

What do I Need to Know About Systematic Screening?

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1, Mark M. Buckman, Ph.D.
University of Kansas
Wendy Peia Oakes, Ph.D.
Arizona State University
Rebecca Sherod, MSE, & Katie S. Austin, M.Ed.
University of Kansas

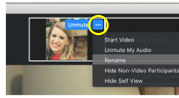
Ci3T Comprehensive, Integrated,
Three-Tiered Model of Prevention

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Renaming: Breakout room number + First and Last Name

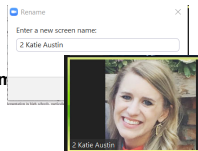
To help us initially put you in breakout rooms today...

- A. Click the **three dots** at the top right corner of your **video square**.

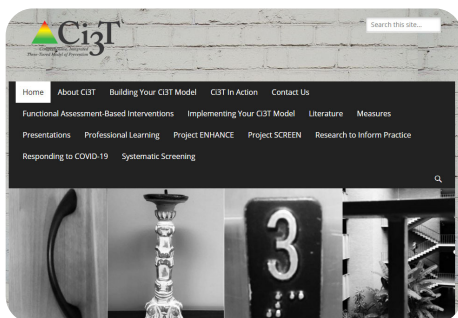


- B. Rename yourself:

- 1 Name = **Exploring screening, not yet screening**
- 2 Name = **Newly screening**
- 3 Name = **Experienced in screening**
- 4 School Name = **Here with my Ci3T Leadership Team**



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Accessing Project EMPOWER Professional Learning

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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 Prevention Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Planning for Next Steps



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Thank you... For Your Commitment

Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 20, 4-18.

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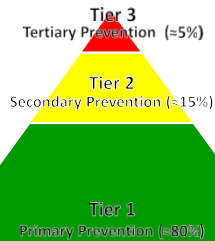
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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)



Academic ◦ Behavioral ◦ Social
Instructional Strategies Instructional Strategies Instructional Strategies

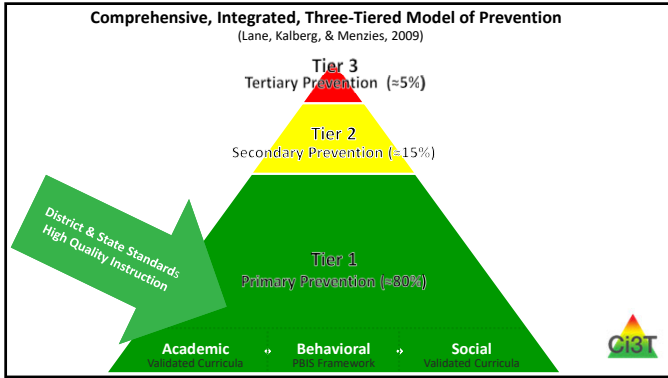


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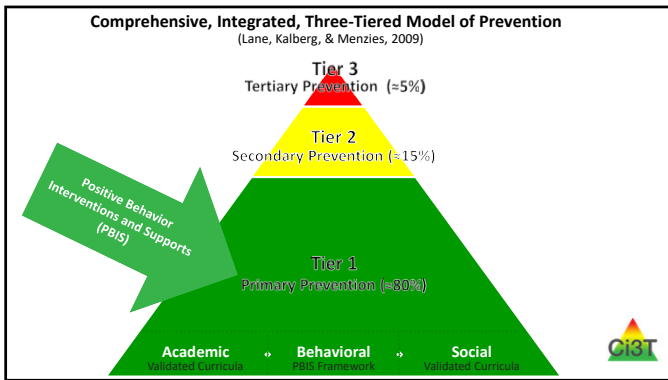
Implementing Ci3T Models: A Respectful Partnership



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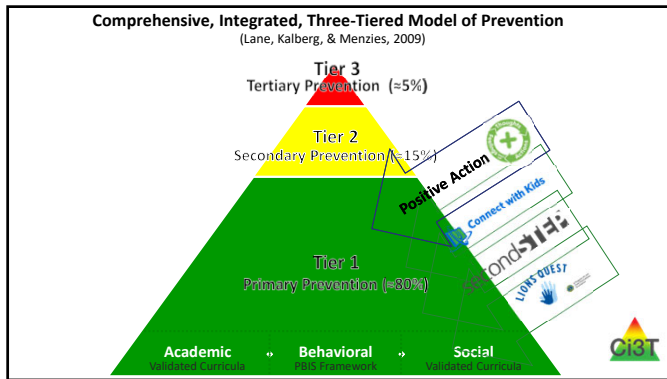
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Coolidge Middle School
Expectation Matrix

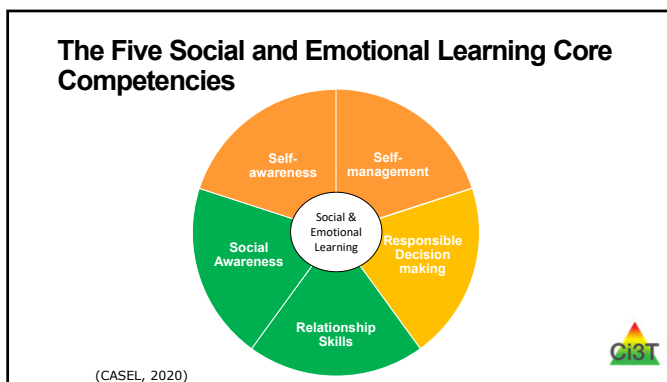
	Cafeteria	Restroom	Technology	Bus & Arrival/ Dismissal
Establish, Clarify, Define Expectations	• Be good manners • Include • Be proactive • Effect resolution • Use kind words	• Finish using • electronic devices • before entering • the restroom • Respect personal • space of others	• Only photograph • others with their • knowledge and • consent • Be respectful of the • opinions of others on • social media • Take good use of • school provided • equipment	• Follow staff • instructions • Use kind words • and actions • Use proactive • conflict • resolution skills
Be RESPECTFUL	• Listen to and follow • directions • Arrive on time • Bring required materials • and equipment • Advise of all assignments • Accept responsibility for • your actions • Wear your mask • Maintain social distancing • Wash your hands when • entering and leaving the • classroom	• Walk in the halls • on the right side • Be quick to move • between classes • Be aware of your • surroundings and • people's personal • space • Look up when • walking down the • halls • Wear your mask • Maintain social • distancing	• Throw away trash • Help your • neighbor clean up • Finish food in the • cafeteria • Wear your mask • Maintain social • distancing	• Flush the toilet • Wash your hands • Keep the restroom • clean • Throw away trash • Let an adult know • if the restroom • is out of supplies • Wear your mask • Maintain social • distancing
Be RESPONSIBLE	• Participate in class • activities • Give best effort on all • tasks • Ask for help and be • willing to help others • across the • campus	• Pick up any trash • you see • Put trash in trash • cans • Keep hall pass • visible	• Be a role model for • peers and younger • students • Use lunch time • efficiently and • effectively	• Use the restroom • before and after • class • If you must use the • restroom during • class, return to class • quickly
GIVE BEST EFFORT			• Use social media • responsibly • Use technology to • complete • assignments or • enrich academic • success	• Attend all before • and after school • assemblies • Be a role model for • peers and younger • students

