CALIFORNIA PBIS COALITION

Systematic Screening in Integrated Tiered Systems: Using Data to Meet Students' Multiple Needs

California PBIS Coalition - Workshop
Sacramento, CA
October 5, 2022

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2

#PBISCA22

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CALIFORNIA PBIS COALITION

OBJECTIVES:

1. Describe Comprehensive, Integrated, Three-tiered models of prevention design to meet students' academic, behavioral, and social and emotional well-being needs – with Positive Behavior Interventions and Supports (PBIS) as the center stone of this integrated tiered systems.
2. List and describe Systematic screening tools to detect students with and at risk for internalizing and externalizing behaviors.
3. Explain how to use screening data along with other data collected as part of regular school practices to
   (a) inform instruction at Tier 1,
   (b) use teacher-delivered strategies to increase engagement and limit disruption
   (c) connect students to validated Tier 2 and Tier 3 interventions

2

Ci3T

Welcome

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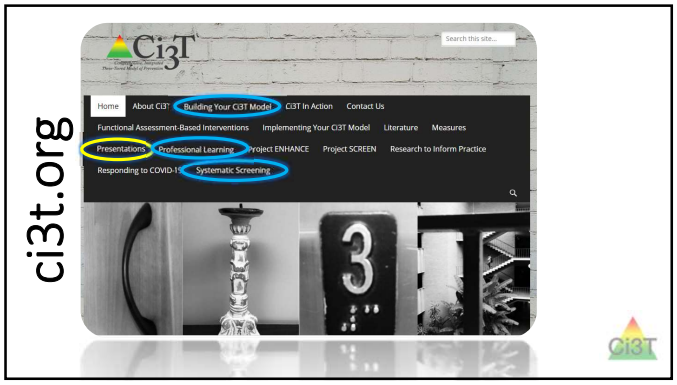

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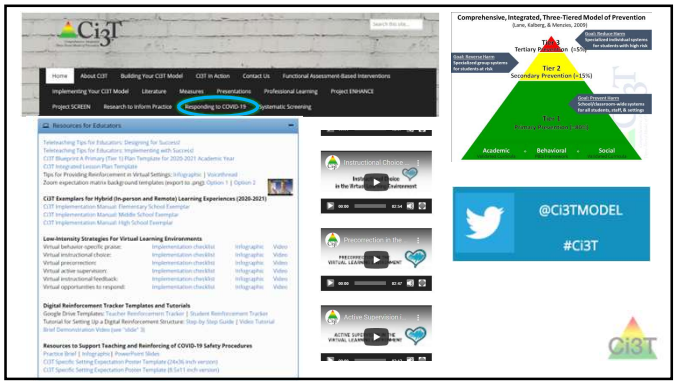

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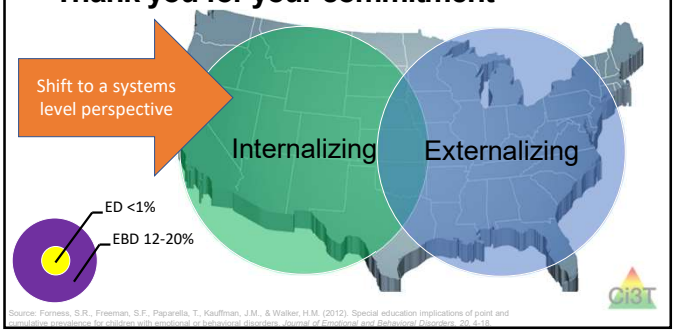
Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- Systematic Screening: Tools and Logistics
- The Role of Screening: Using Screening Data to Shape Instruction
  - Inform instruction at Tier 1
  - Use teacher-delivered strategies to increase engagement and limit disruption
  - Connect students to validated Tier 2 and Tier 3 Interventions
- Planning for Next Steps

6

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 simulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*, 4-18.

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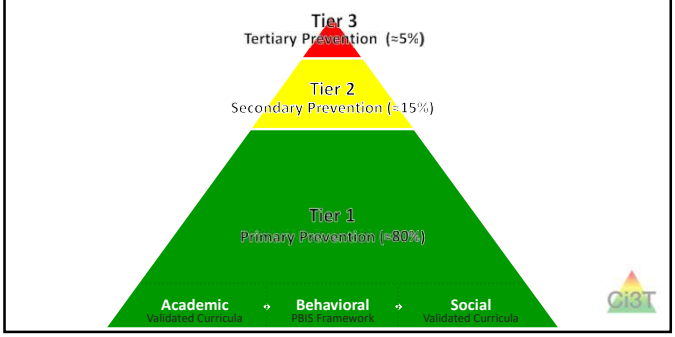
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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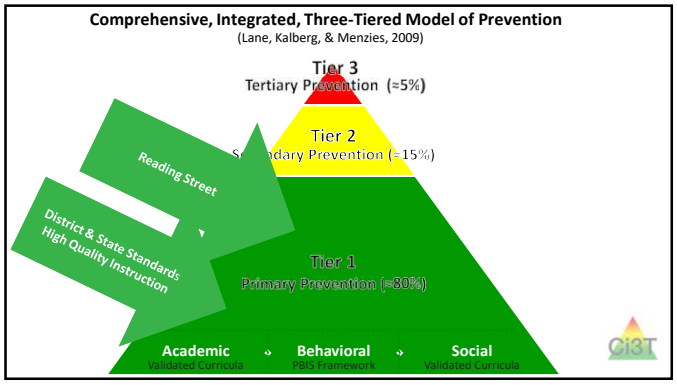
The Journey of Ci3T: Respectful Partnerships

9



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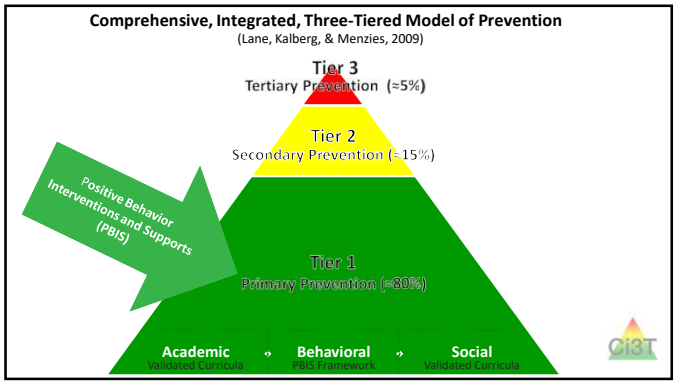

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Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress

Source: Horner, R.H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85.

Ci3T

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ELEMENTARY	Settings					
	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus
Respect	- Follow directions -Use kind words and actions - Control your tempter	- Use a quiet voice - Walk on the right side of the hallway - Keep hands to yourself	- Use an inside voice - Use manners - Listen to and follow adult requests	- Respect other peoples' personal space - Follow the rules of the game	- Use the restroom and then return to class - Stay in your own bathroom stall - Little talking	- Use kind words towards the bus driver and other students - Listen to and follow the bus drivers' rules
Responsibility	- Arrive to class on time - Remain in school for the whole day - Bring your required materials - Turn in finished work - Exercise self-control	- Keep hands to yourself - Walk in the hallway - Stay in line with your class	- Make your choices quickly - Eat your own food - Choose a seat and stick with it - Clean up after yourself	- Play approved games - Use equipment appropriately - Return equipment when you are done - Line up when the bell rings	- Flush toilet - Wash hands with soap - Throw away any trash properly - Report any problems to your teacher	- Talk quietly with others - Listen to and follow the bus drivers' rules - Remain in seat after you enter the bus - Use self-control
Best Effort	- Participate in class activities - Complete work with best effort - Ask for help politely	- Walk quietly - Walk directly to next location	- Use your table manners - Use an inside voice	- Include others in your games - Be active - Follow the rules of the game	- Take care of your business quickly - Keep bathroom tidy	- Listen to and follow the bus drivers' rules - Keep hands and feet to self

Establish, Clarify, Define Expectations

Source: Lane, K.L., Kalberg, J.R., & Menzies, H.M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* Guilford Press.

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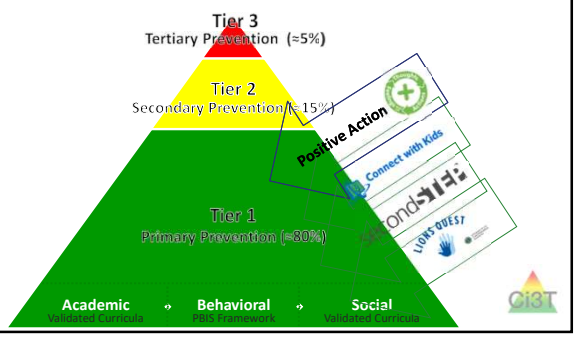
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)



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The Five Social and Emotional Learning Core Competencies

(CASEL, 2013)

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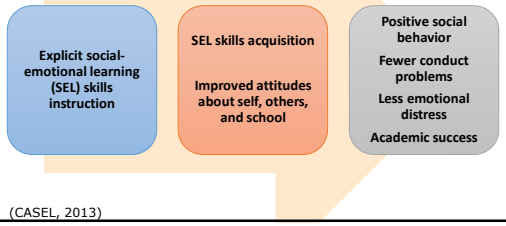
Outcomes Associated with Social Skills Training



(CASEL, 2013)

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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 patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

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Top 10 School-related Social Skills

(Lane et al. 2004, 2007; Gresham & Elliott, 2008)

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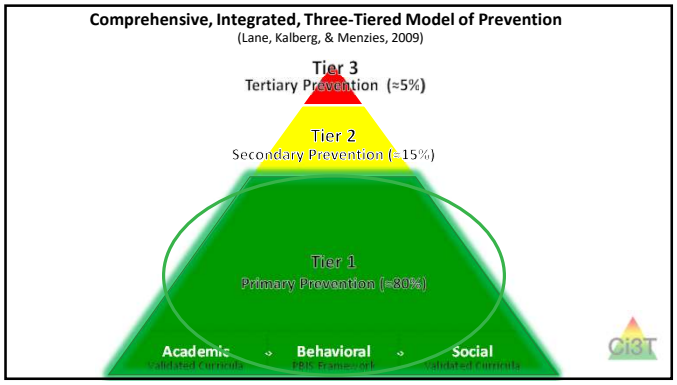
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social
Ci3T

