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

VTPBIS Annual Forum
October 7, 2020

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University of Kansas

Source: Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

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## Welcome!

You will be muted during this session. Please use the chat box or raise your hand.

You can show or hide your video.

This session is being recorded

All materials can be found here: https://www.pbisvermont.org/training-resources/vtpbis-annual-forum/

This presentation is located at ci3t.org/pl

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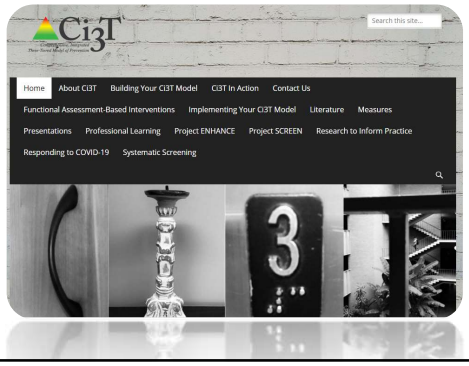
ci3t.org

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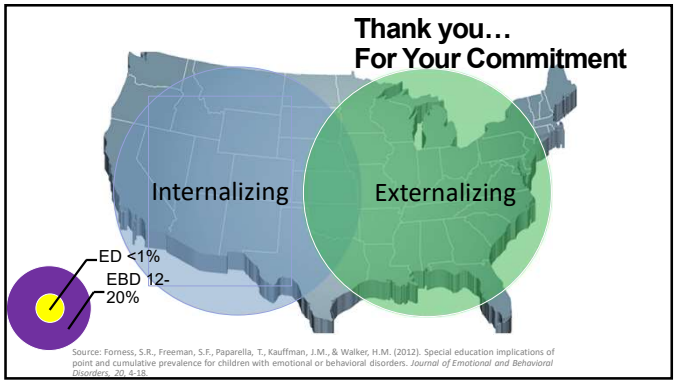
## Agenda

- 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

5

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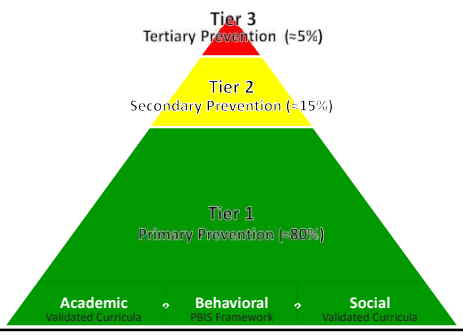
**Comprehensive, Integrated, Three-Tiered Model of Prevention**
(Lane, Kalberg, & Menzies, 2009)

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Implementing Ci3T Models:
A Respectful Partnership

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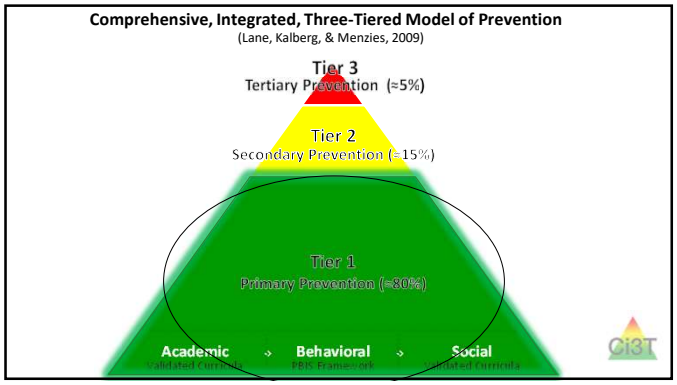
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social
Ci3T

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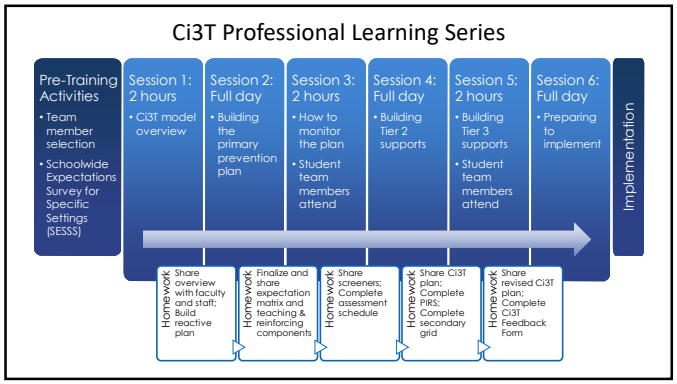
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team members attend
Session 4: Full day
• Building Tier 2 supports
Session 5: 2 hours
• Building Tier 3 supports
• Student team members attend
Session 6: Full day
• Preparing to implement
Implementation
Homework: Share overview with faculty and staff; Build reactive plan
Homework: Finalize and share expectation matrix and teaching & reinforcing components
Homework: Share screeners; Complete assessment schedule
Homework: Share Ci3T plan; Complete PIRS; Complete secondary grid
Homework: Share revised Ci3T plan; Complete Ci3T Feedback Form

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Highland Park Central Elementary School Year 2018-2019 Implementation Manual
Jardine Elementary School Year 2018-2019 Implementation Manual
SHAFTSBURY ELEMENTARY
Shaftsbury Elementary School Year 2016-2017 Implementation Manual
HIGHLAND PARK
Highland Park High School Year 2019-2020 Implementation Manual
Monument Elementary School Year 2016-2017 Implementation Manual
STATE STREET
State Street Elementary School Year 2018-2019 Implementation Manual

