

Systematic Screening in Tiered Systems: An Important Tier 1 Practice

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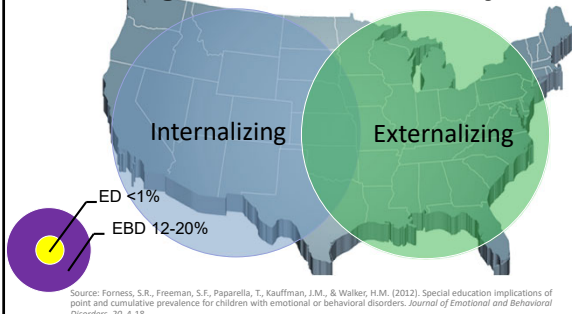
Agenda

- Systematic Screening in Tiered Systems
- Using Screening Data to Inform Instruction
 - At Tier 1: Primary Prevention Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Resources for Getting Started



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Creating Positive, Productive Systems



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Agenda

Systematic Screening in Tiered Systems

Using Screening Data to Inform Instruction

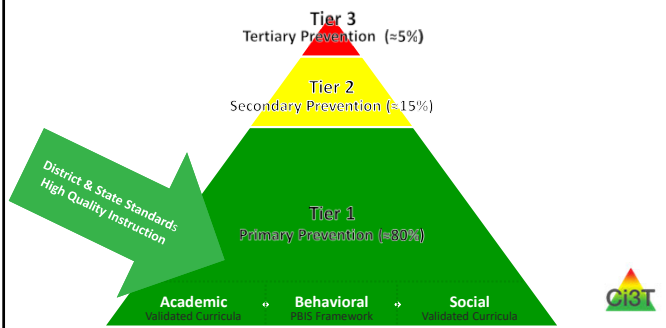
- At Tier 1: Primary Prevention Efforts
- At all Tiers: Teacher-delivered Strategies
- At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts

Resources for Getting Started



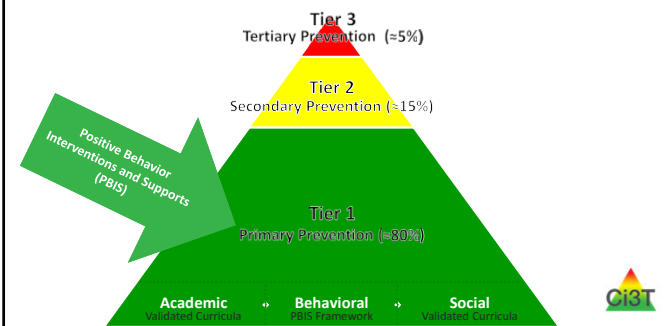
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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)




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



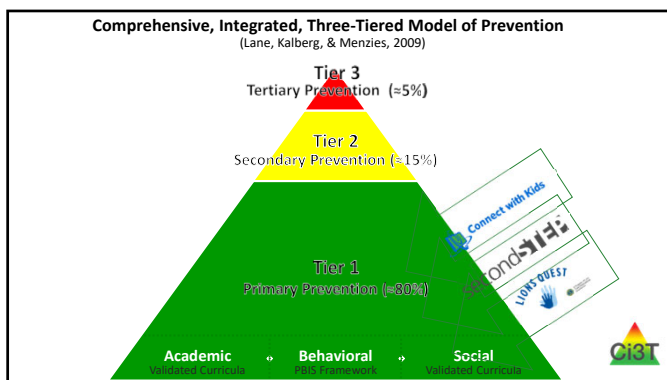
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 **Coolidge Middle School**
Expectation Matrix

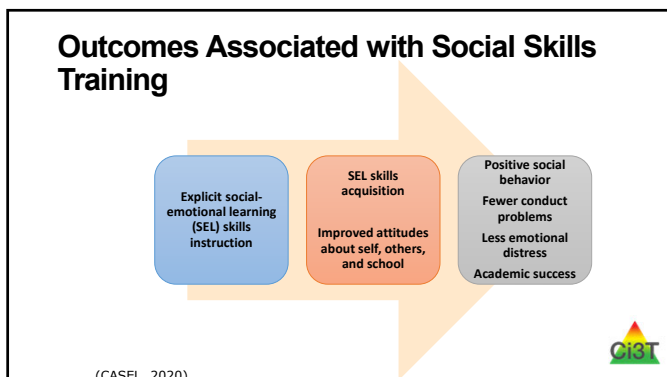
	Establish, Clarify, Define Expectations	Classroom	Restroom	Technology	Bus & Arrival/Dismissal
Be RESPECTFUL	<ul style="list-style-type: none"> Use appropriate voice Use proactive conflict resolution skills Use an inside voice Respect classes in session 	<ul style="list-style-type: none"> Be good manners & inclusive Use proactive conflict resolution skills Use kind words 	<ul style="list-style-type: none"> Respect personal space of others Respect personal space of others 	<ul style="list-style-type: none"> Only photograph others with their knowledge and consent Be respectful of the opinions of others on social media Take good care of school-provided equipment 	<ul style="list-style-type: none"> Follow staff instructions Use kind words and actions Use proactive conflict resolution skills
Be RESPONSIBLE	<ul style="list-style-type: none"> Listen to and follow directions Arrive on time Bring required materials and completed homework Attempt all assignments Accept responsibility for your actions Wash your hands when entering and leaving the classroom Maintain social distancing 	<ul style="list-style-type: none"> Walk in the halls on the right side Be quick to move between classes Be aware of your surroundings and people's personal space Lock up when walking down the halls Wear your mask Maintain social distancing 	<ul style="list-style-type: none"> Throw away trash Help your neighbor clean up Finish food and drink in the cafeteria Wear your mask Maintain social distancing 	<ul style="list-style-type: none"> Flush the toilet Wash your hands Keep the restroom clean Throw away trash Let an adult know if the restroom needs attention Wear your mask Maintain social distancing 	<ul style="list-style-type: none"> Be on time to school and after school activities Walk directly to class when the bell rings Leave campus quickly at dismissal or head to supervised activity Wear your mask Maintain social distancing Use an appropriate voice level
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Give best effort on all tasks Ask for help and be willing to help others every day 	<ul style="list-style-type: none"> Pick up any trash you see Put trash in trash can Keep hall passes visible 	<ul style="list-style-type: none"> Be a role model for peers and younger students Use each time efficiently and effectively 	<ul style="list-style-type: none"> Use the restroom before and after class If you must use the restroom during class, return to class quickly 	<ul style="list-style-type: none"> Use social media properly Use technology to complete assignments or work on school projects



