STUDENT DEMOGRAPHICS IN ACADEMIC UNIVERSAL SCREENING STUDIES

LEHIGH UNIVERSITY

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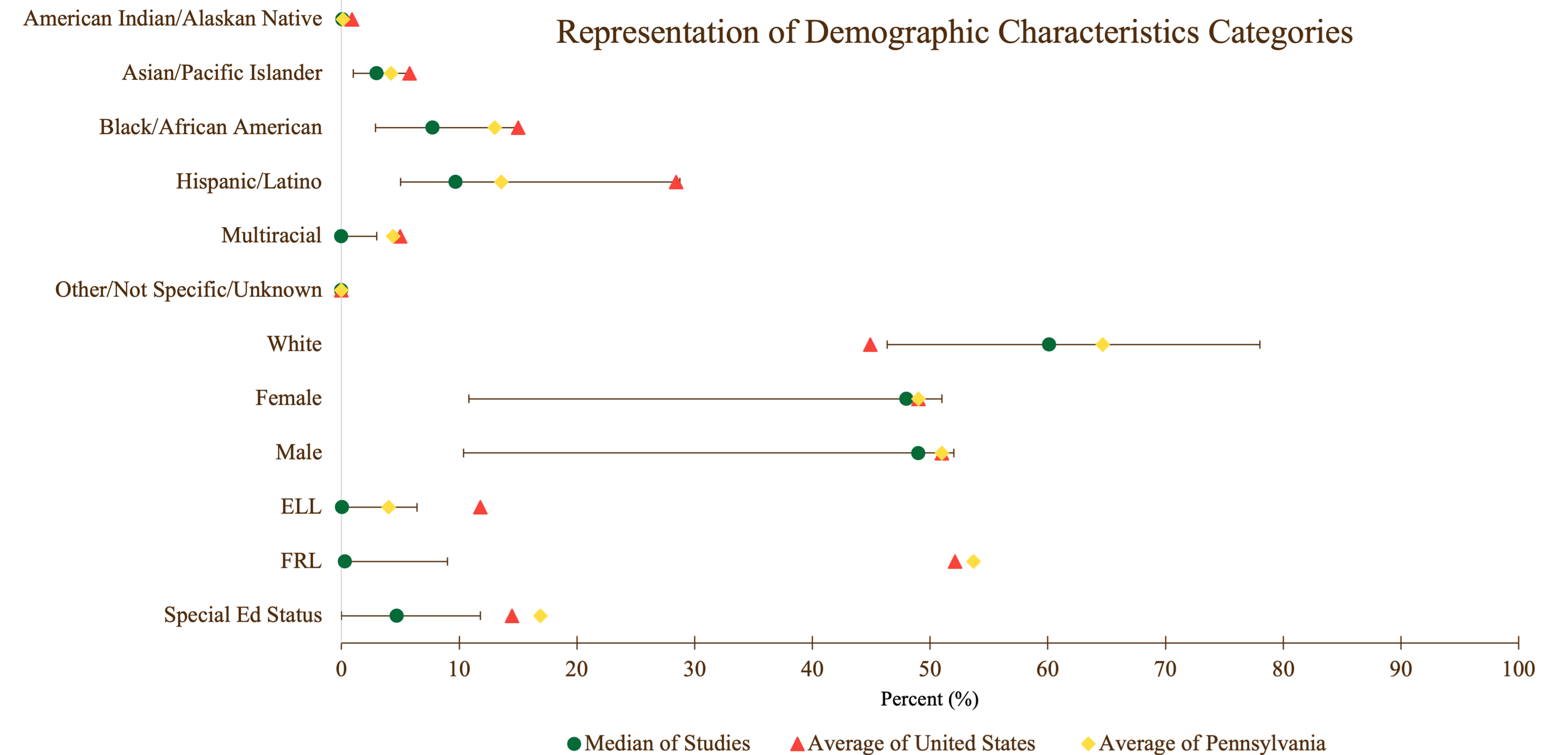**Lehigh University, Bethlehem, PA**