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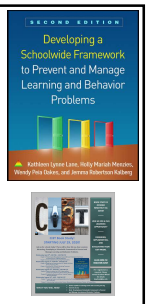
| SAMPLE Elementary School Ci3T Primary (Tier 1) Plan | | | |
|---|---|---|---|
| **Mission Statement** | The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long term life choices as citizens. | | |
| **Purpose Statement** | The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities. | | |
| | **2020 – 2021**<br>The purpose of Sample Elementary School's Ci3T plan is to partner with families to fulfill the school's mission through in person and continued learning experiences in academics and the arts, social and emotional development, and social behaviors in alignment with family and community priorities. | | |
| **School-Wide Expectations** | 1. Be Respectful<br>2. Be Responsible<br>3. Give Best Effort<br>*see **Expectation Matrix** | | |
| **Area I: Academics Responsibilities** | **Area II: Behavior Responsibilities** | **Area III: Social Skills Responsibilities** | |
| Students:<br>• Be at school on time and stay all day. Access and use resources to be organized.<br>• Complete and turn work in at a timely manner.<br>• Communicate with teachers and parents.<br>• Participate in district core instruction and learning opportunities.<br>• Actively participate in class activities and be persistent in the face of challenge.<br>• Participate in: | **Students:**<br>• Meet school-wide expectations stated in the **Expectation Matrix.**<br>• Use strategies learned in behavior expectation setting and *Second Step®* lessons to prevent or minimize triggers and identify and manage agitation.<br>• Take responsibility for own actions and the effect on others.<br>• Tell an adult about any unsafe behaviors.<br>• Ask and adult when you need help. | **Students:**<br>• Follow the school-wide expectations listed in the **Expectation Matrix.**<br>• Actively participate in weekly *Second Step®* lessons.<br>• Use positive social skills at school, at home and in the community and encourage peers to use these skills.<br>• Cooperate with others, use kind words and actions.<br>• Listen politely, and resolve conflicts peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org) | |



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| SAMPLE Elementary School Ci3T Primary (Tier 1) Plan: Hybrid Instruction | | | |
|---|---|---|---|
| **Mission Statement** | The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long term life choices as citizens. | | |
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| **Area I: Academics Responsibilities** | **Area II: Behavior Responsibilities** | **Area III: Social Skills Responsibilities** | |
| **Students:**<br>• Arrive at school on time and stay all day.<br>• Complete and turn work in at a timely manner.<br>• Communicate with teachers and parents.<br>• Participate in district core instruction and learning opportunities.<br>• Participate in class activities and be persistent in the face of challenge.<br>• Participate in:<br>○ 60 minutes of Math using *Math Expressions Common Core* (Houghton Mifflin Harcourt)<br>○ 90 minutes of English Language Arts using *Scott Foresman Reading* | **Students:**<br>• Meet school-wide expectations stated in the **Expectation Matrix.**<br>• Use strategies learned in behavior expectation setting and *Second Step®* lessons to demonstrate prosocial and positive learning behaviors, minimize responses to potential triggers, and manage emotions and actions.<br>• Take responsibility for own actions and the effect on others.<br>• Tell an adult about any unsafe behaviors.<br>• Ask and adult when you need help. | **Students:**<br>• Follow the school-wide expectations listed in the **Expectation Matrix.**<br>• Actively participate in daily *Second Step®* lessons.<br>• Use positive social skills at school, at home and in the community and encourage peers to use these skills.<br>• Cooperate with others, use kind words and actions.<br>• Listen politely, and resolve conflicts peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org).<br>• Follow expectations to keep yourself and others safe.<br>• | |

Ci3T.org/COVID

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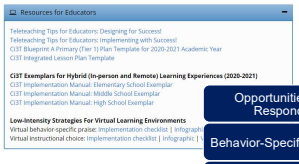
Area II: Academics Responsibilities

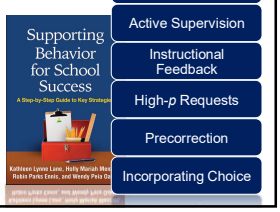
**Faculty and Staff:**

- Teach core programs according to district and state standards with integrity:
- Use proactive evidence-based strategies to support students' active engagement

Remote Learning

- Use proactive evidence-based strategies to support students' active engagement.
- Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
- Communicate at least weekly with families and students.




- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-*p* Requests
- Precorrection
- Incorporating Choice

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Area II: Behavior Responsibilities

**Faculty and Staff:**
Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.

Remote Learning

- Teach Expectations for remote learning.
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs.

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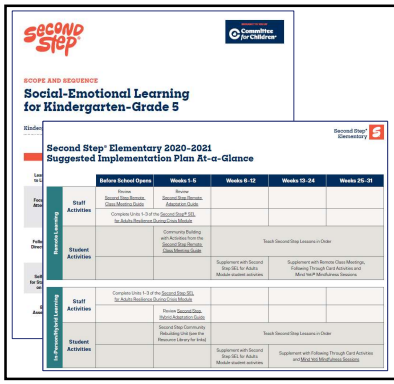


Area II: Social Responsibilities

**Faculty and Staff:**
Teach schoolwide social skills/ character education curricula with integrity:

- Teach daily Second Step® lessons (link to grade level instructional schedules)
- Seek ways to engage parents as partners in the school program

Remote Learning

- Begin each lesson with a connection to the social skills needed to fully engage in the lesson.
- Utilize online Second Step® resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.

