

Systematic Screening in Tiered Systems: What do I need to know?

Lincoln Public Schools: Supporting Positive Behavior Conference

Lincoln, Nebraska

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Positive Behavioral Interventions & Supports

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Agenda

Systematic Screening in Tiered Systems

Using Screening Data to Inform Instruction

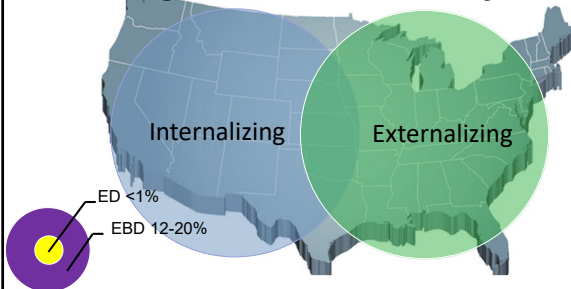
- At Tier 1: Primary Prevention Efforts
- At all Tiers: Teacher-delivered Strategies
- At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts

Resources for Getting Started



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Creating Positive, Productive Systems



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

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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

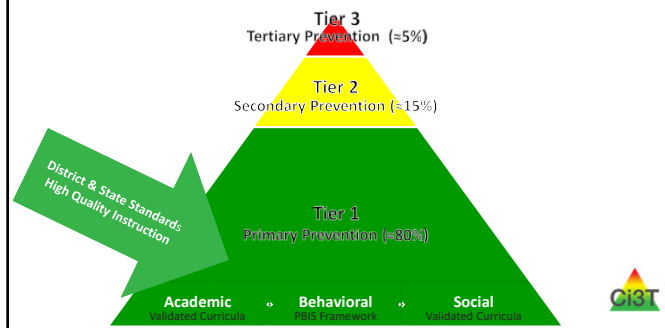
Resources for Getting Started



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Comprehensive, Integrated, Three-Tiered Model of Prevention

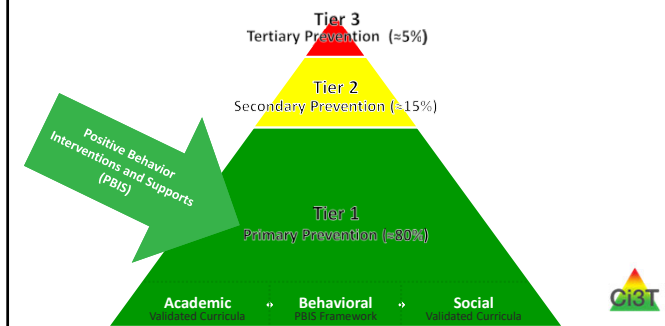
(Lane, Kalberg, & Menzies, 2009)



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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

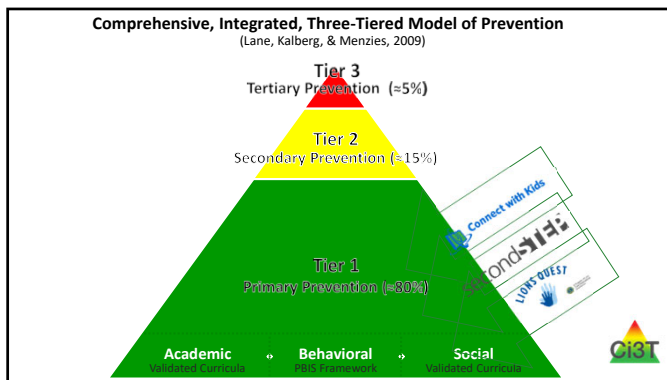


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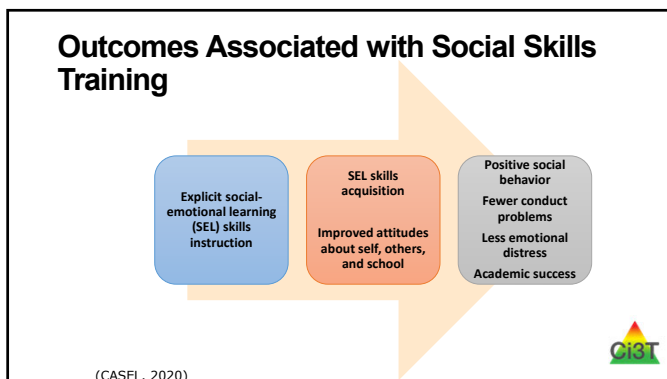
Coolidge Middle School Expectation Matrix

