B4: Systematic Screening …
The Practicalities of Using Screening Data to Inform Instruction
Kathleen Lynne Lane, University of Kansas
Stacey Kramer, Topeka Public Schools
Melissa Blevins, Lawrence Public Schools
Wendy Peia Oakes, Arizona State University
Rebecca Sherod, University of Kansas

Topic: Data-based decision making
Key words: Screening, Behavior, Tier 1

Virtual Forum Expectations

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>DBS 1a</th>
<th>FILL (T+M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set a shared action plan for your team.</td>
<td>Complete session evaluations.</td>
<td>Ask questions before and/or during session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BE RESPECTFUL</th>
<th>BE SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limit distractions.</td>
<td>Ensure safety.</td>
</tr>
<tr>
<td>Follow up on your assigned action items.</td>
<td>Be aware of your stress level.</td>
</tr>
<tr>
<td>Use inclusive language.</td>
<td>Engage in productive dialogue.</td>
</tr>
</tbody>
</table>

For Presenters:
- Ensure that all session materials and related weblinks are current and updated.
- Monitor and remove inappropriate comments.
- Identify common themes to address in your closing minutes.

Tips for Participants:
Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)
Locate the Agenda Menu; Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants
Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

Tips for Participants
Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.
   Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls.
   Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted

While participating in a live Session...Be Present!

• If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a person's name
Tips for Participants
Support is Available

If at any time you need support as a participant, use the Help Desk:

Objectives of Today's Session
1. Learn about the practicalities of screening to inform instruction
2. Describe the role of screening in shaping instruction at each level of prevention
3. Consider systematic screening in COVID-19 era
4. Learn about considerations at the district and school level
Thank you for your commitment

Shift to a systems level perspective

Internalizing

Externalizing

ED <1%

EBD 12-20%

Agenda

• The Practicalities of Screening to Inform Instruction
• The Role of Screening In Shaping Instruction
  o At Tier 1: Primary Prevention 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
• A Look at Screening from the District Level
• A Look at Screening from the School-site Level
• Planning for Next Steps
The Journey of Ci3T

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menezes, 2009)

Tier 1
Primary Prevention (40%)

Tier 2
Secondary Prevention (33%)

Tier 3
Tertiary Prevention (35%)

Academic ◇ Behavioral ◇ Social

Validated Curricula PBIS Framework
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.

Opportunities to Respond
Behavior-Specific Praise
Active Supervision
Incorporating Choice
Institutional Feedback
High-p Requests
Precorrection

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 relaunch 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.
Social Component:
Examples of Schoolwide Programs

Positive Action
www.positiveaction.net
- Improves academic, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide program development
  - peer education
  - bullying / conflict resolution
  - substance, parent, and family
  - mental health/behavior components

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
  - Substance and drug prevention
  - Health and Wellness

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.

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

Session 1: 2 hours
- Ci3T model overview
- How to monitor the plan
- Student team members offered

Session 2: Full day
- Building the primary prevention plan
- Student team members offered

Session 3: 2 hours
- How to monitor Tier 2 supports
- Student team members offered

Session 4: Full day
- Tier 2 supports
- Student team members offered

Session 5: 2 hours
- Tier 3 supports
- Student team members offered

Session 6: Full day
- Preparing to implement
- Complete Tier 2 supports form
Ci3T Training & Implementation

<table>
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<th>Phase</th>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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<th>17-18</th>
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Ci3T Primary Plan: Roles and Responsibilities

- all stakeholder groups

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring
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

Adapted and shared with permission from a district partner
Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening

Academic ◇ Behavioral ◇ Social

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

Comprehensive, Integrated, Three-Tiered Model of Prevention

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids
SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
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<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
</tr>
</tbody>
</table>