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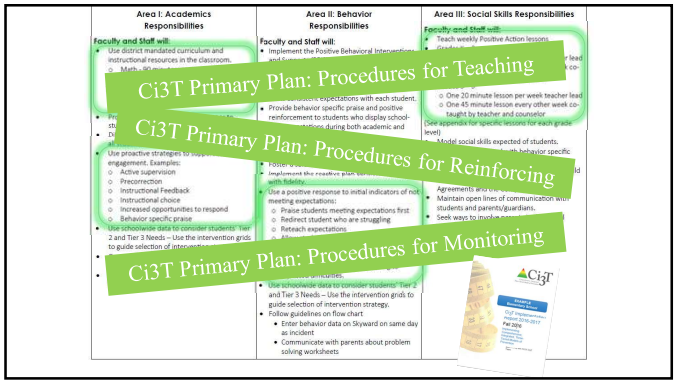


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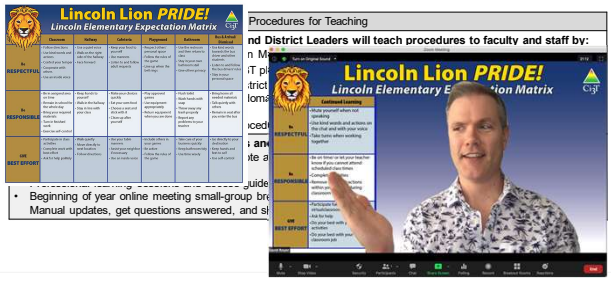
## A look at Procedures for Teaching at Tier 1

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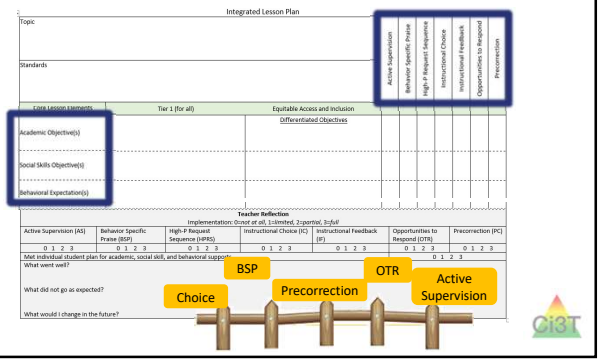


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## Setting up for Success at Home

http://www.ci3t.org/covid

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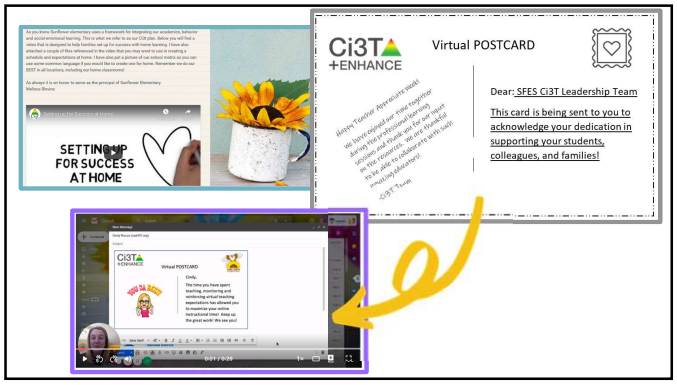
SETTING UP FOR SUCCESS AT HOME
Ci3T +ENHANCE
Virtual POSTCARD
Dear: SFES Ci3T Leadership Team
This card is being sent to you to acknowledge your dedication in supporting your students, colleagues, and families!

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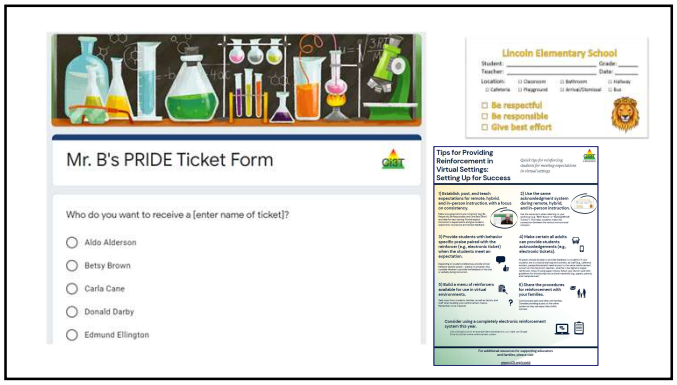
Mr. B's PRIDE Ticket Form
Who do you want to receive a [enter name of ticket]?
Aldo Alderson
Betsy Brown
Carla Cane
Donald Darby
Edmund Ellington
Lincoln Elementary School
Be respectful
Be responsible
Give best effort
Tips for Providing Reinforcement in Virtual Settings: Setting Up for Success

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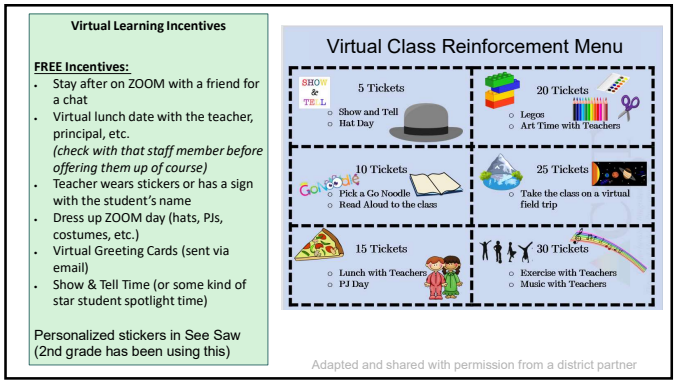
Virtual Learning Incentives
FREE Incentives:
Stay after on ZOOM with a friend for a chat
Virtual lunch date with the teacher, principal, etc.
(check with that staff member before offering them up of course)
Teacher wears stickers or has a sign with the student's name
Dress up ZOOM day (hats, PJs, costumes, 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)
Virtual Class Reinforcement Menu
5 Tickets
Show and Tell
Hat Day
20 Tickets
Legos
Art Time with Teachers
10 Tickets
Pick a Go Noodle
Read Aloud to the class
25 Tickets
Take the class on a virtual field trip
15 Tickets
Lunch with Teachers
PJ Day
30 Tickets
Exercise with Teachers
Music with Teachers
Adapted and shared with permission from a district partner