Establish, Clarify, Define Expectations						
Be RESPECTFUL	Cafeteria	Restroom	Technology	Bus & Arrival/ Dismissal		
<ul style="list-style-type: none">Use appropriate voiceUse proactive conflict resolution skillsUse an inside voiceRespect classes in sessionWalk in the halls on the right sideBe quick to move between classesBe aware of your surroundings and people's personal spaceLook up when walking down the hallsWear your maskMaintain social distancingWash your hands when entering and leaving the classroom	<ul style="list-style-type: none">Be good manners & inclusiveUse proactive conflict resolution skillsUse kind wordsUse an inside voiceRespect classes in sessionWalk in the halls on the right sideBe quick to move between classesBe aware of your surroundings and people's personal spaceLook up when walking down the hallsWear your maskMaintain social distancing	<ul style="list-style-type: none">Flush using electronic devices before entering the restroomRespect personal space of othersFlush the toiletWash your handsKeep the restroom cleanThrow away trashLet an adult know if the restroom needs attentionWear your maskMaintain social distancing	<ul style="list-style-type: none">Only photograph others with their knowledge and consentBe respectful of the opinions of others on social mediaTake good care of school-provided equipmentUse device only at appropriate times and placesListen for instruction or ask before using an electronic device during classAccept responsibility for your actionsWear your maskMaintain social distancing	<ul style="list-style-type: none">Follow staff instructionsUse kind words and actionsUse proactive conflict resolution skillsBe on time to before and after school activitiesWalk directly to class when the bell ringsLeave campus quickly at dismissal or head to supervised activityWear your maskMaintain social distancingUse an appropriate voice level		
Be RESPONSIBLE	<ul style="list-style-type: none">Participate in class activitiesGive best effort on all tasksAsk for help and be willing to help others every day	<ul style="list-style-type: none">Throw away trashHelp your neighbor clean upFinish food and drink in the cafeteriaWear your maskMaintain social distancing	<ul style="list-style-type: none">Use the restroom before and after classIf you must use the restroom during class, return to class quickly	<ul style="list-style-type: none">Use social media positivelyUse technology to complete assignments or enrich academic success	<ul style="list-style-type: none">Attend all before and after school conferencesBe a role model for peers and younger students	
GIVE BEST EFFORT						