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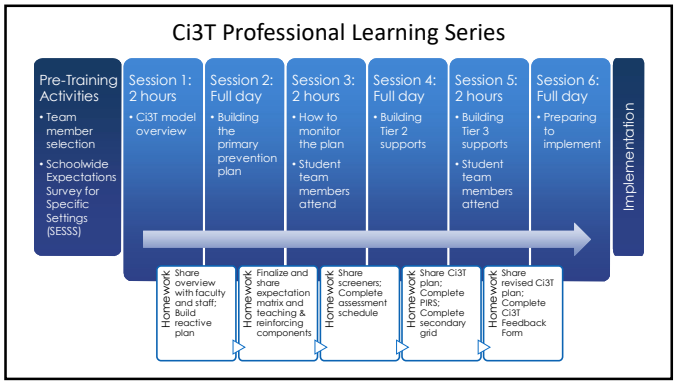
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team members attend
Session 4: Full day
• Building Tier 2 supports
Session 5: 2 hours
• Building Tier 3 supports
• Student team members attend
Session 6: Full day
• Preparing to implement
Implementation
Homework
Share overview with faculty and staff; Build reactive plan
Homework
Finalize and share expectation matrix and teaching & reinforcing components
Homework
Share screeners; Complete assessment schedule
Homework
Share Ci3T plan; Complete PIRS; Complete secondary grid
Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form

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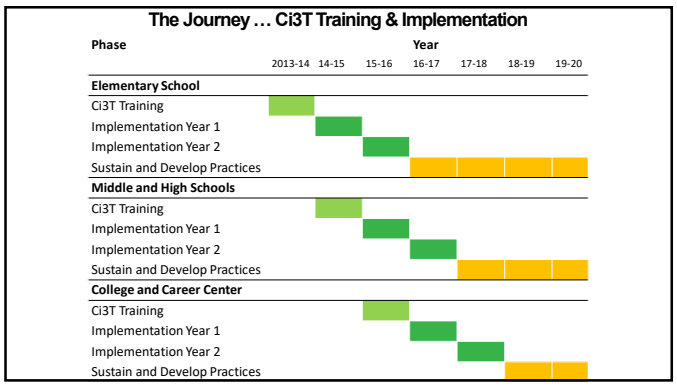
The Journey … Ci3T Training & Implementation
Phase
Year
2013-14
14-15
15-16
16-17
17-18
18-19
19-20
Elementary School
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop Practices
Middle and High Schools
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop Practices
College and Career Center
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop Practices

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Highland Park Central Elementary
School Year 2018-2019
Implementation Manual
Jardine Elementary School
Year 2018-2019
Implementation Manual
SHAFTSBURY ELEMENTARY
Shaftsbury Elementary
School Year 2016-2017
Implementation Manual
HIGHLAND PARK
Highland Park High School
Year 2019-2020
Implementation Manual
Monument Elementary
School Year 2016-2017
Implementation Manual
STATE STREET
State Street Elementary
School Year 2018-2019
Implementation Manual

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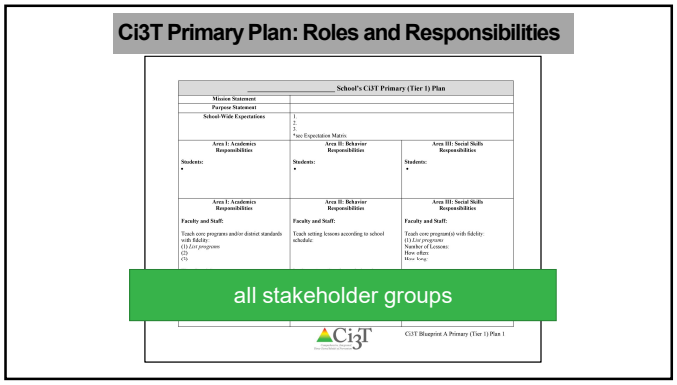
Ci3T Primary Plan: Roles and Responsibilities
School's Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Students:
Faculty and Staff:
all stakeholder groups
Ci3T
Ci3T Blueprint A Primary (Tier 1) Plan 1

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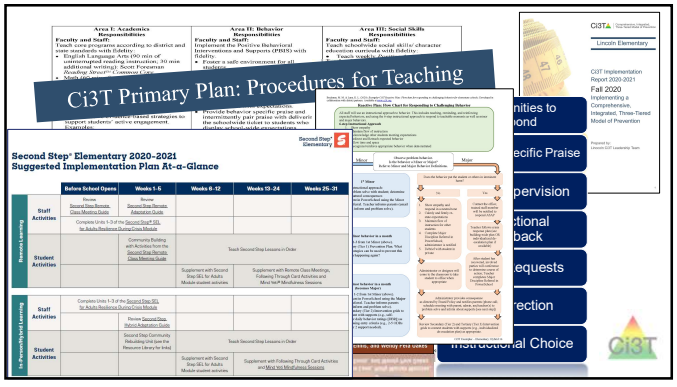
Ci3T Primary Plan: Procedures for Teaching
Second Step® Elementary 2020-2021
Suggested Implementation Plan At-a-Glance
Before School Opens
Weeks 1-5
Weeks 6-12
Weeks 13-24
Weeks 25-31
Remote Learning
In-Person/Hybrid Learning
Staff Activities
Student Activities
Lincoln Elementary
Fall 2020
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention
Instructional Choice

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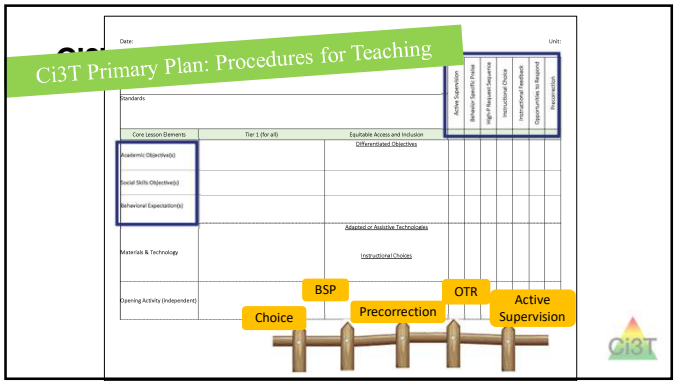
Ci3T Primary Plan: Procedures for Teaching
Date:
Unit:
Standards
Core Lesson Elements
Tier 1 (for all)
Equitable Access and Inclusion
Differentiated Objectives
Academic Objective(s)
Social Skills Objective(s)
Behavioral Expectation(s)
Adapted or Assistive Technologies
Materials & Technology
Instructional Choices
Opening Activity (independent)
Active Supervision
Behavior Specific Praise
High-P Request Sequence
Instructional Choice
Instructional Feedback
Opportunities to Respond
Precorrection
BSP
OTR
Active Supervision
Choice
Precorrection
Ci3T

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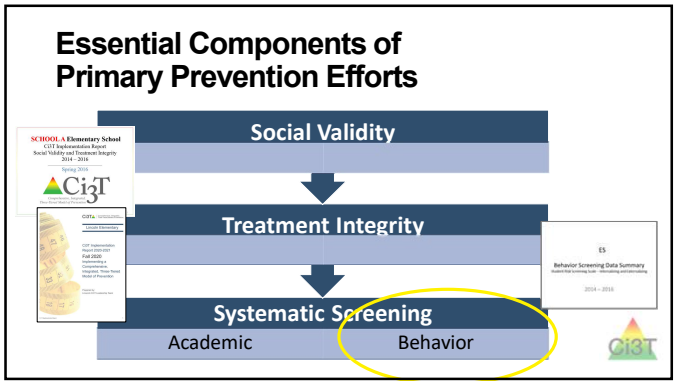
Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior
Ci3T

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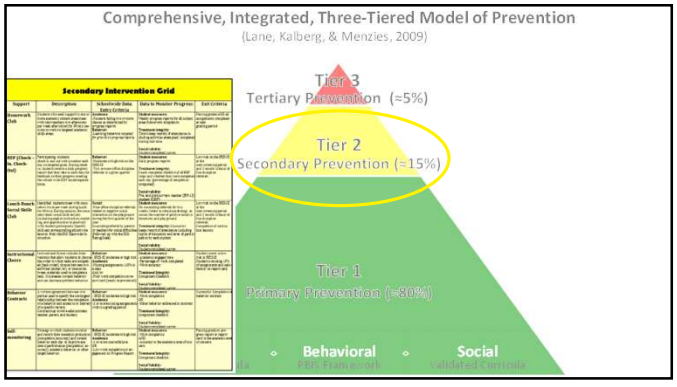
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary Intervention Grid
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Behavioral
PBIS Framework
Social
Validated Curricula

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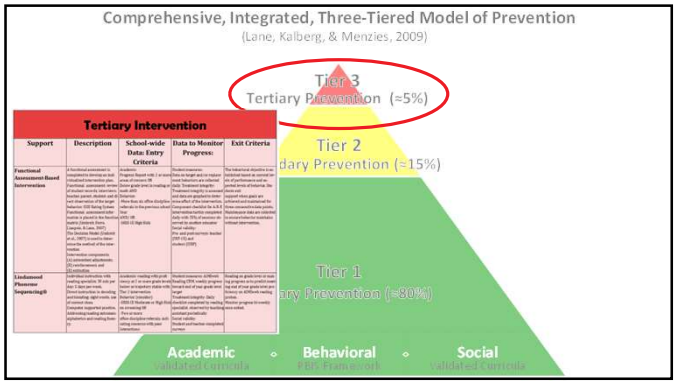
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dary Prevention (≈15%)
Tier 1
ary Prevention (≈80%)
Academic
Behavioral
Social
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria

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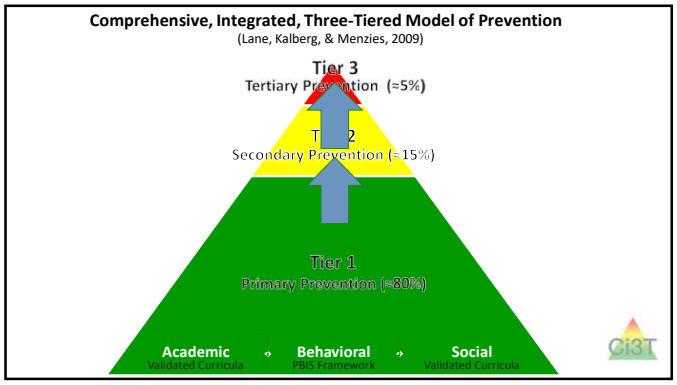
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Ci3T

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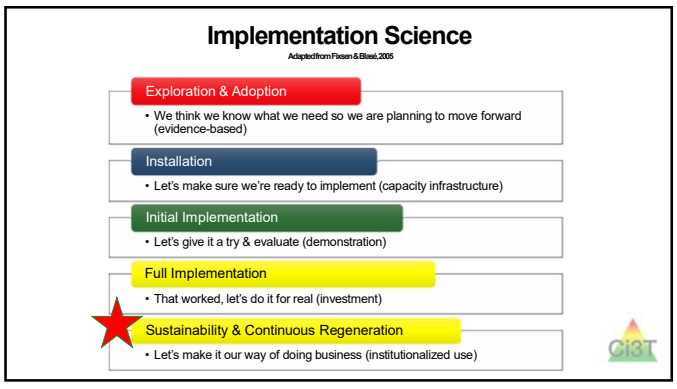
Implementation Science
Adapted from Fixsen & Blase, 2005
Exploration & Adoption
• We think we know what we need so we are planning to move forward (evidence-based)
Installation
• Let's make sure we're ready to implement (capacity infrastructure)
Initial Implementation
• Let's give it a try & evaluate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

Transparency, Access, & Collaboration

Benefits of Ci3T Models

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Consider the core components of Ci3T, including systematic screening.
What components do you currently have in place?
How do you currently look for students who need more than Tier 1 efforts?