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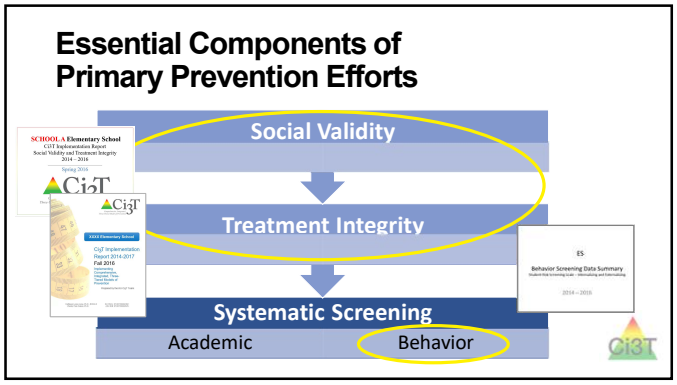
Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior
Ci3T

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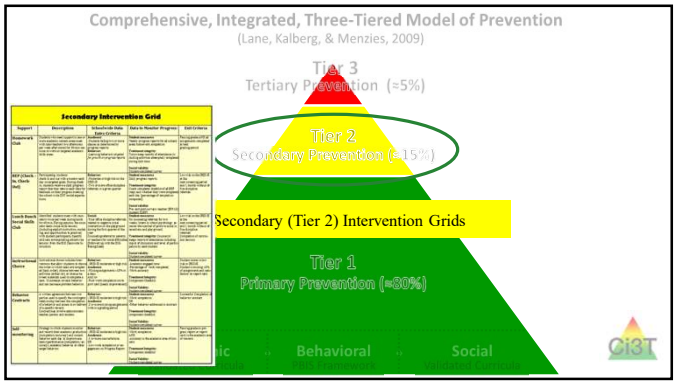
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Secondary (Tier 2) Intervention Grids
Tier 1
Primary Prevention (≈80%)
Behavioral
PBIS Framework
Social
Validated Curricula
Ci3T

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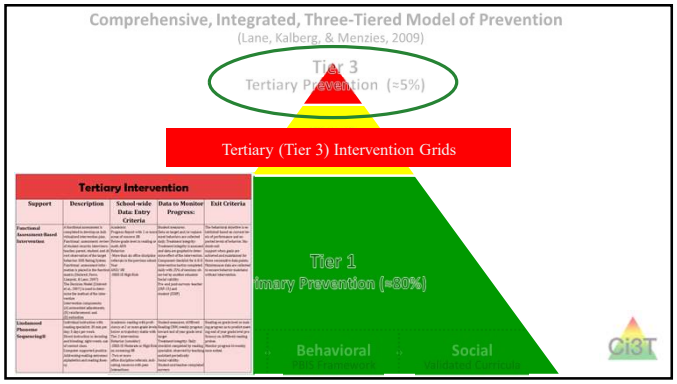
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Behavioral
PBIS Framework
Social
Validated Curricula
Ci3T

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## Implementation Science

Adapted from Fixsen & Blasé, 2005

**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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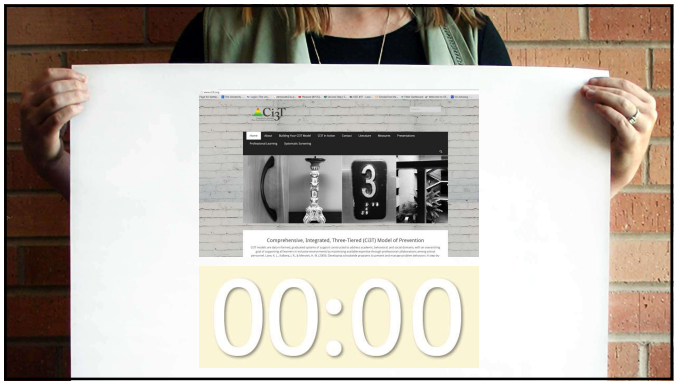


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**Comprehensive, Integrated, Three-Tiered Model of Prevention**
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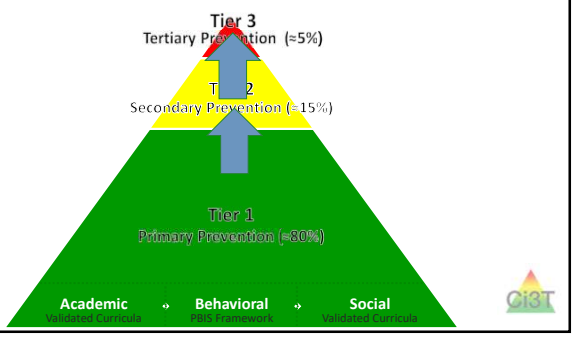


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## Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0
ELEMENTARY USE