INTRODUCTION

- Universal Screening is a core component of a Response-to-Intervention framework.
- Unfortunately, student demographics are often reported at an aggregate level, making it challenging to understand how appropriate these measures may be for diverse groups of students.
- January & Klingbeil (2020) found in a review of early reading curriculum-based measures (CBM) that many authors did not report many student demographic variables of interest.
- Culturally-responsive practices are important in any context, but it is important to include diverse groups of students in universal screening (Hosp et al., 2011) – improperly over- or under-identifying students in screening can lead to students falling behind or resources not being directed to the students most in need (Glover & Albers, 2007).
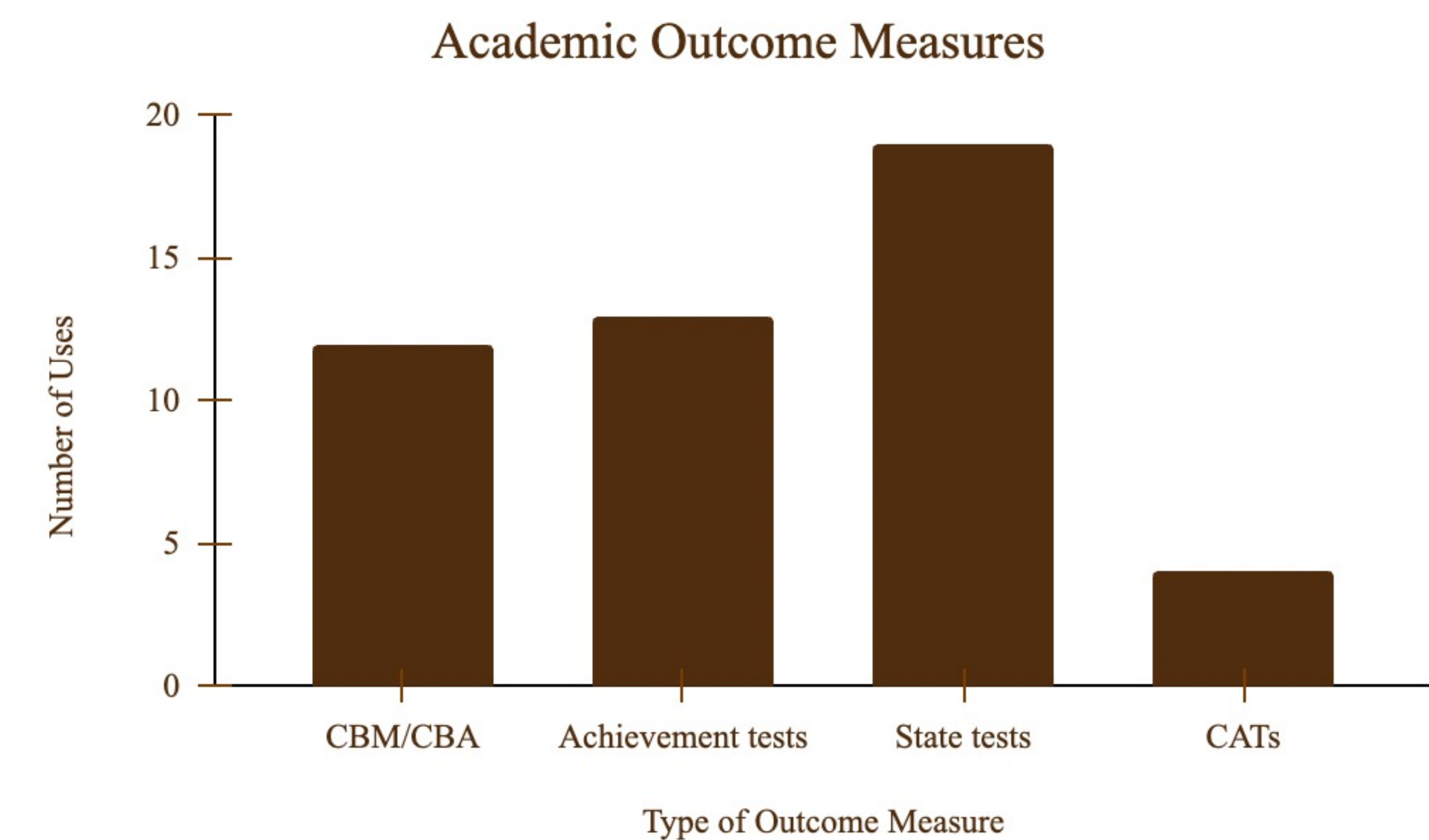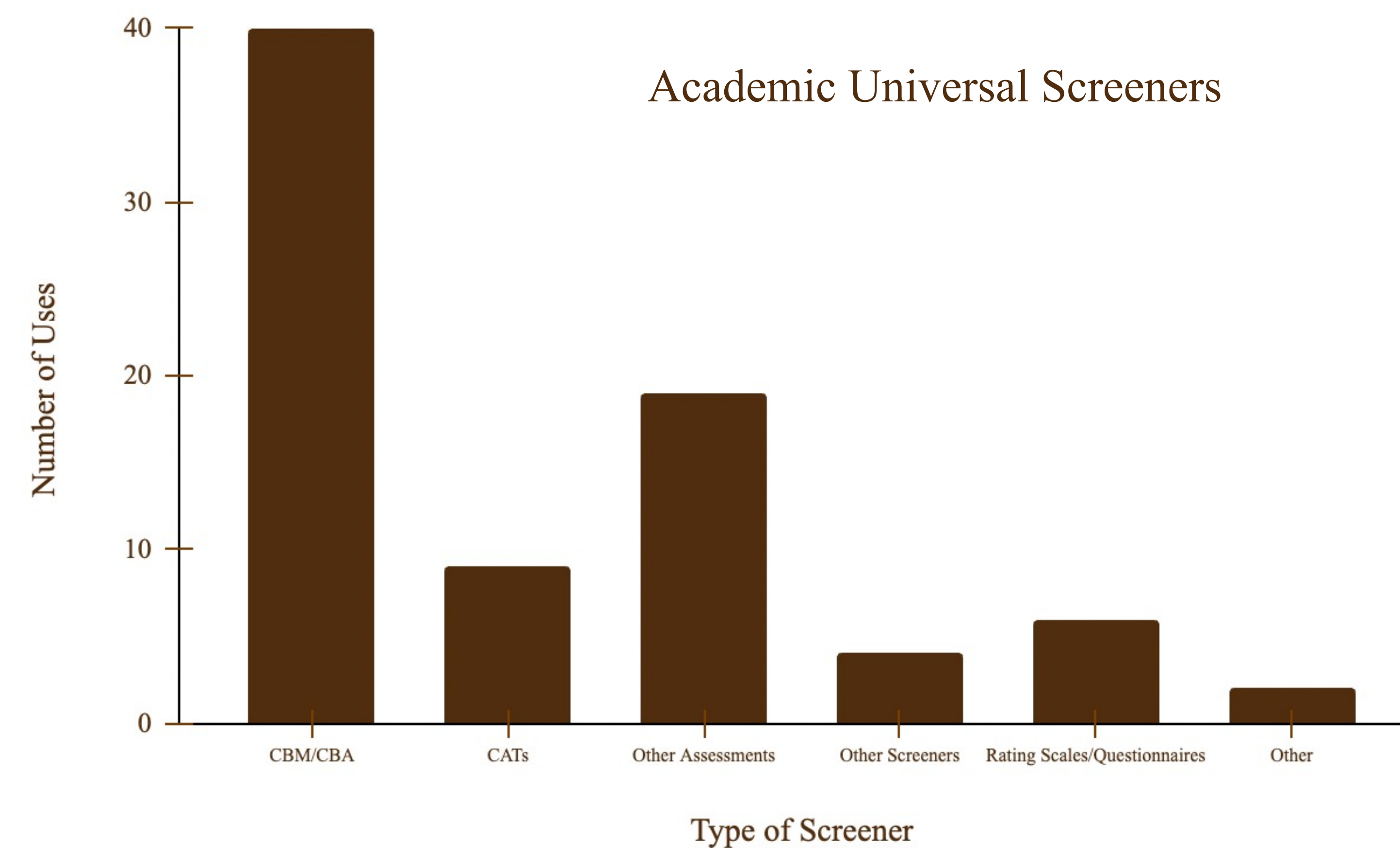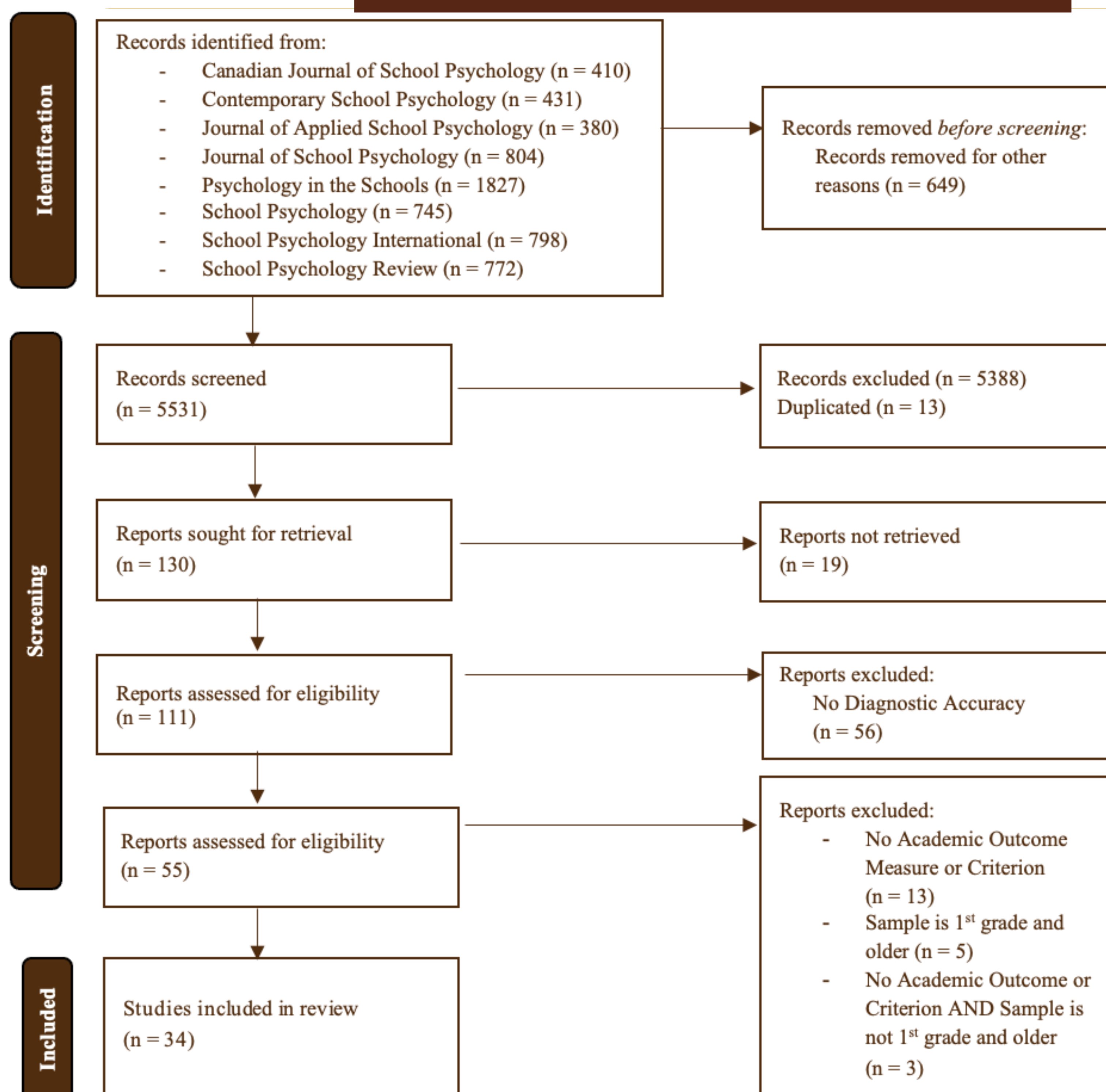
Purpose:
- To examine the extent to which racially, linguistically, and culturally diverse students are represented in academic universal screening studies.