G3T

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**Social Component:
Examples of Schoolwide Programs**

Character Education

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:
 - Site-wide climate development
 - drug education
 - bullying / conflict resolution
 - counselor, parent, and family classes
 - community/coalition components

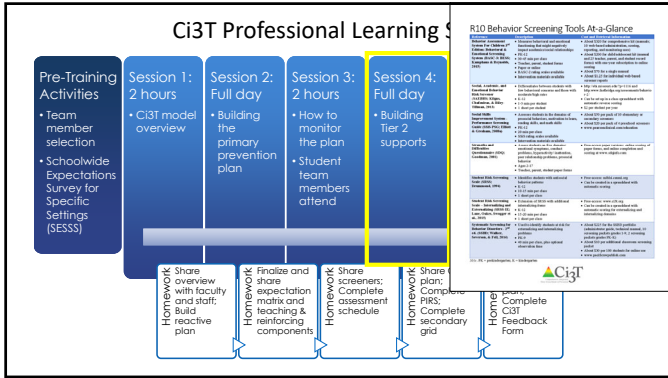
Social-emotional

Connect With Kids
connectwithkids.com

- A curricula 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
 - Health and Wellness

Q3T

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SAMPLE Elementary School Ci3T Primary (Tier 1) Plan		
Mission Statement	The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long term life choices as citizens.	
Purpose Statement	The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities.	
School-Wide Expectations	<p>2020 - 2021</p> <p>The purpose of Sample Elementary School's Ci3T plan is to partner with families to fulfill the school's mission through in person and continued learning experiences in academics and the arts, social and emotional development, and social behaviors in alignment with family and community priorities.</p> <ol style="list-style-type: none"> Be Respectful Be Responsible Give Best Effort 	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: <ul style="list-style-type: none"> Be at school on time and stay all day. Access and use resources to be organized. Complete and turn work in at a timely manner. Communicate with teachers and parents. Participate in district core instruction and learning opportunities. Actively participate in class activities and be persistent in the face of challenge. Participate in: 	Students: <ul style="list-style-type: none"> Meet school-wide expectations stated in the Expectation Matrix. Use strategies learned in behavior expectation setting and Second Step lessons to prevent or minimize triggers and identify and manage agitation. Take responsibility for own actions and the effect on others. Tell an adult about any unsafe behaviors. Ask and adult when you need help. 	Students: <ul style="list-style-type: none"> Follow the school-wide expectations listed in the Expectation Matrix. Actively participate in weekly Second Step lessons. Use positive social skills at school, at home and in the community and encourage peers to use these skills. Cooperate with others, use kind words and actions. Listen politely, and resolve conflicts peacefully by using Stop, Walk, Talk (OSEP-TAC, PBIS.org)

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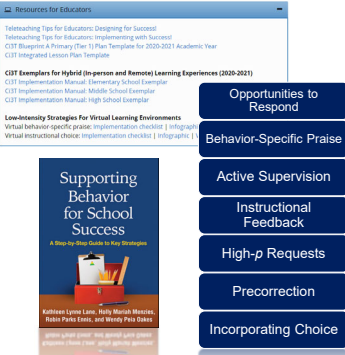
Area II: Academics Responsibilities

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.



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Area II: Behavior Responsibilities

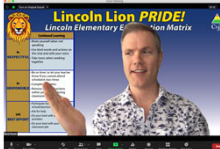
Faculty and Staff:

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.



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Area II: Social Responsibilities

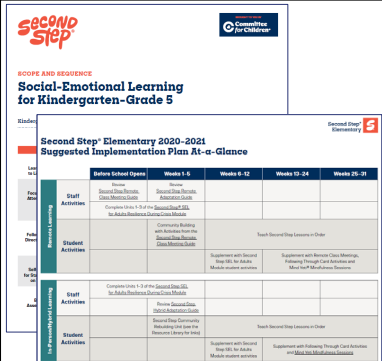
Faculty and Staff:

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.



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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and staff will: <ul style="list-style-type: none"> Use district mandated curriculum and instructional resources in the classroom. Mark work. 	Faculty and staff will: <ul style="list-style-type: none"> Implement the Positive Behavioral Interventions and Supports (PBIS) framework. Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and non-academic settings. Use the intervention grid to guide selection of interventions. 	Faculty and staff will: <ul style="list-style-type: none"> Teach weekly Positive Action lessons. Model social skills expected of students. Use the intervention grid to guide selection of interventions.