15:00

Ci3T

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Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **Systematic Screening: Tools and Logistics**
- The Role of Screening: Using Screening Data to Shape Instruction
  - Inform instruction at Tier 1
  - Use teacher-delivered strategies to increase engagement and limit disruption
  - Connect students to validated Tier 2 and Tier 3 Interventions
- Planning for Next Steps

Ci3T

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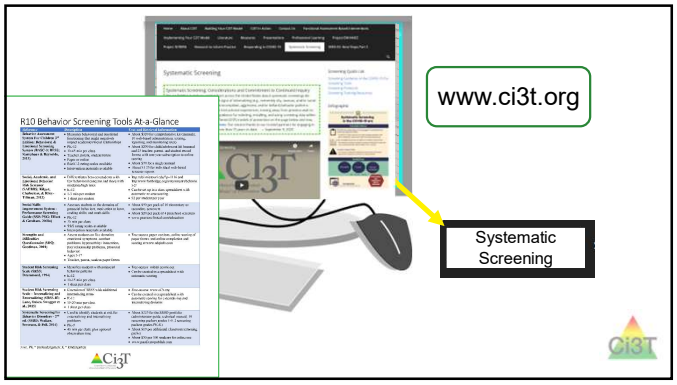
R10 Behavior Screening Tools At-a-Glance
www.ci3t.org
Systematic Screening

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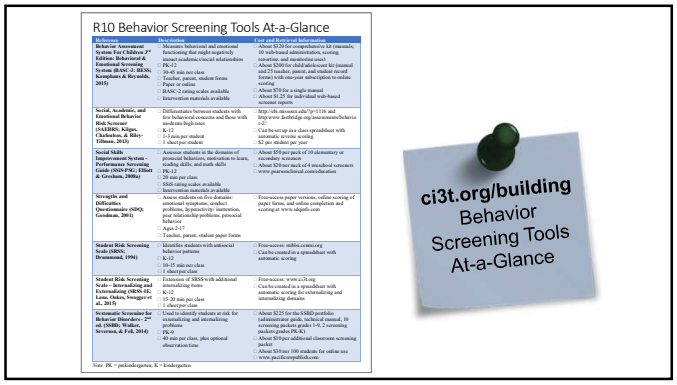
R10 Behavior Screening Tools At-a-Glance
ci3t.org/building Behavior Screening Tools At-a-Glance

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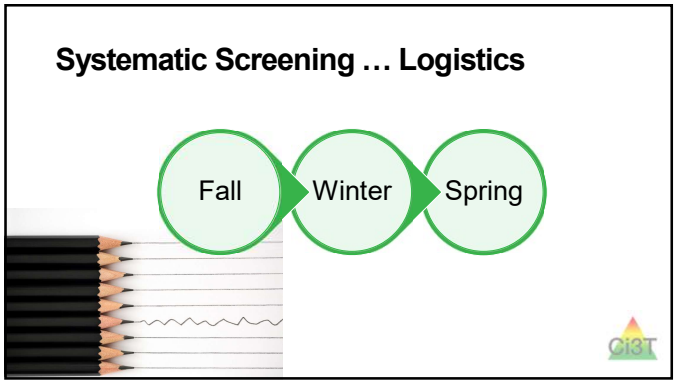
Systematic Screening … Logistics
Fall
Winter
Spring

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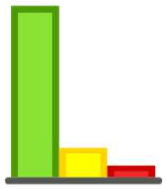
Systematic Screener for Behavior Disorders (SSBD)



Available from:
Ancorapublishing.com

(SSBD 2nd ed.; Walker, Severson, & Feil, 2014)

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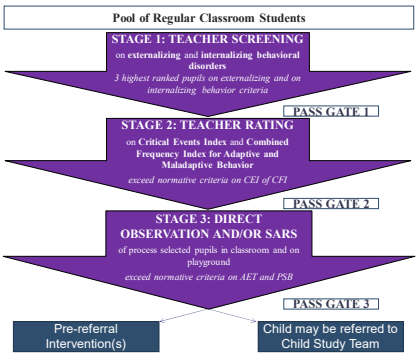
SSBD Screening Process



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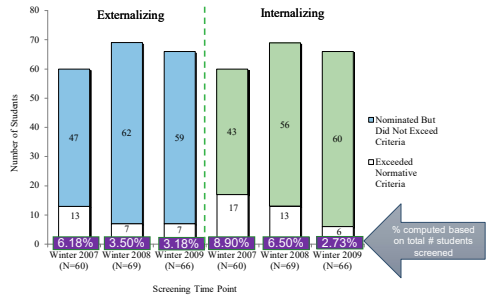
SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students



Source. Lane, Menzies, Oakes, & Kalberg, 2012. Figure 2.2 WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders over a three year period.

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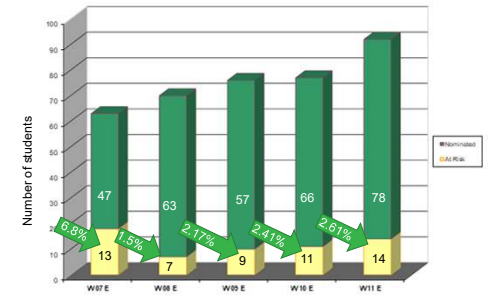
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Externalizing



Note. The numbers represent totals for the students for whom the SSBD was completed.

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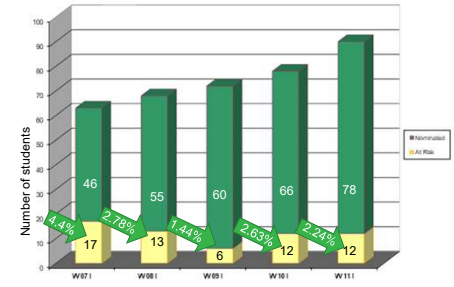
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Internalizing



Note. The numbers represent totals for the students for whom the SSBD was completed.

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SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

Grade Level	Total Number of Students Screened	Students Nominated	Students w/ Critical Need	Critical Internalizing	Critical Externalizing
K	72 *5	24	4 (5.56%)	1 (1.39%)	3 (4.17%)
1st	66 *9E/ 8I	24	1 (1.54%)	0 (0.00%)	1 (1.54%)
2nd	60 *10	18	3 (5.00%)	2 (3.33%)	1 (1.67%)

* Students missing

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Systematic Screener for Behavior Disorders (SSBD)

00:00

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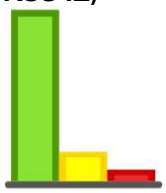
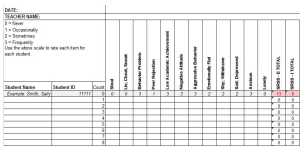
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE)





Available on ci3t.org

(SRSS-IE; Drummond, 1994'; Lane & Menzies, 2009)

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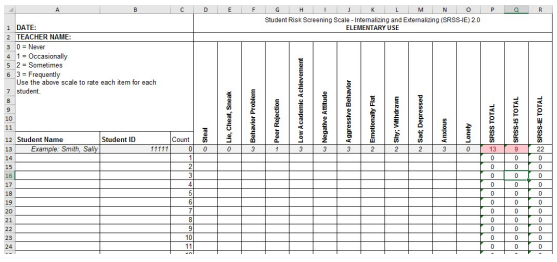
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools



DATE:			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE															
TEACHER NAME:																		
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.			Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-E TOTAL	SRSS-IE TOTAL
Student Name	Student ID	Count																
Example, Smith, Sally	fffff	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22
		1													0	0	0
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0
		6													0	0	0
		7													0	0	0
		8													0	0	0
		9													0	0	0
		10													0	0	0
		11													0	0	0

45

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

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
MIDDLE and HIGH SCHOOL USE 2016 - 2017

DATE:
TEACHER NAME:
PERIOD RATED:

Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.

Shaded items are summed to compute the SRSS-I TOTAL score. SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student:

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	10	22
Example: Lane, Scarlett	*11234!*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*0*	*0*	*1*	*2*	*0*	13	4	16
		1													0	0	0
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0

46

SRSS-IE: Cut Scores

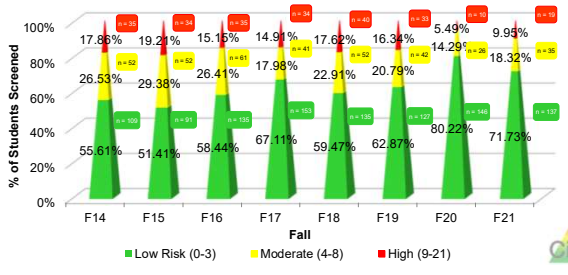
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 =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

Elementary School Level:
Lane, K. L., Oakes, W. P., 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

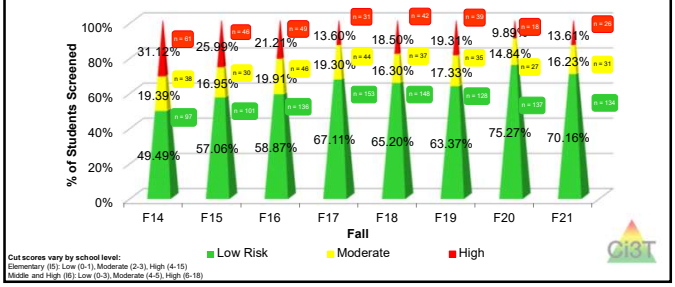
47

Fall 2021
SRSS-Externalizing Results – School level



48

Fall 2021
SRSS-Internalizing Results – School level



49

Fall 2020
SRSS-Externalizing Results – Grade level

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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Fall 2018
SRSS-Externalizing Results: Grade level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	58	51 (87.93%)	6 (10.34%)	1 (1.72%)
1st	52	40 (76.92%)	8 (15.38%)	4 (7.69%)
2nd	61	51 (83.61%)	6 (9.84%)	4 (6.56%)

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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*	
	.23 (39.66) 468		115.82 (46	
	54 (23.48) 2,047		33.92 (2 19	
Nurse Visits	0.14 (6.81) 3,256	9.18 (9.55) 820	11.83 (9.03) 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, Oakes et al. (2018)

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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*	
	04 (41.45) 459		139.18 2	H
	8 (32. 2,070		45.57 2	I
Nurse Visits	3.84 (7.37) 3,387	7.59 (8.05) 628	9.33 (10.81) 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, Oakes et al. (2018)

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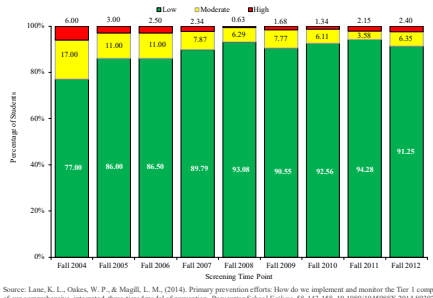
Student Risk Screening Scale Fall 2004 – 2012 Middle School



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. 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.]

