

Developing a Whole Child School Screening Instrument: Evaluating Perceived Usability as an Initial Step in Planning for Consequential Validity



Jessica Koslouski, Kimmia Lyon, Sandra M. Chafouleas, Jacqueline Caemmerer, Amy Briesch, Brittany Melo

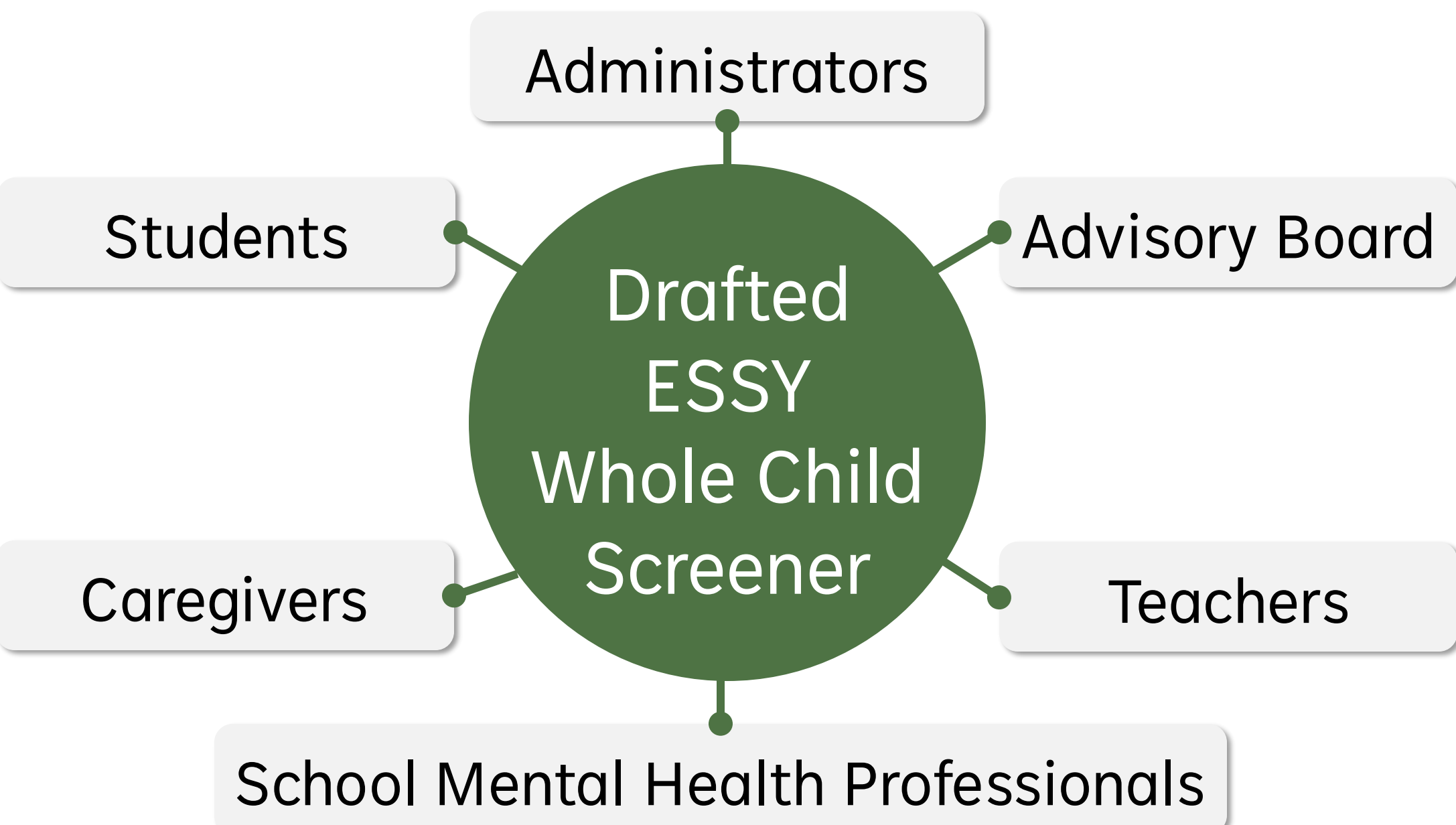
INTRODUCTION

Many available screening instruments:

- Focus on one area of development
- Emphasize deficits within the child
- Neglect contextual information
- Ignore consequential validity

We are developing the ESSY Whole Child Screener with attention to consequential validity from the outset by gathering input from key groups.