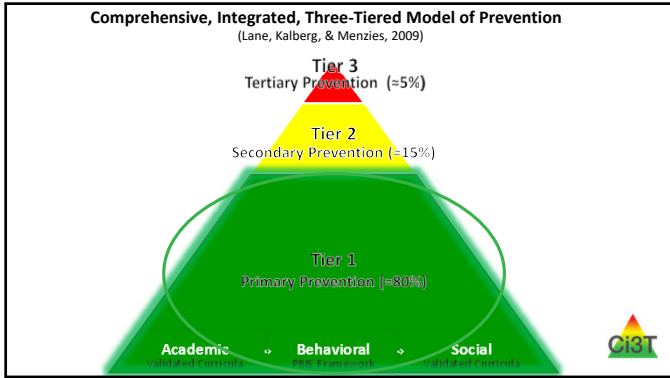
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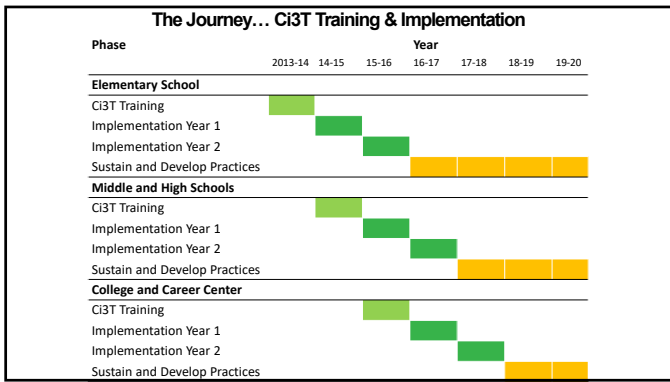
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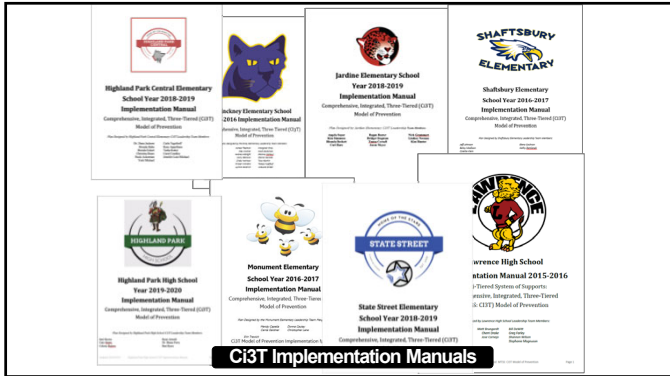
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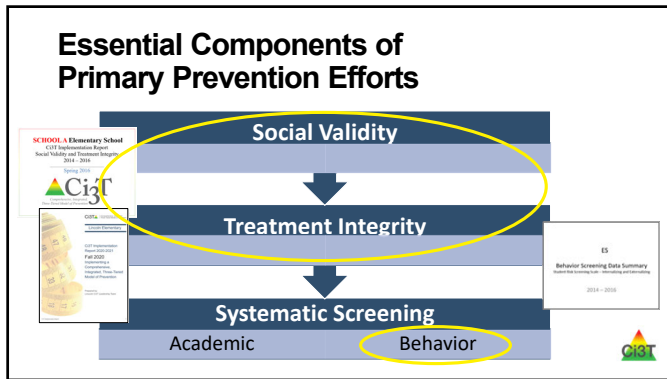
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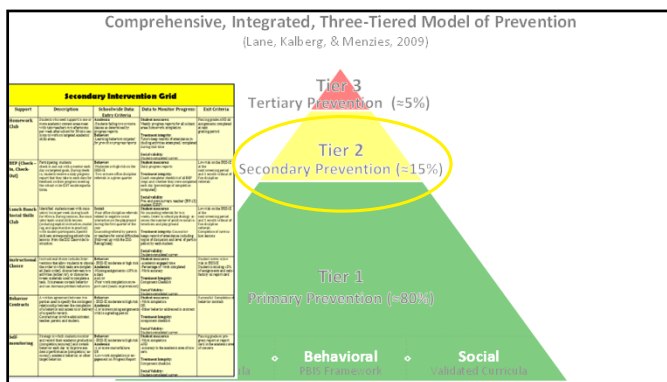
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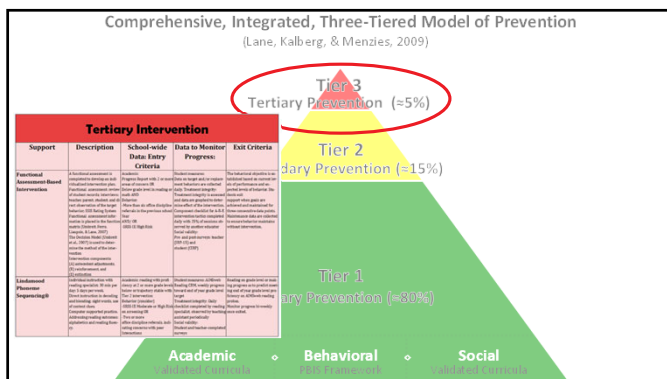
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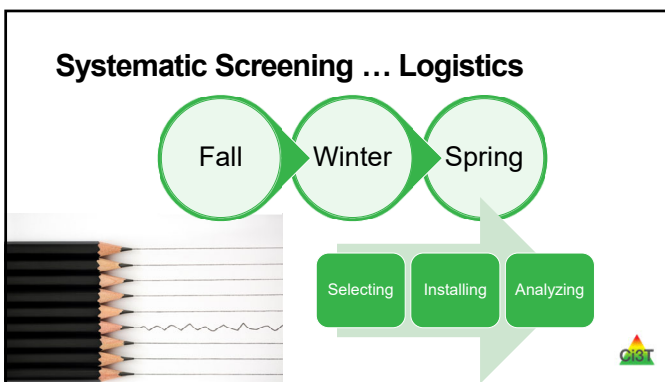
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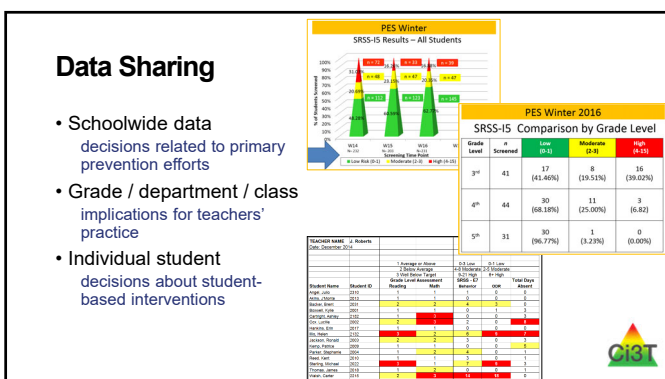
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SRSS-IE: Cut Scores

