

SESSION 1 AGENDA**SEPTEMBER 19, 2022****SESSION 1: BEHAVIOR SCREENING TOOLS****WELCOME!**

- Introduction to comprehensive, integrated, three-tiered models of prevention
- The importance of systematic screening
- Behavior screening tools: An overview
 - Systematic Screener for Behavior Disorders (SSBD; Walker & Severson, 1992)
 - Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)
 - Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)
 - Behavior Assessment System for Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3 BESS; Kamphaus & Reynolds, 2007)
 - Social Skills Improvement System – Performance Screening Guide (SSiS-PSG; Elliot & Gresham, 2007)
 - Social, Academic, & Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, Riley-Tillman, & von der Embse, 2013)
- Using Screening Data
 - implications for primary (Tier 1) prevention efforts
 - implications for teachers
 - implications for student-based interventions at Tier 2 and Tier 3
- Next Steps

SESSION OBJECTIVES – PARTICIPANTS WILL BE ABLE TO:

1. Understand the basic logic of three-tiered models of prevention that make up a multi-tiered system of supports and the role of universal systematic academic and behavior screening within all models.
2. Compare and contrast 5-7 different universal behavior screeners with sufficient reliability and validity to support their use in schools.
3. Understand how to examine systematic universal screening data for implications at the school-wide, classroom, and individual student level (e.g., to inform tiered intervention efforts).
4. Understand the components of Tier 2 and Tier 3 intervention grids: support name, description, school-wide data entry criteria, data to progress monitor, and exit criteria
5. Understand the logistics of conducting systematic universal behavior screening in fall, winter, and spring.

BEHAVIOR ANALYTIC CONTENT FOR CONTINUING EDUCATION

- C-8 Evaluate the validity and reliability of measurement procedures.
- C-11 Interpret graphed data
- H-6 Monitor client progress and treatment integrity
- H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity
- I-4 Train personnel to competently perform assessment and intervention procedures
- F-4 Conduct assessments of relevant skill strengths and deficits.
- F-3 Identify and prioritize socially significant behavior-change goals.
- H-1 State intervention goals in observable and measurable terms

FUTURE PROFESSIONAL LEARNING OPPORTUNITIES:

Professional Learning Series at UofL ShelbyHurst Campus		Date (5:00-7:00 PM Eastern)
Topic 2:	Empowering educators with low-intensity strategies to increase engagement and minimize disruption	Thursday October 13, 2022
Topic 3:	Supporting students who need more than Tier 1: Connecting students with Tier 2 and Tier 3 interventions	Thursday January 5, 2023
Topic 4:	Supporting students across the tiers: Managing acting-out behavior	Wednesday February 8, 2023
Topic 5:	Supporting students with internalizing behavior patterns	Wednesday March 29, 2023
Topic 6:	Supporting student self-determination and self-advocacy through student-directed IEPs	Wednesday April 19, 2023

TO REGISTER AND FOR MORE INFORMATION AND RESOURCES ON THIS TOPIC PLEASE VISIT ci3t.org/pl