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring

Ci3T

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Procedures for Teaching

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

- Provide faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan
- Provide training of plan and expectation to staff at the beginning of each school year, with attention to academic, behavior, and social domains
- Expectation Matrix taught and posted
- Ci3T session for new staff orientation
- Weekly tips for teachers and challenges for PBIS

Students: Ci3T Leadership Teams collaborate with faculty and staff to teach procedures to students by:

- Posting Ci3T expectation posters and using them as an instructional tool for teaching expectations
- Participating in regularly scheduled lessons on the expectations for each setting
- Providing behavior-specific praise intermittently paired with school-wide tickets (ROAR Bucks)
- Participating actively in daily Second Step lesson

Ci3T

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A look at Procedures for Teaching at Tier 1

Lincoln Lion PRIDE!
Lincoln Elementary Expectation Matrix

Ci3T Primary Plan: Procedures for Teaching

Procedures for Teaching

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

- Beginning of year online meeting small-group by Manual updates, get questions answered, and share

Lincoln Lion PRIDE!
Lincoln Elementary Expectation Matrix

Ci3T

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Lincoln Elementary School

Student: _____ Grade: _____
Teacher: _____
Location: ☐ Classroom ☐ Bathroom ☐ Hallway
☐ Cafeteria ☐ Playground ☐ Arrival/Dismissal ☐ Bus

☐ Be respectful
☐ Be responsible
☐ Give best effort

Who do you want to receive a [enter name of ticket]?

☐ Aldo Alderson
☐ Betsy Brown
☐ Carla Cane
☐ Donald Darby
☐ Edmund Ellington

Ci3T Primary Plan: Procedures for Reinforcing

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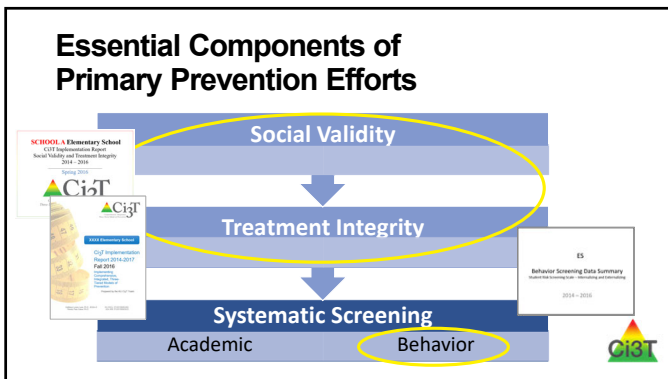
Ci3T + ENHANCE Virtual POSTCARD

Dear SFES Ci3T Leadership Team

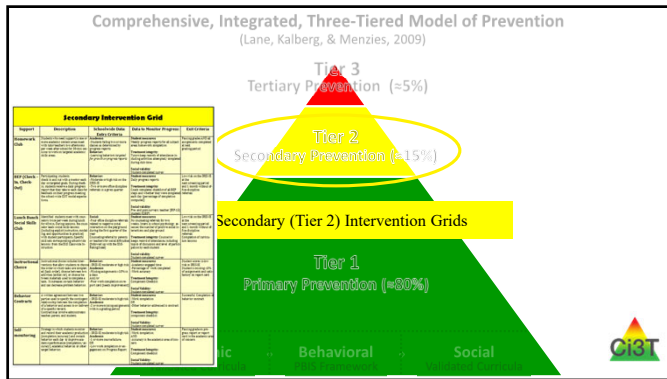
This card is being sent to you to acknowledge your dedication in supporting your students and families!

Ci3T Primary Plan: Procedures for Reinforcing

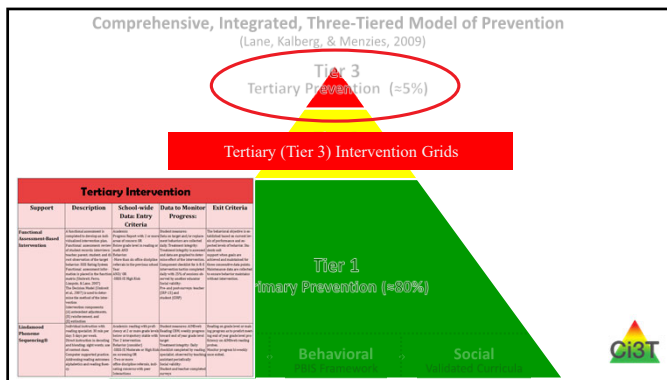
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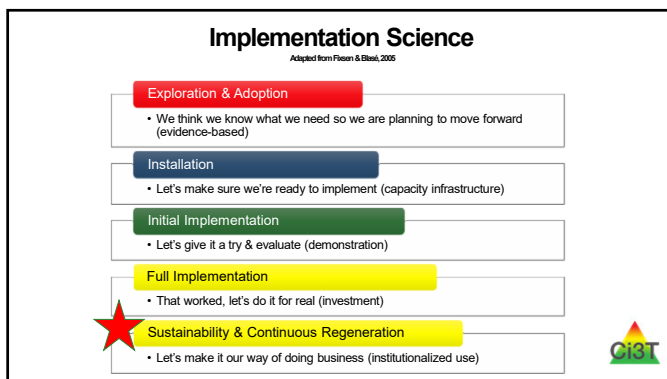
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Transparency, Access, & Collaboration

Benefits of Ci3T Models

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When you screen... you must have a plan to intervene.
What are your plans?

What structures are set up in your school or district to collect data and connect students to supports?

- What are some strengths of your system?
- What are some opportunities for growth?
- What are your next steps – either personally or as a school – in terms of connecting students to supports?

