Systematic Screening in PK-12: A Look at the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) & Student Risk Screening Scale for Early Childhood (SRSS-EC)

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1, University of Kansas
Wendy Peia Oakes, Ph.D., Arizona State University
Mark M. Buckman, MS. Ed., University of Kansas

State of South Carolina Department of Education: Social Emotional Learning (SEL) Screener Showcase hosted by the Office of Early Learning and Literacy (OELL)
Agenda

• Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
• A Look at …
  o Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
  o Student Risk Screening Scale for Early Childhood (SRSS-EC)
• The Role of Screening: Using Screening Data to Shape Instruction
  o At Tier 1: Primary Preventions Efforts
  o At all Tiers: Teacher-delivered Strategies
  o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Planning for Next Steps

Thank you for your commitment
The Journey of Ci3T

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 (≤20%)

Academic - Behavioral - Social

Lincoln Lion PRIDE!
Lincoln Elementary Education Matrix
The Five Social and Emotional Learning Core Competencies

Social Component: Examples of Schoolwide Programs

Positive Action
www.positiveaction.net
- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade

- Optional components
  - Classroom climate development
  - Drug education
  - Building conflict resolution
  - Resilient children
  - Community/citizenship components

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:
  - Character and achievement
  - Health and wellness
  - Personal strengths
  - Character and Life skills
  - Character and drug prevention
  - Health and wellness

Top 10 School-related Social Skills

Listens to Others
Follows Directions
Follows Classroom Rules
Ignores Peer Distractions
Asks for Help
Takes Turns in Conversations
Cooperates With Others
Controls Temper in Conflict Situations
Acts Responsibility With Others
Shows Kindness to Others

Lane et al. 2004, 2007; Graham & Elliott, 2008
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

Ci3T Training & Implementation at Lawrence Public Schools

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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</tbody>
</table>

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

Phase Year 2013-14 14-15 15-16 16-17 17-18 18-19 19-20
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

Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening
  - Academic
  - Behavior

Adapted and shared with permission from a district partner
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- Planning for Next Steps
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools

**SRSS-IE: Cut Scores**

**Elementary School**
- SRSS-E7: Items 1-7
- SRSS-I5: Items 8-12
- 0-3 = low risk
- 4-8 = moderate risk
- 9-21 = high risk

**Middle and High School**
- SRSS-E7: Items 1-7
- SRSS-I6: Items 4, 8-12
- 0-1 = low risk
- 2-3 = moderate risk
- 4-15 = high risk

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

**SRSS-IE: Cut Scores**

**Elementary School**
- SRSS-E7: Items 1-7
- SRSS-I5: Items 8-12
- 0-3 = low risk
- 4-8 = moderate risk
- 9-21 = high risk

**Middle and High School**
- SRSS-E7: Items 1-7
- SRSS-I6: Items 4, 8-12
- 0-1 = low risk
- 2-3 = moderate risk
- 4-5 = moderate risk
- 6-18 = high risk
Sample Elementary School Fall
SRSS-E7 (externalizing) Results - All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>69.25%</td>
<td>23.82%</td>
<td>6.93%</td>
</tr>
<tr>
<td>F15</td>
<td>85.47%</td>
<td>17.59%</td>
<td>9.97%</td>
</tr>
<tr>
<td>F16</td>
<td>77.16%</td>
<td>11.88%</td>
<td>14.94%</td>
</tr>
<tr>
<td>F17</td>
<td>84.16%</td>
<td>15.77%</td>
<td>11.88%</td>
</tr>
<tr>
<td>F18</td>
<td>80.44%</td>
<td>15.77%</td>
<td>11.88%</td>
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</table>

% of Students Screened

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

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>56.51%</td>
<td>23.82%</td>
<td>5.41%</td>
</tr>
<tr>
<td>F15</td>
<td>82.34%</td>
<td>13.20%</td>
<td>10.56%</td>
</tr>
<tr>
<td>F16</td>
<td>80.56%</td>
<td>13.20%</td>
<td>7.57%</td>
</tr>
<tr>
<td>F17</td>
<td>76.24%</td>
<td>13.20%</td>
<td>7.57%</td>
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<tr>
<td>F18</td>
<td>78.23%</td>
<td>14.20%</td>
<td>6.93%</td>
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% of Students Screened

