Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era
Southeastern School Behavioral Health Community
August 27, 2020

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University of Kansas

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 Prevention 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

Connect With Kids: connectwithkids.com

- A curriculum using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

Positive Action: www.positiveaction.net

- Improves academic, behavioral and social skills
- Curriculum-based approach
- Effectively increases positive behavior and decreases negative behavior
- 6-7 weeks per grade
- Key components:
  - Video modules (20-30 min each)
  - Group instructional lessons
  - Repetition of key concepts
  - Team Building
  - Social emotional skills

Character Education

Session 1:
2 hours
- Ci3T model overview
- Building the primary prevention plan
- How to monitor the plan
- Student team members attend

Session 2:
Full day
-Ci3T professional learning series
- Induction for Tier 2 supports
- Student team members attend

Session 3:
2 hours
- Session preparation
- Building Tier 3 supports
- Student team members attend

Session 4:
Full day
- Preparing to implement
- Preparing to implement
### Practitioner University Partnership ... C3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
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<tr>
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<td>2013-14</td>
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<td>Elementary School</td>
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<td>C3T Training</td>
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<td>Implementation Year 1</td>
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<td>Implementation Year 2</td>
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<td>Middle and High Schools</td>
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<td>Sustain and Develop Practices</td>
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<td>College and Career Center</td>
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<tr>
<td>Sustain and Develop Practices</td>
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### C3T Primary Plan: Roles and Responsibilities

- all stakeholder groups
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

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.
  (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, PJ’s, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)
- Personalized stickers in SeeSaw (2nd grade has been using this)

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

Tertiary (Tier 3) Intervention Grids

Implementation Science

Adapted from Fixsen & Blasé, 2005

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

Exploration & Adoption

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

Installation

• Let’s give it a try & evaluate (demonstration)

Initial Implementation

• That worked, let’s do it for real (investment)

Full Implementation

• Let’s make it our way of doing business (institutionalized use)

Sustainability & Continuous Regeneration
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kallberg, & Menes, 2009)
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>
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<tbody>
<tr>
<td><strong>SRSS-I5</strong></td>
<td><strong>SRSS-I5</strong></td>
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<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>4-7 = moderate risk</td>
<td>4-6 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>9-15 = high risk</td>
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SRSS-E7 (externalizing) Results – All Students

% of Students Screened

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<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tr>
<td>N</td>
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<tr>
<td>K</td>
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<td></td>
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<tr>
<td>1st</td>
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<tr>
<td>2nd</td>
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SRSS-I5 (internalizing) Results – All Students

% of Students Screened

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<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tr>
<td>N</td>
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<tr>
<td>2nd</td>
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</table>

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>
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</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>51 (83.61%)</td>
<td>6 (9.84%)</td>
<td>4 (6.56%)</td>
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Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n=422) M (SD)</th>
<th>Moderate (n=51) M (SD)</th>
<th>High (n=12) M (SD)</th>
<th>Significance Testing</th>
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<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L&gt;M-H</td>
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<td>In-School Suspensions</td>
<td>0.08 (0.31)</td>
<td>0.35 (1.04)</td>
<td>1.72 (2.20)</td>
<td>L-M-H</td>
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<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L=M, H</td>
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<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.50)</td>
<td>4.17 (3.59)</td>
<td>L&gt;M, H</td>
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Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.18%</td>
<td>5.66%</td>
<td>2017</td>
<td>91.29%</td>
<td>6.18%</td>
<td>2.54%</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.88%</td>
<td>5.23%</td>
<td>2018</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
</tr>
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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)

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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

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

Resources for Responding to COVID-19

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

Area 1: Academic Responsibilities

Faculty and Staff:
Teach core programs across all content and core academic standards:
- English Language Arts of uninterrupted instruction, 20 minutes writing: Scott Foresman Reader's Street
- Math 50 minutes of core Houghton Mifflin Harcourt Exemplars: Common Core
- Differentiated instruction

Combined Learning:
- Mentor meaningful, engaging learning opportunities for students:
  - Active registration
  - Prompt feedback
  - Instructional leadership:
  - Instructional assistance:
  - Instructional support:
  - Instructional coaching:
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A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

### Area III: Behavioral Responsibilities

**Faculty and Staff:***
- Implement the Positive Behavior Interventions and Supports (PBIS) fidelity.
  - Foster a safe environment for students.
  - Teach all setting expectations at the first week of school and expectations monthly.
  - Display and model school-wide expectations in classrooms and key settings.
  - Reinforce behavior specific praise.
  - Provide behavior-specific private praise.

**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 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 and school).

### Planning for 2020-2021: Structured Flexibility

#### Roles and Responsibilities

**Area III: Social Skills Responsibilities:***
- Teach students core social emotional education contents with fidelity.
- Teach skills through “Second Step” to guide level removed schedule.
- Model social skills correctly.
- Teach daily strategies to include behavior management.
- Use childstras given to parents.
- Use observable data to improve instruction.
- Support student participation.
- Collaborative regularly with colleagues.

**Continued Learning:***
- Begin each lesson with a reminder of 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.
- Share the Second Step 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 engagement strategies.

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Action Planning

Resources for Responding to COVID-19

Setting up for Success at Home

A Look at Expectations
A Look at Expectations

Ci3T: Monitoring for Success: Using Data to Inform Instruction

... Action Planning

Ci3T Monthly Leadership Team Meetings