54

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

Variable	Risk			
	Low (n = 422) *M (SD)*	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: INTERNALIZING SUBSCALE
MIDDLE SCHOOL

Variable	Risk			Significance Testing
	Low *M (SD)* *n*	Moderate *M (SD)* *n*	High *M (SD)* *n*	
GPA	3.51 (0.51) 1,642	3.33 (0.55)	3.16 (0.64) 22	
C	.52 (1.42 20		1.22 (25	
N	32 (16.3 1,820		6.77 (25	M = H
Office discipline referrals	0.06 (0.40) 1,820	0.17 (1.24) 181	0.19 (0.75) 250	N.S.
In-School Suspensions	0.18 (1.10) 1,820	0.67 (3.59) 181	0.45 (1.47) 250	L < M, H M = H

Fall Internalizing → Winter Internalizing → Spring Internalizing; GPA; Course Failures*; Nurse Visit*; Suspensions*

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Screening Data: High School Yrs1-3

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%

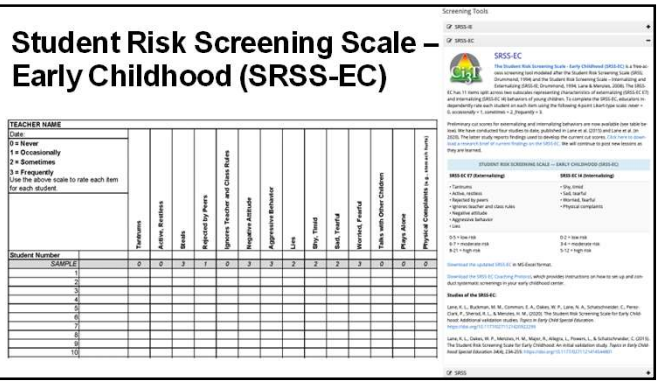
WTR-SRSSIE-I	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

WTR-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%

Shared with permission from district partner

57

Student Risk Screening Scale – Early Childhood (SRSS-EC)



TEACHER NAME

Date:

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Number	Tantrums	Active, Restless	Steals	Rejected by Peers	Ignores Teacher and Class Rules	Negative Attitude	Aggressive Behavior	Lies	Shy, Timid	Sad, Fearful	Worried, Fearful	Talks with Other Children	Plays Alone	Physical Complaints (e.g., stomach hurts)
SAMPLE	0	0	3	1	0	3	3	2	2	2	3	0	0	0
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

58

Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
Student Risk Screening Scale – Early Childhood (SRSS-EC)

00:00

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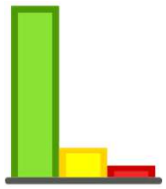
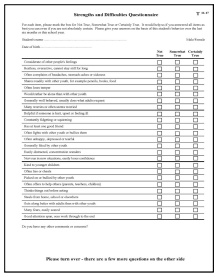
Strengths and Difficulties Questionnaire (SDQ)





(SDQ; Goodman, 1997)

Available from SDQinfo.org

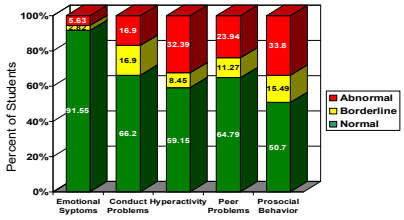
60

Strengths and Difficulties Questionnaire (Goodman, 1997)

- 2 versions
  - elementary T4-10 and middle/high T11-17
- One page is completed on EACH student
- All versions ask ~25 attributes, both positive and negative
- Attributes are divided between 5 scales:
  - Emotional Symptoms
  - Conduct Problems
  - Hyperactivity / Inattention
  - Peer Relationship Problems
  - Prosocial Behavior
  - Total Difficulties (sum of first 4 scales)

61

SDQ: Screening Results by Domain Elementary School Winter 2009



Source: Adapted from Figure 5.2, p. 162 in 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*. New York, NY: Guilford Press.

62

SDQ Results: 2nd Grade Students

* = number of students not rated (or missing items)

Domain	Number of Students Screened	Normal	Borderline	Abnormal
Total Difficulties	N=77 *6	n=40 (51.95%)	n=12 (15.58%)	n=25 (32.47%)
Emotional Symptoms	N=78 *5	n=64 (82.05%)	n=3 (3.85%)	n=11 (14.10%)
Conduct Problems	N=78 *5	n=37 (47.44%)	n=7 (8.97%)	n=34 (43.59%)
Hyperactivity	N=78 *5	n=51 (65.38%)	n=5 (6.41%)	n=22 (28.21%)
Peer Problems	N=77 *6	n=54 (70.13%)	n=11 (14.29%)	n=12 (15.58%)
Prosocial Behavior	N=78 *5	n=64 (82.05%)	n=3 (3.85%)	n=11 (14.10%)

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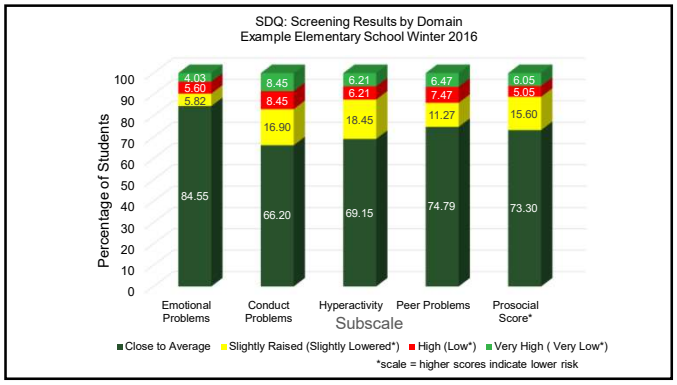


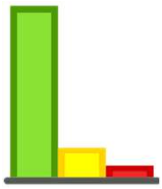
64

Strengths and Difficulties Questionnaire (SDQ)

00:00

65

BASC-3 Behavioral and Emotional Screening Scale© (BASC-3 BESS©)



Available from Pearson

(BASC-3 BESS; Kamphaus & Reynolds, 2015)

66

BASC-3 BESS©

(BASC-3 BESS; Kamphaus & Reynolds, 2015)

- A brief, universal screening system for measuring behavioral and emotional strengths and weaknesses in children and adolescents.

- Behavioral areas assessed include:
  - Internalizing problems
  - Externalizing problems
  - Adaptive skills
  - Self-regulation (student form)
  - Personal adjustment (student)
- Includes 3 forms that can be used individually or in combination:
  - Teacher
    - Preschool and Child/Adolescent
  - Student self-report
    - Child/Adolescent
  - Parent
    - Preschool and Child/Adolescent

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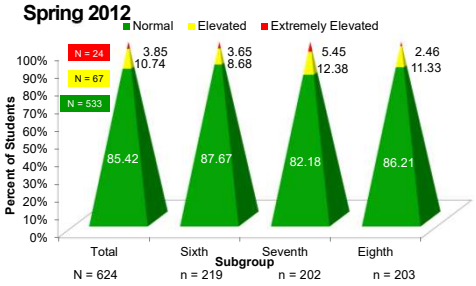
BASC^2 – Behavior and Emotional Screening Scale Spring 2012



Lane, K. L., Oakes, W. P., Common, E. A., Zorigian, K., & Brunsting, N. (2012). Project Screen and Support: Initial evidence between the SRSS-IE and the BASC2-BESS at the middle school level. *Behavioral Disorders, 44*(3), 162-174. https://doi.org/10.1177/019874291879484 3

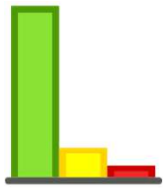
68

Behavior Assessment System for Children: Behavioral and Emotional Screening Scale (BASC-3 BESS©)

00:00

69

Social Skills Improvement System – Performance Screening Guide (SSiS-PSG™)



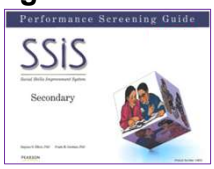
Available from Pearson

(SSiS- PSG; Elliott & Gresham, 2007)

70

SSiS-Performance Screening Guide

- Four key areas are assessed:
  - Prosocial Behavior
  - Motivation to Learn
  - Reading Skills
  - Math Skills



- Three levels:
  - Preschool
  - Elementary
  - Secondary

- A comprehensive, multi-tiered program for improving social behavior.
- Focuses on keystone classroom behaviors and skills.

(Elliott & Gresham, 2007)

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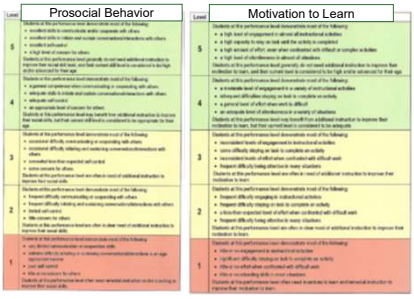
PSG: Performance Areas



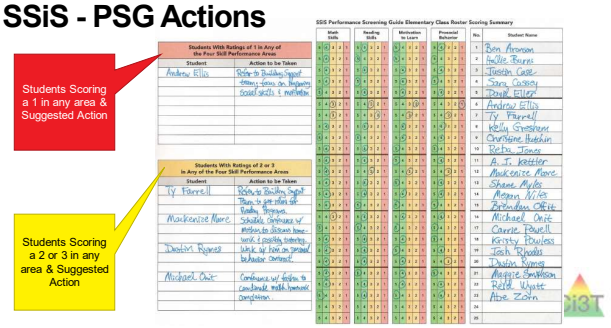
Four pages with performance descriptors for each area:

1. Reading Skills
2. Math Skills
3. Motivation to Learn
4. Prosocial Behavior

(Elliott & Gresham, 2007)

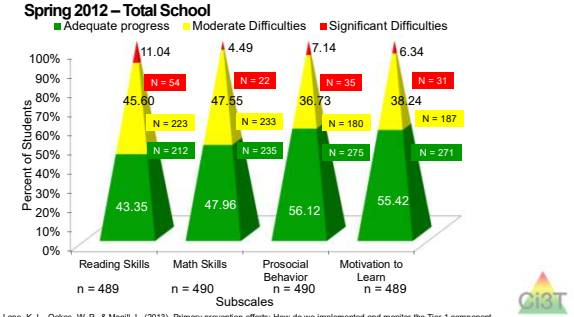
72

SSiS - PSG Actions



73

Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure, 58*(1), 143-158.