DATE:
TEACHER NAME:
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

| Student Name | Student ID | Count | Steal | Lie, Cheat, Sneak | Behavior Problem | Peer Rejection | Low Academic Achievement | Negative Attitude | Aggressive Behavior | Emotionally Flat | Stay; Withdrawn | Self; Depressed | Anxious | Lonely | SRSS TOTAL | SRSS-IE TOTAL | SRSS-IE TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Example: Smith, Sally* | *11111* | 0 | *0* | *0* | *3* | *1* | *3* | *3* | *3* | *2* | *2* | *2* | *3* | *0* | 13 | 9 | 22 |
| | | 1 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 2 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 3 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 4 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 5 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 6 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 7 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 8 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 9 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 10 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 11 | | | | | | | | | | | | | 0 | 0 | 0 |

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## Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
MIDDLE and HIGH SCHOOL USE 2016 - 2017

DATE:
TEACHER NAME:
PERIOD RATED:

Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.

Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

| Student Name | Student ID | Count | Steal | Lie, Cheat, Sneak | Behavior Problem | Peer Rejection | Low Academic Achievement | Negative Attitude | Aggressive Behavior | Emotionally Flat | Stay; Withdrawn | Self; Depressed | Anxious | Lonely | SRSS-E TOTAL | SRSS-I TOTAL | SRSS-IE TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Example: Smith, Sally* | *11111* | 0 | *0* | *0* | *3* | *1* | *3* | *3* | *3* | *2* | *2* | *2* | *3* | *0* | 13 | 10 | 22 |
| *Example: Lane, Scarlett* | *112341* | 0 | *0* | *0* | *3* | *1* | *3* | *3* | *3* | *0* | *0* | *1* | *2* | *0* | 13 | 4 | 16 |
| | | 1 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 2 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 3 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 4 | | | | | | | | | | | | | 0 | 0 | 0 |
| | | 5 | | | | | | | | | | | | | 0 | 0 | 0 |

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## SRSS-IE: Cut Scores

| Elementary School | | Middle and High School | |
|---|---|---|---|
| SRSS-E7 | SRSS-I5 | SRSS-E7 | SRSS-I6 |
| Items 1-7 | Items 8-12 | Items 1-7 | Items 4, 8-12 |
| 0-3 = low risk<br>4-8 = moderate risk<br>9-21 = high risk | 0-1 = low risk<br>2-3 = moderate risk<br>4-15 = high risk | 0-3 = low risk<br>4-8 = moderate risk<br>9-21 = high risk | 0-3 = low risk<br>4-5 = moderate risk<br>6-18 = high risk |

**Elementary School Level:**
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40,* 159-170.

**Middle and High School Levels:**
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284

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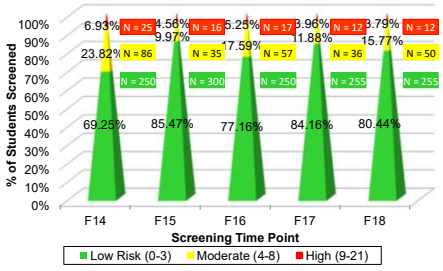
## Sample Elementary School Fall

**SRSS-E7 (externalizing) Results – All Students**

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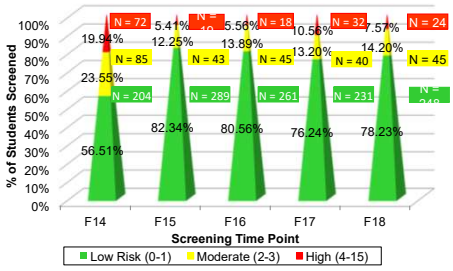
## Sample Elementary School Fall

**SRSS-I5 (internalizing) Results – All Students**

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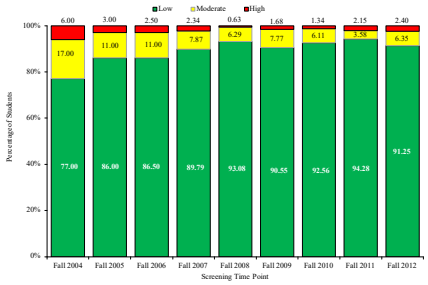
Fall 2018

## SRSS-Externalizing Results: Grade level

| Grade Level | *N* Screened | Low *n (%)* | Moderate *n (%)* | High *n (%)* |
|---|---|---|---|---|
| K | 58 | 51 (87.93%) | 6 (10.34%) | 1 (1.72%) |
| 1st | 52 | 40 (76.92%) | 8 (15.38%) | 4 (7.69%) |
| 2nd | 61 | 51 (83.61%) | 6 (9.84%) | 4 (6.56%) |

37

## Student Risk Screening Scale Fall 2004 – 2012 Middle School




Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure, 58,* 143-158. doi: 10.1080/10459883X.2014.893978 [*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.]