00:00



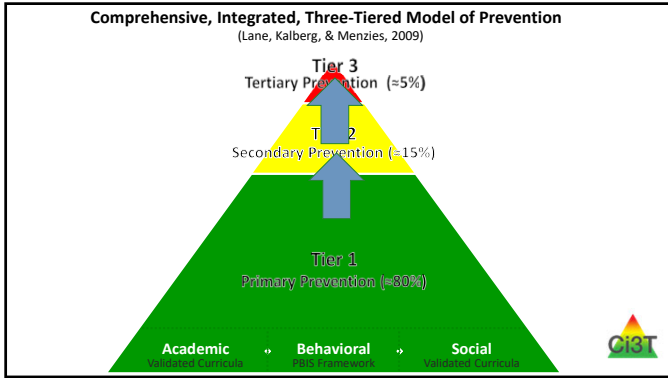
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Agenda

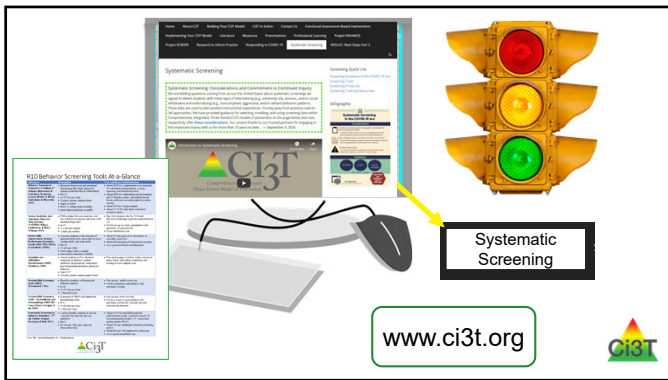
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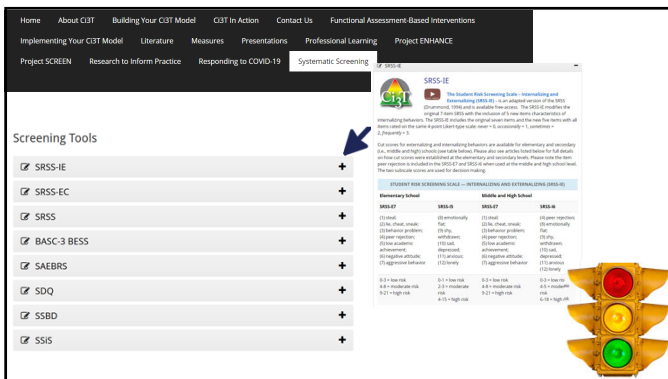
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SRSS-IE SCREENING PROCESS REMINDERS	
✓	Rate ACROSS the scale (one student at a time). Rate all items for each student before moving on to the next student.
✓	Rate students independently without conferencing or talking with other teachers or staff (even if you are a co-teacher).
✓	The sum columns will calculate automatically. Please do not type or click in the total columns' cells.
✓	All students who are eligible for screening have already been pre-populated; additional students should not be added for this screening period (only students who have been in school for 30 days should be screened [about 4 weeks]).
✓	Please do rate students who have been there for at least 30 days during the screening period but have moved.
✓	You may need to scroll to the right in the spreadsheet to ensure you rate students on all items (12 items for each student).
✓	Scroll down in the spreadsheet to ensure you rate all students in your assigned class.
✓	The sum columns will calculate automatically – please do not type in the columns' cell.

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Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools

DATE:		TEACHER NAME:		PERIOD RATED:		Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE											
Student Name	Student ID	Count	Blank	Like, Chast, Break	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Dist	Worried/Anxious	Sad/Depressed	Lonely	SRSS-IE TOTAL	SRSS-IE TOTAL		
Example: Smith, Sely	FFFFF	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		1												1	1		
		2												2	2		
		3												3	3		
		4												4	4		
		5												5	5		
		6												6	6		
		7												7	7		
		8												8	8		
		9												9	9		
		10												10	10		
		11												11	11		

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Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Secondary Schools

DATE:		TEACHER NAME:		PERIOD RATED:		Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) MIDDLE AND HIGH SCHOOL USE 2016 - 2017											
Student Name	Student ID	Count	Blank	Like, Chast, Break	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Dist	Worried/Anxious	Sad/Depressed	Lonely	SRSS-IE TOTAL	SRSS-IE TOTAL		
Example: Smith, Sely	FFFFF	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Example: Lane, Scarlett	FFFFF	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		1												1	1		
		2												2	2		
		3												3	3		
		4												4	4		
		5												5	5		
		6												6	6		
		7												7	7		
		8												8	8		
		9												9	9		
		10												10	10		
		11												11	11		
		12												12	12		

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SRSS-IE: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 = high risk	6-18 = high risk

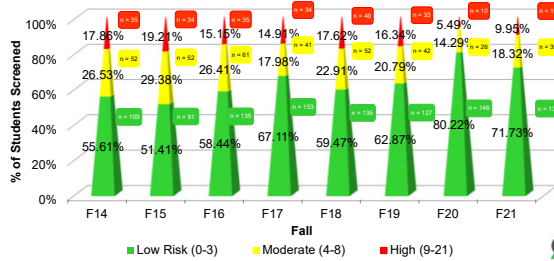
Elementary School Level:
Lane, K. L., Oakes, W. P., Swigger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

Middle and High School Level:
Lane, K. L., Oakes, W. P., Cartmell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messinger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 41*(1), 271-284.



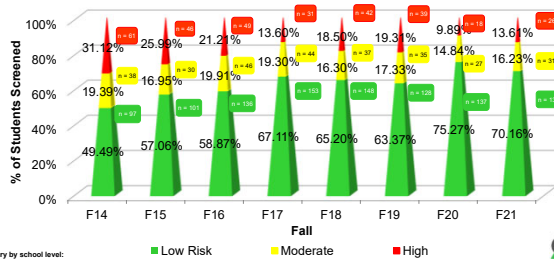
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Fall 2021 SRSS-Externalizing Results – School level



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Fall 2021 SRSS-Internalizing Results – School level



Cut scores vary by school level:
Elementary (K): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (6): Low (0-3), Moderate (4-5), High (6-18)

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Fall 2020 SRSS-Externalizing Results – Elementary				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	69	65 (94.20%)	3 (4.35%)	1 (1.45%)
1	47	44 (93.62%)	2 (4.26%)	1 (2.13%)
2	68	56 (82.35%)	10 (14.71%)	2 (2.94%)

