Systematic Screening ... What do I need to know?
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Lincoln Intermediate Unit
Summer Institute
New Oxford, PA

Wouldn’t it be great if ... students could be detected at the first sign of concern?
Agenda

- Introducing Ci3T ... collaborative and efficient
- Systematic Screening Tools
  - Selecting and installing
  - Understanding the practicalities
- Using Screening Data to Inform Instruction
  - Tier 1 efforts
  - Teacher-delivered strategies
  - Tier 2 and 3 supports
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps
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Considerations

Psychometrically Sound

Socially Valid

Behavior Screening Tools
Selecting the best behavior screening tool(s) for our school

How does our Ci3T model influence risk?

Systematic Screener for Behavior Disorders

Available from Pacific Northwest Publishing

(System 2nd ed.; Walker, Severson, & Fed, 2014)
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students

Externalizing

<table>
<thead>
<tr>
<th>Year</th>
<th>Nominated</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>77</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>87</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>88</td>
<td>20</td>
</tr>
<tr>
<td>2010</td>
<td>77</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>67</td>
<td>40</td>
</tr>
</tbody>
</table>

Note: The numbers represent totals for the students for whom the SSBD was completed.

Number of students:
- 6.8% in 2007
- 1.5% in 2008
- 2.17% in 2009
- 2.41% in 2010
- 2.61% in 2011

Internalizing

<table>
<thead>
<tr>
<th>Year</th>
<th>Nominated</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>2010</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>78</td>
<td>40</td>
</tr>
</tbody>
</table>

Note: The numbers represent totals for the students for whom the SSBD was completed.

Number of students:
- 4.4% in 2007
- 2.78% in 2008
- 1.44% in 2009
- 2.63% in 2010
- 2.24% in 2011

SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Students Screened</th>
<th>Students Nominated</th>
<th>Students w/ Critical Need</th>
<th>Critical Externalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
<td>24</td>
<td>5</td>
<td>5 (5.56%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (0.00%)</td>
</tr>
<tr>
<td>1st</td>
<td>60</td>
<td>24</td>
<td>3</td>
<td>1 (1.54%)</td>
</tr>
<tr>
<td></td>
<td>*B/BI</td>
<td></td>
<td></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>2nd</td>
<td>60</td>
<td>18</td>
<td>3</td>
<td>1 (1.67%)</td>
</tr>
</tbody>
</table>

* Students missing

Note: The numbers represent totals for the students for whom the SSBD was completed.
Student Risk Screening Scale for Internalizing and Externalizing

Available from ci3r.org
(SRSS-IE; Drummond, 1994 and Lane & Menzies, 2009)

SRSS-IE for Elementary Schools

SRSS-IE: Cut Scores

Elementary School

<table>
<thead>
<tr>
<th>Items</th>
<th>SRSS-E7</th>
<th>SRSS-E5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>low risk</td>
<td></td>
</tr>
<tr>
<td>4-8</td>
<td>moderate risk</td>
<td></td>
</tr>
<tr>
<td>9-21</td>
<td>high risk</td>
<td></td>
</tr>
</tbody>
</table>

Middle and School

<table>
<thead>
<tr>
<th>Items</th>
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</tr>
</tbody>
</table>


Middle and High School

Sample Elementary School Fall
SRSS-I5 (internalizing) Results – All Students

Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

Fall 2018
SRSS-Internalizing 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>3rd</td>
<td>57</td>
<td>46 (80.70%)</td>
<td>7 (12.28%)</td>
<td>4 (7.02%)</td>
</tr>
<tr>
<td>4th</td>
<td>42</td>
<td>23 (54.76%)</td>
<td>13 (30.95%)</td>
<td>6 (14.29%)</td>
</tr>
<tr>
<td>5th</td>
<td>47</td>
<td>33 (70.21%)</td>
<td>9 (19.15%)</td>
<td>5 (10.64%)</td>
</tr>
</tbody>
</table>
### RESULTS: SRSS-IE: **EXTERNALIZING** Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low M (SD)</td>
<td>Moderate M (SD)</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Fall Externalizing</td>
<td>258 (58.34)</td>
<td>175 (50.43)</td>
</tr>
<tr>
<td></td>
<td>858</td>
<td>846</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>3.254</td>
<td>2.82</td>
</tr>
<tr>
<td></td>
<td>820</td>
<td>800</td>
</tr>
<tr>
<td>In School Suspensions</td>
<td>0.0233 (0.02)</td>
<td>0.0427 (0.02)</td>
</tr>
<tr>
<td></td>
<td>740</td>
<td>360</td>
</tr>
</tbody>
</table>

L = M; M = H

### RESULTS: SRSS-IE: **INTERNALIZING** Subscale Elementary

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<tr>
<td></td>
<td>740</td>
<td>360</td>
</tr>
<tr>
<td>In School Suspensions</td>
<td>0.0313 (0.08)</td>
<td>0.0402 (0.03)</td>
</tr>
<tr>
<td></td>
<td>740</td>
<td>360</td>
</tr>
</tbody>
</table>