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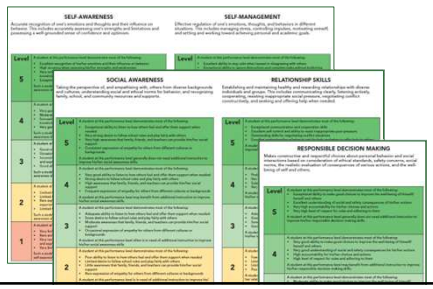
SSiS-SEL Edition (Elliott & Gresham, 2017)

available from pearsonassessments.com



Expands *Prosocial Behavior*

1. Reading skills
2. Math skills
3. Motivation to learn
4. *Self-awareness*
5. *Self-management*
6. *Social awareness*
7. *Relationship skills*
8. *Responsible decision making*

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Social Skills Improvement System: Performance Screening Guide (SSiS-PSG™)

00:00

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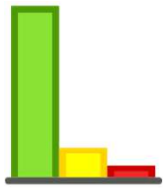
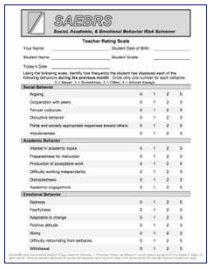
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)





Available from Fastbridge Learning

(SAEBRS; Kilgus, Chafouleas, & Riley-Tillman, 2013)

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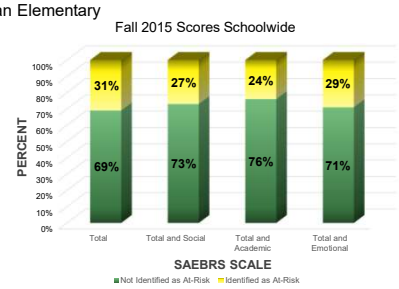
Sample Data: SAEBRS

Large Urban Elementary

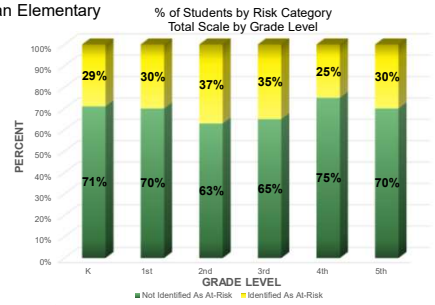


Note. Percentage of students by risk category on the total scale and each subscale. Developers found the two-step approach to subscale interpretation is the most defensible. Source: Kilgus, Kilpatrick, Taylor, Eklund, & von der Embse, 2016

78

Sample Data: SAEBRS

Large Urban Elementary
Fall 2015



Source: Kilgus, Kilpatrick, Taylor, Eklund, & von der Embse, 2016

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Social, Academic, and Emotional Behavior Screener (SAEBRS)

00:00

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R10 Behavior Screening Tools At-a-Glance

Reference	Description	Cost and Technical Information
Behavior Assessment System For Children 3rd Edition: Behavioral & Emotional Screening System (BASC-3: BESS; Kamphaus & Reynolds, 2015)	- Measures behavioral and emotional functioning that might negatively impact academic/social relationships - PK-12 - 10-45 min per class - Teacher, parent, student forms - Ages 2-25 - BASC-3 online scales available - Intervention materials available	- About $120 for comprehensive kit (manuals; 10 web-based administration, scoring, reporting, and monitoring uses) - About $200 for child/adolescent kit (manual; 25 forms, scoring source, and student record forms) with one-time observation to online scoring - About $70 for a single manual - About $1.25 for individual web-based scoreuse reports
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, & Riley-Tillman, 2013)	- Differentiates between students with few behavioral concerns and those with moderate/high rates - K-12 - 1-3 min per student - 1 short per student	- http://sbi.missouri.edu/?p=116 and http://www.theblueridge.org/assessments/behavior-2-2/ - Can be set up in a class spreadsheet with automatic reverse scoring - $2 per student per year
Social Skills Improvement System - Performance Screening Guide (SSIS-PSG; Elliott & Gresham, 2008a)	- Assesses students in the domains of prosocial behaviors, motivation to learn, reading skills, and math skills - PK-12 - 20 min per class - SSIS rating scales available - Intervention materials available	- About $50 one pack of 10 elementary or secondary screeners - About $20 per pack of 4 preschool screeners - www.pearsonclinical.com/education
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)	- Measures five scales: emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems, prosocial behavior - Ages 2-17 - Teacher, parent, student paper forms	- Free-access paper versions, online scoring of paper forms, and online completion and scoring at www.sdqinfo.com
Student Risk Screener Scale (SRSS; Drummond, 1994)	- Identifies students with antisocial behavior patterns - K-12 - 10-15 min per class - 1 short per class	- Free-access: mtbbi.ceemi.org - Can be created in a spreadsheet with automatic scoring
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Lane, Oakes, Swogger et al., 2015)	- Extension of SRSS with additional internalizing items - K-12 - 15-20 min per class - 1 short per class	- Free-access: www.ci3t.org - Can be created in a spreadsheet with automatic scoring for externalizing and internalizing domains
Systematic Screening for Behavior Disorders - 2nd ed. (SSBD; Walker, Severson, & Feil, 2014)	- Used to identify students at risk for externalizing and internalizing problems - PK-9 - 40 min per class, plus sentinal observation time	- About $225 for the SSBD portfolio (administrator guide, technical manual, 10 screening packets grades 1-9, 5 screening packets grades PK-K) - About $10 per additional classroom screening packet - About $30 per 100 students for online use - www.pacificenspublish.com

Note. PK = prekindergarten; K = kindergarten

81

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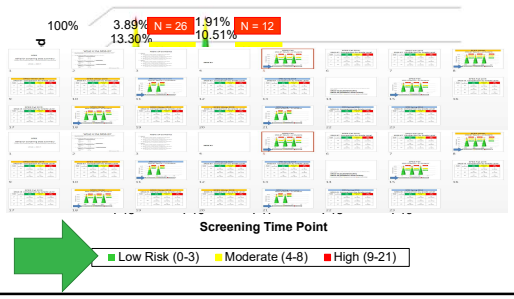
Sample Middle School: Fall

SRSS-E7 Results – All Students



83

Screening Data: High School Yrs1-3

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%

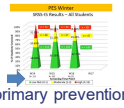
Fall- SRSSIE-E	Low	Moderate	High
2016	89.56%	8.02%	2.42%
2017	91.29%	6.18%	2.54%
2018	92.22%	6.20%	1.58%

WTR-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%

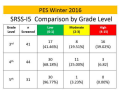
WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

84

Data sharing…



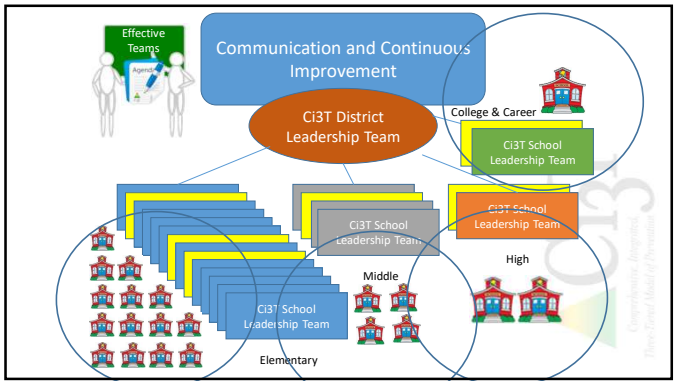
- Schoolwide data
  …decisions related to primary prevention efforts



- Grade / Department / Class
  …implications for teachers' practice

- Individual student
  …decisions about student-based interventions

85



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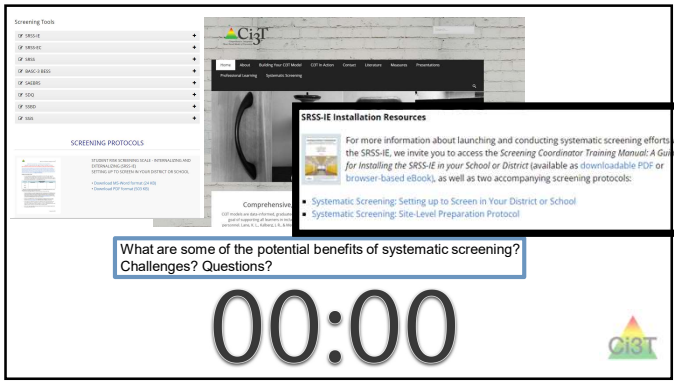
87



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Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- Systematic Screening: Tools and Logistics
- **The Role of Screening: Using Screening Data to Shape Instruction**
  - Inform instruction at Tier 1
  - Use teacher-delivered strategies to increase engagement and limit disruption
  - Connect students to validated Tier 2 and Tier 3 Interventions
- Planning for Next Steps

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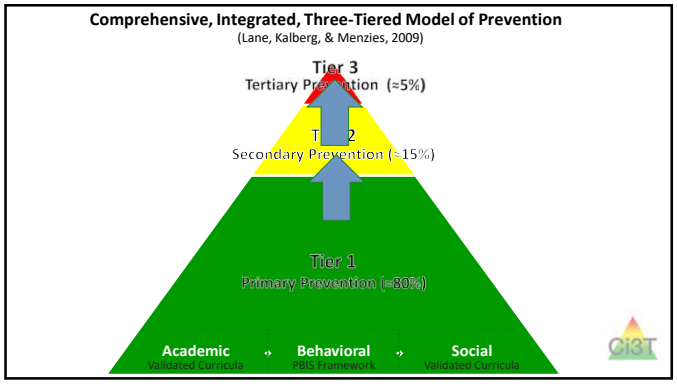

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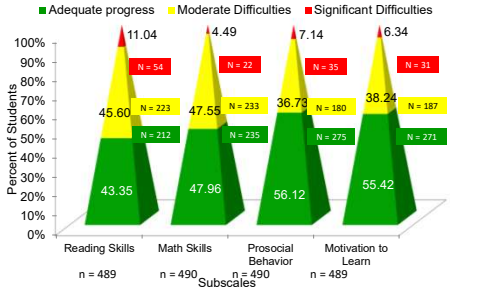
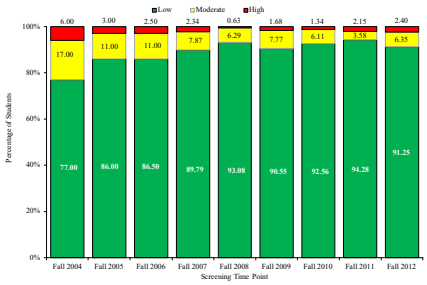
Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure, 58*(1), 143-158.

