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

School Climate Transformation Grant (SCTG) Webinar
November 4, 2020

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Rebecca Sherod, University of Kansas
Agenda

• Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• 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
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps


Thank you... For Your Commitment

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EBD 12-20%

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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.

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.

A look at Procedures for Teaching at Tier 1

Procedures for Teaching:
- District Leaders will teach procedures to faculty and staff:
  - Beginning of year online meeting small group by linear updates, get questions answered, and so
Setting up for Success at Home

Resources for Families:
- Setting up for Success at Home Resource: Digital Workshop
- Setting up for Success at Home Resource 2: Schedule for Success
- Setting up for Success at Home Resource 3.1: Expectations and Time Management
- Setting up for Success at Home Resource 3.2: Time Management and Recommendations
- Setting up for Success at Home Resource 4.1: Active Supervision Checklist
- Setting up for Success at Home Resource 4.2: Active Supervision Checklist

http://www.ci3t.org/covid

Virtual POSTCARD

Dear [MPS CIS Team Leader or Team]

This card is being sent to you to acknowledge your dedication to supporting your students, colleagues, and families.
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
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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Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Implement Science

Adapted from Fixsen & Blase, 2005
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### SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th></th>
<th>Elementary School</th>
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<th>Middle and High School</th>
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<td>SRSS-I6</td>
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<td>0-3 = low risk</td>
<td>4-8 = moderate risk</td>
<td>0-3 = low risk</td>
<td>4-8 = moderate risk</td>
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<td>4-5 = moderate risk</td>
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<td>6-10 = moderate risk</td>
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<tr>
<td></td>
<td>6-18 = high risk</td>
<td></td>
<td>9-21 = high risk</td>
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*Elementary School Level:

*Middle and High School Level:
Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
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<tbody>
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<td>6.9%</td>
<td>56%</td>
<td>24%</td>
<td>28%</td>
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<td>18%</td>
<td>7%</td>
<td>9%</td>
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<td>9%</td>
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<tr>
<td>F15</td>
<td>23.2%</td>
<td>21%</td>
<td>24%</td>
<td>28%</td>
<td>30%</td>
<td>28%</td>
<td>26%</td>
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<tr>
<td>F16</td>
<td>68.7%</td>
<td>21%</td>
<td>77%</td>
<td>85%</td>
<td>90%</td>
<td>92%</td>
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<tr>
<td>F17</td>
<td>85.47%</td>
<td>23.82%</td>
<td>9.97%</td>
<td>17.59%</td>
<td>11.88%</td>
<td>15.77%</td>
<td>6.93%</td>
<td>4.56%</td>
<td>5.25%</td>
<td>3.79%</td>
<td>3.96%</td>
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<tr>
<td>F18</td>
<td>77.16%</td>
<td>14.1%</td>
<td>8.5%</td>
<td>13.89%</td>
<td>13.20%</td>
<td>14.20%</td>
<td>19.94%</td>
<td>5.41%</td>
<td>5.56%</td>
<td>10.56%</td>
<td>7.57%</td>
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</tbody>
</table>

% of Students Screened
Screening Time Point
Low Risk (0-3)  Moderate (4-8)  High (9-21)

N = 25  N = 86  N = 250

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

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<tr>
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<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
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<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
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<td>56.51%</td>
<td>23.55%</td>
<td>12.25%</td>
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<td>14.20%</td>
<td>5.25%</td>
<td>5.41%</td>
<td>5.56%</td>
<td>10.56%</td>
<td>7.57%</td>
</tr>
<tr>
<td>F15</td>
<td>82.34%</td>
<td>14.1%</td>
<td>8.5%</td>
<td>13.89%</td>
<td>13.20%</td>
<td>14.20%</td>
<td>19.94%</td>
<td>5.41%</td>
<td>5.56%</td>
<td>10.56%</td>
<td>7.57%</td>
</tr>
<tr>
<td>F16</td>
<td>80.56%</td>
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<td>8.5%</td>
<td>13.89%</td>
<td>13.20%</td>
<td>14.20%</td>
<td>19.94%</td>
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<td>7.57%</td>
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<tr>
<td>F17</td>
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<td>14.20%</td>
<td>19.94%</td>
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<td>7.57%</td>
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<tr>
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<td>78.23%</td>
<td>14.1%</td>
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<td>14.20%</td>
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<td>5.41%</td>
<td>5.56%</td>
<td>10.56%</td>
<td>7.57%</td>
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</tbody>
</table>

% of Students Screened
Screening Time Point
Low Risk (0-1)  Moderate (2-3)  High (4-15)

N = 19  N = 45  N = 248

N = 24  N = 72  N = 85

N = 204  N = 43  N = 289

N = 45  N = 261  N = 32

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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<tr>
<td>K</td>
<td>58</td>
<td>51 (87.93%)</td>
<td>6 (10.34%)</td>
<td>1 (1.72%)</td>
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<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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</table>
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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<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (7.01)</td>
<td>L-M-H</td>
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<td>0.35 (1.04)</td>
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<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>M-H</td>
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<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>L-M, H</td>
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Screening Data: High School Yrs1-3

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<tr>
<th>Year</th>
<th>Fall SRSSIE-I</th>
<th>Fall SRSSIE-E</th>
<th>WTR-SRSSIE-I</th>
<th>WTR-SRSSIE-E</th>
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<td>2016</td>
<td>80.28%</td>
<td>89.56%</td>
<td>87.25%</td>
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<td>2017</td>
<td>90.18%</td>
<td>91.29%</td>
<td>85.14%</td>
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<td>2018</td>
<td>90.91%</td>
<td>92.22%</td>
<td>85.79%</td>
<td>85.79%</td>
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</table>

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

Student Risk Screening Scale Fall 2004 – 2012 Middle School

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Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies

Getting Ready for 2020-2021
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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
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


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Looking Ahead

Resources for Responding to COVID-19

A Look at Expectations

Setting up for Success at Home

http://www.ci3t.org/covid
Ci3T: Monitoring for Success: Using Data to Inform Instruction

... Action Planning

Ci3T Monthly Leadership Team Meetings

<table>
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<tr>
<th>Month</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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Resources for Responding to COVID-19

Getting Ready for 2020-2021

2020-2021 ENOWER

2020-2021 Ci3T Trainers and Coaches Guide

<table>
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<tr>
<th>Source</th>
<th>2020-2021 ENOWER</th>
<th>2020-2021 Ci3T Trainers and Coaches Guide</th>
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-
-
-
-
-
A Look at Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Screening Tools</th>
<th>Systematic Screening</th>
<th>Tools for Evaluating</th>
<th>Notes</th>
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<tr>
<td>Screened in</td>
<td>Screening Tools</td>
<td>Systematic Screening</td>
<td>Tools for Evaluating</td>
<td>Notes</td>
</tr>
<tr>
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<td>Screening Tools</td>
<td>Systematic Screening</td>
<td>Tools for Evaluating</td>
<td>Notes</td>
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</tbody>
</table>

Guide to Systematic Screening Tools

Click the image to access the whole table.

Screening Resources
What is screening & why do we do it?

Select RDQ 18 on page 2 of 2019's materials.

Tips for Communicating with Your Community about Systematic Screening

Academic ◇ Behavioral ◇ Social

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

Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Klang, & Merzler, 2009)

Thank you!

Kathleen.Lane@ku.edu