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Session 4I: Moving Forward with Systematic Screening: What do I need to know?

Presenters:
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Wendy Peia Oakes, Ph.D., Arizona State University
Kelcey Schmitz, MSEd, University of Washington SMART Center
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Mari Meador, M.Ed., UWT & Tacoma Public Schools

Keywords: Screening, School-wide, Data-based Decision Making

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

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When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

2

Learning Objectives

1. Review systematic screening systems, practices, myths, and tools and discover key components to selecting a screening tool
2. Engage in a discussion with an exemplar district and state for screening and reflect on key steps to help install systematic screening
3. Discover how to use screening data to inform Tier 1 practices; low-intensity, teacher-delivered supports; and Tier 2 and 3 supports

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Moving Forward with Systematic Screening: What do I need to know?
Agenda

- Welcome & Introductions
- The Importance of Systematic Screening in Tiered Systems
- Systematic Screening:
- An Illustration from Washington State
  - An Illustration from Tacoma Public Schools
- Where do I begin? Planning for Next Steps

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The Importance of Systematic Screening in Tiered System

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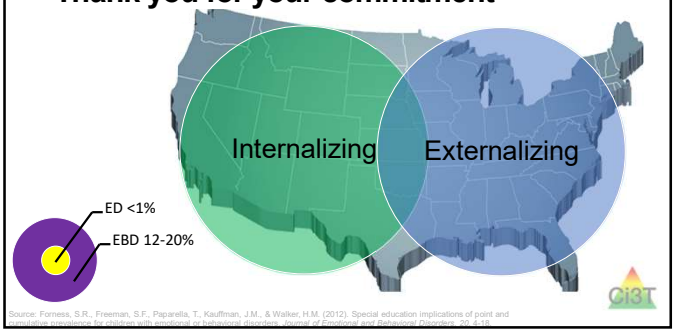
Thank you for your commitment



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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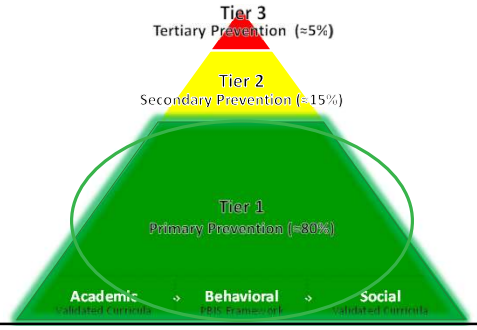
A Shift … from Reactive to Proactive

7

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



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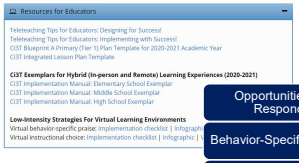
Area II: Academics
Responsibilities

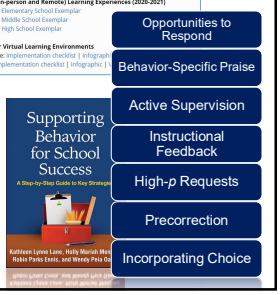
Faculty and Staff:

- Teach core programs according to district and state standards with integrity:
- Use proactive evidence-based strategies to support students' active engagement

Remote Learning

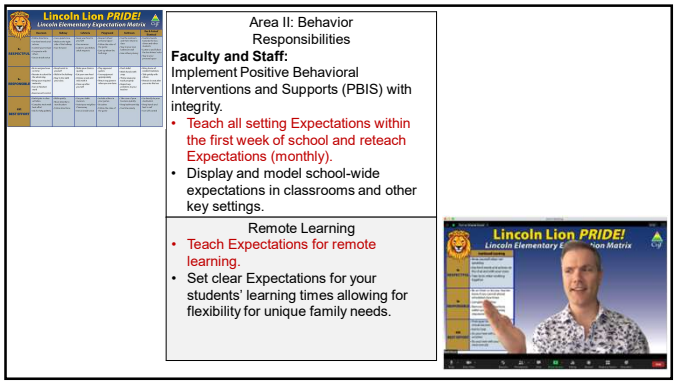
- Use proactive evidence-based strategies to support students' active engagement.
- Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
- Communicate at least weekly with families and students.





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

9


Lincoln Lion PRIDE!
Lincoln Elementary Expectation Matrix
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.
Lincoln Lion PRIDE!

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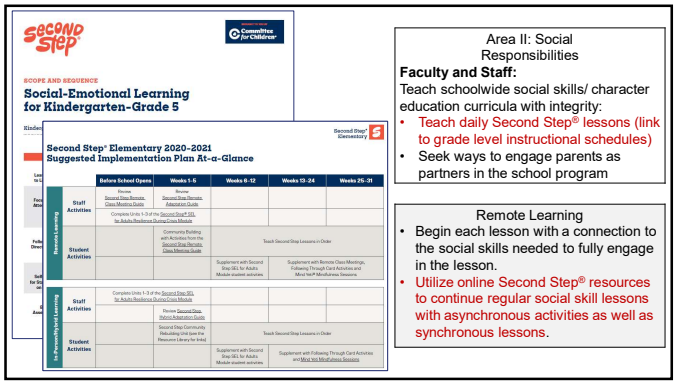
SCOPE AND SEQUENCE
Social-Emotional Learning for Kindergarten-Grade 5
Second Step® Elementary 2020-2021 Suggested Implementation Plan At-a-Glance
Area II: Social Responsibilities
Faculty and Staff:
Teach schoolwide social skills/ character education curricula with integrity:
• Teach daily Second Step® 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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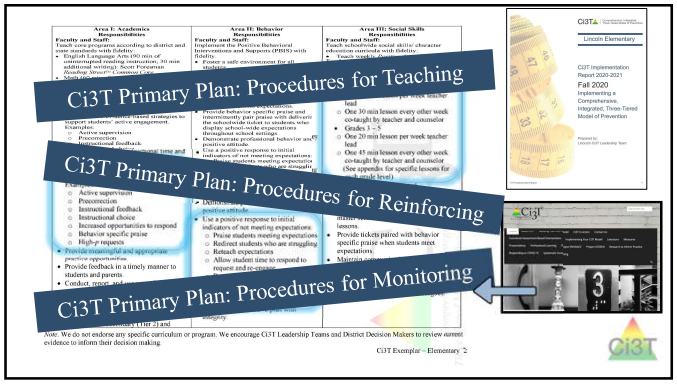
Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring
Ci3T

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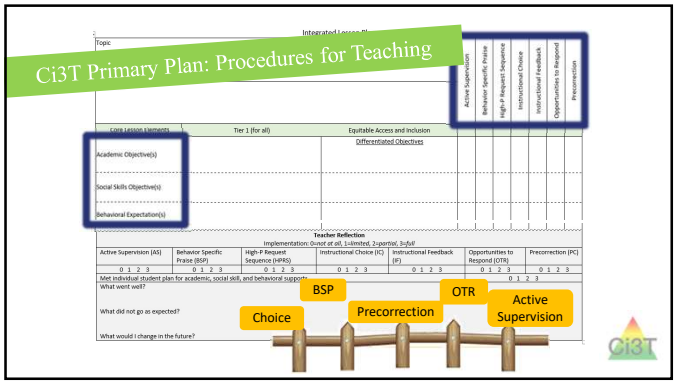
Ci3T Primary Plan: Procedures for Teaching
Topic
Tier 1 (for all)
Equitable Access and Inclusion
Differentiated Objectives
Academic Objective(s)
Social Skills Objective(s)
Behavioral Expectation(s)
Teacher Reflection
What went well?
What did not go as expected?
What would I change in the future?
BSP
OTR
Choice
Precorrection
Active Supervision