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

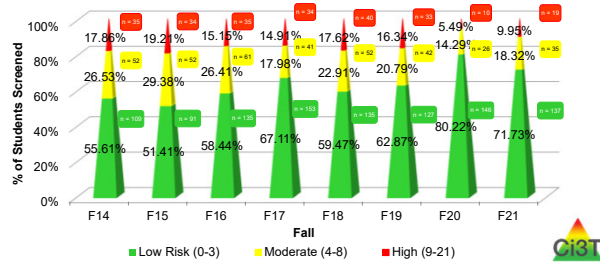
Elementary School Level:
Lans, K. L., Oakes, W. P., Swagler, E. D., Schatschneider, C., Meneses, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

Middle and High School Levels:
Lans, K. L., Oakes, W. P., Cartwell, E. D., Schatschneider, C., Meneses, 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*(3), 271-284.



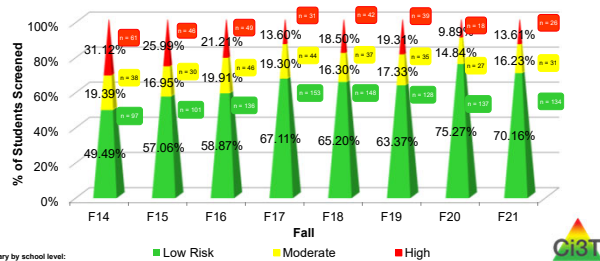
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Fall 2021 SRSS-Externalizing Results – School level



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Fall 2021 SRSS-Internalizing Results – School level



Cut scores vary by school level:
Elementary (E): Low (0-3), Moderate (4-5), High (6-18)
Middle and High (M): Low (0-3), Moderate (4-5), High (6-18)