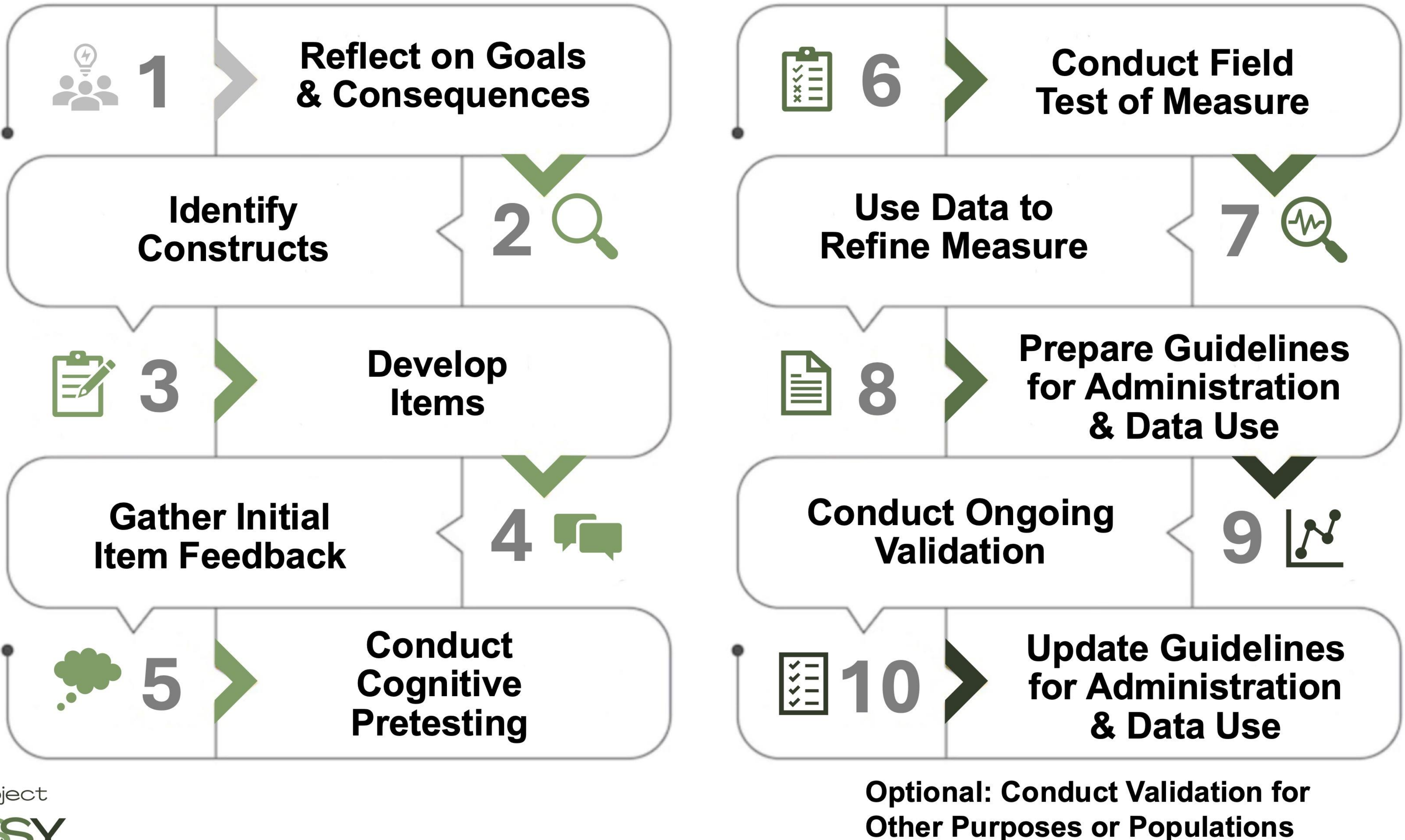
Since developing the initial measure, we have revised it three times based on in-depth feedback from various groups.



Consequential Validity (Messick, 1998)

A form of validity that assesses the social consequences of measure use (e.g., disproportionality, connection to services)

Consequential Validity-Centered Measure Development Framework



DISCUSSION

Key Considerations for Researchers

Findings informed various revisions to the measure before a large-scale field test.

- ↔ “Access to basic needs” → “Access to material needs”
- ↔ “Living with relatives” → “Experiencing housing instability”
- + Adding items regarding IEP, ELL, disability/chronic health condition status
- Removing specific words: aggressive, malicious intent, overactive behaviors, risky rule-breaking behavior, excessive talking

Interview responses alerted us to potential unintended negative consequences of the drafted measure that we can now work to mitigate or test

- Damage in relationships between families and schools
- Incomplete or inaccurate data or biased responses due to lack of information about student

Collecting input from intended users early in the measurement development process:

- Offers opportunities to improve the measure
- Contributes to equitable outcomes

Key Considerations for School Personnel

When considering adopting a measure:

- Reflect upon the intended consequences of the measure’s use (e.g., proactive identification, promoting equity)
- Consider any potential unintended negative consequences of the measure (e.g., negatively affecting family school relationships, providing inaccurate or incomplete data to represent a student)

STUDY AIM

We interviewed a diverse sample of school staff ($n = 7$), administrators ($n = 3$), and family caregivers ($n = 8$) to solicit their perceptions of the usability of the initial draft of the ESSY Whole Child Screener.