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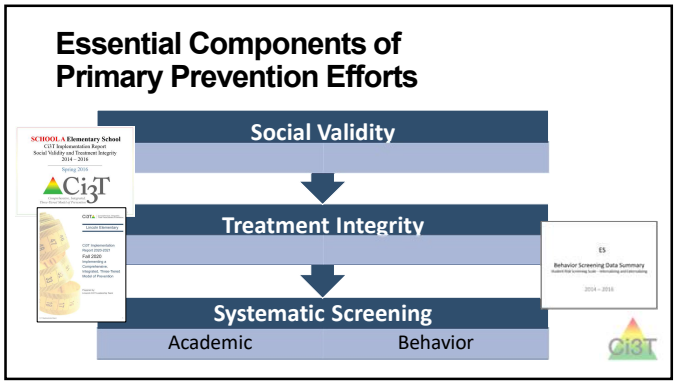
Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior

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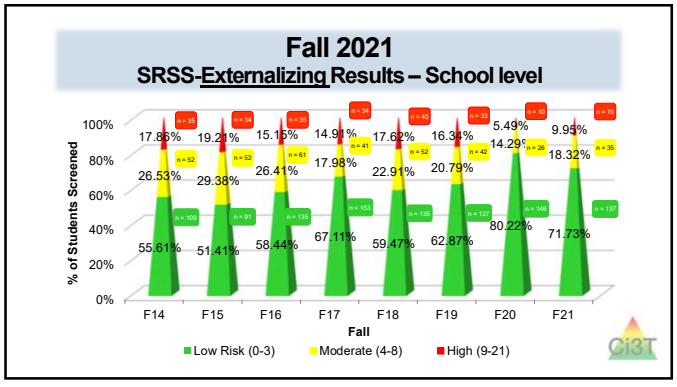
Fall 2021
SRSS-Externalizing Results – School level
% of Students Screened
100%
80%
60%
40%
20%
0%
17.86%
19.21%
15.15%
14.91%
17.62%
16.34%
5.49%
9.95%
26.53%
29.38%
26.41%
17.98%
22.91%
20.79%
14.29%
18.32%
55.61%
51.41%
58.44%
67.11%
59.47%
62.87%
80.22%
71.73%
F14
F15
F16
F17
F18
F19
F20
F21
Fall
Low Risk (0-3)
Moderate (4-8)
High (9-21)

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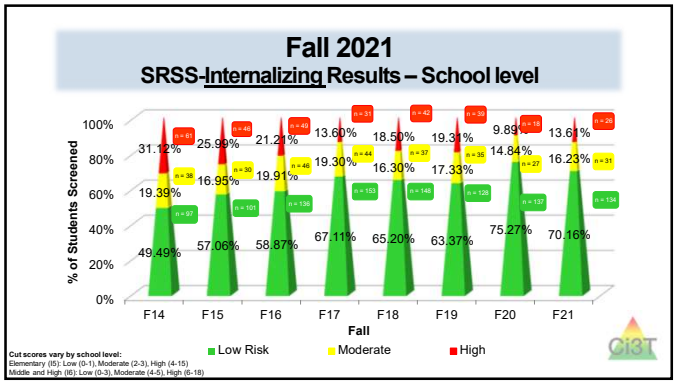
Fall 2021
SRSS-Internalizing Results – School level
% of Students Screened
100%
80%
60%
40%
20%
0%
31.12%
25.99%
21.21%
13.60%
18.50%
19.31%
9.89%
13.61%
19.39%
16.95%
19.91%
19.30%
16.30%
17.33%
14.84%
16.23%
49.49%
57.06%
58.87%
67.11%
65.20%
63.37%
75.27%
70.16%
F14
F15
F16
F17
F18
F19
F20
F21
Fall
Low Risk
Moderate
High
Ci3T
Cut scores vary by school level:
Elementary (65): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (66): Low (0-3), Moderate (4-5), High (6-18)

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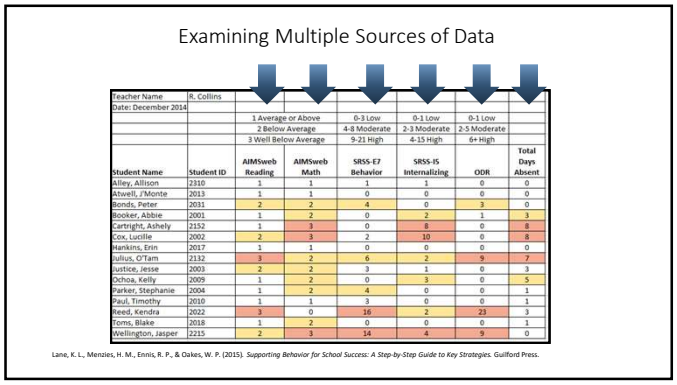
Examining Multiple Sources of Data
Teacher Name R. Collins
Date: December 2014
1 Average or Above
2 Below Average
3 Well Below Average
0-3 Low
4-8 Moderate
9-21 High
0-1 Low
2-3 Moderate
4-15 High
0-1 Low
2-5 Moderate
6+ High
Student Name | Student ID | AIMSweb Reading | AIMSweb Math | SRSS-E7 Behavior | SRSS-I5 Internalizing | ODR | Total Days Absent
Alley, Allison 2310 1 1 1 1 0 0
Atwell, J'Monte 2013 1 1 0 0 0 0
Bonds, Peter 2031 2 2 4 0 3 0
Booker, Abbie 2001 1 2 0 2 1 3
Cartright, Ashely 2152 1 3 0 8 0 8
Cox, Lucille 2002 2 3 2 10 0 8
Hankins, Erin 2017 1 1 0 0 0 0
Julius, O'Tam 2132 3 2 6 2 9 7
Justice, Jesse 2003 2 2 3 1 0 3
Ochoa, Kelly 2009 1 2 0 3 0 5
Parker, Stephanie 2004 1 2 4 0 0 1
Paul, Timothy 2010 1 1 3 0 0 1
Reed, Kendra 2022 3 0 16 2 23 3
Toms, Blake 2018 1 2 0 0 0 1
Wellington, Jasper 2215 2 3 14 4 9 0
Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies. Guilford Press.