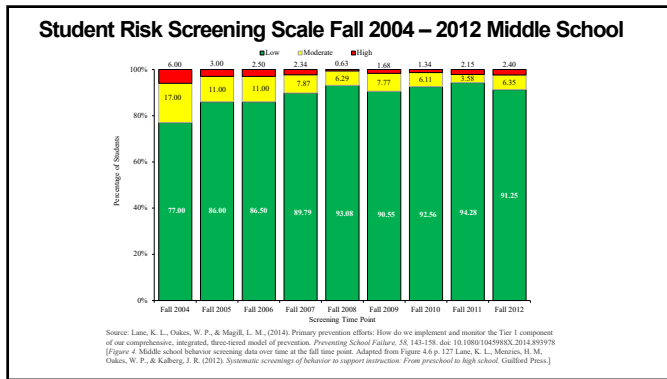
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Results: SRSS-IE: Externalizing Subscale Elementary				
Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Oral Reading Fluency	39.66 (0.8)	40.8 (0.8)	115.82 (0.46)	H
MAP Reading	26 (0.47)	27 (0.47)	22 (0.19)	H
Nurse Visits	3,256 (6.81)	3,256 (6.81)	11,833 (6.81)	L < M < H
In-School Suspensions	0.0052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

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Results: SRSS-IE: Internalizing Subscale Elementary				
Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Oral Reading Fluency	39.66 (1.45)	40.8 (1.45)	115.82 (1.45)	L > H M = H
MAP Reading	26 (0.37)	27 (0.37)	22 (0.37)	M > H
Nurse Visits	3,387 (0.37)	628 (0.37)	450 (0.37)	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

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

Variable	Low (n = 422) M (SD)	Risk Moderate (n = 51) M (SD)	High (n = 12) M (SD)	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

(Lane, Parks, Kalberg, & Carter, 2007)

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SRSS-IE: Externalizing Subscale Middle school

Variable	Low M (SD) n	Risk Moderate M (SD) n	High M (SD) n	Significance Testing
GPA	3.56 (0.47) 1,670	3.07 (0.58)	2.74 (0.61)	L > H
Course Failures	1.38 (1.15) 1,670	2.78 (3.46)	2.78 (3.46)	L < H
Nurse Visit*	0.01 (1.20) 1,830	0.66 (2.74)	0.66 (2.74)	L < H
Office referrals	0.03 (0.24) 1,830	0.32 (1.04)	0.75 (1.50)	L < M < H
In-School Suspensions	0.11 (0.89) 1,830	0.67 (2.74) 328	1.56 (3.22) 93	L < M < H

Fall Externalizing → Winter Externalizing → Spring GPA, Course Failures, Nurse Visit*, ODR, Suspensions

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Morones, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86-100. doi:10.1177/1063426917744740

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SRSS-IE: <u>Internalizing</u> Subscale Middle school				
Variable	Low M (SD) n		Risk Moderate M (SD) n	Significance Testing
GPA	1.01 (0.51) 1,642		1.33 (0.51) 1,642	M > H
Course Failures	1.02 (1.42) 1,642		1.02 (1.42) 1,642	M = H
Nurse Visits	1.02 (16.39) 1,820		1.02 (16.39) 1,820	M = H
Office discipline referrals	0.06 (0.40) 1,820		0.17 (1.24) 181	N.S.
In-School Suspensions	0.18 (1.10) 1,820		0.67 (3.59) 181	L < M, H M = H

Line, K. L., Oakes, W. P., Cantwell, E. D., Royce, D. J., Leka, M., Schatzneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27*(2), 86-100. doi:10.1177/1063426917748746.

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Screening Data: High School Yrs1-3									
Fall-SRSSIE-I	Low	Moderate	High	Fall-SRSSIE-E	Low	Moderate	High		
2016	80.28%	10.36%	9.36%	2016	89.56%	8.02%	2.42%		
2017	90.18%	4.16%	5.66%	2017	91.29%	6.18%	2.54%		
2018	90.91%	3.86%	5.23%	2018	92.22%	6.20%	1.58%		
WTR-SRSSIE-I	Low	Moderate	High	WTR-SRSSIE-E	Low	Moderate	High		
2016	87.25%	9.49%	3.26%	2016	87.25%	9.49%	3.26%		
2017	86.14%	9.02%	4.85%	2017	86.14%	9.02%	4.85%		
2018	88.79%	8.52%	2.69%	2018	88.79%	8.52%	2.69%		

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SRSS-IE: <u>Externalizing</u> Subscale High school				
Variable	Low M (SD) n		Risk Moderate M (SD) n	Significance Testing
GPA	1.00 (0.79) 2,363		1.33 (0.79) 2,363	M, H = H
Course Failures	1.16 (2.07) 2,363		3.00 (2.07) 2,363	M, H = H
Nurse Visits	1.34 (3.11) 2,363		5.85 (7.66) 2,363	L < M, H M = H
In-School Suspensions	0.07 (0.40) 2,363		1.03 (1.86) 2,363	L < M, H M = H

Line, K. L., Oakes, W. P., Cantwell, E. D., Royce, D. J., Leka, M., Schatzneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27*(2), 86-100. doi:10.1177/1063426917748746.

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[illegible][illegible]



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Data Sharing

[School Name]
Behavior Screening Data Summary
Student Risk Screening Status – Identifying and Extending
Data-Share

Implementation Supplemental Resources

- CSIT Implementation Support: Session 1
- CSIT Implementation Support: Session 2
- CSIT Implementation Support: Session 3
- CSIT Implementation Support: Session 4
- CSIT Implementation Support: Session 5
- CSIT Implementation Support: Technology and Data Resources

QISTA [View/Download...](#)

Fall 202X
SBSS Extension/Results – School level

Fall 202X
SBSS Extension/Results – Grade level

Grade Level	Screened	At Risk	Not Screened	Total
K	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
1	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
2	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
3	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
4	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
5	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
6	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
7	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
8	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
9	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
10	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
11	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
12	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

CSIT Implementation Support: Technology and Data Resources

- CSIT Implementation Support: Session 1 PDF to print
- CSIT Implementation Support: Session 2 PDF to print
- CSIT Implementation Support: Session 3 PDF to print
- CSIT Implementation Support: Session 4 PDF to print
- CSIT Implementation Support: Session 5 PDF to print
- CSIT Implementation Support: Technology and Data Resources PDF to print
- CSIT Implementation Support: Technology and Data Resources Word doc to fill in with aggregated data
- CSIT Implementation Support: Technology and Data Resources PowerPoint for information sharing
- CSIT Implementation Support: Technology and Data Resources PowerPoint for information sharing
- CSIT Implementation Support: Technology and Data Resources PowerPoint for information sharing

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Resources for screening available on PBIS.org...