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## Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

| Variable | Risk | | | |
|---|---|---|---|---|
| | Low (*n* = 422) *M (SD)* | Moderate (*n* = 51) *M (SD)* | High (*n* = 12) *M (SD)* | Significance Testing |
| ODR | 1.50 (2.85) | 5.02 (5.32) | 8.42 (7.01) | L<M<H |
| In-School Suspensions | 0.08 (0.38) | 0.35 (1.04) | 1.71 (2.26) | L<M<H |
| GPA | 3.35 (0.52) | 2.63 (0.65) | 2.32 (0.59) | L>M, H M=H |
| Course Failures | 0.68 (1.50) | 2.78 (3.46) | 4.17 (3.49) | L<M, H M=H |

(Lane, Parks, Kalberg, & Carter, 2007)

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## Screening Data: High School Yrs1-3

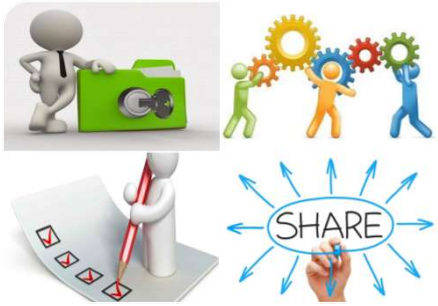
| Fall- SRSSIE-I | Low | Moderate | High |
|---|---|---|---|
| 2016 | 80.28% | 10.36% | 9.36% |
| 2017 | 90.18% | 4.16% | 5.66% |
| 2018 | 90.91% | 3.86% | 5.23% |

| Fall- SRSSIE-E | Low | Moderate | High |
|---|---|---|---|
| 2016 | 89.56% | 8.02% | 2.42% |
| 2017 | 91.29% | 6.18% | 2.54% |
| 2018 | 92.22% | 6.20% | 1.58% |

| WTR-SRSSIE-I | Low | Moderate | High |
|---|---|---|---|
| 2016 | 87.25% | 9.49% | 3.26% |
| 2017 | 86.14% | 9.02% | 4.85% |
| 2018 | 88.79% | 8.52% | 2.69% |

| WTR-SRSSIE-E | Low | Moderate | High |
|---|---|---|---|
| 2016 | 87.25% | 9.49% | 3.26% |
| 2017 | 86.14% | 9.02% | 4.85% |
| 2018 | 88.79% | 8.52% | 2.69% |

40

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## Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
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  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
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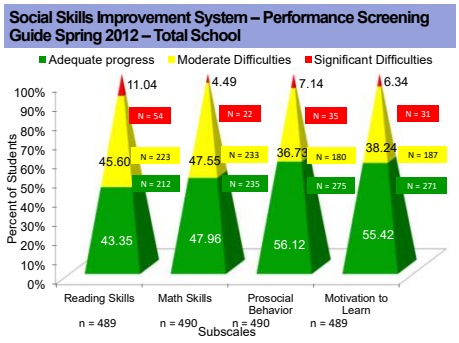
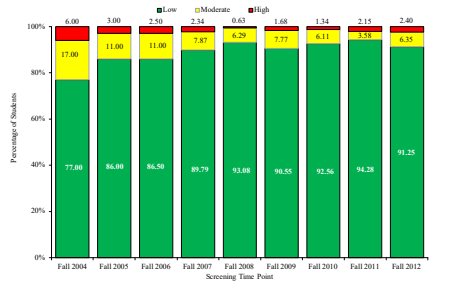
43




Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?

44




Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure, 58*, 143-158. doi: 10.1080/1045988X.2014.893978 [*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.]

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## Examining Academic and Behavioral Data: Elementary School Level

| TEACHER NAME | R. Collins | | | | | | |
|---|---|---|---|---|---|---|---|
| Date: December 2014 | | | | | | | |
| | | | | | | | |
| | | 1 Average or Above | | 0-3 Low | 0-1 Low | 0-1 Low | |
| | | 2 Below Average | | 4-8 Moderate | 2-3 Moderate | 2-5 Moderate | |
| | | 3 Well Below Average | | 9-21 High | 4-15 High | 6+ High | |
| **Student Name** | **Student ID** | **AIMSweb Reading** | **AIMSweb Math** | **SRSS-E7 Behavior** | **SRSS-i5 Internalizing (Preliminary)** | **ODR** | **Total Days Absent** |
| Alley, Allison | 2310 | 1 | 1 | 1 | 1 | 0 | 0 |
| Atwell, J'Monte | 2013 | 1 | 1 | 0 | 0 | 0 | 0 |
| Bonds, Peter | 2031 | 2 | 2 | 4 | 0 | 3 | 0 |
| Booker, Abbie | 2001 | 1 | 2 | 0 | 2 | 1 | 3 |
| Cartright, Ashley | 2152 | 1 | 3 | 0 | 6 | 0 | 6 |
| Cox, Lucille | 2002 | 2 | 3 | 2 | 10 | 0 | 8 |
| Hankins, Erin | 2017 | 1 | 1 | 0 | 0 | 0 | 0 |
| Julius, O'Tam | 2132 | 3 | 2 | 6 | 2 | 5 | 7 |
| Justice, Jesse | 2003 | 2 | 2 | 3 | 1 | 0 | 3 |
| Ochoa, Kelly | 2009 | 1 | 2 | 0 | 3 | 0 | 5 |
| Parker, Stephanie | 2004 | 1 | 2 | 4 | 0 | 0 | 1 |
| Paul, Timothy | 2010 | 1 | 1 | 3 | 0 | 0 | 1 |
| Reed, Kendra | 2022 | 3 | 0 | 16 | 2 | 23 | 3 |
| Toms, Blake | 2018 | 1 | 2 | 0 | 0 | 0 | 1 |
| Wellington, Jasper | 2215 | 2 | 3 | 14 | 4 | 9 | 0 |

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

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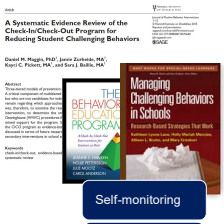
## Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High *p* Requests
- Precorrection
- Incorporating Choice