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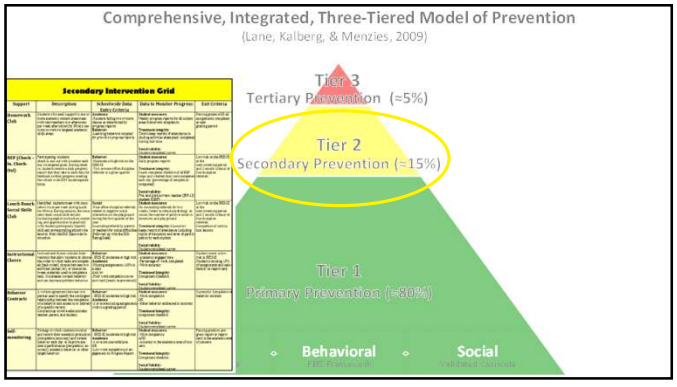
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary Intervention Grid
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Behavioral
Social

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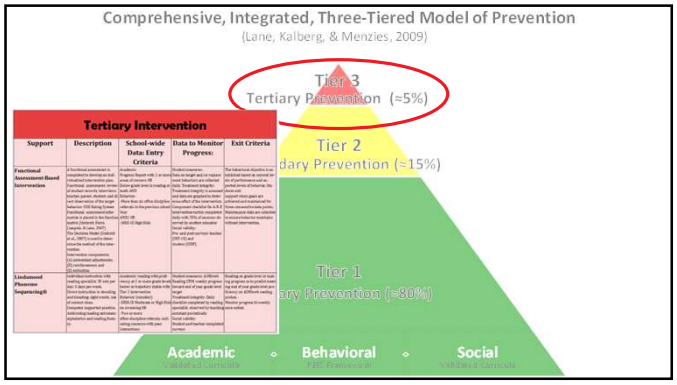
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Tier 1
Academic
Behavioral
Social

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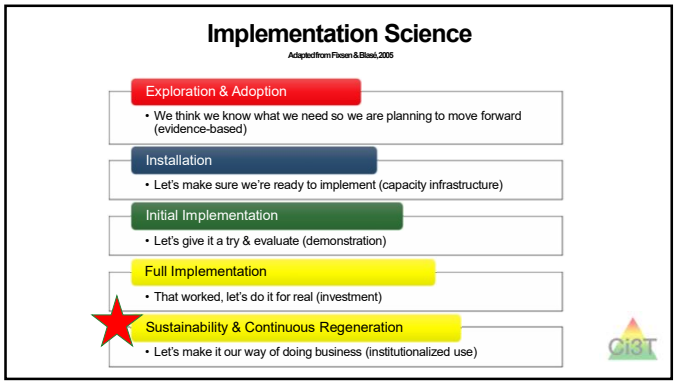
Implementation Science
Adapted from Fixsen & Blase, 2005
Exploration & Adoption
• We think we know what we need so we are planning to move forward (evidence-based)
Installation
• Let's make sure we're ready to implement (capacity infrastructure)
Initial Implementation
• Let's give it a try & evaluate (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)
Ci3T

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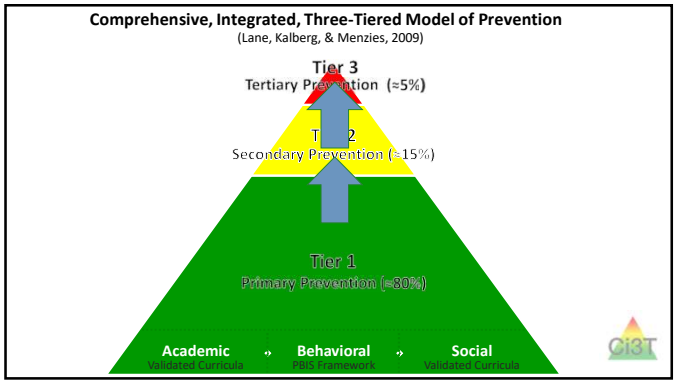
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula
Ci3T

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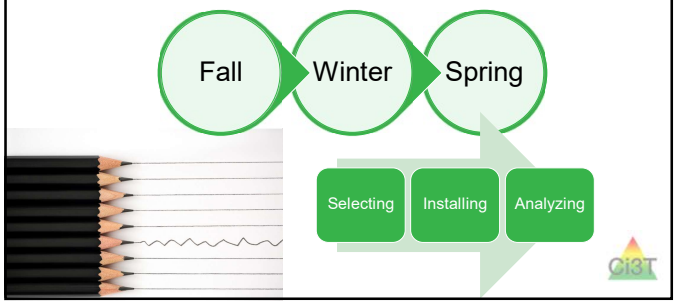
Systematic Screening … Logistics



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Systematic Screening: An Illustration from Washington State

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Social, Emotional, Behavioral and Mental Health (SEBMH) Screening in Washington State

- Authorizing WA State Legislation for recognition, screening and response to emotional or behavioral distress in students
- Washington K-12 Behavioral Health Audit Findings Related to Screening
- OSPI Model District Template Development and Final Document
- ESSER-funded SEBMH Screening Training Package

Washington Office of Superintendent of PUBLIC INSTRUCTION
Chris Reykdal, State Superintendent

SMART

FOREFRONT SUICIDE PREVENTION

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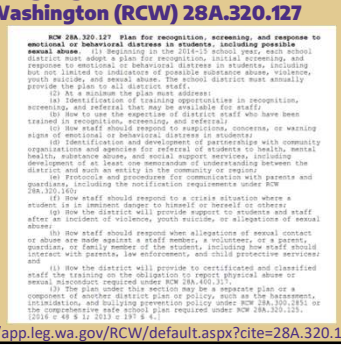
Screening Authorizing Legislation
Revised Code of Washington (RCW) 28A.320.127



RCW 28A.320.127 Plan for recognition, screening, and response to emotional or behavioral distress in students, including possible sexual abuse. (1) Beginning in the 2014-15 school year, each school district must adopt a plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, youth suicide, and sexual abuse. The school district must annually provide the plan to all district staff.

(2) At a minimum the plan must address:

(a) Identification of training opportunities in recognition, screening, and referral that may be available for staff;

(b) How to use the expertise of district staff who have been trained in recognition, screening, and referral;

(c) How staff should respond to suspicions, concerns, or warning signs of emotional or behavioral distress in students;

(d) Identification and development of partnerships with community organizations and agencies for referral of students to health, mental health, substance abuse, and social support services, including development of at least one memorandum of understanding between the district and such an entity in the community or region;

(e) Protocols and procedures for communication with parents and guardians, including the notification requirements under RCW 28A.320.160;

(f) How staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;

(g) How the district will provide support to students and staff after an incident of violence, youth suicide, or allegations of sexual abuse;

(h) How staff should respond when allegations of sexual contact or abuse are made against a staff member, a volunteer, or a parent, guardian, or family member of the student, including how staff should interact with parents, law enforcement, and child protective services; and

(i) How the district will provide to certificated and classified staff the training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

(3) The plan under this section may be a separate plan or a component of another district plan or policy, such as the harassment, intimidation, and bullying prevention policy under RCW 28A.300.2851 or the comprehensive safe school plan required under RCW 28A.320.125.

