Considerations for Systematic Screening PK-12 in the COVID-19 Era: Universal Screening for Internalizing and Externalizing Behaviors

VTPBIS Annual Forum
October 7, 2020

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1
University of Kansas


Welcome!

You will be muted during this session. Please use the chat box or raise your hand.

You can show or hide your video.

This session is being recorded.

All materials can be found here: https://www.pbisvermont.org/training-resources/vtpbis-annual-forum/

This presentation is located at ci3t.org/pl
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

Thank you… For Your Commitment

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 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
• Planning for Next Steps
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

Session 4: Full day
• Building Tier 2 supports

Session 5: 2 hours
• Building Tier 3 supports

Session 6: Full day
• Preparing to implement

Implementation
• Finalize and share expectation matrix
• Complete teaching & reinforcing components
• Complete student peer feedback forms
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.
- 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.

C3T Primary Plan: Procedures for Teaching
C3T Primary Plan: Procedures for Reinforcing
C3T Primary Plan: Procedures for Monitoring
A look at Procedures for Teaching at Tier 1

Procedures for Teaching at Tier 1

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Providing faculty and staff with the Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement, and support the Ci3T plan.
- Professional learning opportunities at the district level to support implementation and sustainability of Ci3T, with attention to academic, behavior, and social domains.
- Teaching the Expectations Matrix and posting it.
- Ongoing re-teaching of expectations and procedures—dedicated staff meeting time for discussions.

Continued Learning: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Providing faculty and staff with materials for remote access to the Ci3T Implementation Manual, digital ‘posters’ and e-tickets.
- Professional learning sessions and access guides for online materials to teach social skills lessons.
- Beginning of year online meeting small-group breakout sessions for faculty and staff to review the Ci3T Implementation Manual updates, get questions answered, and share ideas.

Setting up for Success at Home

Resources for Educators
- Setting up for Success at Home
- Setting up for Success at Home Resource 1: Family-Friendly Home Environment
- Setting up for Success at Home Resource 2: School at Home Environment
- Setting up for Success at Home Resource 3: Family-Friendly Home Environment
- Setting up for Success at Home Resource 4: School at Home Environment
- Setting up for Success at Home Resource 5: Behavior Specific Parent Checklist
- Setting up for Success at Home Resource 6: Intervention Checklist
- Setting up for Success at Home Resource 7: Behavior Management Checklist

Resources for Families
- Setting up for Success at Home
- Setting up for Success at Home Resource 1: Family-Friendly Home Environment
- Setting up for Success at Home Resource 2: School at Home Environment
- Setting up for Success at Home Resource 3: Family-Friendly Home Environment
- Setting up for Success at Home Resource 4: School at Home Environment
- Setting up for Success at Home Resource 5: Behavior Specific Parent Checklist
- Setting up for Success at Home Resource 6: Intervention Checklist
- Setting up for Success at Home Resource 7: Behavior Management Checklist

Resources for Adults
- Setting up for Success at Home
- Setting up for Success at Home Resource 1: Family-Friendly Home Environment
- Setting up for Success at Home Resource 2: School at Home Environment
- Setting up for Success at Home Resource 3: Family-Friendly Home Environment
- Setting up for Success at Home Resource 4: School at Home Environment
- Setting up for Success at Home Resource 5: Behavior Specific Parent Checklist
- Setting up for Success at Home Resource 6: Intervention Checklist
- Setting up for Success at Home Resource 7: Behavior Management Checklist

Resources for Students
- Setting up for Success at Home
- Setting up for Success at Home Resource 1: Family-Friendly Home Environment
- Setting up for Success at Home Resource 2: School at Home Environment
- Setting up for Success at Home Resource 3: Family-Friendly Home Environment
- Setting up for Success at Home Resource 4: School at Home Environment
- Setting up for Success at Home Resource 5: Behavior Specific Parent Checklist
- Setting up for Success at Home Resource 6: Intervention Checklist
- Setting up for Success at Home Resource 7: Behavior Management Checklist

http://www.ci3t.org/covid
Virtual Learning 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)

FREE Incentives:
- Personalized stickers in See Saw (2nd grade has been using this)
Essential Components of Primary Prevention Efforts

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

Comprehensive, Integrated, Three-Tiered Model of Prevention

Tier 3
Tertiary Prevention (>5%)

Secondary (Tier 2) Intervention Grids

Tier 2
Primary Prevention (10%)

Secondary Intervention Grids

Tier 1
Screening (<10%)

Behavioral
Social
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)

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 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

• Planning for Next Steps
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (i.e., prevention of those at-risk students identified through comprehensive, integrated, three-tiered model of prevention)

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>
</tr>
</thead>
<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 6-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-15 = high risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td></td>
</tr>
</tbody>
</table>

Elementary School Level:

Middle and High School Levels:

Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

Sample Elementary School Fall
SRSS-I5 (internalizing) Results – All Students
### 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>
</tr>
</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>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>77.00</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>86.00</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>86.50</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>89.79</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>93.08</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>90.55</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>92.56</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>94.28</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>91.25</td>
</tr>
</tbody>
</table>

---

### 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>Risk Moderate (n=51) M (SD)</th>
<th>High (n=12) M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<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=M-H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.38 (0.33)</td>
<td>1.6 (1.04)</td>
<td>2.26 (2.26)</td>
<td>L=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=H, M=H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.21 (1.46)</td>
<td>2.41 (3.49)</td>
<td>L=M-H</td>
</tr>
</tbody>
</table>

*(Lane, Parks, Kalberg, & Carter, 2007)*
## Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th></th>
<th>Fall SRSSIE-I</th>
<th></th>
<th>Fall SRSSIE-E</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>2017</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>WTR-SRSSIE-I</th>
<th></th>
<th>WTR-SRSSIE-E</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>2016</td>
</tr>
<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>2017</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>2018</td>
</tr>
</tbody>
</table>
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 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
• Planning for Next Steps
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
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies
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
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps
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

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

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 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

• Planning for Next Steps

Looking Ahead

Resources for Responding to COVID-19
Ci3T Monthly Leadership Team Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Faculty</th>
<th>Staff</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td>Aug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep</td>
<td>Sep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources for Responding to COVID-19

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

Behavioral
- Comprehensive, Integrated, Three-Tiered Model of Prevention

Social
- Kathleen.Lane@ku.edu

Thank you!