Considerations for Systematic Screening PK-12:
Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era
PaTTAN and PaPBS Network Facilitators
October 1, 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
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• Planning for Next Steps

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Shift to a systems level perspective

Thank you... For Your Commitment

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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

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:
- Whole-class climate development
- Drug education
- Bullying / conflict resolution
- Counselor, parent, and family classes
- Community/coalition components

Session 1:
2 hours
• Ci3T model overview
• Student team members attend

Session 2:
Full day
• Building the primary prevention plan
• Student team members attend

Session 3:
2 hours
• How to monitor the plan
• Student team members attend

Session 4:
Full day
• Building Tier 2 supports
• Student team members attend

Session 5:
2 hours
• Building Tier 3 supports
• Student team members attend

Session 6:
Full day
• Preparing to implement

Implementation

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

Positive Action Education

Social-emotional

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:
- Attendance and achievement
- Bullying and violence prevention
- Character and life skills
- Digital citizenship
- Alcohol and drug prevention
- Drugs and wellness

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
<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>13-14</td>
<td>15-16</td>
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<tr>
<td>Ci3T Training</td>
<td></td>
<td></td>
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<tr>
<td>Implementation Year 1</td>
<td></td>
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<tr>
<td>Implementation Year 2</td>
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<tr>
<td>Sustain and Develop Practices</td>
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<tr>
<td>Middle and High Schools</td>
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<td>Ci3T Training</td>
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<tr>
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<td>College and Career Center</td>
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<tr>
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**Ci3T Primary Plan: Roles and Responsibilities**

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<tbody>
<tr>
<td>All Stakeholder Groups</td>
<td>all</td>
<td>all</td>
<td>all</td>
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</tbody>
</table>

**Practitioner University Partnership ... Ci3T Training & Implementation**
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 these 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 student spotlight time)
- Personalized stickers in SeeSaw (2nd grade has been using this)

Virtual Class Reward Menu

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

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**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
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<tbody>
<tr>
<td>SRS-E</td>
<td>SRS-I</td>
</tr>
<tr>
<td>1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-6 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>7-21 = high risk</td>
<td>4-5 = high risk</td>
</tr>
</tbody>
</table>

**SRSS-IE: Cut Scores**

- **Elementary School Level:**

- **Middle and High School Level:**
Fall 2018
SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
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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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Student Risk Screening Scale Fall 2004 – 2012 Middle School

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
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</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (7.01)</td>
<td>8.42 (10.07)</td>
<td>L&gt;M=H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L&gt;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>L&gt;M=H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>L&gt;M=H</td>
</tr>
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(Lane, Parks, Kalberg, & Carter, 2007)

Screening Data: High School Yrs1-3
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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

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

- English Language Arts
  - 40 min of uninterrupted instruction
  - 40 min of reading
  - Scott Frey & Reading Street® Core

- Math (60 min of core)
  - Math Expressions Core
  - Differentiate instruction

- Maintain meaningful, engaging learning experiences for the students
- Use research-based strategies to support students’ active engagement
- Active instruction
- Shelley Standardized Tests
- Instructional methods
- Instructional pacing
- Formalized feedback
- Communicate weekly with families and students
- Engage students through the assumed and supported platforms
- Maintain the learning platforms with learning activities aligned to the weekly learning expectations
- Post weekly updates to your online classroom
- Notify families and students of important online office hours
- Break/classroom boundaries (e.g., for technology, instruction for families, materials for teaching and learning)
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Continued Learning
- Provide lessons to support students with meeting expectations within your online classrooms 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 pre-correction 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

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

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