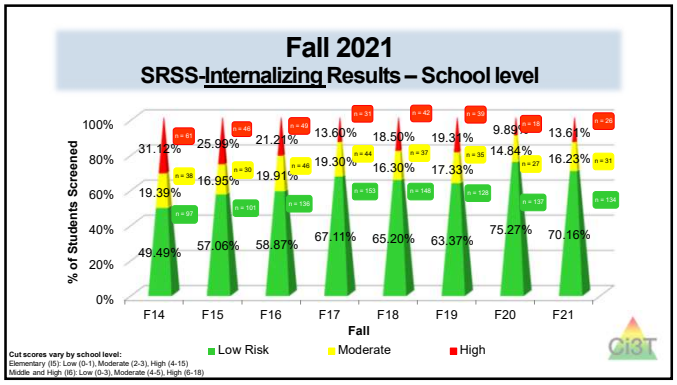
92

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.]

93



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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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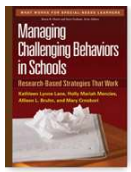
Teacher-Level Considerations

1. Instructional considerations
2. General classroom management
3. Low-intensity strategies



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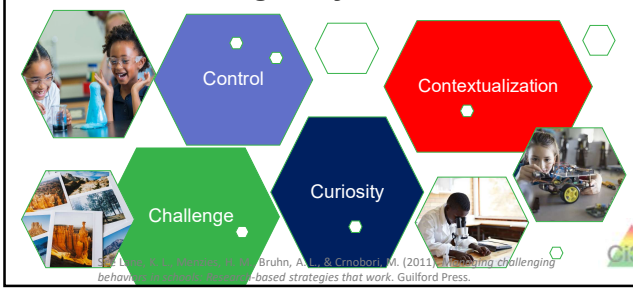
#1. Instruction … How motivating is my classroom?



See Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. Guilford Press.

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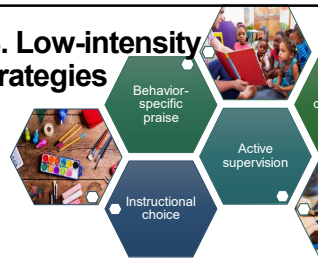
#2. Classroom Management

See Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. Guilford Press.

99

#3. Low-intensity Strategies



Identify site-level experts using self-assessment tools

- Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* Guilford Press.
- Oakes, W. P., Cantwell, E. D., Lane, K. L., Royer, D. J., & Common, E. A. (2019). Examining educator's views of classroom management and instructional strategies: School-site capacity for supporting students' behavioral needs. *Preventing School Failure.*

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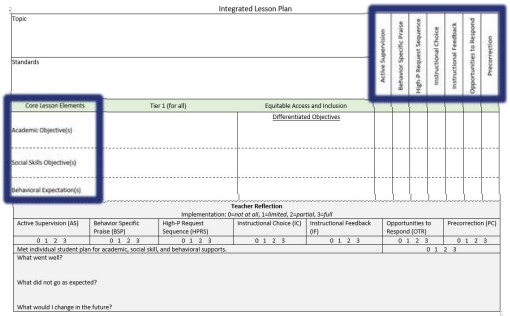
Ci3T: Integrated Lesson Planning



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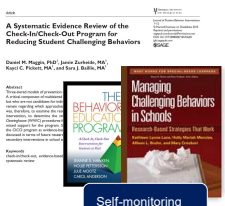
Low-Intensity Strategies

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



- Self-monitoring
- Behavior Contracts

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Professional Learning Resources
ci3t.org/pl
TIERED INTERVENTION LIBRARY
Professional Learning
Active Supervision
Behavior Contracts
Behavior Education Program (BEP)/ Check In- Check Out (CICO)
Behavior-Specific Praise (BSP)
Instructional Choice
PowerPoint presentation
Intervention grid: PDF or MS-Word
Implementation checklist
Treatment integrity checklist
Social validity: student forms
Social validity: adult forms
Resource guide
Tic-tac-toe choice template
Instructional Feedback
Opportunities to Respond (OTR)
Precorrection
Repeated Readings
Self-Monitoring
Self-Regulated Strategies Development (SRSD) For Writing
Tier 3: Individual De-Escalation Support Plan for Managing the Acting Out Cycle
Ci3T

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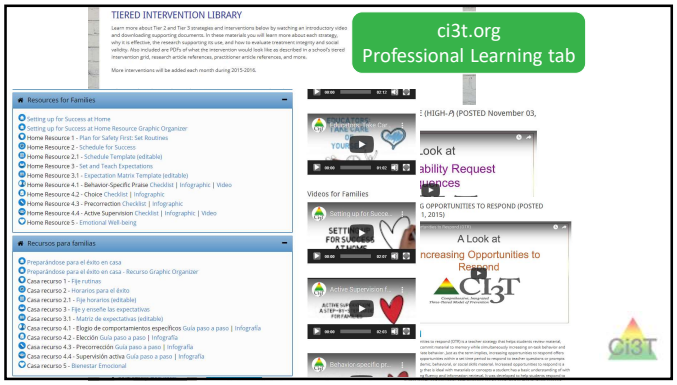
TIERED INTERVENTION LIBRARY
ci3t.org
Professional Learning tab
Resources for Families
Recursos para familias
Videos for Families
Ci3T

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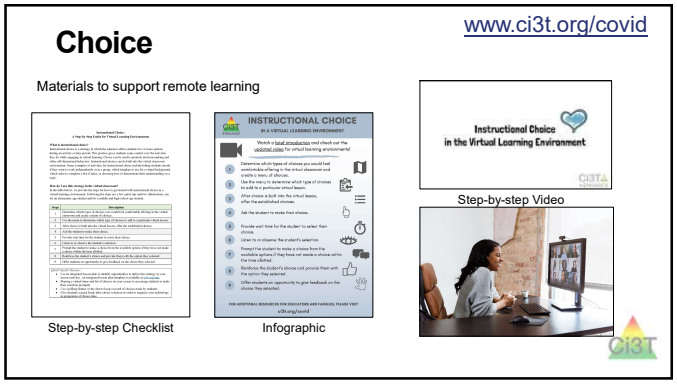
Choice
www.ci3t.org/covid
Materials to support remote learning
Step-by-step Checklist
INSTRUCTIONAL CHOICE
Infographic
Instructional Choice in the Virtual Learning Environment
Step-by-step Video
Ci3T

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Low-Intensity Strategy	Lincoln Elementary On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met. ○ "Niama, great job using your graphic organizer to draft your essay." ○ "Justice, thank you for pushing in your chair to keep the walkway safe."	• Eric Common, Behavior Specialist • Mark Buckman, Special Education • Grant Allen, Parent Volunteer
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. ○ "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…"	• David Royer, Administration • Emily Cantwell, 5th Grade • Scarlett Lane, 3rd Grade • Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. ○ "Ronaldo, of these 3 tasks today, which would you like to work on first?" ○ "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"	• Abbie Jenkins, 2nd Grade • Scarlett Lane, 3rd Grade • Bryan Simmons, PE • Liane Johl, Kindergarten

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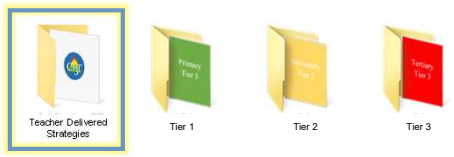
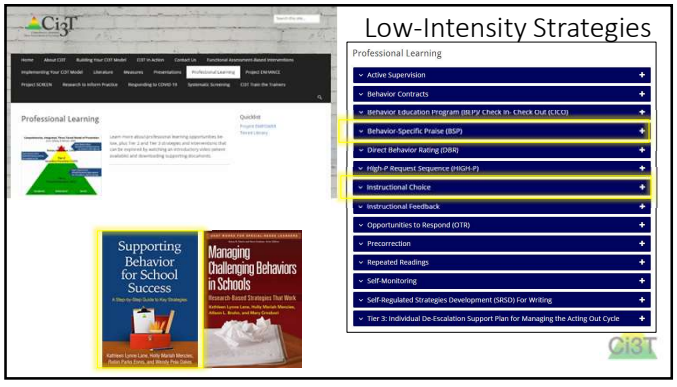
Building a Ci3T Tier Library



107



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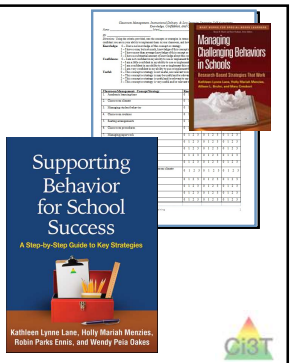
Consider a book study

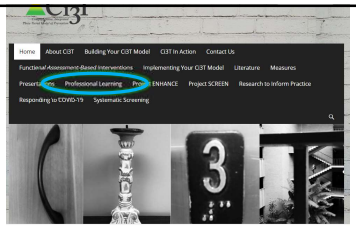
Build school site capacity!

- Instructional choice
- Behavior-specific praise
- Active supervision
- Opportunities to respond



Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.

109



Exploring Teacher-Delivered, Low-Intensity Supports …
Ci3T Professional Learning Tab

00:00

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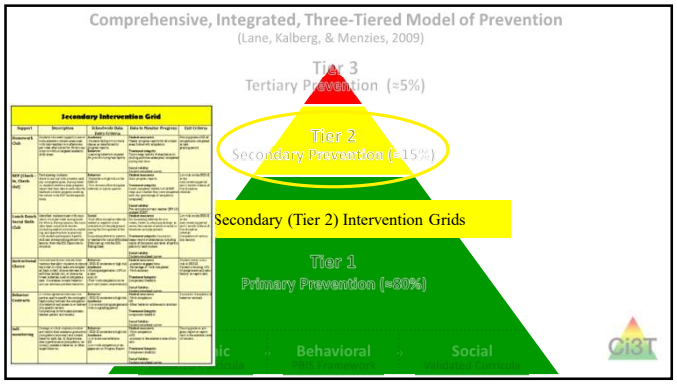

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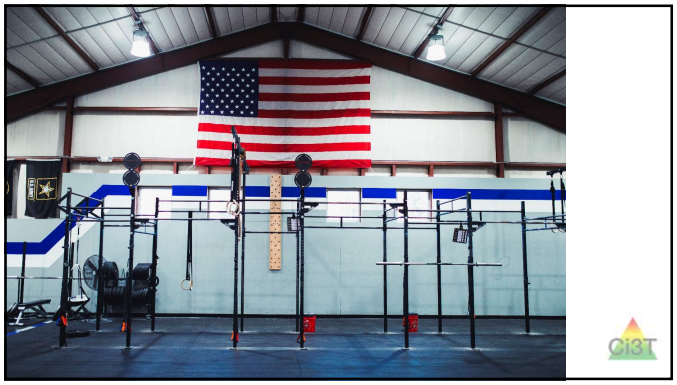

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Intervention Grids

- Step 1: Construct your assessment schedule
- Step 2: Identify your secondary supports
  - Existing and new interventions
- Step 3: Determine entry criteria
  - ~~Nomination~~, academic scores, behavior screening, attendance, etc.
- Step 4: Identify outcome measures
  - Pre- and post-tests, curriculum-based measures, office discipline referral data, attendance, GPA, etc.
- Step 5: Identify exit criteria
  - Reduction of discipline contacts, academic success, reduction of truancies and absences, etc.
- Step 6: Consider additional needs