Selecting a Universal Behavior Screening Tool: Questions to Consider

Guidance for Systematic Screening: Lessons Learned from Practitioners

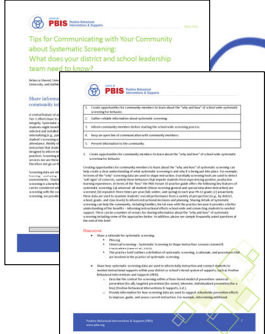
PBIS.org

Selecting a Universal Behavior Screening Tool: Questions to Consider

Guidance for Systematic Screening: Lessons Learned from Practitioners


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<https://tinyurl.com/sharingscreening> → pbis.org



Tips for District and School Leadership Teams

1. Create opportunities for community members to learn about the "why and how" of school wide systematic screening for behavior
2. Gather reliable information about systematic screening.
3. Inform community members before starting the school wide screening process.
4. Keep an open line of communication with community members.
5. Present information to the community.



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Collecting screening data

Download Systematic Screening Protocol:
Site-level Preparation Protocol

If you are already screening

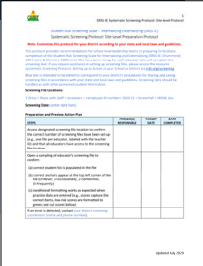

- Who leads screening at your school?
- What questions come up when screening?
- How might use of a protocol like this support consistent screening procedures?

If you are not screening in your school

- What questions do you have?

00:00


ci3t.org/screening

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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 Prevention Efforts
 - **At all Tiers: Teacher-delivered Strategies**
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Planning for Next Steps

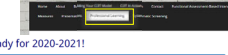


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Getting Ready for 2020-2021!

- Resources for Families
- Getting up for Success at Home
- Home Resource 1 - Plan for Safety First: See Bulletin
- Home Resource 2 - Schedule for Success
- Home Resource 3 - Schedule Template (pdf)
- Home Resource 4 - See and Teach Expectations
- Home Resource 4.1 - Expectation Matrix Template (pdf)
- Home Resource 4.2 - Behavior Schedule Checklist (pdf) | infographic | video
- Home Resource 4.3 - Check-Check | infographic
- Home Resource 4.4 - Presentation Checklist | infographic
- Home Resource 4.5 - Active Expectation Checklist | infographic | video
- Home Resource 5 - Emotional Well-being

- Recursos para familias
- Preparándose para el éxito en casa
- Preparándose para el éxito en casa - Recurso Gráfico Organizador
- Casa recurso 1 - Plan de seguridad
- Casa recurso 2 - Horario para el éxito
- Casa recurso 2.1 - Hoja de horario (pdf)
- Casa recurso 3 - Plan y refuerzo las expectativas
- Casa recurso 3.1 - Matriz de expectativas (pdf)
- Casa recurso 4.1 - Hoja de expectativas específicas (pdf) para el éxito | infographic
- Casa recurso 4.2 - Hoja de expectativas específicas (pdf) para el éxito | infographic
- Casa recurso 4.3 - Expectativas específicas (pdf) para el éxito | infographic
- Casa recurso 4.4 - Expectativas específicas (pdf) para el éxito | infographic
- Casa recurso 5 - Bienestar emocional

TIERED INTERVIEW LIBRARY

And Tier 2 strategies and interventions below by searching an overabundant searching documents, in these materials you will learn why it is effective, the research supporting it, and how to try it and social validity. Also included are PDFs and or documents if the intervention would look like as described in a school tried in article references, practice article references, and more.




Videos for Families

- SETTL FOR SUCCESS
- Program (BSPF Check in Check Out (COCO))
- Planning (BSPF)
- Using (BSPF)
- Sequence (BSPF)
- Back
- Impact (DTR)
- Red heart icon
- Instagram icon
- Facebook icon
- Twitter icon
- YouTube icon

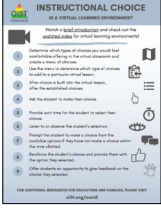
Choice

Materials to support remote learning


www.ci3t.org/covid



Step-by-step Checklist



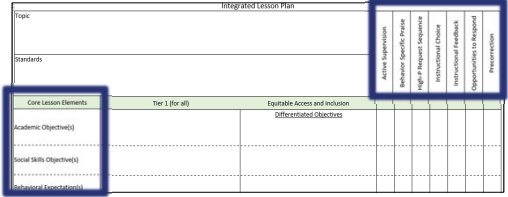
Infographic



Step-by-step Video

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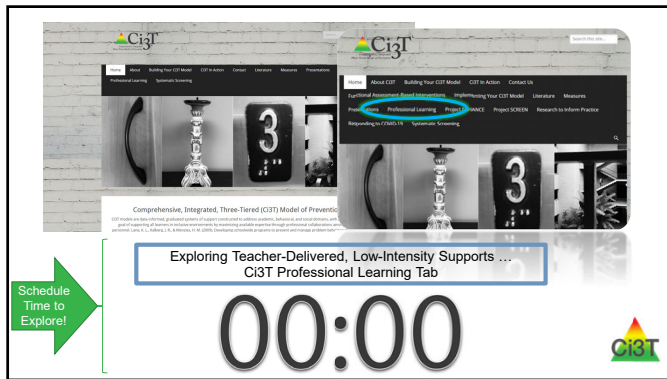
Integrated Lesson Planning