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



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RESULTS:
SRSS-IE: **EXTERNALIZING** SUBSCALE ELEMENTARY

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Low	23 (39.6) 468		115.82 (46.8)	
Moderate	54 (23.46) 2,047		33.32 (21.19)	
High	14 (6.81) 3,256	8.10 (9.33) 820	11.83 (9.02) 389	L < M < H
	0.052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

Winter

Spring ORF
MAP Reading
Nurse Visit
Suspensions



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RESULTS:
SRSS-IE: **INTERNALIZING** SUBSCALE ELEMENTARY

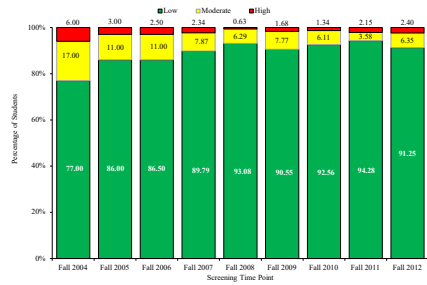
Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Fall Internalizing	14 (41.4) 459		139.18 (46.8)	
Winter Internalizing	8 (28.32) 2,070		43.57 (21.19)	
Nurse Visits	6.84 (7.37) 3,387	7.59 (6.05) 628	9.33 (10.81) 450	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

Spring ORF*
MAP Reading
Nurse Visit
Suspensions*



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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, 143-156. 10.1080/1045988X.2014.909578 [Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Morones, 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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Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
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)

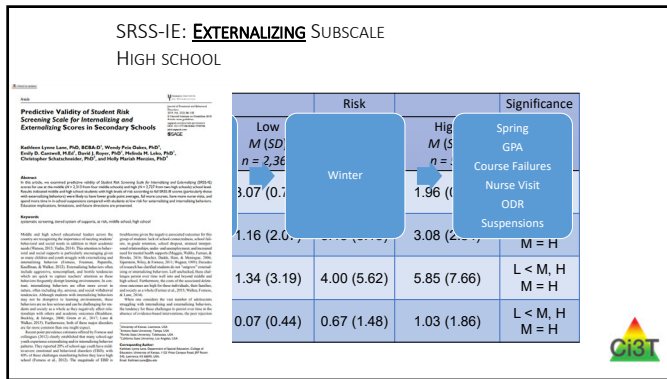
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Screening Data: High School Yrs1-3

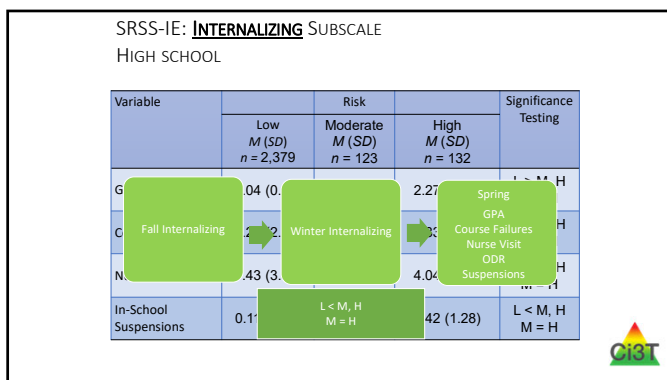
Fall- SRSSIE-I				Fall- SRSSIE-E			
	Low	Moderate	High		Low	Moderate	High
2016	80.28%	10.36%	9.36%	2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%	2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%	2018	92.22%	6.20%	1.58%
WTR-SRSSIE-I				WTR-SRSSIE-E			
	Low	Moderate	High		Low	Moderate	High
2016	87.25%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



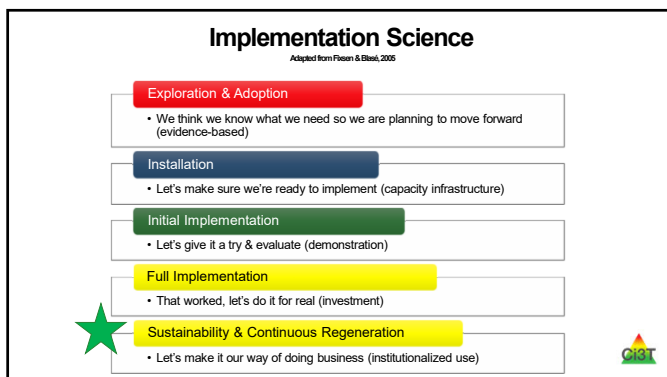
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Systematic Screening in Tiered Systems

Using Screening Data to Inform Instruction

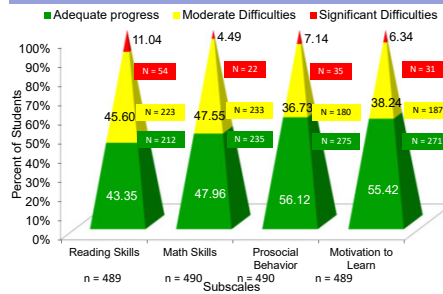
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Resources for Getting Started



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

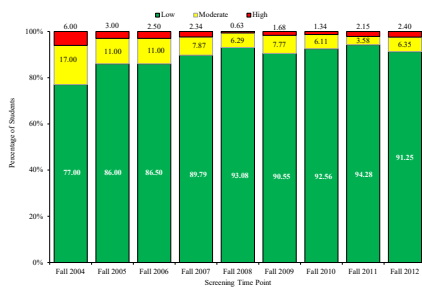


Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CIST) Model? *Preventing School Failure*, 58(1), 143-158.