L < M < H

---

**SRSS-IE for Middle and High Schools**
SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Items 1-7</th>
<th>Items 8-12</th>
<th>Items 1-7</th>
<th>Items 4, 8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-13 = high risk</td>
<td>9-21 = high risk</td>
<td>4-13 = high risk</td>
</tr>
</tbody>
</table>

Elementary School Level:

Middle and High School Levels:

Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Fall-Winter</th>
<th>Fall</th>
<th>Fall-Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.50%</td>
<td>9.22%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>5.68%</td>
<td>4.16%</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>5.23%</td>
<td>5.66%</td>
</tr>
</tbody>
</table>

Screening ... Considering the Logistics & Ci3T in Action
Starting the year with Ci3T...

**Screening Practices**
- District system...
- Preparing...
- Previewing...
- Dedicating time...
- Reminding...
- Supporting...
- Following through...
- Summarizing...
- Using data to inform instruction...
What are the most immediate logistical concerns in your school or district related to screening?

Explore screening protocols on ci3t.org/screening

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Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Adequate Progress</th>
<th>Moderate Difficulties</th>
<th>Significant Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>45.1%</td>
<td>47.9%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Math</td>
<td>43.3%</td>
<td>47.5%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>56.12%</td>
<td>55.42%</td>
<td>43.15%</td>
</tr>
<tr>
<td>Motivation to Learn</td>
<td>11.04%</td>
<td>10.31%</td>
<td>9.76%</td>
</tr>
</tbody>
</table>

Student Risk Screening Scale Fall 2004 – 2012 Middle School

![Student Risk Screening Scale](image)


**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**

![Examining Academic and Behavioral Data: Elementary School Level](image)
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Secondary (Tier 2) Intervention Grids


First Grade Students' Self-Monitoring Form

Data in action
**Daily Behavior Report Cards**

<table>
<thead>
<tr>
<th>Description</th>
<th>Behavior</th>
<th>Data</th>
<th>Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data to Monitor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exit Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Positive Action: Tier 2 Groups**

<table>
<thead>
<tr>
<th>Description</th>
<th>Behavior</th>
<th>Data</th>
<th>Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data to Monitor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exit Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment - Based Intervention</td>
<td>High-risk students identified through the Student Risk Screening Scale (SRSS), or identified in the clinical range on one or more Strengths and Difficulties Questionnaire (SDQ) subscales (Emotional Symptoms, Conduct Problems, Hyperactivity, and Prosocial Behavior).</td>
<td>Students who:</td>
<td>Weekly teacher report on academic status ODR data collected</td>
<td>The function-based intervention will be faded once a functional relation is demonstrated using a validated single case design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
</tr>
</tbody>
</table>


Changes in Harry's Behavior

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What do Tier 2 and Tier 3 look like in my school or district?

How are we doing with using multiple sources of data to connect students to supports?

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


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


A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

**Area I: Academic Responsibilities**
- Be at school on time and stay all day.
- Access and use resources to be organized.
- Complete all work in a timely manner.
- Communicate with teachers and parents.
- Participate in direct class instruction and learning opportunities.
- Actively participate in class activities and be present in the face of distractions.
- Follow the schedule for remote learning.

**Continued Learning**
- Follow directions for maintaining communication with school.
- Utilize technologies and resources appropriately for learning.
- Follow the new learning schedule, whether at home or school.
- Ask for help and clarification, when needed.
- Attend remote learning sessions and class meetings.
- Designate a space for learning.

**Area II: Behavioral Responsibilities**
- Meet school-wide expectations stated in the Expectation Matrix.
- Use strategies learned in Second Step lessons in a timely manner.
- Identify and manage triggers.
- Take responsibility for own actions and the effect on others.
- Tell an adult about any unsafe behaviors.

**Continued Learning**
- Follow directions for maintaining communication with school.
- Meet school-wide expectations stated in the Expectation Matrix for remote learning.
- Ask for help from your family and teachers, when needed.
- Maintain technologies and materials by keeping devices charged, clean, and stored safely.

**Area III: Social Skills Responsibilities**
- Follow the school-wide expectations stated in the Expectation Matrix.
- Actively participate in weekly Second Step lessons.
- Use positive social skills at school, at home, and in the community and encourage peers to use these skills.
- Cooperate with others, use kind words and actions.
- Listen politely, and resolve conflicts peacefully by using the Walk Talk Talk (W.T.T.) method.

**Continued Learning**
- Actively participate in Second Step lessons.
- Talk with families to share lessons learned.
- Use social skills in your interactions with others.
- Show respect for others by maintaining the recommended personal distance.
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Action Planning

Resources for Responding to COVID-19