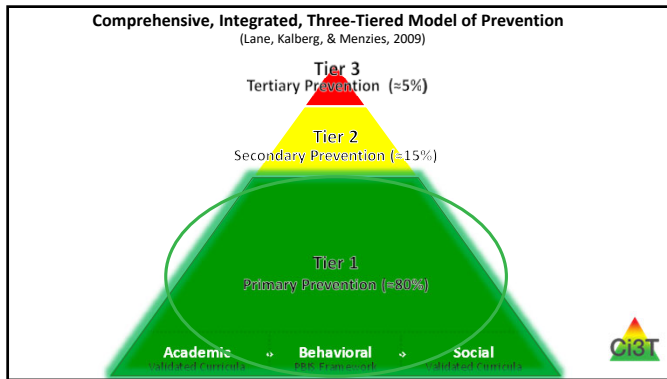
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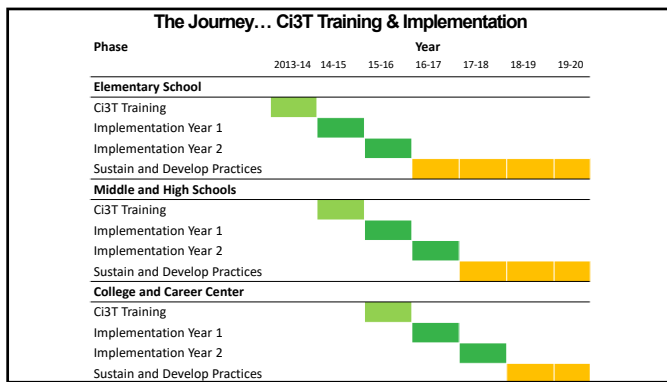
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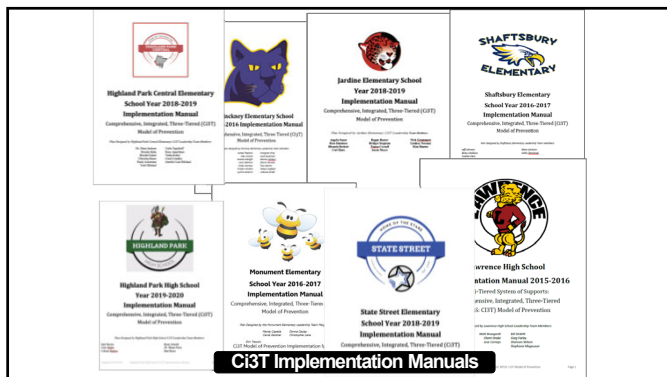
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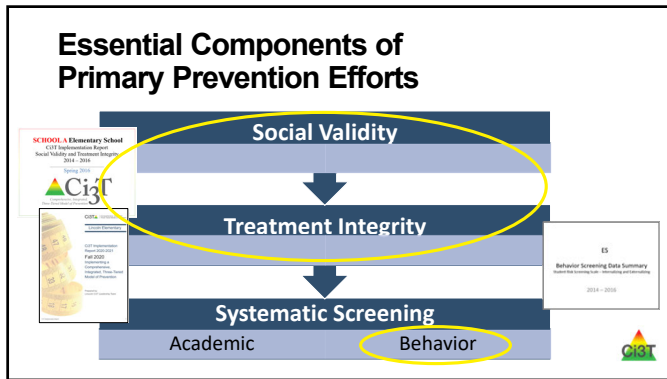
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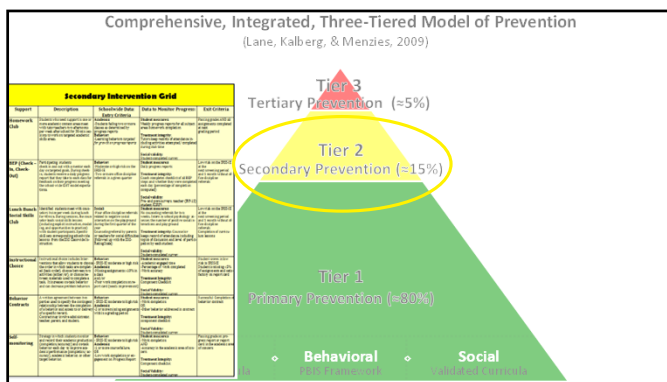
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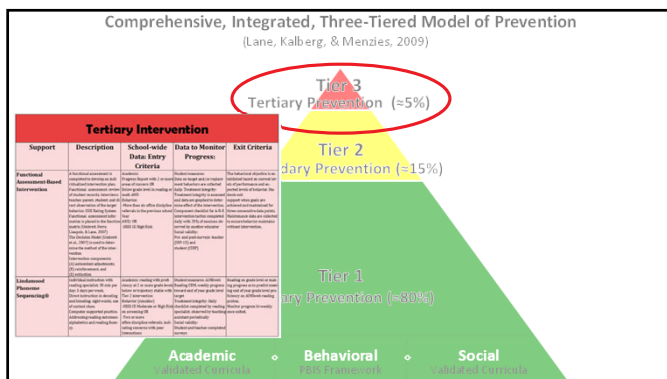
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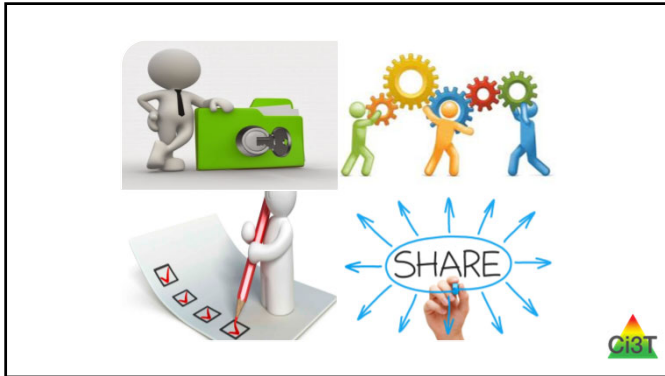
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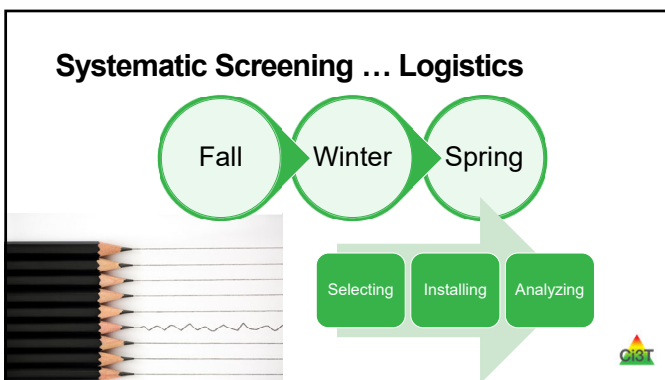
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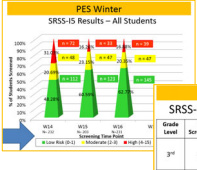
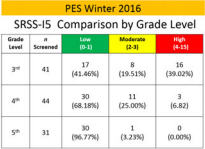
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Data Sharing