Our primary research question was:

How do school staff, administrators, and caregivers perceive the usability of the initial draft of the ESSY Whole Child Screener?

FINDINGS

Paving the Road for Usability

- Alignment with existing initiatives
- Comprehensive yet efficient design
- Perceived benefits of assessing the whole child

Potential Roadblocks

- Staff buy-in
- Teacher rating accuracy
- Family reactions to contextual screening questions
- Can supports be provided?

Recommended Paths Forward

- Optimizing instrumentation and data collection procedures
- Strengthening connections to data interpretation and use
- Clear and specific messaging with staff and families

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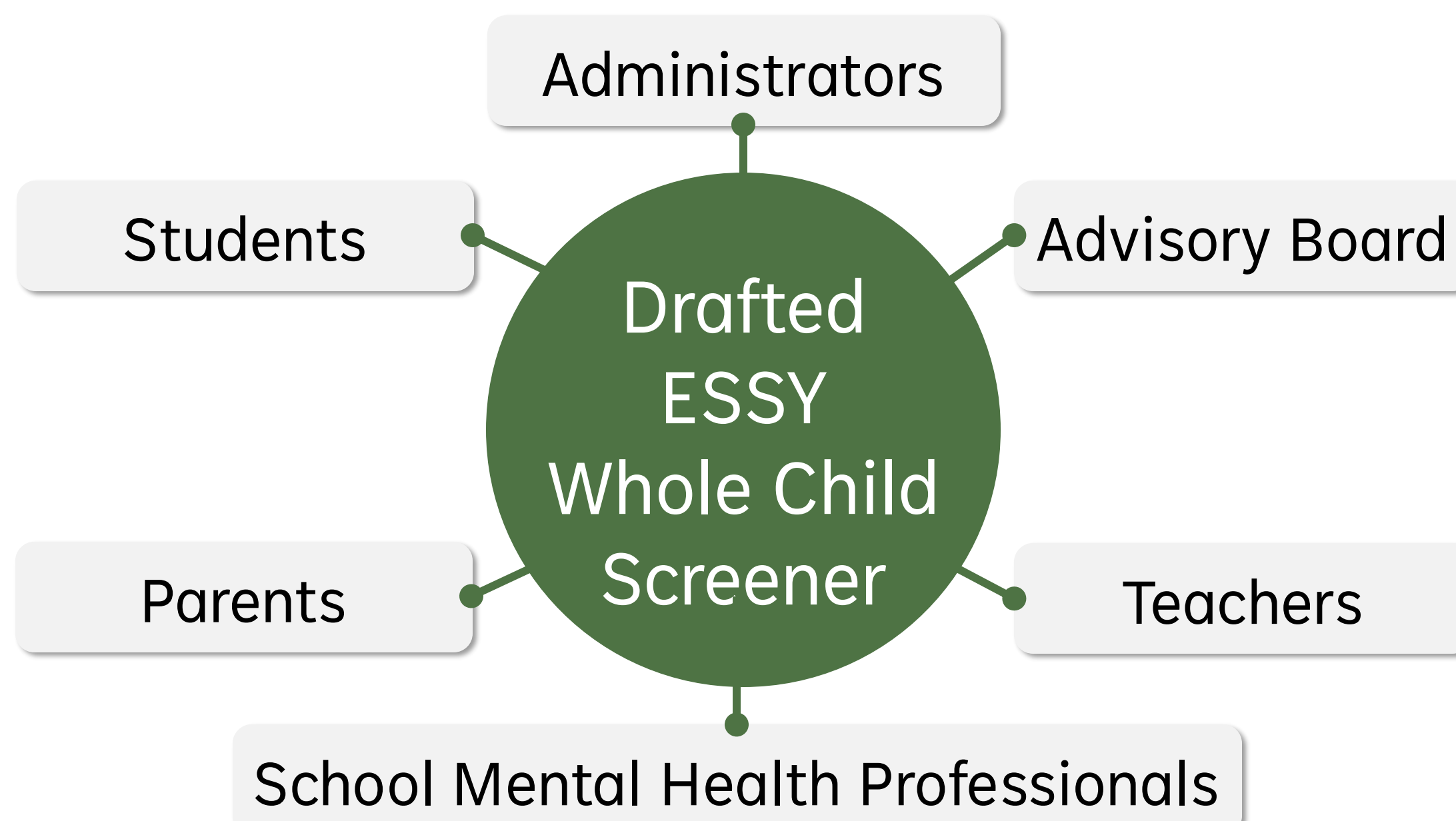