| SRSS-E7           | SRSS-I6                |
| Items 1-7         | Items 4, 8-12          |
| 0-3 = low risk    | 0-3 = low risk         |
| 4-8 = moderate risk| 4-5 = moderate risk    |
| 9-21 = high 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>96.25%</td>
<td>3.75%</td>
<td>0%</td>
</tr>
<tr>
<td>F15</td>
<td>95.86%</td>
<td>4.14%</td>
<td>0%</td>
</tr>
<tr>
<td>F16</td>
<td>93.44%</td>
<td>6.56%</td>
<td>0%</td>
</tr>
<tr>
<td>F17</td>
<td>90.56%</td>
<td>9.44%</td>
<td>0%</td>
</tr>
<tr>
<td>F18</td>
<td>88.94%</td>
<td>11.06%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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>
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<tbody>
<tr>
<td>F14</td>
<td>89.34%</td>
<td>10.66%</td>
<td>0%</td>
</tr>
<tr>
<td>F15</td>
<td>86.32%</td>
<td>13.68%</td>
<td>0%</td>
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<tr>
<td>F16</td>
<td>83.44%</td>
<td>16.56%</td>
<td>0%</td>
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<tr>
<td>F17</td>
<td>80.56%</td>
<td>19.44%</td>
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<tr>
<td>F18</td>
<td>77.64%</td>
<td>22.36%</td>
<td>0%</td>
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N = 25
N = 86
N = 250
N = 16
N = 35
N = 300
N = 17
N = 57
N = 250
N = 12
N = 36
N = 255
N = 12
N = 50
N = 255
### 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>
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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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### Student Risk Screening Scale Fall 2004 – 2012 Middle School

![Student Risk Screening Scale](image)

### Middle School Behavior & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk Level</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></td>
<td>ODR</td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
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<tr>
<td></td>
<td></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 (0.21)</td>
<td>0.36 (1.04)</td>
<td>1.71 (2.20)</td>
<td>L&lt;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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<td>Course Failures</td>
<td>0.65 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (2.40)</td>
<td>L=M, H</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.]

(Lane, Parks, Kalberg, & Carter, 2007)
## Screening Data: High School Years 1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall SRSSIE-IL</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Fall SRSSIE-E</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tbody>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
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<td>2016</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
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<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
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<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>3.86%</td>
<td>5.23%</td>
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<td>2018</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Winter SRSSIE-IL</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Winter SRSSIE-E</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tr>
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<td>2017</td>
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<td>9.02%</td>
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<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
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</tbody>
</table>
Agenda

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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

Arrow representing data flow:

Data Start

Data Preprocessing

Data Analysis

Data Interpretation

Data Reporting

Data End


Professional Learning tab:

- c3l.org
- A Look at High Probability Request Services
- A Look at Increasing Opportunities to

10/20/2020
Agenda

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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Tier 3: Tertiary Prevention (<5%)

Tier 2: Secondary Prevention (10%)

Secondary (Tier 2) Intervention Grids

- Academic
- Behavioral
- Social
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kaing, & Menasce, 2009)

Tertiary (Tier 3) Intervention Grids

- Academic
- Social

...
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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


A Look at Expectations

http://www.ci3t.org/covid
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Backwards Plan

- Begin with the end in mind
- What do you want to accomplish by the end of the quarter, trimester, semester, year?
- Add your PLC, PD, staff meeting, Ci3t team meetings
- Add your hard deadlines for screening
- Add your follow-up plan for after you conduct your screening
- Every meeting (staff/GEI/Data/PLC) must have their Ci3t binder for reference
### Moderate Risk

<table>
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<th>External (Items 5-10)</th>
<th>Intron (4-8) Total score</th>
<th>Total</th>
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<td>Name (First and Last)</td>
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### High Risk

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<tr>
<th>External (Items 5-10)</th>
<th>Intron (4-8) Total score</th>
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### SRSS-IE: Classroom Level

<table>
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<tr>
<th>[Image of classroom level SRSS-IE]</th>
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</thead>
<tbody>
<tr>
<td>[Detailed description of classroom level SRSS-IE]</td>
<td>[Detailed description of classroom level SRSS-IE]</td>
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</table>
Use Your Data and Your Tiered Menus

- What does the data tell me about my students and my class as a whole?
- Do I have a majority of scholars in one quadrant?
- Do I have any students who are outliers?
- What tier one approach/strategy could I focus on for all scholars?
- Do I have a student or students who could benefit from tier 2 interventions? Document any interventions.

Tier 2 Interventions

Grade Level: What is your approach based on this data?
Agenda

• The Practicalities of Screening to Inform Instruction
• The Role of Screening In Shaping Instruction
  ◦ At Tier 1: Primary Preventions 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
• A Look at Screening from the District Level
• A Look at Screening from the School-site Level
• Planning for Next Steps

Action Planning
Ci3T Monthly Leadership Team Meetings

Resources for Responding to COVID-19

Please Complete the Session Evaluation to Tell Us What You Thought of This Session B4