[2016 c 48 § 1; 2013 c 197 § 4.]

https://app.leg.wa.gov/RCW/default.aspx?cite=28A.320.127

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Screening Authorizing Legislation
RCW 28A.320.1271

RCW 28A.320.1271 Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students. The office of the superintendent of public instruction's school safety center, established in RCW 28A.300.630, shall develop a model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, and youth suicide. The model plan must incorporate research-based best practices, including practices and protocols used in schools and school districts in other states. The model plan must be posted by February 1, 2014, on the school safety center website, along with relevant resources and information to support school districts in developing and implementing the plan required under RCW 28A.320.127. [2019 c 333 § 17; 2013 c 197 § 5.]

https://app.leg.wa.gov/rcW/default.aspx?cite=28A.320.1271

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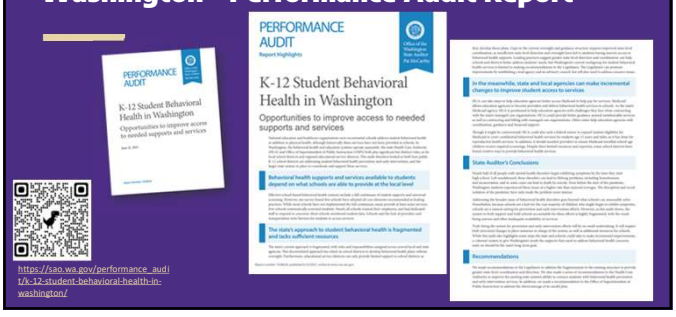
K-12 Student Behavioral Health in Washington – Performance Audit Report



https://sao.wa.gov/performance_audit/k-12-student-behavioral-health-in-washington/

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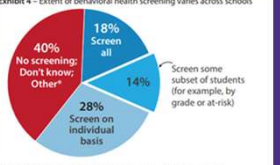
WA K-12 Behavioral Health Audit Findings & Recommendations Related to Screening

Exhibit 4 – Extent of behavioral health screening varies across schools



*Note: "Other" responses totaled 3%; these answers could not be quantified as conducting any type of screening.
Source: Auditor analysis of survey responses from selected Washington K-12 schools.

Universal screening is the basic foundation for behavioral health systems because screening identifies needs and early symptoms before they become disruptive to the student's life and harder to treat. With less than a third of schools reporting they conduct broad-based screening as leading practices recommend, the state should emphasize behavioral health screening.

State law directs OSPI to develop a model plan to guide school districts as they develop their plans for recognizing and responding to students in emotional distress. However, our review of OSPI's model plan found it does not fully meet legal requirements. It focuses on suicide prevention rather than broader behavioral distress as the law directs, and lacks suggested trainings on screening students. Staff at OSPI said that when they first developed the model, they were responding to the Legislature's focus on suicide prevention. As a result, school districts use a model plan that is not fully compliant with requirements.

https://sao.wa.gov/performance_audit/k-12-student-behavioral-health-in-washington/

UNIVERSITY of WASHINGTON

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Model Plan Review Panel

Appendix A: Acknowledgements

Special Thanks to the Social, Emotional Behavioral District Screening Plan Committee:

NAME	TITLE	SCHOOL
Angie Withers	School Psychologist	Richland School District
Alyssa A. Symmes	Mental Health Assistance Team Lead	Bellevue School District
Dr. Jeannie Larberg	Director of Whole Child	Sumner/Bonney Lake School District
Johnny Phu	Director of Student Services	Lake Washington School District
Dr. Kurt Hatch	Professor and Director of Educational Administration	University of Washington
Mabel Thackery	LMHC and NCC	Quillayute Valley School District
Mari Meador, M.Ed.	Implementation Coach	University of Washington Tacoma in Partnership with Tacoma Public Schools
Megan Reibel, M.Ed.	Manager of School Based Programs	Forefront Suicide Prevention
		Olympia School District
	Social Development Research Group	University of Washington School of Social Work
Susan Peng-Cowan	Behavioral Health Navigator	ESD 112

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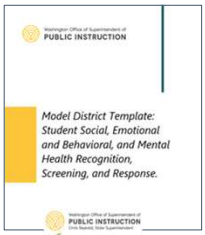
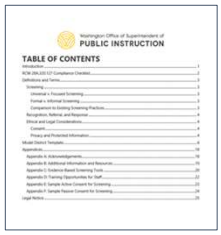
Washington State Model District Template:

Student Social, Emotional, Behavioral, and Mental Health (SEBMH) Recognition, Screening and Response





https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/youth-suicide-prevention-intervention-postvention#:~:text=OSPI%20strives%20to%20provide%20resources,exhibiting%20warning%20signs%20for%20suicide .

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Overview
01 Foundations
02 Exploration & Installation
03 Preparation & Administration
04 Scoring & Interpretation
05 Connecting Students to Support
Universal Screening in Washington | 2023

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The Why & What
Defining Universal Screening and Social Emotional Behavioral and Mental Health
Team Leadership
Identify district community leadership team with executive authority to lead screening efforts
Family, Community, & Student Engagement
Identify all stakeholders; Develop engagement plans, and communicate in a culturally-responsive manner
Foundations
Universal Screening in Washington | 2023

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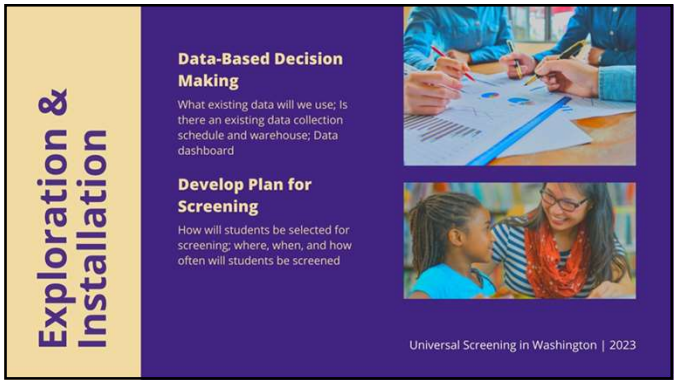
Exploration & Installation
Data-Based Decision Making
What existing data will we use; Is there an existing data collection schedule and warehouse; Data dashboard
Develop Plan for Screening
How will students be selected for screening; where, when, and how often will students be screened
Universal Screening in Washington | 2023

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Selecting a Measure
How to select a tool while considering reliability, cost, time, qualifications, training, and purpose
Screening Administration
Where, when and how students will be screened; determine resources and constraints
Preparation & Administration
Universal Screening in Washington | 2023