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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.2014.903978 [Figure 4: Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Merriam, H. M., Oakes, W. P., & Kaiberg, J. R. (2012). *Systematic screening of behavior to support instruction: From preschool to high school*. Guilford Press.]

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Systematic Screening in Tiered Systems

Using Screening Data to Inform Instruction

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

Resources for Getting Started



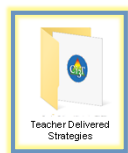
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Using multiple data sources

Student ID	Student Name	Automatic Reading	Automatic Math	Skills 1-2	Skills 3-5	Office Discipline Referrals	Attendance	Totals
11111	Barton, Mike	1	1	0	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Conns, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	3	2	1	7	0
11116	Gault, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	15	1	0	0	1
11120	Harris, Karl	2	1	0	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	3	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mukler, Jill	1	3	0	8	1	2	0
11125	Phelps, Withney	2	1	3	1	0	0	2
11126	Shaffoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	0	8	2	2	0
11128	Smith, Katelyn	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

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Building a Ci3T Tier Library



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[illegible]

Ci3T Primary Plan: Procedures for Teaching

Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion		Differentiated Objectives		Teacher Reflection	
Academic Objective(s)									
Social Skills Objective(s)									
Behavioral Expectation(s)									
Active Supervision (AS)		Behavior Specific Praise (BSP)		High P Request Sequence (HPS)		Instructional Choice (IC)		Instructional Feedback (IF)	
0 1 2 3		0 1 2 3		0 1 2 3		0 1 2 3		0 1 2 3	
What went well?		BSP		OTR		Active Supervision		Preconnection (PC)	
What did not go as expected?		Choice		Precorrection					
What would I change in the future?									

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

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Ci3T

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

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

00:00

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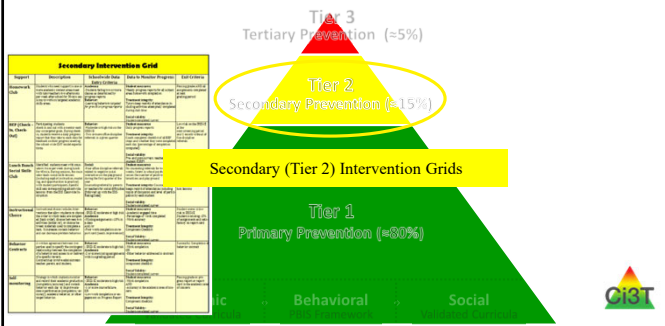
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Resources for Getting Started



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



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Secondary, Tier 1 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: <input type="checkbox"/> SRSS-E7 score: Moderate (+-8) or <input type="checkbox"/> SRSS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> Skyward: 2 or more missing assignments AND/OR Academic: <input type="checkbox"/> Report card: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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School-wide Data: Entry Criteria									
Behavior:									
<input type="checkbox"/> SRSS-E7 score: Moderate (+-8)									
or									
<input type="checkbox"/> SRSS-E7 score: High (9-21)									
or									
<input type="checkbox"/> 2 or more office discipline referrals (ODR)									
or									
<input type="checkbox"/> Skyward: 2 or more missing assignments									
AND/OR									
Academic:									
<input type="checkbox"/> Report card: 1 or more course failures									
or									
<input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)									
or									
<input type="checkbox"/> Below 2.5 GPA									

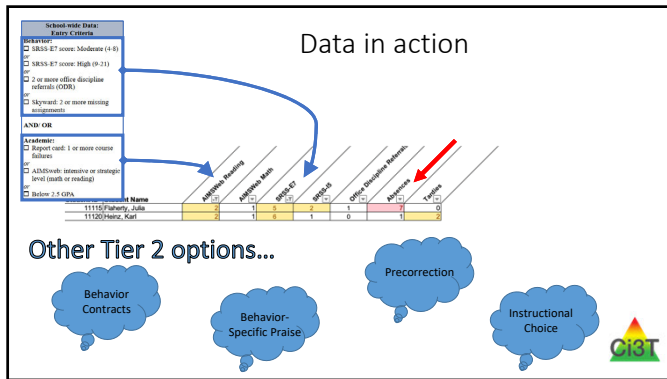
Student Name	Behavior Monitoring	Academic Status	SRSS-E7	ODR	Other Intervention Referrals	Progress	Notes
11111 Barnes, Mike	0	0	0	0	0	0	0
11112 Cole, James	0	0	0	0	0	0	0
11113 Curry, Sam	0	0	0	0	0	0	0
11114 Fox, Lutz	0	0	0	0	0	0	0
11115 Gentry, Julia	0	0	0	0	0	0	0
11116 Gentry, Henry	0	0	0	0	0	0	0
11117 Greenwell, Jimmy	0	0	0	0	0	0	0
11118 Gifford, Allan	0	0	0	0	0	0	0
11119 Hale, Chad	0	0	0	0	0	0	0
11120 Hines, Kent	0	0	0	0	0	0	0
11121 Lane, Garry	0	0	0	0	0	0	0
11122 Lutz, Brent	0	0	0	0	0	0	0
11123 Miles, David	0	0	0	0	0	0	0
11124 Munster, Jill	0	0	0	0	0	0	0
11125 Phipps, William	0	0	0	0	0	0	0
11126 Shaffer, Robert	0	0	0	0	0	0	0
11127 Smith, David	0	0	0	0	0	0	0
11128 Smith, Kathryn	0	0	0	0	0	0	0
11129 Wainwright, Loretta	0	0	0	0	0	0	0
11130 Olson, Jay	0	0	0	0	0	0	0

