Considerations for Systematic Screening PK-12:
Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era

A Presentation for the Northwest Mental Health Technology Transfer Center

August 13, 2020

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Agenda

• Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• The Role of Screening: Using Screening Data to Shape Instruction
  • At Tier 1: Primary Preventions Efforts
  • At all Tiers: Teacher-delivered Strategies
  • At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps
Continued Learning

Procedures for teaching the Ci3T plan for continued learning environments to all faculty and staff include:

A Look at Procedures for Teaching at Tier 1

Social Component:
Examples of Schoolwide Programs

Character Education

- Positive Action: www.positiveaction.net
  - Improves academic behaviors and attendance
  - Curriculum-based approach
  - Effectively increases positive behavior and decreases negative behavior
  - 6-7 units per grade
  - Sample components:
    - Self-esteem (life development for students)
    - Pro-social behaviors (behaviors that promote social interaction)
    - Responsibility, self-discipline, and family involvement
    - Self-awareness and responsibility
  - www.positiveaction.net

- Connect With Kids: connectwithkids.com
  - A curriculum using real stories presented through documentary-style videos, non-fiction books, teaching guides and parent resources.
  - Customizable units are:
    - Introduction and achievement
    - Social and emotional development
    - Character and life skills
    - Target intervention
    - Alcohol and drug prevention
    - Health and safety
    - 6-7 units per grade
    - Optional components:
      - School-wide climate development
      - Drug education
      - Bullying / conflict resolution
      - Counselor, parent, and family classes
      - Community/coalition components

Session 1: 2 hours
- Ci3T model overview

Session 2: Full day
- Building the primary prevention plan

Session 3: 2 hours
- Teaching the plan
- Building for 2 supports

Session 4: Full day
- Building for 2 supports
- Student team members attend

Session 5: 2 hours
- Building Tier 2 supports
- Student team members attend

Session 6: Full day
- Preparing to implement

Homework
- Share overview with faculty and staff; build reactive plan
- Finalize and share expectation matrix and teaching & reinforcing components
- Share screeners; complete assessment schedule
- Share Ci3T plan; complete PIRS; complete secondary grid
- Share revised Ci3T plan; complete Ci3T feedback form

Implementation

Pre-Training Activities
- Team member selection
- Schoolwide Expectations Survey for Specific Settings (SESSS)

Ci3T Professional Learning Series
<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Sustain and Develop Practices</th>
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<tbody>
<tr>
<td>Ci3T Training</td>
<td>2013-14</td>
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<td>Middle and High Schools</td>
<td>Year</td>
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<td>Year 2</td>
<td>Sustain and Develop Practices</td>
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<tr>
<td>Sustain and Develop Practices</td>
<td>2013-14</td>
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<tr>
<td>College and Career Center</td>
<td>Year</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Sustain and Develop Practices</td>
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<td>Ci3T Training</td>
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</table>
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring

Planning for an Integrated Approach
Virtual Learning Incentives

FREE Incentives:
• Stay after on ZOOM with a friend for a chat
• Virtual lunch date with the teacher, principal, etc.
• Teacher wears stickers or has a sign with the student’s name
• Dress up ZOOM day (hats, PJs, costumes, etc.)
• Virtual Greeting Cards (sent via email)
• Show & Tell Time (or some kind of star student spotlight time)
• Personalized stickers in See Saw (2nd grade has been using this)

Adapted and shared with permission from a district partner
Secondary (Tier 2) Intervention Grids

- Behavioral
- Social

Tertiary (Tier 3) Intervention Grids

Implementation Science

- Exploration & Adoption
  - We think we know what we need so we are planning to move forward (evidence-based)

- Installation
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- Initial Implementation
  - Let’s give it a try & evaluate (demonstration)

- Full Implementation
  - That worked, let’s do it for real (investment)

- Sustainability & Continuous Regeneration
  - Let’s make it our way of doing business (institutionalized use)
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Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools

SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
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<tr>
<td>0.3 = low risk</td>
<td>0.3 = low risk</td>
</tr>
<tr>
<td>0.8 = moderate risk</td>
<td>0.8 = moderate risk</td>
</tr>
<tr>
<td>9.21 = high risk</td>
<td>9.21 = high risk</td>
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</tbody>
</table>

Elementary School Levels:

Middle and High School Levels:
SRSS-E7 (externalizing) Results – All Students

sample elementary school fall

SRSS-I5 (internalizing) Results – All Students

Fall 2018
SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>51 (87.93%)</td>
<td>6 (10.34%)</td>
<td>1 (1.72%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>40 (76.92%)</td>
<td>8 (15.38%)</td>
<td>4 (7.69%)</td>
</tr>
<tr>
<td>2nd</td>
<td>61</td>
<td>31 (83.61%)</td>
<td>6 (9.84%)</td>
<td>4 (6.56%)</td>
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</tbody>
</table>
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>M (SD)</th>
<th>Moderate (n = 51)</th>
<th>M (SD)</th>
<th>High (n = 12)</th>
<th>M (SD)</th>
<th>Significance Testing</th>
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</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td></td>
<td></td>
<td></td>
<td>L-M-H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.31)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td></td>
<td></td>
<td></td>
<td>L-M-H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td></td>
<td></td>
<td></td>
<td>L-M-H, H-M-H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.50)</td>
<td>4.17 (3.49)</td>
<td></td>
<td></td>
<td></td>
<td>L-M-H, H-M-H</td>
</tr>
</tbody>
</table>


Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>ODR Low</th>
<th>ODR Moderate</th>
<th>ODR High</th>
<th>OTR Low</th>
<th>OTR Moderate</th>
<th>OTR High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>83.25%</td>
<td>9.66%</td>
<td>6.82%</td>
<td>93.56%</td>
<td>6.18%</td>
<td>4.24%</td>
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<td>2017</td>
<td>90.18%</td>
<td>4.10%</td>
<td>5.66%</td>
<td>91.20%</td>
<td>6.18%</td>
<td>2.54%</td>
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<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>92.22%</td>
<td>6.05%</td>
<td>1.58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>ODR Low</th>
<th>ODR Moderate</th>
<th>ODR High</th>
<th>OTR Low</th>
<th>OTR Moderate</th>
<th>OTR High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>82.35%</td>
<td>9.49%</td>
<td>3.26%</td>
</tr>
<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>6.52%</td>
<td>2.69%</td>
<td>88.79%</td>
<td>6.52%</td>
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Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

% Aggressive Males Males & Of-F ace To

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Reading Skills Math Skills Prosocial Behavior Motivation to Learn

43.35 47.96 56.12 55.42 45.60 47.55 36.73 38.24

% of Students

Ad equate prog ress Moderate Di fficult ies Significant Di fficult ies

N = 54 N = 223 N = 212

n = 489 n = 490 n = 490 n = 489

11.04 4.49 7.14 6.34

Student Risk Screening Scale Fall 2004 – 2012 Middle School

% of Students

Lo w Me d erate Hi gh

77.00 86.00 86.50 89.79 93.08 90.55 92.56 94.28 91.25

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Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). Systematic screenings of behavior to support instruction: From preschool to high school. New York, NY: Guilford Press.
Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies

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Considerations for Systematic Screening PK-12 in the COVID-19 Era

Recommendations to Consider: Pre-COVID-19

• Recommendation #1: Build Stakeholders’ Expertise
• Recommendation #2: Develop the Structures to Sustain and Improve Practices
• Recommendation #3: Conduct Screenings in a Responsible Fashion
• Recommendation #4: Consider Legal Implications- know your state laws

(Lane & Oakes, 2012)

Recommendations to Consider: Screening in the COVID-19 Era

• Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities
• Recommendation 2: Use Multiple Sources of Data to Inform Instruction
• Recommendation 3: Screen Responsibly


Systematic Screening

[Image of a system for systematic screening]
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Resources for Responding to COVID-19


Area 1: Academic Responsibilities

Faculty & Staff:
- Teach core programs according to district and state standards with fidelity:
  - English Language Arts
  - Math
- Work within the core curriculum:
  - Honors Math
- Meet 60 min of core

Additional Support:
- Differentiated instruction

Continued Learning
- Maintain meaningful, engaging learning for all students.
  - Active engagement
    - Personal engagement
    - Instructional feedback
    - Instructional and feedback
    - Instructional and feedback
  - Behavioral support
  - Age-appropriate activities
  - Mental health support
  - Communication:
    - Communication with families
  - Post-weekly content goal to prevent disengagement
  - Weekly updated information and resources for all parents
  - Weekly update and resources for all teachers
  - Weekly update and resources for all students
  - Resources
A Look at Roles & Responsibilities in
Academic, Behavioral, & Social Domains

**Continued Learning**
- Provide lessons to support students with meeting Expectations within your online classroom and virtual meetings
- Teach Expectations for remote learning
- Set clear Expectations for your students’ learning times allowing for flexibility for unique family needs
- Begin each lesson by stating the Expectations for that lesson
- Use precorrection to set students up for successful engagement
- Use behavior specific praise to reinforce desired behaviors
- Use private communications for redirecting students’ behavior (e.g., private chat features)
- Recognize effort with new schedule, expectations and practices.
- Model expected behaviors
- Support families in how to set a daily schedule and expectations for students keeping the 3 social expectations in place (Be Respectful, Be Responsible, Give Best Effort) to help with transition between home

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## Planning for 2020-2021: Structured Flexibility

### Roles and Responsibilities

**Area III: Social Skills**
- Teach skills to support students with meeting Expectations
- Use online resources for asynchronous activities as well as synchronous lessons
- Share the Social Skills family resources with all students’ families.
- Include social skills language and examples in an integrated fashion in academic instruction.
- Participate in available professional learning for flexible learning strategies

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Action Planning

Resources for Responding to COVID-19

A Look at Expectations

Setting up for Success at Home

http://www.ci3t.org/covid
A Look at Expectations

Ci3T: Monitoring for Success: Using Data to Inform Instruction
... Action Planning

Ci3T Monthly Leadership Team Meetings
Resources for Responding to COVID-19

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