Systematic Screening in the COVID-19 Era: Universal Screening for Internalizing and Externalizing Behaviors
Minnesota Department of Education and Minnesota PBIS
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University of Kansas


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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
  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

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
• Student team members attend

Session 6: Full day
• Preparing to implement

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

Implementation

SAMPLE Elementary School Ci3T Primary (Tier 1) Plan

Implementation

Supports
• Preparing to implement

Session 1:
• Ci3T model overview

Session 2:
• Building the primary prevention plan

Session 3:
• How to monitor the plan

Session 4:
• Building Tier 2 supports

Session 5:
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Session 6:
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Implementation

Supports
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 by:
  - Beginning of year online meeting small-group.
  - Manual updates, get questions answered, etc.

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11/30/2020

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Setting up for Success at Home

Resources for Families:
- Setting up for Success at Home
- Setting up for Success at Home Resource: Setting up for Success
- Setting up for Success at Home Resource: Schedule for Success
- Setting up for Success at Home Resource: Time for Success

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

Essential Components of Primary Prevention Efforts

Social Validity
Treatment Integrity
Systematic Screening

Academic
Behavior
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

SRSS-IE: Cut Scores

Elementary School
- SRSS-E7
- SRSS-I5

Middle and High School
- SRSS-E7
- SRSS-I6

Items 1-7
- Items 8-12
- Items 4, 8-12

0-3 = low risk
4-8 = moderate risk
9-21 = high risk
### 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>6.93%</td>
<td>10.42%</td>
<td>3.79%</td>
</tr>
<tr>
<td>F15</td>
<td>6.54%</td>
<td>10.25%</td>
<td>3.75%</td>
</tr>
<tr>
<td>F16</td>
<td>6.05%</td>
<td>9.87%</td>
<td>3.72%</td>
</tr>
<tr>
<td>F17</td>
<td>5.66%</td>
<td>9.50%</td>
<td>3.69%</td>
</tr>
<tr>
<td>F18</td>
<td>5.27%</td>
<td>9.13%</td>
<td>3.66%</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>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>56.51%</td>
<td>23.55%</td>
<td>19.94%</td>
</tr>
<tr>
<td>F15</td>
<td>82.34%</td>
<td>12.25%</td>
<td>5.41%</td>
</tr>
<tr>
<td>F16</td>
<td>80.56%</td>
<td>13.89%</td>
<td>5.56%</td>
</tr>
<tr>
<td>F17</td>
<td>76.24%</td>
<td>13.20%</td>
<td>10.56%</td>
</tr>
<tr>
<td>F18</td>
<td>78.23%</td>
<td>14.20%</td>
<td>7.57%</td>
</tr>
</tbody>
</table>

### 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>
</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>
### Fall 2020 SRSS-Externalizing Results – School level

- **Low Risk (0-3)**
  - F14: 62.13%
  - F15: 67.05%
  - F16: 66.67%
  - F17: 69.21%
  - F18: 73.95%
  - F19: 71.38%
  - F20: 92.19%

- **Moderate (4-8)**
  - F14: 23.73%
  - F15: 18.21%
  - F16: 20.44%
  - F17: 22.12%
  - F18: 20.88%
  - F19: 19.57%
  - F20: 8.28%

- **High (9-21)**
  - F14: 0%
  - F15: 20%
  - F16: 40%
  - F17: 60%
  - F18: 80%
  - F19: 100%
  - F20: 7.42%

### Fall 2020 SRSS-Internalizing Results – School level

- **Low Risk (0-3)**
  - F14: 65.60%
  - F15: 73.12%
  - F16: 70.83%
  - F17: 78.81%
  - F18: 79.34%
  - F19: 81.48%
  - F20: 91.02%

- **Moderate (4-8)**
  - F14: 16.27%
  - F15: 14.45%
  - F16: 12.85%
  - F17: 11.92%
  - F18: 15.87%
  - F19: 12.46%
  - F20: 7.81%

- **High (9-21)**
  - F14: 18.13%
  - F15: 14.74%
  - F16: 12.85%
  - F17: 8.28%
  - F18: 8.08%
  - F19: 7.74%
  - F20: 1.17%

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

- **Low Risk (0-3)**
  - 2004: 61%
  - 2005: 62%
  - 2006: 65%
  - 2007: 70%
  - 2008: 74%
  - 2009: 79%
  - 2010: 82%
  - 2011: 83%
  - 2012: 85%

- **Moderate (4-8)**
  - 2004: 21%
  - 2005: 18%
  - 2006: 15%
  - 2007: 13%
  - 2008: 11%
  - 2009: 10%
  - 2010: 9%
  - 2011: 8%
  - 2012: 7%

- **High (9-21)**
  - 2004: 18%
  - 2005: 20%
  - 2006: 21%
  - 2007: 22%
  - 2008: 23%
  - 2009: 27%
  - 2010: 29%
  - 2011: 28%
  - 2012: 21%
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low Risk</th>
<th>Moderate Risk</th>
<th>High Risk</th>
<th>Significance Testing</th>
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<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&gt;M&gt;H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.01 (0.38)</td>
<td>2.31 (1.04)</td>
<td>7.15 (2.26)</td>
<td>L&gt;M&gt;H</td>
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<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>0.66 (1.50)</td>
<td>2.78 (1.46)</td>
<td>4.17 (1.49)</td>
<td>M-H</td>
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</table>

Significance Testing: L=M>H

Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Fall ASKSSIE-I</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Winter ASKSSIE-I</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
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<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<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>
<td>2018</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
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</table>

<table>
<thead>
<tr>
<th>Winter WTR-SRSSIE-I</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Winter ASKSSIE-E</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
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<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
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<tr>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
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Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School

- Adequate progress
- Moderate Difficulties
- Significant Difficulties

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Adequate progress</th>
<th>Moderate Difficulties</th>
<th>Significant Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>43.35</td>
<td>47.96</td>
<td>56.12</td>
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<tr>
<td>Math Skills</td>
<td>46.02</td>
<td>47.54</td>
<td>55.42</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>47.54</td>
<td>46.27</td>
<td>55.42</td>
</tr>
<tr>
<td>Motivation to Learn</td>
<td>56.12</td>
<td>55.42</td>
<td>55.42</td>
</tr>
</tbody>
</table>

N = 54
N = 223
N = 212
n = 489               n = 490            n = 490              n = 489
N = 22
N = 233
N = 235
N = 35
N = 180
N = 275
N = 31
N = 187
N = 271

Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) model?
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Low-Intensity Strategies

Opportunities to Respond
- Behavior Specifc Praise
- Active Supervision

Supporting Behavior for School Success
- Instructional Feedback
- High-p Requests
- Precorrection
- Incorporating Choice

Self-monitoring

Behavior Contracts

Precorrection

High-p Requests

Incorporating Choice

Professional Learning tab

ci3t.org
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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

[Image of a resource page]

A Look at Expectations

Setting up for Success at Home

[Image of setting up for success guide]

A Look at Expectations

Creating a PBIS Behavior Teaching Matrix for Remote Instruction

[Image of a matrix for remote instruction]

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

... Action Planning

Ci3T Monthly Leadership Team Meetings

<table>
<thead>
<tr>
<th>CST MEETINGS SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: July 2020</td>
</tr>
<tr>
<td>Time: 9:00 AM to 12:00 PM</td>
</tr>
</tbody>
</table>

Resources for Responding to COVID-19

Getting Ready for 2020-2021
Thank you!