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School-wide Data: Entry Criteria									
Behavior:									
<input type="checkbox"/> SRSS-E7 score: Moderate (+-8)									
or									
<input type="checkbox"/> SRSS-E7 score: High (9-21)									
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Academic:									
<input type="checkbox"/> Report card: 1 or more course failures									
or									
<input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)									
or									
<input type="checkbox"/> Below 2.5 GPA									

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5	11115 Gentry, Julia	0	0	0	0	0	0
6	11116 Gentry, Henry	0	0	0	0	0	0
7	11117 Greenwell, Jimmy	0	0	0	0	0	0
8	11118 Gifford, Allan	0	0	0	0	0	0
9	11119 Hale, Chad	0	0	0	0	0	0
10	11120 Hines, Kent	0	0	0	0	0	0
11	11121 Lane, Garry	0	0	0	0	0	0
12	11122 Lutz, Brent	0	0	0	0	0	0
13	11123 Miles, David	0	0	0	0	0	0
14	11124 Munster, Jill	0	0	0	0	0	0
15	11125 Phipps, William	0	0	0	0	0	0
16	11126 Shaffer, Robert	0	0	0	0	0	0
17	11127 Smith, David	0	0	0	0	0	0
18	11128 Smith, Kathryn	0	0	0	0	0	0
19	11129 Wainwright, Loretta	0	0	0	0	0	0
20	11130 Olson, Jay	0	0	0	0	0	0
21							

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

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

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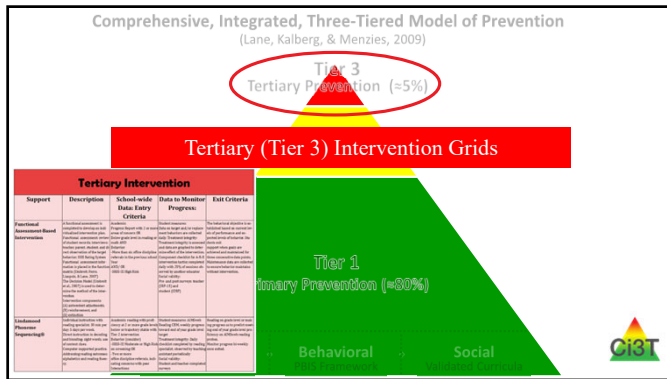
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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide 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	<u>Student Measures:</u> Algebra II classroom grades Daily class average if grade is ≤ 75 <u>Treatment Integrity:</u> Daily monitoring of the lessons covered and student attendance <u>Social Validity:</u> Pre and Post Student Surveys	Algebra II Grade increases to satisfactory level (above 75%).

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

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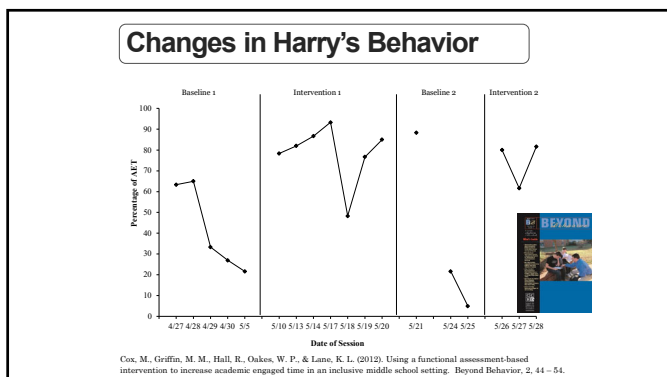


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Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	FAIRs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the Function Matrix. The Function-Based Intervention Decision Model is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-47: High (9-21) <input type="checkbox"/> SRSS-46: High (6-18) <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing Assignments 5 or more within a grading period <input type="checkbox"/> ADMeds: intensive level (math or reading) <input type="checkbox"/> Below 2.5 GPA	Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment integrity • FAIR Step checklist • Treatment integrity checklist Social validity • REP-15 (teacher) • CBEP (student)	The FAIR will be faded once a functional solution is demonstrated using a validated single-case research design (e.g., withdrawal) and: • Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).