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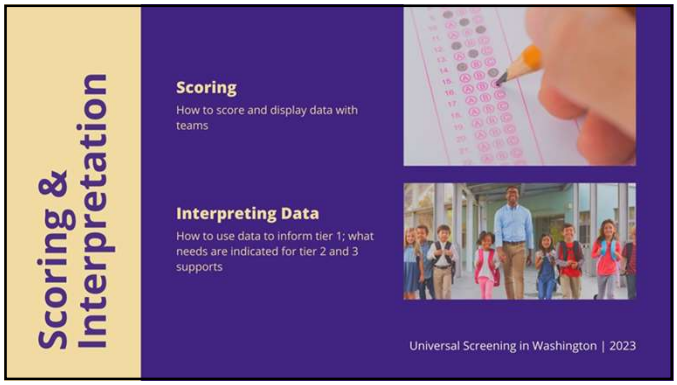
Scoring & Interpretation
Scoring
How to score and display data with teams
Interpreting Data
How to use data to inform tier 1; what needs are indicated for tier 2 and 3 supports
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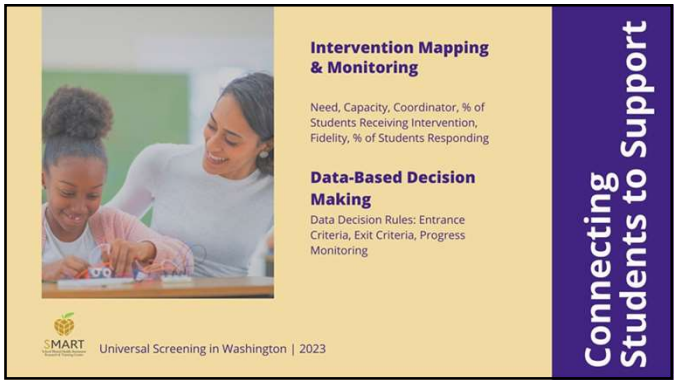
Intervention Mapping & Monitoring
Need, Capacity, Coordinator, % of Students Receiving Intervention, Fidelity, % of Students Responding
Data-Based Decision Making
Data Decision Rules: Entrance Criteria, Exit Criteria, Progress Monitoring
Connecting Students to Support
Universal Screening in Washington | 2023

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Systematic Screening: An Illustration In Tacoma

National PBIS Leadership Forum

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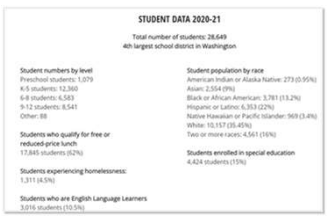
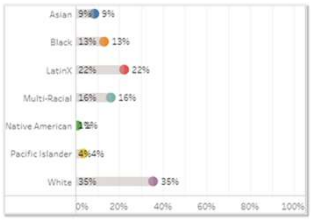
Tacoma Public Schools: Background & Demographics





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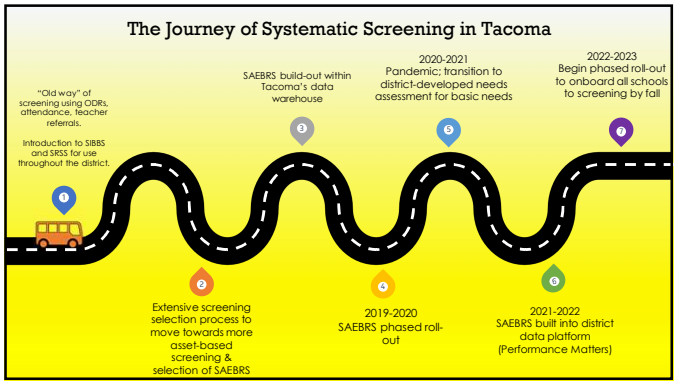

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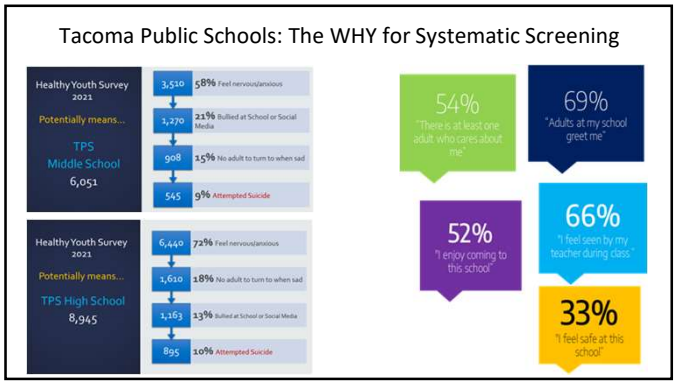

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Tacoma Public Schools
Strategic Plan Goals & Screening Alignment

1. Academic Excellence: We will support all students to perform at or above grade level and eliminate group disparities.
2. Partnerships: We will fully engage our parents, community and staff in the education of our children.
3. Early Learning: We will focus on early assessment and intervention at the PreK through 3rd grade levels to ensure early academic success.
4. Health and Safety: We will create and maintain healthy and safe learning environments that promote excellent academic achievement.
5. Operations: We will focus on effective and efficient business practices to ensure student academic success.

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Tacoma Systematic Screening: Needs for a more robust system

We want a way to identify students who might need extra support with a system with that includes multiple gating options so that we can best support our diverse communities in an equitable way by ensuring we've considered cultural components before intervening.

Universal Screening **with** Multi-gated options **for** Cultural considerations before routing students to interventions

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What we've learned…

Keep
- Internal data system/platform
- Validated measure
- Strengths-based tool

Tweak
- Who completes the screener
- Internal data platform (transition to Performance Matters)
- School onboarding process
- Tools for guiding and onboarding schools

Toss
- Microsoft SharePoint as our data platform
- Individual data reports built by coaches using raw data
- Lack of involving caregivers, families, students, and peers with mental health expertise

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Tacoma Public Schools Systems for Universal Screening

- Universal screener is built internally, with readily-available data, and aligned to district's assessment master schedule (i.e., takes place when academic screening takes place)
- Data systems and follow-up procedures established and communicated prior to collecting SEB screening data
- Training and coaching for teams is available to support team-based collaboration and data analyzing

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Fall Pilot Timeline

Initial implementation at 1-3 schools, problem solving and district team finalizing data protocol for Winter/Spring district-wide screener use

Oct. — Pilot Window
- Oct. 24-28
- 1-3 schools who opt in
- Coaches will reach out to find schools
- Support with staff PD as needed

Nov. — Data Protocol
- Nov. 17th
- District team uses pilot school(s) feedback to fine-tune data protocol and technical support

Oct-Nov — Communication
- Share plan with assessment team
- Share team PD and timeline with all stakeholders

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District-Wide Winter/Spring Timeline

Social Emotional Behavioral Screener PD and Windows

Dec. — Initial P.D.
- Offered to **Tier 2 Teams/counselors/admin/instructional coaches**
- What and Why of screener
- Dec. 6
- Schools create screener plan for their school (build readiness, communication needs, pd, etc.)

Jan. — Team Data PD
- Offered to **Tier 1 & 2/counselors/admin/instructional coaches**
- How to use the data you will receive and answers logistics/technical questions

Jan-Feb — Winter Window
- Schools who opt in will complete with students
- And review with Tier 2 team within 10 days of completion

Feb. — School PD Opt.
- Data Day- School staff review school-wide data from screener to problem solve
- School Teams create plan for spring window during

March/April — Spring Window
- Another round of introduction PD offered to schools?
- Schools have opportunity at data day to look at school-wide data.