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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<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>
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<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 Behavior & Academic Characteristics of SRSS Risk Groups

<table>
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<tr>
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<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
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<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>1.50</td>
<td>5.02</td>
<td>8.42</td>
<td>L=M=H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.64</td>
<td>1.88</td>
<td>3.77</td>
<td>L&gt;M=H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.68)</td>
<td>2.32 (0.59)</td>
<td>L=H, H</td>
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<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.39 (3.46)</td>
<td>4.11 (3.69)</td>
<td>M=H</td>
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</tbody>
</table>

Results: SRSS-IE: Externalizing Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (M (SD))</th>
<th>Moderate (M (SD))</th>
<th>High (M (SD))</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>130.06 (8)</td>
<td>138.42 (10.64)</td>
<td>168.81 (10.82)</td>
<td>L=H</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>36.42 (9.18)</td>
<td>42.91 (30.37)</td>
<td>33.32 (29.82)</td>
<td>M=H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>6.14 (6.81)</td>
<td>9.18 (9.59)</td>
<td>11.83 (9.89)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0052 (0.68)</td>
<td>0.0427 (0.30)</td>
<td>0.1080 (0.46)</td>
<td>L &lt; M &lt; H</td>
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</table>
### Results: SRSS-IE: Internalizing Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>1.45</td>
<td>1.68</td>
<td>2.74</td>
<td>L = H, M = H</td>
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<tr>
<td>MAP Reading</td>
<td>37(1.6)</td>
<td>628</td>
<td>450</td>
<td>L &lt; M &lt; H</td>
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<tr>
<td>Nurse Visits</td>
<td>3.387</td>
<td>628</td>
<td>450</td>
<td>M = H</td>
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<td>In-School Suspensions</td>
<td>0.0142 (0.15)</td>
<td>0.0510 (0.36)</td>
<td>0.0371 (0.20)</td>
<td>L = M, H</td>
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### SRSS-IE: Externalizing Subscale Middle school

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<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
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<tbody>
<tr>
<td>GPA</td>
<td>3.56 (0.47)</td>
<td>3.07 (0.58)</td>
<td>2.74 (0.61)</td>
<td>M &lt; H</td>
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<tr>
<td>Course Failures</td>
<td>0.52 (1.42)</td>
<td>0.86 (1.85)</td>
<td>1.22 (2.06)</td>
<td>L &gt; M, H</td>
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<tr>
<td>Nurse Visits</td>
<td>4.32 (16.39)</td>
<td>4.85 (6.92)</td>
<td>6.77 (9.56)</td>
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<td>Office discipline referrals</td>
<td>0.06 (0.40)</td>
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<td>0.19 (0.75)</td>
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<td>In-School Suspensions</td>
<td>0.11 (0.89)</td>
<td>0.67 (2.74)</td>
<td>1.56 (3.22)</td>
<td>L &lt; M, H</td>
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### SRSS-IE: Internalizing Subscale Middle school

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<th>High M (SD)</th>
<th>Significance Testing</th>
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<tr>
<td>GPA</td>
<td>1 (0.51)</td>
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<td>1.820</td>
<td>1.820</td>
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<td>Nurse Visits</td>
<td>0.06 (0.40)</td>
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<td>1.820</td>
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<tr>
<td>In-School Suspensions</td>
<td>0.19 (1.10)</td>
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SRSS-IE: Externalizing Subscale High school

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<th>Nurse Visits</th>
<th>In-School Suspensions</th>
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<tbody>
<tr>
<td>Low</td>
<td>3.07 (0.79)</td>
<td>1.16 (2.07)</td>
<td>1.34 (3.16)</td>
<td>0.07 (0.42)</td>
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<tr>
<td>Moderate</td>
<td>2.08 (0.81)</td>
<td>3.45 (3.18)</td>
<td>4.00 (5.62)</td>
<td>1.03 (1.86)</td>
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<tr>
<td>High</td>
<td>1.96 (0.89)</td>
<td>3.08 (2.84)</td>
<td>5.85 (7.66)</td>
<td>1.03 (?1.86)</td>
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Results: Low < M, H