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[illegible]

Agenda

- ## Systematic Screening in Tiered Systems
- ### Using Screening Data to Inform Instruction
- o At Tier 1: Primary Preventions Efforts
 - o At all Tiers: Teacher-delivered Strategies
 - o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- ### Resources for Getting Started



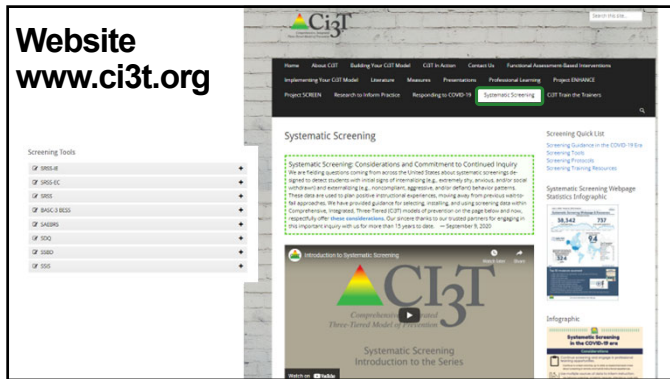
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Resources

Supporting educators in adopting, conducting screenings, and using screening data to support instructional decision making

Source: Instagram @c3tmmodel
Reference: Briessh, A.M., Lane, K.L., Common, E.A., Oakes, W.P., Buckman, M.B., Chafoudeas, S.M., Iovino, E.A., Sherod, R.L., Abdulkerim, N., & Royer, D.J. (2022). Exploring views and professional learning needs of Comprehensive, Integrated, Three-Tiered (C3T) Leadership Teams related to universal behavior screening Implementation. *Education and Treatment of Children*, 45(3), 245-262. <https://doi.org/10.1007/s43446-022-00060-8>

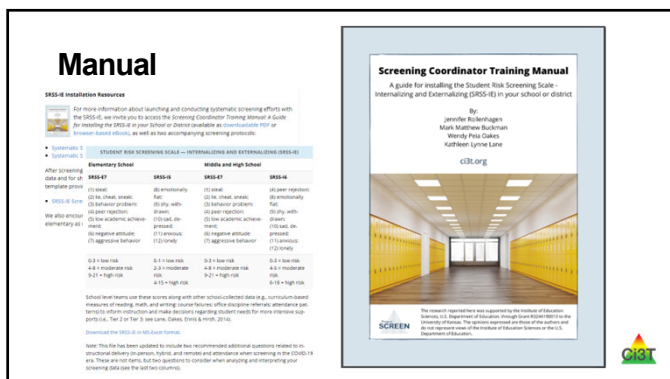
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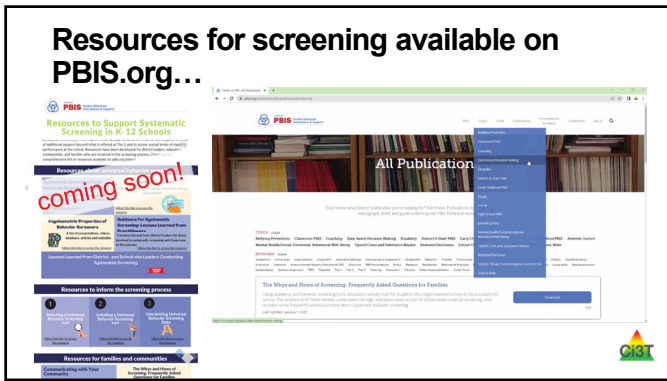
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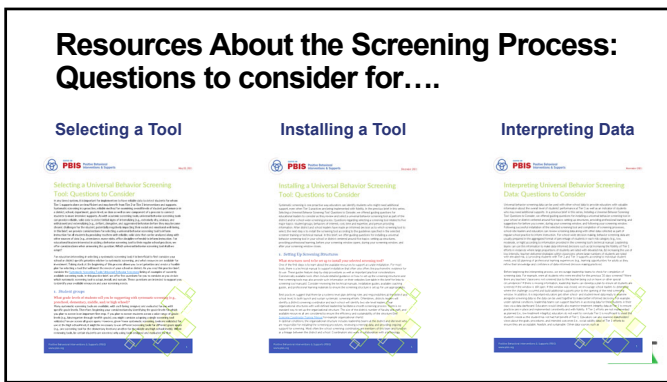
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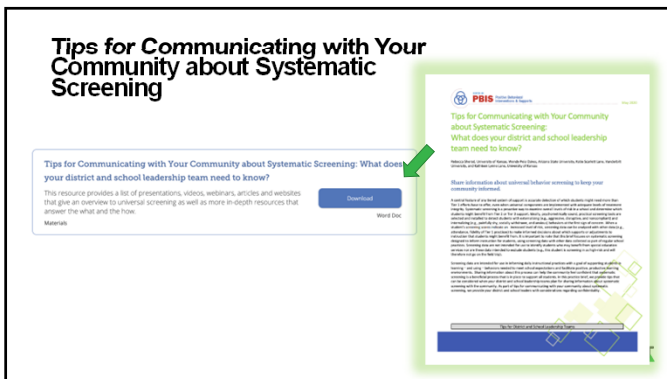
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The Whys and Hows of Screening: Frequently Asked Questions for Families

The Whys and Hows of Screening: Frequently Asked Questions for Families

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice can help teachers understand the why and how of screening as part of school-wide universal screening, and answer some frequently asked questions about systematic behavior screening.