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Low-Intensity Strategy	Franklin High School On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met. <ul style="list-style-type: none"> "Niama, I noticed you outlined your paper and used the graphic organizer to draft your essay. Well done!" "Justice, thank you for pushing in your chair to keep the walkway safe." 	<ul style="list-style-type: none"> Eric Common, Behavior Specialist Mark Buckman, Special Education Grant Allen, Parent Volunteer Paloma Pérez-Clark, School Psychologist
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. <ul style="list-style-type: none"> "Show me thumbs or thumbs down if..." "Show me on your white board what..." "Turn to your elbow partner and say..." "All together now, what is..." 	<ul style="list-style-type: none"> David Royer, Administration Emily Cantwell, 12th Grade Scarlett Lane, 11th Grade Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. <ul style="list-style-type: none"> "Ronardo, our of our 3 learning objectives today, which would you like to work on first?" "Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?" 	<ul style="list-style-type: none"> Abbie Jenkins, 10th Grade Scarlett Lane, 11th Grade José Sousa, PE Liane Johl, 9th Grade

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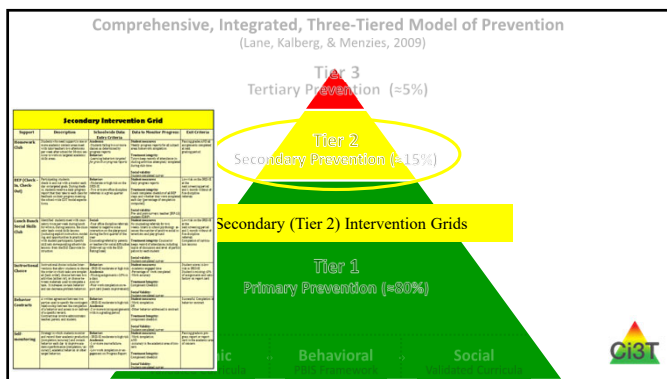


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Agenda

- Introducing Ci3T... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **The Role of Screening: Using Screening Data to Shape Instruction**
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Secondary (or Intervention) Group For Middle and High School Students				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) or <input type="checkbox"/> SRSS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> Skyward: 2 or more missing assignments AND/ OR Academic: <input type="checkbox"/> Report card: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Small group reading instruction with self-monitoring	Small group reading instruction (30 min, 3 days per week). Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers' rating. K - 1.	Students who: Behavior: Fall SRSS at moderate (4 -8) or high (9 - 21) risk Academic: Fall AIMSweb LNF at the strategic or intensive level	AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists Treatment Integrity Social Validity	Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

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First Grade Students' Self Monitoring Form

Student Name: _____ Date: _____

Reading Checklist

	😊	☹️
1. Did I come to the reading table when my teacher called me?		
2. Did I read my book?		
3. Did I build words or practice sounds with the tiles?		
4. Did I tap the letter sounds to read or spell words?		
5. Did I practice trick words?		
6. Did I follow my teacher's directions?		

5 out of 6 = 1 PBIS ticket.

Match my teacher = 1 PBIS ticket.

Altman, S. A. (2010). Project support and include: the additive benefits of self-monitoring on students' reading acquisition. Unpublished master's thesis, Vanderbilt University.

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Teacher: Ms. Hunt Date: _____ Time: _____

Item	David	Travis	Teacher
1. Did student come to the reading table when the teacher called him?			
2. Did student read his book?			
3. Did student build words or practice sounds with the tiles?			
4. Did student tap letters sounds to read or spell words?			
5. Did student practice trick words?			
6. Did student follow teacher's directions?			
7. Did I prompt the student to complete the checklist after each activity?	n/a	n/a	
8. Did I compare my checklist to the student's at the end of the intervention period?	n/a	n/a	
9. Did I reward the student appropriately for completing the checklist and/or agreeing (i.e. give a checkmark for only fewer than 2 prompts, give a ticket for having all but one check, etc.)?	n/a	n/a	

Treatment Integrity

Social Validity

Monitor student progress

Altman, S. A. (2010). Project support and include: the additive benefits of self-monitoring on students' reading acquisition. Unpublished master's thesis, Vanderbilt University.

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Sample Elementary Intervention Grid: SSiS

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will lead small group SSiS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of SSiS lessons appropriate for student skillsets as identified using SSiS-Rating Scale (teacher and parent version).	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-45 score: Moderate (2-3) AND <input type="checkbox"/> 2 or fewer absences in first 3 months of school AND <input type="checkbox"/> Evidence of teacher implementation of C13T primary (Tier 1) plan [treatment integrity: direct observation] AND <input type="checkbox"/> Parent permission AND Academic <input type="checkbox"/> Student is in grade 2 or 3	Student measures <ul style="list-style-type: none">• SSiS-Rating Scale (Pre/Post)• Skills for Greatness (Pre/Post)• Daily behavior report (DBR; daily)• Attendance and tardies Social validity <ul style="list-style-type: none">• Teacher: IRP-15• Student: CIRP Treatment integrity <ul style="list-style-type: none">• Tier 2 treatment integrity measures• C13T.T1: Direct observation (30 min if needed)	<input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> Team agrees goals have been met or no further SSiS small group sessions are warranted <input type="checkbox"/> SRSS-E7 and 15 scores are in the low risk category

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Active Supervision

TIERED INTERVENTION LIBRARY

Active supervision is a key behavior management strategy used by teachers and other school personnel to prevent and intervene in problem behaviors. Active supervision involves monitoring students' behavior and providing immediate feedback. Active supervision is a key component of a behavior management plan and is used in conjunction with other strategies to address problem behaviors.