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Tacoma Public Schools Practices for Universal Screening

Diagnostic Prescriptive Evaluative

- Use of a validated measure that identifies students who may benefit from early SEB intervention and monitors SEB health (i.e., high levels of SEB well-being and low levels of SEB problems)
- Supported and informed by youth and family (students complete the screener, families are informed about the purpose for systematic screening with opportunities to give feedback, ask questions, and opt out, etc.)
- Screening data informs continuous problem solving (i.e., problem identification, analysis, intervention planning, and evaluation)
- Ongoing consultation with legal mandates and policies

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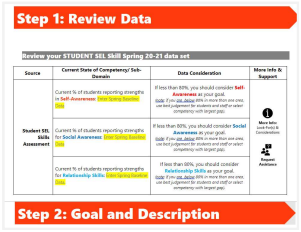
Tacoma Public Schools
Data for Universal Screening

What data are collected and used at the <u>district level</u> to ensure students are healthy and safe?

- Screening data
- Exclusionary Discipline
- Attendance
- Climate Survey
- Healthy Youth Survey



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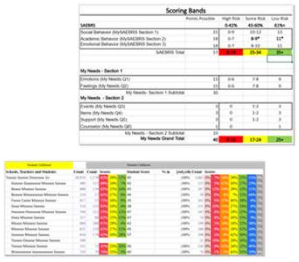
Tacoma Public Schools
Data for Universal Screening

What data are used at the <u>school level</u> to ensure students are healthy and safe?

- SEL data
- Climate Survey
- Exclusionary discipline
- Attendance



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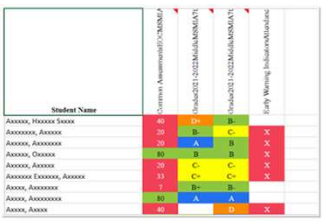
Tacoma Public Schools
Data for Universal Screening

What data are used at the <u>classroom level</u> to ensure students are healthy and safe?

- Academic Progress
- iReady



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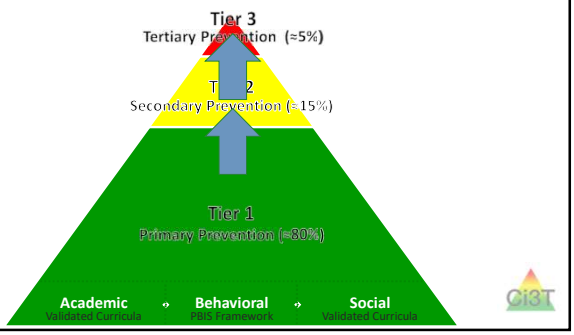
Where do I begin? Planning for Next Steps

National PBIS Leadership Forum

55

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



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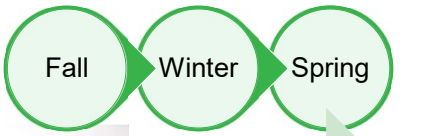
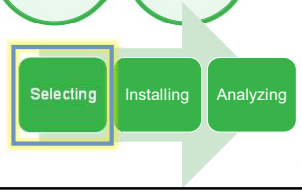
Systematic Screening … Logistics





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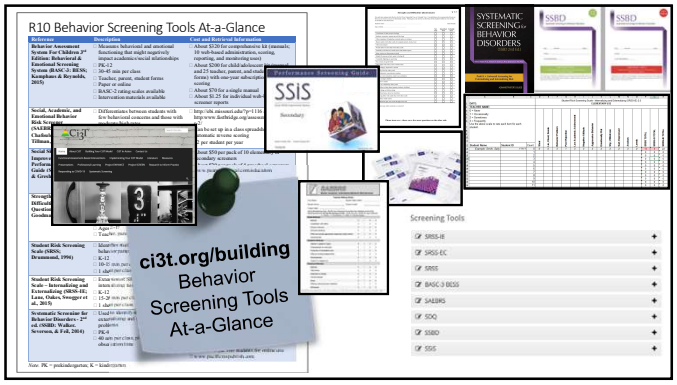
R10 Behavior Screening Tools At-a-Glance
ci3t.org/building
Behavior
Screening Tools
At-a-Glance
Screening Tools

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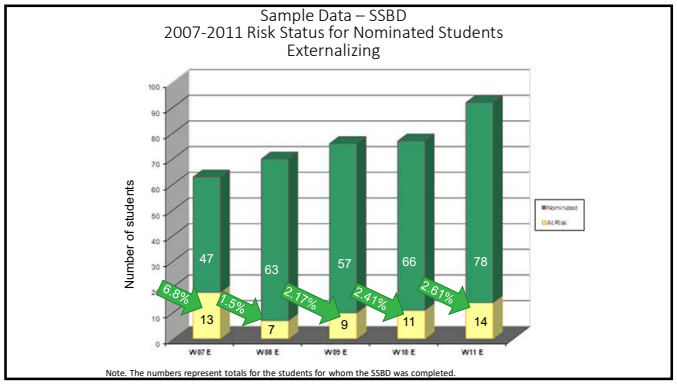
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Externalizing
Number of students
47
63
57
66
78
13
7
9
11
14
6.8%
1.5%
2.17%
2.41%
2.61%
W07 E
W08 E
W09 E
W10 E
W11 E
Nominated
At Risk
Note. The numbers represent totals for the students for whom the SSBD was completed.

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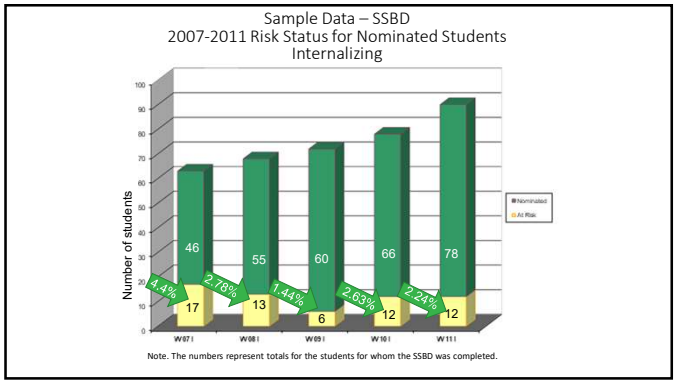
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Internalizing
Number of students
46
55
60
66
78
17
13
6
12
12
4.4%
2.78%
1.44%
2.63%
2.24%
W07 I
W08 I
W09 I
W10 I
W11 I
Nominated
At Risk
Note. The numbers represent totals for the students for whom the SSBD was completed.