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Procedures for Monitoring: Assessment Schedule

Sample Elementary Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student Demographic Information	X	X	X	X	X	X	X	X	X	X
Screening Measures										
Behavior Screeners: SRSS-IE		X			X				X	
Academic Screeners: AIMSweb (reading and math)	X	X				X				X
Student Outcome Measures - Academic										
Unit assessments	X	X				X				X
State & District assessment								X	X	
Progress reports				X			X			X
Student Outcome Measures - Behavior										
Absences		X	X	X	X	X	X	X	X	
Tardies		X	X	X	X	X	X	X	X	
Office discipline referrals (ODR)		X			X				X	
Counselor referrals	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
Bullying referrals	X	X	X	X	X	X	X	X	X	X
Program Measures										
Social Validity - PIRS			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Treatment Integrity (TSR)			X					X		
Direct observations			X					X		
Positive Action® Treatment Integrity			X					X		

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Sample Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to—or delivery of—a specific reward. The target behavior can be academic (e.g., work comple-tion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.	☐ **Examples of potential target behaviors defined in contract** **Behavior** (1 of the following) ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-E7: High (9-21) ☐ 2 or more office discipline referrals (ODR) ☐ 2 or more tardies/ absences per quarter **AND/OR** **Academic** (1 of the following) ☐ Report card: 1 or more course failures ☐ Skyward: 2 or more missing assignments ☐ AIMSweb: intensive or strategic level (math or reading) ☐ Below 2.5 GPA	Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) Passing grades on progress reports **Social Validity** Teacher: IRP-15 Student: CIRP **Treatment Integrity** Implementation checklist & treatment integrity checklist	Successful completion of Behavior contract SRSS-E7: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)

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Secondary (Tier 2) Intervention Grid: For Middle and High School Students

Support	Description	School-wide 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:** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ Skyward: 2 or more missing assignments **AND/ OR** **Academic:** ☐ Report card: 1 or more course failures *or* ☐ AIMSweb: intensive or strategic level (math or reading) *or* ☐ 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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TEACHER NAME

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate Item for each student

1 (at benchmark)
2 (some risk)
3 (at risk)

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	AIMSweb-Reading
Sample, Sally	1111	0	0	3	1	3	3	3	13	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, J'Monte	2013	0	0	0	0	0	0	0	0	1
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2
Booker, Abbie	2001	0	0	0	0	0	0	0	0	1
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, O'Tam	2132	0	0	0	1	2	2	1	6	3
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3
Toms, Blake	2018	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	1	2	2	3	2	2	14	3

Small group Reading Instruction with Self-Monitoring

Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure*, *58*(1), 143-158.

119

First Grade Students' Self Monitoring Form

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

120

Treatment integrity

Social validity

Monitor student progress

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	

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

121

Sample Elementary Intervention Grid: PA

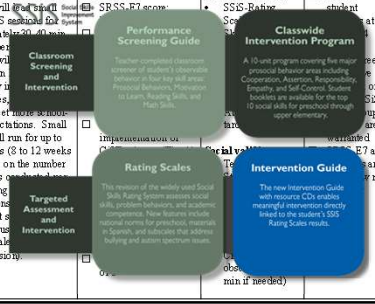
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Positive Action (PA) – counselor-led small group	Counselors and/or social workers will lead small group Positive Action sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, 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 Positive Action lessons appropriate for student skillsets as identified using Skills For Greatness (teacher, counselor, parent versions) and SSiS-Rating Scale (teacher and parent version).	Behavior ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 Moderate AN ☐ 2 or fewe first 3 mo school AN ☐ Evidence implemen CI3T prim plan [treat integrity: observati AN ☐ Parent pe AN Academic ☐ Student is or 3	Student measures • SSiS-Rating Scale (Pre/Post)	☐ Review student progress at [illegible] of 24 [illegible] sessions [illegible] have met or no Positive [illegible] small [illegible] sessions [illegible] warranted [illegible]-E7 and [illegible] are [illegible] low risk [illegible]

min if needed)

122

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 [illegible] 2-3 days per Students wil skills, learn more fully i experiences how to meet 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 SSiS lessons for student s identified us Rating Scale parent version).	**Behavior** ☐ SRSS-E7 score: ☐ [illegible]	**Student measures** • SSiS-Rating Sca	☐ Review student [illegible] warranted [illegible] are [illegible] risk



min if needed)

123

Active Supervision

Elementary Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions	**Student Performance** Data on target behavior monitored - On time arrival - On task - Time to transition **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 4th 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., Menzies, 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.

125

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Mentoring Program (Sophomores/ Juniors/ Seniors)	Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors; meeting weekly (30 – 60 min) with students during the school day.	(1) 10th/11th/ 12th graders (2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher ODR ≥ 2 Absences ≥ 5 days in one grading period (3) Academic: GPA ≤ 2.75	Student Measures: (1) Increase of GPA at mid-term and semester report cards. (2) Decrease of ODR monitored weekly. (3) Reduced absences (fewer than one per quarter) Treatment Integrity: Mentors complete weekly mentoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors.	Yearlong support Students who no longer meet criteria next fall Seniors: graduation

Lane, K. L., Oakes, W. P., Menzies, 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., Menzies, 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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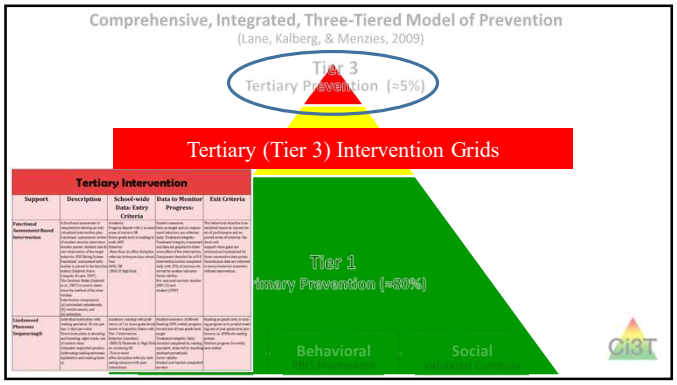

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SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

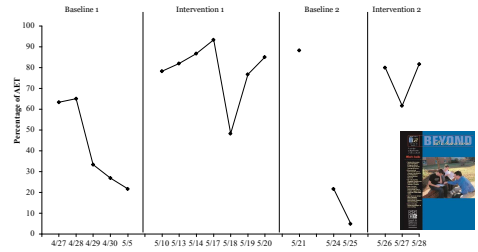
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: **Behavior** -scored in the high risk category on the Student Risk Screening 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.

129

Functional Assessment-Based Intervention (FABI)

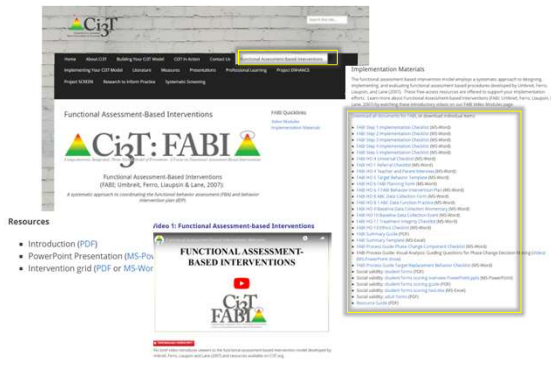
130

Changes in Harry's Behavior



Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. Beyond Behavior, 2, 44 – 54.

131



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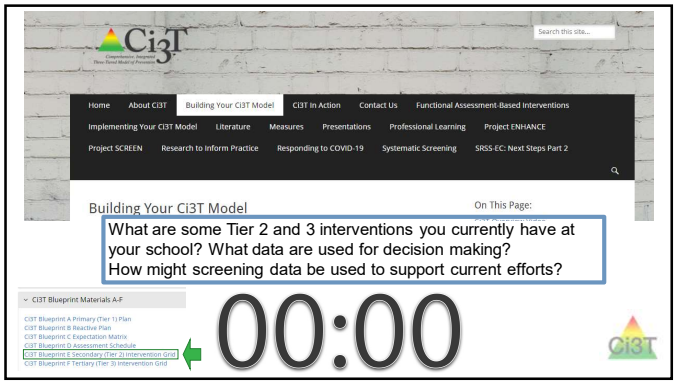

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Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- Systematic Screening: Tools and Logistics
- The Role of Screening: Using Screening Data to Shape Instruction
  - Inform instruction at Tier 1
  - Use teacher-delivered strategies to increase engagement and limit disruption
  - Connect students to validated Tier 2 and Tier 3 Interventions
- **Planning for Next Steps**

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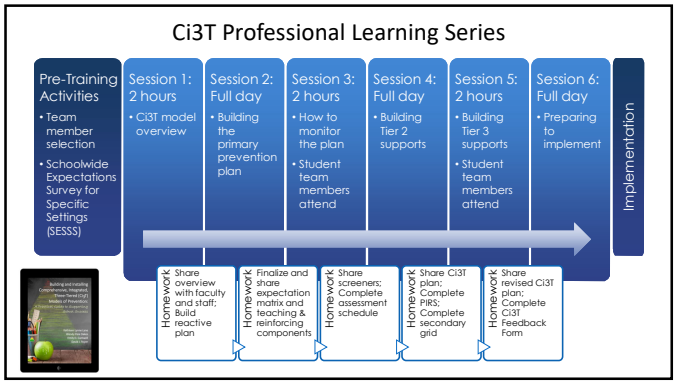
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team members attend
Session 4: Full day
• Building Tier 2 supports
Session 5: 2 hours
• Building Tier 3 supports
• Student team members attend
Session 6: Full day
• Preparing to implement
Implementation
Homework
Share overview with faculty and staff; Build reactive plan
Homework
Finalize and share expectation matrix and teaching & reinforcing components
Homework
Share screeners; Complete assessment schedule
Homework
Share Ci3T plan; Complete PIRS; Complete secondary grid
Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form