Professional Learning

ACTIVE SUPERVISION (POSTED March 30)

ACTIVE SUPERVISION

ACTIVE SUPERVISION

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Middle and High School Illustration

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Active Supervision	The use of specific and direct behaviors (scanning, monitoring, interacting) designed to prevent problem behaviors and promote rule-following behaviors" (Cohen et al., 1997, p. 140). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sosa, 2002; Housh & Scott, 2008):	One or more of the following: Examples: Percentage of students late to first period exceeding 10% during a 2 week period ≥ 5 QORs missed during lunch for a 2 week period More than 20% of students in a class are off task during group activities for a 1 week period of time More than 20% of students in the school tardy to one or more periods for a 1 week period of time	Student Performance: Data on target behavior monitored: - On time arrival - On task - Tardies Treatment Integrity: Component checklist Social Validity: Student and teacher completed surveys	• No planned exit criteria. New procedure to remain in place for the balance of the school year

<https://eclkc.ohs.acf.hhs.gov/safety-practices>



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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
READ 180 (Stage C) Reading Intervention	Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily. Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.	(1) Students in grades 9 – 12. (2) Reading performance basic or below basic on state assessment (but above 4 th grade reading level). (3) SRSS risk scores in the moderate range (4 – 8).	Student Measures: Meeting individual READ 180 reading goals: (1) Progress Monitoring with Scholastic Reading Inventory (2) Writing Assessments (3) formative assessments (vocabulary, comprehension and spelling) (4) Curriculum-based Assessments (5) Attendance in class Treatment Integrity: Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. Social Validity: Students and teachers complete surveys	Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.

Lane, K. L., Oakes, W. P., Mendes, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology*, 29, 203-229.



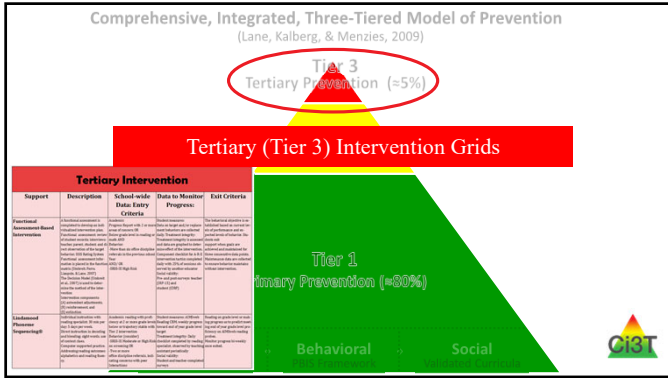
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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.	(1) 12th graders (2) Algebra II grade drops below a 75 at any point in the semester (3) Have study hall time available and permission of 5th period teacher (4) Self-selecting to engage in study hall	Student Measures: Algebra II classroom grades Daily class average if grade is ≤ 75 Treatment Integrity: Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys	Algebra II Grade increases to satisfactory level (above 75%).

Lane, K. L., Oakes, W. P., Mendes, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology*, 29, 203-229.



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Collecting screening data

tinyurl.com/sharingscreening

If you are currently screening in your school

- Do you have access to your students' data?
- How do you use data to inform instruction?
- How (and with who) do you share the data?
- What are some opportunities for growth?

If you are not screening in your school

- What questions do you have?

00:00

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Agenda

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Ci3T: Monitoring for Success: Using Data to Inform Instruction ... Action Planning



SCHOOL NAME Assessment Schedule												
Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Student Demographics												
Student Demographic Information												
Screening Measures												
Student Outcome Measures - Academic												
Student Outcome Measures - Behavior												
Program Measures												
Social Validity:												
Social Validity:												
Treatment Integrity:												
Treatment Integrity:												

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[Building Your Ci3T Model](#)
[Ci3T in Action](#)
[Contact Us](#)
[Functional Assessment-Based Interventions](#)

[Implementing Your Ci3T Model](#)
[Literature](#)
[Measures](#)
[Presentations](#)
[Professional Learning](#)
[Project ENHANCE](#)

[Project SCREEN](#)
[Research to Inform Practice](#)
[Responding to COVID-19](#)
[Systematic Screening](#)

Screening Tools

- ☒ SRSS-IE
- ☒ SRSS-EC
- ☒ SRSS
- ☒ BASC-3 BESS
- ☒ SAEBRS
- ☒ SDQ
- ☒ SSBD
- ☒ SSIS

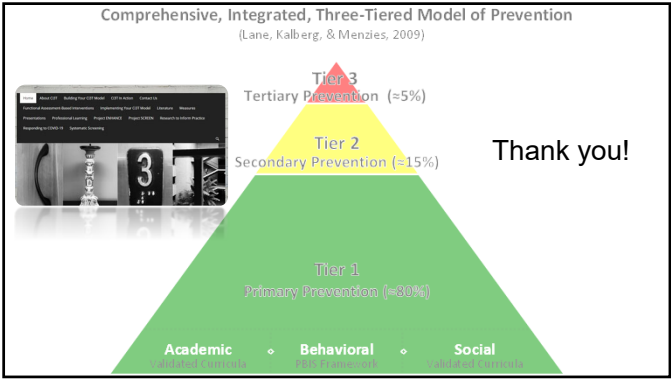
SRSS-IE

The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) is an adapted version of the SRSS (Grossman, 1986) and provides two scales. The SRSS-IE identifies internalizing behaviors. The SRSS-IE includes the original seven items and the new five items with all items rated on the same 3-point behavior scale (none = 0, occasionally = 1, consistently = 2, frequently = 3).

For items 6, 7, 8, 9, and 10, internalizing behaviors are available for identifying and monitoring (i.e., middle and high school students). Please also see articles listed below for full details on how to use items 6, 7, 8, 9, and 10 for the elementary and middle school levels. Please note the item descriptions for items 6, 7, 8, 9, and 10 are used at the middle and high school level. The new subscale scores are used for decision making.

Item	SRSS-IE	SRSS-IE	SRSS-IE
1. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
2. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
3. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
4. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
5. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
6. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
7. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
8. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
9. (1) sad	(2) nervous	(3) nervous	(4) poor reputation
10. (1) sad	(2) nervous	(3) nervous	(4) poor reputation

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