- Self-monitoring
- Behavior Contracts

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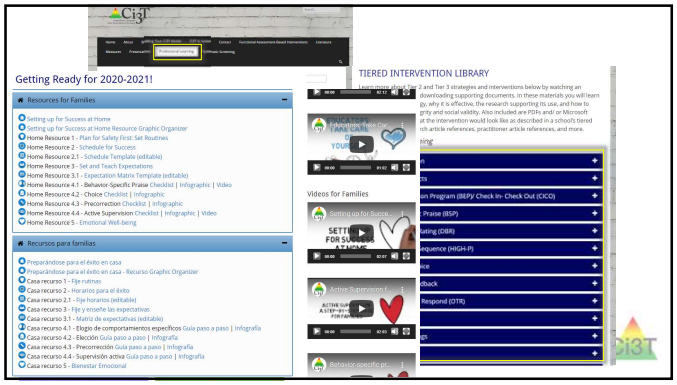


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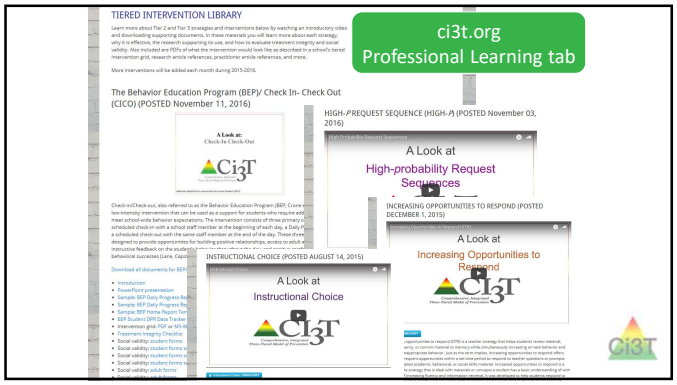


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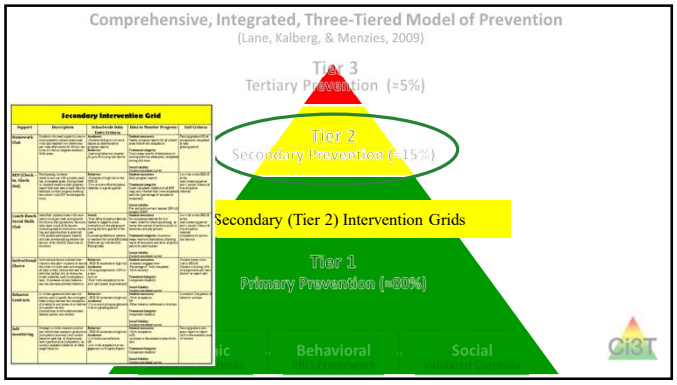
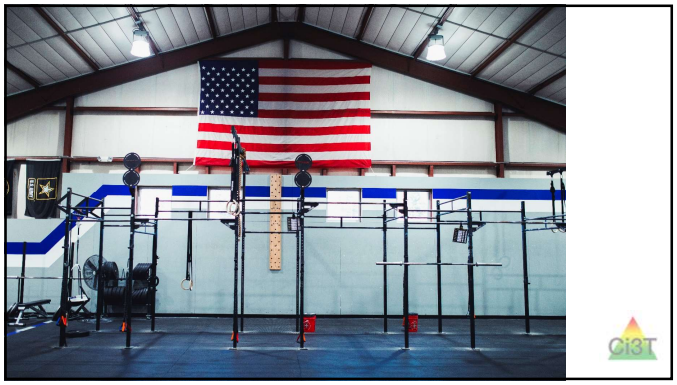



52

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Secondary (Tier 2) Intervention Grid: For Middle and High School Students

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|---|---|---|---|---|
| Self-monitoring | Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior. | **Behavior:**<br>☐ SRSS-E7 score: Moderate (4-8)<br>*or*<br>☐ SRSS-E7 score: High (9-21)<br>*or*<br>☐ 2 or more office discipline referrals (ODR)<br>*or*<br>☐ Skyward: 2 or more missing assignments<br><br>**AND/ OR**<br><br>**Academic:**<br>☐ Report card: 1 or more course failures<br>*or*<br>☐ AIMSweb: intensive or strategic level (math or reading)<br>*or*<br>☐ Below 2.5 GPA | Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan)<br><br>Passing grades on progress reports<br><br>**Social Validity:**<br>Teacher: IRP-15<br>Student: CIRP<br><br>**Treatment Integrity:**<br>Implementation & treatment integrity checklist | SRSS-E7 score: Low (1-3)<br><br>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan) |

Ci3T

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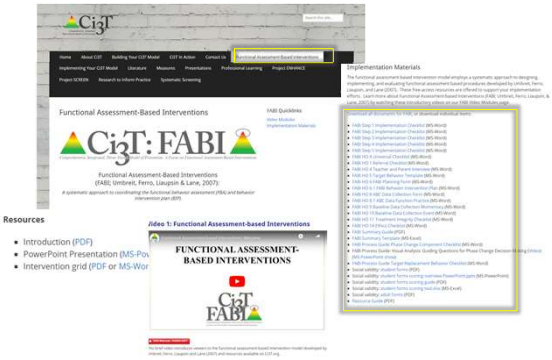


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Considerations for Systematic Screening PK-12 in the COVID-19 Era

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

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## 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)