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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 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, 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 Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, 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, 42*(1), 271-284

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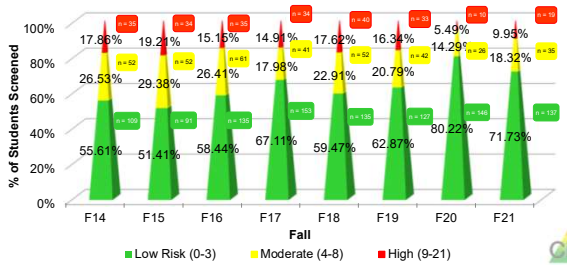
Fall 2021
SRSS-Externalizing Results – School level



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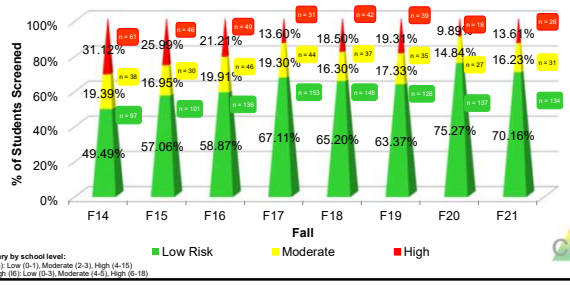
Fall 2021
SRSS-Internalizing Results – School level



Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)

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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 Read Fluency				> M > H
MAP Rea				> M > H
Nurse Visits		820	389	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

Fall Externalizing → Winter → Spring ORF MAP Reading Nurse Visit Suspensions

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen G., E. (2019). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221-234. https://doi.org/10.1177/1063426618795443

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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 Read Fluency				L > H = M; M = H
MAP Rea				> M > H
Nurse Visits	3,387	628	450	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

Fall Internalizing → Winter Internalizing → Spring ORF* MAP Reading Nurse Visit Suspensions*

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen G., E. (2019). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221-234. https://doi.org/10.1177/1063426618795443

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SRSS-IE: Internalizing Subscale **High school**

Variable	Risk			Significance Testing
	Low	Moderate	High	
GPA				L > M, H M = H
Course Failures				L < M, H M = H
Nurse Visits	1.43 (3.		4.04 (5.80)	L < M, H M = H
In-School Suspensions	0.11 (0.57)	0.41 (1.36)	0.42 (1.28)	L < M, H M = H

Fall Internalizing → Winter Internalizing → Spring GPA Course Failures Nurse Visit ODR Suspensions

L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2019). 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:10.1177/1063426617744746

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Systematic Screening … Logistics

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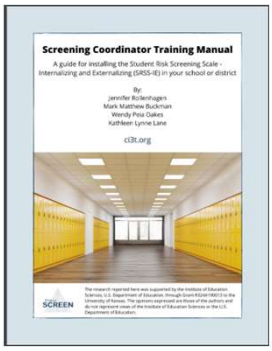
Manual



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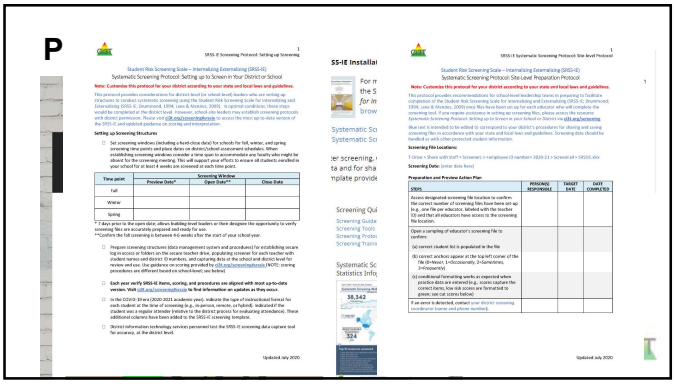

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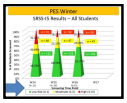
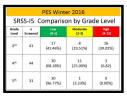
Data sharing…

- Schoolwide data
  …decisions related to Tier 1 prevention efforts
- Grade / Department / Class
  …implications for teachers' practice
- Individual student
  …decisions about student-based interventions





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Screening Data: High School Years 1-3

Fall SRSSIE-I	Low	Moderate	High
2016	80.28%	10.36%	9.36%
2017	90.18%	4.16%	5.66%
2018	90.91%	3.86%	5.23%

Fall SRSSIE-E	Low	Moderate	High
2016	89.56%	8.02%	2.42%
2017	91.29%	6.18%	2.54%
2018	92.22%	6.20%	1.58%

Winter SRSSIE-I	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

Winter SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

Partner school data chart. Used with permission.

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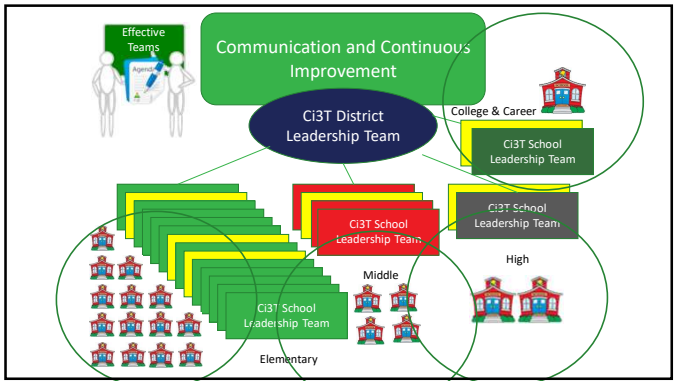

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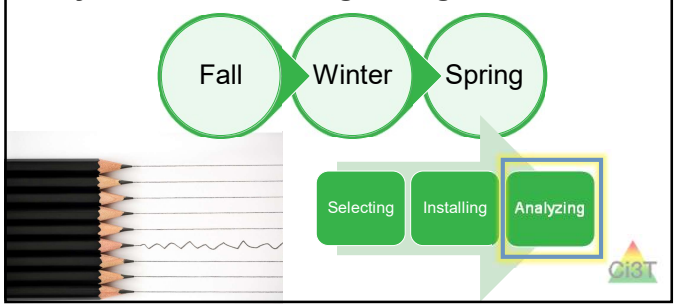
Systematic Screening … Logistics



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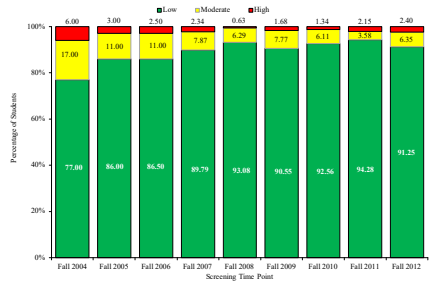
Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure, 58,* 143-158. doi:10.1080/1045988X.2014.893978 [*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.]

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Examining Academic and Behavioral Data

Teacher Name	R. Collins						
Date: December 2014							
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Well Below Average		9-21 High	4-15 High	6+ High	
Student Name	**Student ID**	**AIMSweb Reading**	**AIMSweb Math**	**SRSS-E7 Behavior**	**SRSS-IS Internalizing**	**ODR**	**Total Days Absent**
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tarn	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* Guilford Press.