Download Resource

Facebook **Twitter** **LinkedIn**

Printable Brochure PDF

Metadata:
 Topic: Data-based decision making, Family, Universal
 Published: January 1, 2022
 Revised: January 1, 2022
 Keywords: PBIS, Universal Screening, Tier 1
 Author: Dr. John L. Lane, Ph.D., University of North Carolina at Charlotte, Dr. Thomas D. Lane, Ph.D., University of North Carolina at Charlotte, Dr. Thomas D. Lane, Ph.D., University of North Carolina at Charlotte

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Guidance for Systematic Screening: Lessons Learned from Practitioners

Guidance for Systematic Screening: Lessons Learned from Practitioners

1. Start with a clear purpose. The purpose of systematic screening is to identify students who may be at risk for academic or behavioral problems so that they can receive the support they need to be successful in school.

2. Use a validated screening tool. A validated screening tool is a tool that has been shown to be reliable and valid for identifying students who are at risk for academic or behavioral problems.

3. Screen all students. Universal screening means that all students in a school are screened, regardless of whether they are currently having academic or behavioral problems.

4. Use the results to inform instruction. The results of the screening should be used to inform instruction and to provide students with the support they need to be successful in school.

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All Publications

Don't have what you're looking for? Search the PBIS Publications database using the search bar or by clicking on the 'All Publications' link in the left sidebar.

Explore All Publications: Data-Based Decision Making on www.pbis.org

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Comprehensive, Integrated, Three-Tiered Model of Prevention
Early, Early, & Every Day

Home About Ci3T Building Your Ci3T Model Ci3T In Action
Implementing Your Ci3T Model Literature Measures Presentations
Project SCREEN Research to Inform Practice Responding to COVID-19

Professional Learning

Learn more about professional learning opportunities in Kansas and Hawaii! Below, plus 'Tier 2' and interventions can be explored by video (where available) and documents.

2022-2023 EMPOWER Zoom

- Moving Forward with Ci3T: Setting Up for Success
- Using Systematic Screening Data to Meet Students' Multiple Needs: What Do I Need to Know?
- Teacher-Delivered, Low-Intensity Supports: Practical Strategies to Maximize Engagement and Limit Disruption
- Tier 2 interventions in Ci3T Models: Logistics and Illustrations

2022-2023 EMPOWER Kentucky

- Behavior screening tools
- Low-intensity strategies
- Connecting students with Tier 2 and Tier 3 interventions
- Managing acting out behavior
- Internalizing behavior patterns
- Student-directed RPs

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Ci3T Trainers and Coaches

2021-2022 Ci3T Trainers and Coaches Calls

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2021-2022 Ci3T Trainers and Coaches Calls

Trainer & Coach Calls

Call #	Topic	Date	Time
1	Ci3T Trainers and Coaches Call 1	August 10, 2021	4:00pm - 5:00pm
2	Ci3T Trainers and Coaches Call 2	September 10, 2021	4:00pm - 5:00pm
3	Ci3T Trainers and Coaches Call 3	October 10, 2021	4:00pm - 5:00pm
4	Ci3T Trainers and Coaches Call 4	November 10, 2021	4:00pm - 5:00pm
5	Ci3T Trainers and Coaches Call 5	December 10, 2021	4:00pm - 5:00pm
6	Ci3T Trainers and Coaches Call 6	January 10, 2022	4:00pm - 5:00pm
7	Ci3T Trainers and Coaches Call 7	February 10, 2022	4:00pm - 5:00pm
8	Ci3T Trainers and Coaches Call 8	March 10, 2022	4:00pm - 5:00pm
9	Ci3T Trainers and Coaches Call 9	April 10, 2022	4:00pm - 5:00pm
10	Ci3T Trainers and Coaches Call 10	May 10, 2022	4:00pm - 5:00pm
11	Ci3T Trainers and Coaches Call 11	June 10, 2022	4:00pm - 5:00pm

Ci3T Professional Learning Series

Ci3T IMPLEMENTATION

Professional Learning Series

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Thank you!

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www.Ci3T.org

Kathleen Lynne Lane, University of Kansas Kathleen.Lane@ku.edu
Rebecca L. Sherod, University of Kansas RebeccaSherod@ku.edu

Ci3T RENEWANCE

PROFESSIONAL LEARNING TO ENHANCE BEHAVIOR SCREENING, ADDRESSING BARRIERS & CHALLENGES

Free access to training resources:

- Screenings to screen in your school or clinic
- Behavior screening protocols
- Guidelines on data collection and administration

Develop systems for coordinated data use

Building Your Ci3T Model:

- Behavior screening training resources (e.g., Leadership Team resources)
- Screenings to screen in your school or clinic
- Behavior screening protocols
- Guidelines on data collection and administration

Resources to address behavior concerns

Behavioral Concerns:

- Professional Development
- Screenings to screen in your school or clinic
- Behavior screening protocols
- Guidelines on data collection and administration

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