliability and validity of social, emotional, and behavioral universal screeners that could be used in a SWPBIS model. Selected articles were all peer reviewed and were identified through a literature search of the ERIC, PsiChiNSP, EBSCO, PsycARTICLES, and Academic Search Complete databases. The reliability of the universal screener was considered to be high if the correlation coefficient was equal to or greater than .80, moderate if the correlation coefficient was between .50 and .70, and low if the correlation coefficient was equal to or lower than .49. The validity of the universal screener was considered to be high if the validity coefficient was equal to or higher than .50, moderate if the validity coefficient was between .30 and .49, and low if the validity coefficient was equal to or less than .28. Validity classifications are based on Cline’s (1992) guidelines for interpreting the magnitude of product moment correlations.

Conclusions
Information was gathered on the reliability and validity of 23 different universal screeners that can be used in a SWPBIS model. All universal screeners reported can be administered within a short period of time—about 5-20 minutes. Of the 23 universal screeners, 18 were found to have adequate reliability and 18 were found to have adequate validity. Universal screeners that were found to have adequate reliability and/or validity reported reliability and validity coefficients in the high or moderate range. No peer-reviewed articles could be found regarding the reliability and validity of two of the universal screeners, Deviney Student Strengths Assessment-Mini Form and Teen Screen.

References