

The Resilience Education Program (REP) is a Tier 2 targeted intervention for students who are exhibiting early symptoms of internalizing concerns, such as depression or anxiety. Multiple types of assessment support REP delivery.

UNIVERSAL SCREENING

Universal screening measures are used to identify students who might benefit from REP. Particularly useful measures offer information related to student internalizing concerns or emotional functioning. Useful measures also differentiate students by level of concern. For example, some measures sort students by risk severity, with score bands corresponding to Low Risk, Moderate Risk, and High Risk. Students for whom REP is most appropriate would be those falling in the Moderate Risk range, given they are displaying some level of concern that is not so severe that it would necessitate a more intensive intervention (e.g., at Tier 3). Below is a list of universal screening measures that afford information relevant to REP.

Screeners	Relevant Subscale	Score Bands*
BASC-3 Behavioral and Emotional Screening System (BESS)	Internalizing Risk Index	Normal <i>Elevated</i> Extremely Elevated
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Emotional Behavior	Low Risk <i>Some Risk</i> High Risk
Strengths and Difficulties Questionnaire (SDQ)	Emotional Problems	Normal <i>Borderline</i> Normal
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)	Internalizing	Low Risk <i>Moderate Risk</i> High Risk

*Relevant score bands are in bold and italics.

PROGRESS MONITORING

Progress monitoring measures are used to evaluate student response to an intervention. These measures are administered repeatedly both (a) before REP to determine the baseline of student functioning and (b) throughout intervention to evaluate how a student is responding. Some progress monitoring measures can be administered daily while others can be administered once a week. Progress monitoring data are reviewed continuously to inform timely decisions regarding whether an intervention should be continued, intensified, faded, or discontinued based on student

response. Like universal screeners, the progress monitoring measures most relevant to REP yield scores indicative of student internalizing concerns or emotional functioning. Below is a list of progress monitoring measures that afford information relevant to REP.

1. REP Daily Progress Reports (DPRs)

See the REP Cognitive-Behavioral Instruction (CBI) curriculum for a copy of the DPR form, which is a part of the REP Check In/Check Out (CICO) component. It can be administered on a daily basis. Find the REP DPR on this webpage: <https://smhcollaborative.org/rep-materials/>

2. Internalizing Behavior Observation Protocol (IBOP)

The IBOP is a systematic direct observation protocol that a third-party individual (e.g., school psychologist) can use to evaluate student internalizing behaviors within school, home, or community settings. An initial interview can be used to identify which of several operationally defined internalizing behaviors should be targeted for observation. The IBOP can be administered on a daily basis, as well as multiple times per day across settings. Find the IBOP interview and form on this webpage: <https://smhcollaborative.org/rep-materials/>

3. Behavior and Feelings Survey (BFS)

The BFS is a brief rating scale that can be administered weekly. It includes 6 items indicative of student Externalizing Problems and 6 items indicative of student Internalizing Problems. The latter subscale is useful in evaluating student response to REP. Youths and parents/caregivers can complete the BFS. Find the BFS form on this webpage: <https://weiszlab.fas.harvard.edu/measures>

4. Pediatric Symptom Checklist-17 (PSC-17)

The PSC-17 is a 17-item rating scale that yields a Total score and three subscales: Internalizing, Externalizing, and Attention. The Internalizing scale is useful in monitoring student response to REP. Youths and parents/caregivers can complete the PSC-17. Find the PSC-17 form on this webpage: <https://www.massgeneral.org/psychiatry/treatments-and-services/pediatric-symptom-checklist>

PRE-POST MEASURES

A final group of measures can be administered before (pretest) and after REP implementation (posttest) to determine if a student's internalizing concerns or emotional functioning changed in response to intervention. These measures are administered at these single points in time rather than repeatedly, as is characteristic of progress monitoring. See below for a list of measures that can be administered pre-post.

1. Achenbach System of Empirically Based Assessment (ASEBA)

The ASEBA forms are comprehensive measures (>100 items) of student emotional and behavioral functioning, including the Teacher Report Form (TRF), the Child Behavior Checklist (CBCL; a caregiver report form), and the Youth Self-

Report (YSR) form. Each form yields a broad Internalizing Problems scale with multiple subscales (e.g., Withdrawn, Somatic Complaints, and Anxiety/Depressed Problems).

2. Behavior Assessment System for Children, Third Edition (BASC-3)

Like the ASEBA, the BASC-3 forms are comprehensive measures (>100 items) of student emotional and behavioral functioning. The BASC-3 includes teacher, parent, and youth self-report forms. The forms offer an Internalizing Problems scale with multiple subscales (i.e., Anxiety, Depression, and Withdrawal).

3. Screen for Child Anxiety Related Disorders (SCARED)

The SCARED is a 41-item measure of child anxiety. Parent and youth self-report forms yield multiple subscale scores, including those related to Panic/Somatic, Social Anxiety, and Separation Anxiety concerns.

4. Generalized Anxiety Disorder-7 (GAD-7)

The GAD-7 is a 7-item youth self-report measure. The measure affords a single scale score highly aligned with the DSM-5 criteria for generalized anxiety.

5. Patient Health Questionnaire-9 (PHQ-9)

The PHQ-9 is a 9-item youth self-report measure. The measure affords a single scale score highly aligned with the DSM-5 criteria for depressive disorders.

Learn more about the School Mental Health Collaborative



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Mission: The purpose of the School Mental Health Collaborative (SMHC) is to conduct research that informs policy and practice related to the promotion of social-emotional and behavioral success of all students. SMHC scholars generate tools, resources, and guidance that help educators and parents promote the mental health of children and adolescents.

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