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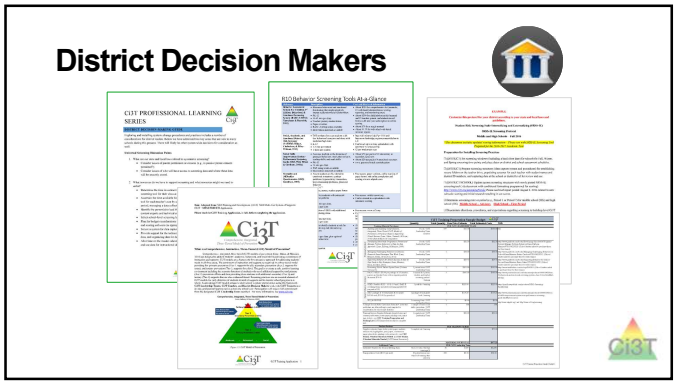
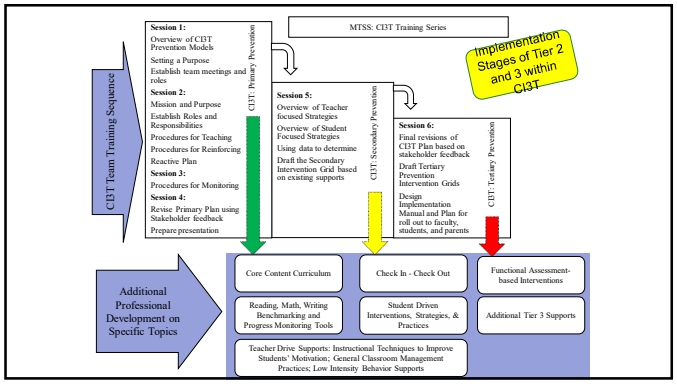

District Decision Makers

137


MTSS: CI3T Training Series
Implementation Stages of Tier 2 and 3 within Ci3T
CI3T Team Training Sequence
Session 1:
Overview of CI3T Prevention Models
Setting a Purpose
Establish team meetings and roles
Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching
Procedures for Reinforcing
Reactive Plan
Session 3:
Procedures for Monitoring
Session 4:
Revise Primary Plan using Stakeholder feedback
Prepare presentation
CI3T: Primary Prevention
Session 5:
Overview of Teacher focused Strategies
Overview of Student Focused Strategies
Using data to determine
Draft the Secondary Intervention Grid based on existing supports
CI3T: Secondary Prevention
Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents
CI3T: Tertiary Prevention
Additional Professional Development on Specific Topics
Core Content Curriculum
Check In - Check Out
Functional Assessment-based Interventions
Reading, Math, Writing Benchmarking and Progress Monitoring Tools
Student Driven Interventions, Strategies, & Practices
Additional Tier 3 Supports
Teacher Drive Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

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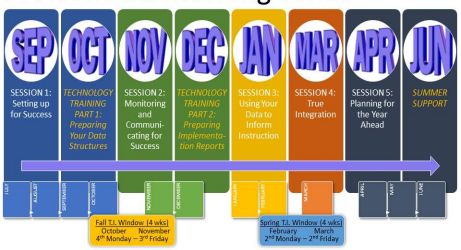
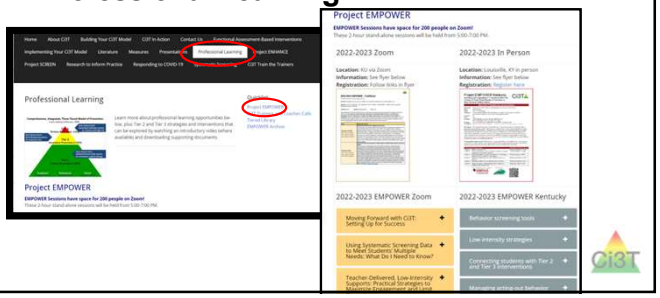
Ci3T IMPLEMENTATION
Professional Learning Series



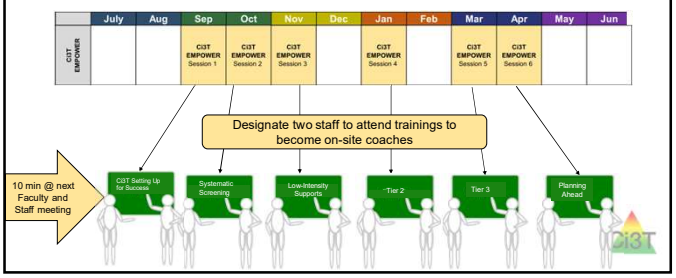
139

Accessing Project EMPOWER Professional Learning



140

Sustaining and Disseminating Professional Learning



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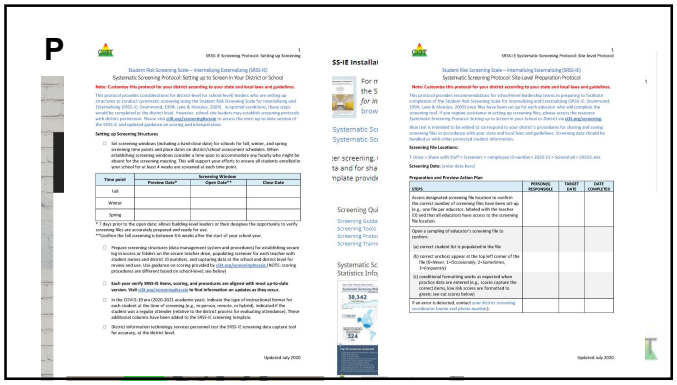
P
Student Risk Screening Scale – Internalizing Externalizing (SRSS-IE)
Systematic Screening Protocol: Setting up to Screen in Your District or School
Setting up Screening Structures
Updated July 2020
SS-IE Installa
Systematic Sc
Systematic Sc
Screening Qui
Screening Guida
Screening Tools
Screening Protoc
Screening Train
Systematic Sc
Statistics Info
38,342
924
Student Risk Screening Scale – Internalizing Externalizing (SRSS-IE)
Systematic Screening Protocol: Site-Level Preparation Protocol
Screening Date: [enter date here]
Preparation and Preview Action Plan
STEPS
PERSONS RESPONSIBLE
TARGET DATE
DATE COMPLETED
Updated July 2020

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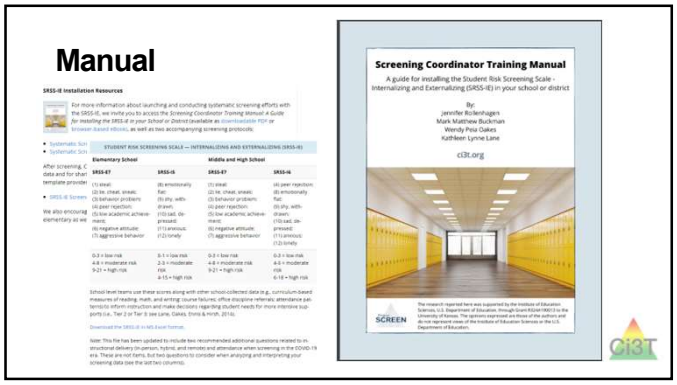
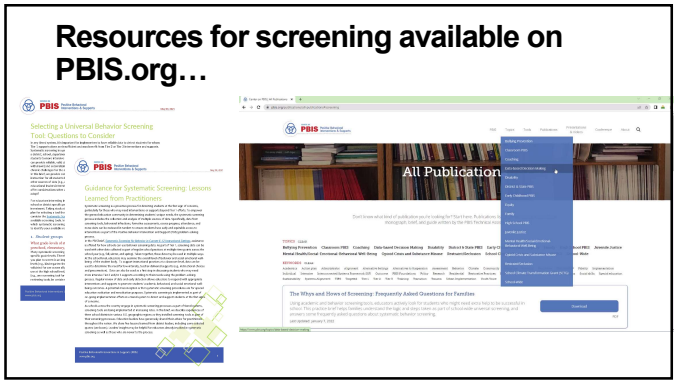

Manual
SRSS-IE Installation Resources
STUDENT RISK SCREENING SCALE — INTERNALIZING AND EXTERNALIZING (SRSS-IE)
Elementary School
Middle and High School
SRSS-IE7
SRSS-IE6
SRSS-IE7
SRSS-IE6
Screening Coordinator Training Manual
A guide for installing the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) in your school or district
By:
Jennifer Rollenhagen
Mark Matthew Buckman
Wendy Peia Oakes
Kathleen Lynne Lane
ci3t.org
SCREEN
Ci3T

143


Resources for screening available on PBIS.org…
Selecting a Universal Behavior Screening Tool: Questions to Consider
Guidance for Systematic Screening: Lessons Learned from Practitioners
All Publication
The Whys and Hows of Screening: Frequently Asked Questions for Families

144

Tips for Communicating with Your Community about Systematic Screening

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Download

Word Doc

Materials

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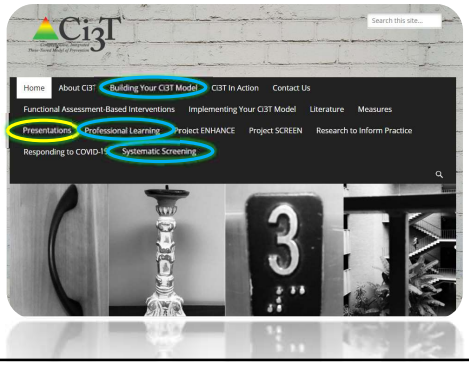
ci3t.org



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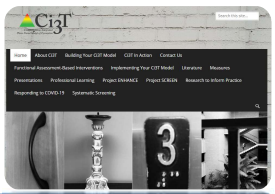
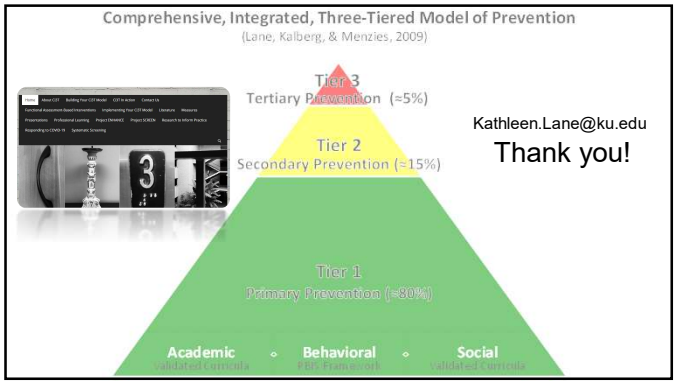


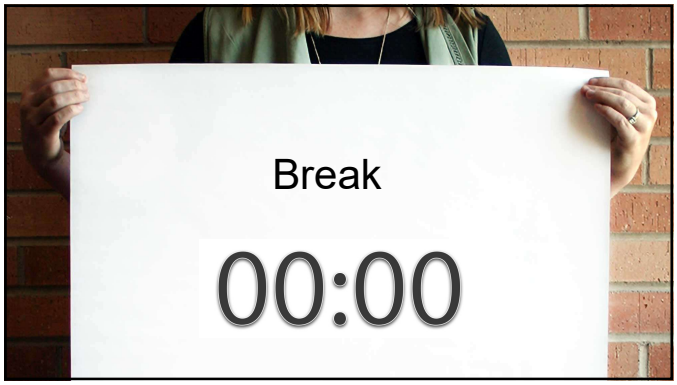
What are your next steps …
1. Calendar time for exploration
2. Make a list of people to involve in the exploration
3. Develop a professional learning plan

00:00

147


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social
Kathleen.Lane@ku.edu
Thank you!

148


Break
00:00

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