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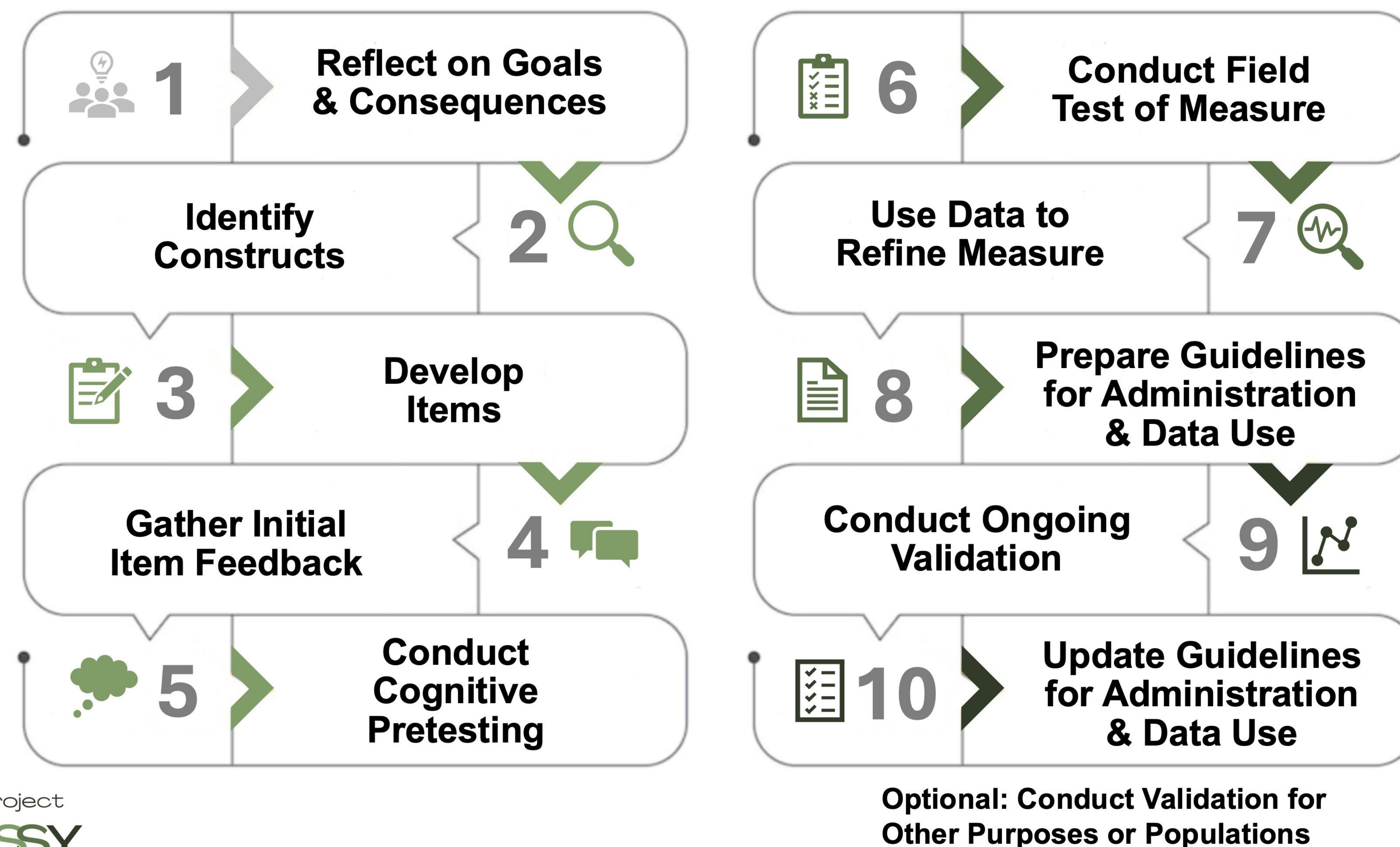
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DISCUSSION

Key Considerations for Researchers

Findings informed various revisions to the measure before a large-scale field test.

Planning for consequential validity

- This study alerted us to potential unintended negative consequences of the drafted measure that we can now work to mitigate or test

These qualitative results can be used to inform decisions about removing items after psychometric data are collected.

Collecting input from intended users early in the measurement development process :

- Offers opportunities to improve the measure
- Contributes to equitable outcomes

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SAMPLE REVISIONS

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