SRSS-IE: Internalizing Subscale High school

<table>
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<th>Variable</th>
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<th>Course Failures</th>
<th>Nurse Visits</th>
<th>In-School Suspensions</th>
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<tbody>
<tr>
<td>Low</td>
<td>3.04 (0.82)</td>
<td>1.25 (2.17)</td>
<td>1.43 (3.33)</td>
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<td>Moderate</td>
<td>2.44 (0.83)</td>
<td>2.59 (2.66)</td>
<td>3.54 (6.05)</td>
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<td>High</td>
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Results: Low < M, H

Screening Data: High School Years 1-3

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<th>Year</th>
<th>SRSS-IE</th>
<th>SRSS-IE-E</th>
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<tbody>
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<td>Moderate</td>
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<tr>
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<td>80.28%</td>
<td>10.36%</td>
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<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
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<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Winter</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>2016</td>
<td>87.25%</td>
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<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
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<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
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Shared with permission from district partner.
SRSS-EC: Initial Evidence

Research brief available on ci3t.org/screening

SRSS-EC Protocol: Setting up to Screen in your District or Center

Screening Tools
- SRS-IE
- SRS-EC
- SRS
- RASS-SRSS
- SABRIS
- SIS
- YIA
- YII

SHARE
Agenda

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**Sample Elementary School Fall**

**SRSS-IE (internalizing) Results - All Students**

<table>
<thead>
<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>F14</td>
<td>n = 19</td>
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<td>F15</td>
<td>n = 45</td>
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<tr>
<td>F16</td>
<td>n = 248</td>
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<td>F17</td>
<td>n = 24</td>
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<td>n = 85</td>
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<tr>
<td></td>
<td>n = 32</td>
<td></td>
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</tr>
</tbody>
</table>

**Percentage of Students Screened**

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

F14 F15 F16 F17 F18

---

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>17.00%</td>
<td>11.00%</td>
<td>7.87%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>11.00%</td>
<td>7.87%</td>
<td>6.29%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>7.87%</td>
<td>6.29%</td>
<td>7.77%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>6.29%</td>
<td>7.77%</td>
<td>6.11%</td>
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<tr>
<td>Fall 2008</td>
<td>7.77%</td>
<td>6.11%</td>
<td>3.58%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>6.11%</td>
<td>3.58%</td>
<td>6.35%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.58%</td>
<td>6.35%</td>
<td>6.00%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>6.35%</td>
<td>6.00%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>6.00%</td>
<td>2.50%</td>
<td>2.34%</td>
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</tbody>
</table>


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. Guilford Press.
Agenda

• Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• A Look at ...
  o Student Risk Screening Scale – Internalizing and Externalizing (SRSS-I/E)
  o Student Risk Screening Scale for Early Childhood (SRSS-EC)
• The Role of Screening: Using Screening Data to Shape Instruction
  o At Tier 1: Primary Preventions Efforts
  o At all Tiers: Teacher-delivered Strategies
  o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Planning for Next Steps


Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies
Agenda

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- Planning for Next Steps
Comprehensive, Integrated, Three-Tiered Model of Prevention

**Tier 3**
Tertiary Prevention: (<5%) [Diagram]

**Tier 2**
Secondary Prevention: (15%) [Diagram]

**Secondary (Tier 2) Intervention Grids**

- Academic
- Behavioral
- Social

(Validated Curricula PBIS Framework Validated: Lane, Kalberg, & Menzies, 2009)

- Comprehensive, Integrated, Three-Tiered Model of Prevention
- Secondary (Tier 2) Intervention Grids
- Academic, Behavioral, Social

(Validated Curricula PBIS Framework Validated: Lane, Kalberg, & Menzies, 2009)
Agenda

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Action Planning

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

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.

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.

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.
Setting up for Success at Home

A Look at Expectations

Resources for Responding to COVID-19

Resources for Administrators

www.ci3t.org/covid

Kathleen.Lane@ku.edu
Wendy.Oakes@asu.edu
Buckman@ku.edu