Research Questions:
- (1) What is the representation of student demographic characteristic categories in academic universal screening studies compared to the United States and Pennsylvania?
- (2) What is the frequency of academic universal screeners and academic outcome measures in research studies?

Representation of Demographic Characteristics Categories

Legend: ● Median of Studies   ▲ Average of United States   ◆ Average of Pennsylvania

PRISMA FLOW CHART

Identification

Records identified from:
- Canadian Journal of School Psychology (n = 410)
- Contemporary School Psychology (n = 431)
- Journal of Applied School Psychology (n = 380)
- Journal of School Psychology (n = 804)
- Psychology in the Schools (n = 1827)
- School Psychology (n = 745)
- School Psychology International (n = 798)
- School Psychology Review (n = 772)

Records removed *before screening*:
Records removed for other reasons (n = 649)

Screening

Records screened (n = 5531)

Records excluded (n = 5388)
Duplicated (n = 13)

Reports sought for retrieval (n = 130)

Reports not retrieved (n = 19)

Reports assessed for eligibility (n = 111)

Reports excluded:
No Diagnostic Accuracy (n = 56)

Reports assessed for eligibility (n = 55)

Reports excluded:
- No Academic Outcome Measure or Criterion (n = 13)
- Sample is 1st grade and older (n = 5)
- No Academic Outcome or Criterion AND Sample is not 1st grade and older (n = 3)

Included

Studies included in review (n = 34)

Academic Universal Screeners

Academic Outcome Measures

RESULTS & DISCUSSION

Academic Universal Screeners
- CBM/CBA was the most common type observed among research studies (*n* = 40).
- Other assessment (i.e., scores from achievement, comprehension, and state tests, etc.) was the second most common type (*n* = 19).

Academic Outcome Measures
- State test scores was the most common academic outcome measure in research studies (*n* = 19).
- Second most common type was achievement tests (*n* = 13).

Compared to the Averages of United States and PA…
- The following demographic categories were less prevalent among the research studies: Minority categories, Gender, ELL, FRL, and Special Education Status.
- *White students were overrepresented compared to US average but underrepresented compared to PA average.

Number of Studies that Did Not Report…
- Race/Ethnicity (*n* = 4), Gender (*n* = 9), ELL (*n* = 13), FRL (*n* = 13), Special Education Status (*n* = 6).