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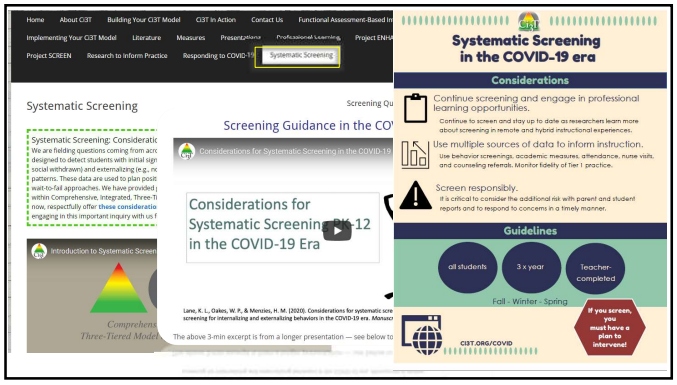
## Recommendations to Consider: Screening in the COVID-19 Era

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

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

59

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Ci3T

# Looking Ahead

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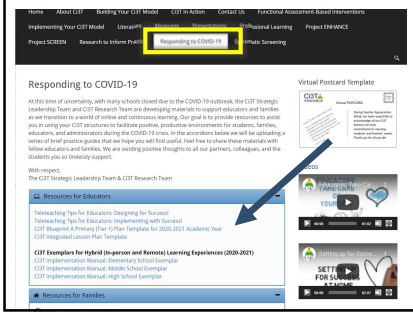
## Resources for Responding to COVID-19

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A Look at Expectations

## Setting up for Success at Home

Resources for Educators

Resources for Families

- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Setting up for Success at Home Resource 1 - Plan for Safety First: Set
- Setting up for Success at Home Resource 2 - Schedule for Success
- Setting up for Success at Home Resource 2.1 - Schedule Template (ed
- Setting up for Success at Home Resource 3 - Set and Teach Expectatio
- Setting up for Success at Home Resource 3.1 - Expectation Matrix Ter
- Setting up for Success at Home Resource 4.1 - Behavior Specific Prais
- Setting up for Success at Home Resource 4.2 - Choice Checklist
- Setting up for Success at Home Resource 4.3 - Precorrection Checklis
- Setting up for Success at Home Resource 4.4 - Active Supervision Che
- Setting up for Success at Home Resource 5 - Emotional Well-being

Resources for Administrators

http://www.ci3t.org/covid

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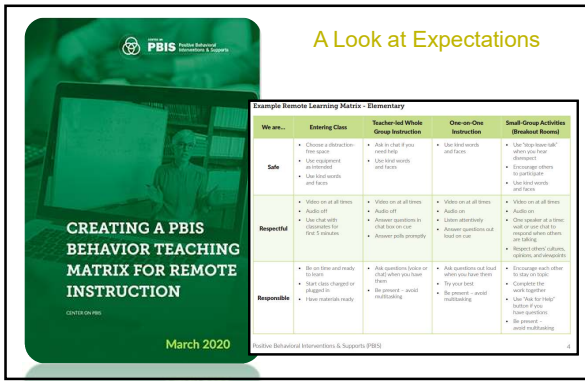
A Look at Expectations

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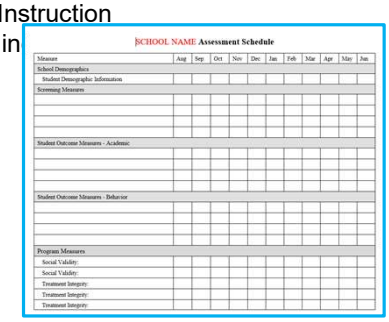
Ci3T: Monitoring for Success: Using Data to Inform Instruction

… Action Plannin

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# Ci3T Monthly Leadership Team Meetings

Ci3T MEETINGS SCHEDULE

Please list your scheduled **Ci3T Leadership Team** meetings *and faculty* and staff meetings.

School name: _____ Date completed: _____

| Month | Ci3T Leadership Team Meetings | | Faculty and Staff Meetings | |
|---|---|---|---|---|
| | Date | Time | Date | Time |
| July | | | | |
| August | | | | |
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |

Date and Time of Ci3T Faculty and Staff Rollout (August): _____

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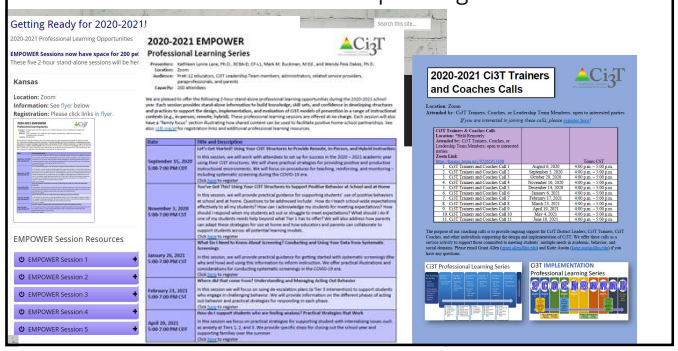
## Resources for Responding to

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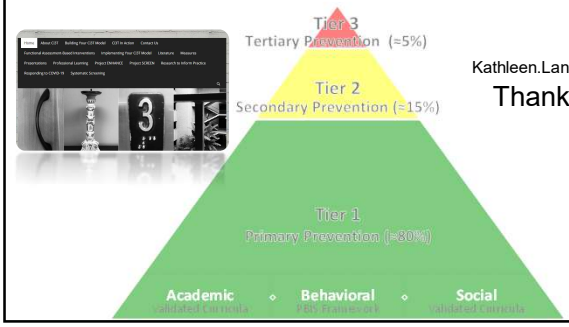
## Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)




Kathleen.Lane@ku.edu

Thank you!

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