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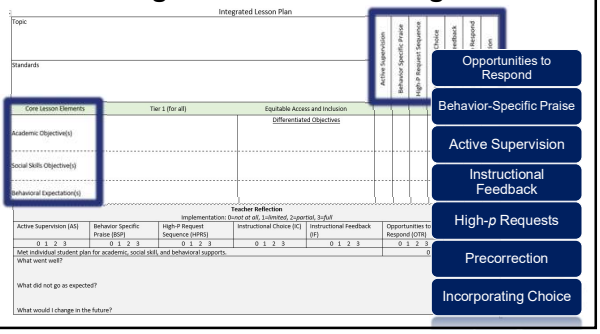
Ci3T: Integrated Lesson Planning



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

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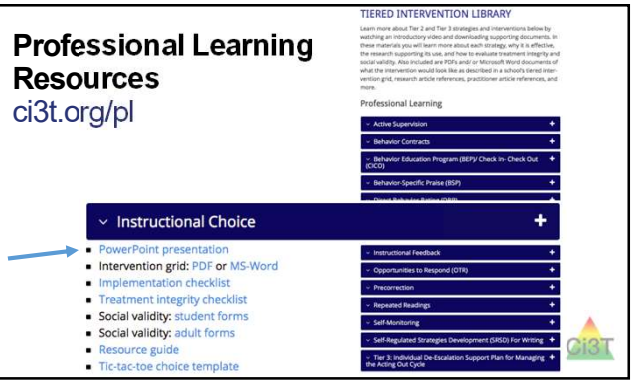
Professional Learning Resources

ci3t.org/pl



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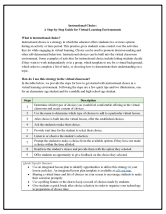
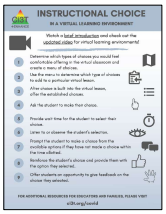
Choice

www.ci3t.org/covid

Materials to support remote learning

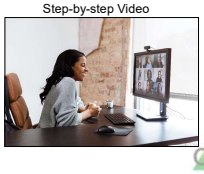


Step-by-step Checklist



Infographic

Step-by-step Video



Ci3T

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Building a Ci3T Tier Library

Ci3T

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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** ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 score: Moderate (2-3) **AND** ☐ 2 or fewer absences in first 3 months of school **AND** ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] **AND** ☐ Parent permission **AND** **Academic** ☐ Student is in grade 2 or 3	**Student measures** • SSiS-Rating Scale (Pre/Post) • Skills for Greatness (Pre/Post) • Daily behavior report (DBR; daily) • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Tier 2 treatment integrity measures • Ci3T TI: Direct observation (30 min if needed)	☐ Review student progress at end of 24 sessions ☐ Team agrees goals have been met or no further SSiS small group sessions are warranted ☐ SRSS-E7 and I5 scores are in the low risk category

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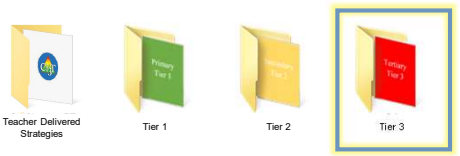
Building a Ci3T Tier Library



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SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: **Behavior** -scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, -earned more than 5 office discipline referrals (ODR) for major events during a grading period OR **Academic** identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments	Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly Treatment Integrity Social Validity	The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

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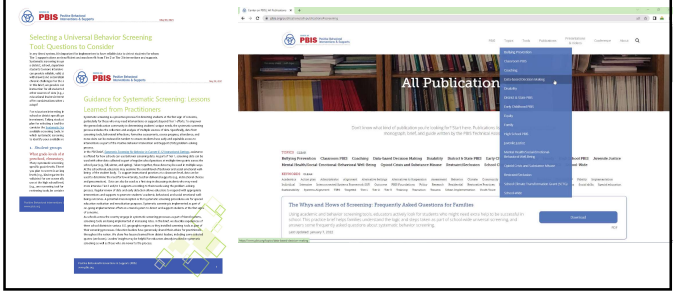
Resources for screening available on PBIS.org…



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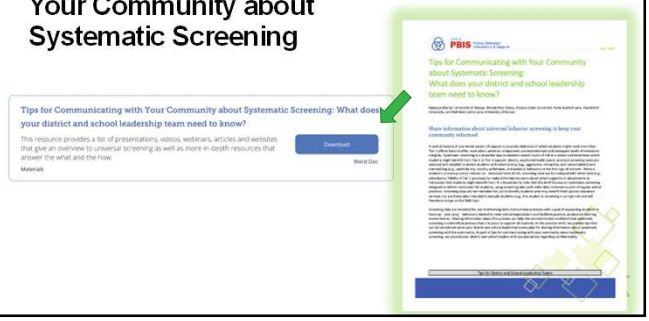
Tips for Communicating with Your Community about Systematic Screening



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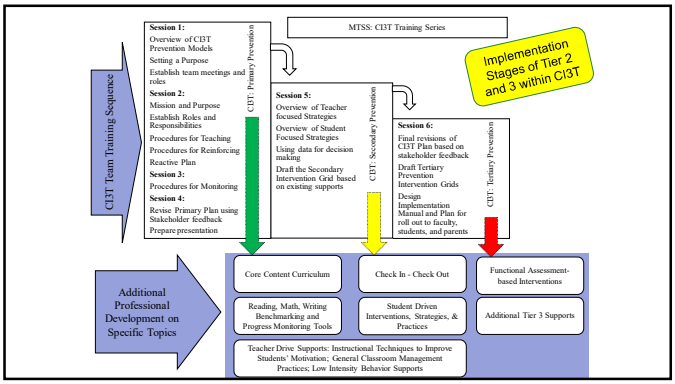

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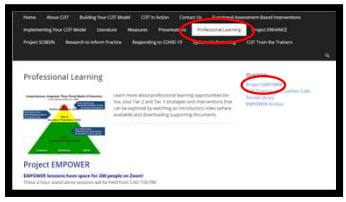
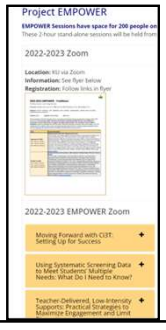
Accessing Project EMPOWER Professional Learning





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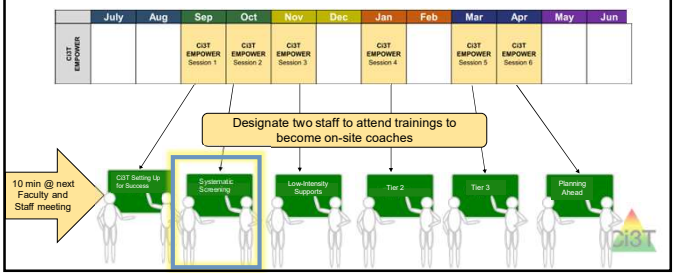
Sustaining and Disseminating Professional Learning



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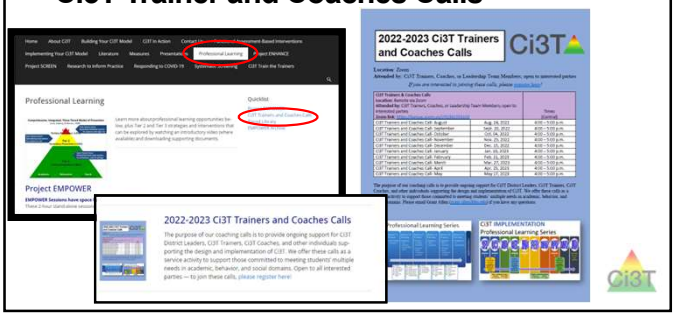
Ci3T Trainer and Coaches Calls



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4i – Moving Forward with Systematic Screening: What Do I Need to Know?

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