- Schoolwide data decisions related to primary prevention efforts
- Grade / department / class implications for teachers' practice
- Individual student decisions about student-based interventions

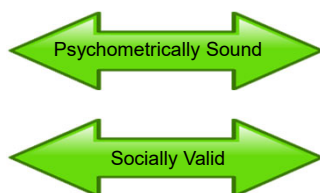
Grade Level	n	Low Screened (0-1)	Mid-range (2-6)	High (7-11)
3rd	41	17 (41.46%)	8 (19.51%)	16 (39.02%)
4th	44	30 (68.18%)	11 (25.00%)	3 (6.82%)
5th	31	26 (83.87%)	1 (3.23%)	4 (12.90%)



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Considerations



If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.




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

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

Elementary

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1 DATE:																		
Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE 2022-2021																		
2 TEACHER NAME:																		
3 0 = Never																		
4 1 = Occasionally																		
5 2 = Sometimes																		
6 3 = Frequently																		
7 Use the above scale to rate each item for each																		
8 student.																		
9																		
10																		
11																		
12																		
13	Student Name	Student ID	Class	Self	Ac. Dist. Break	Behavior Problem	Peer Rejection	Low Academic Achievement	Aggressive Behavior	Individuality/Fail	Peer Withdrawn	Self Depressed	Lonely	SRSS TOTAL	SRSS-IE TOTAL	SRSS-E TOTAL		
14	Example: Smith, Sam	11111		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Example: Lane, Scott	11234		0	0	1	0	0	1	0	0	1	0	2	7	4		
16	Example: Lane, Nathan	11235		0	0	0	0	0	0	0	0	0	0	0	0	0		
17																		
18																		
19																		
20																		
21																		
22																		
23																		



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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

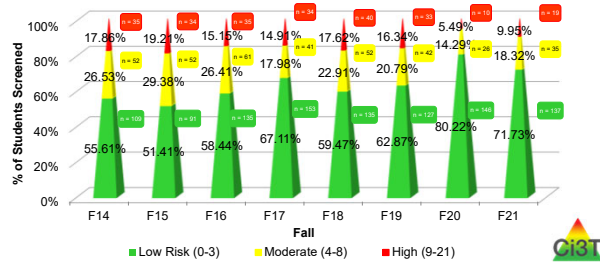
Elementary School Level:
Lans, K. L., Oakes, W. P., Swagler, E. D., Schatschneider, C., Meneses, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 159-170.

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.



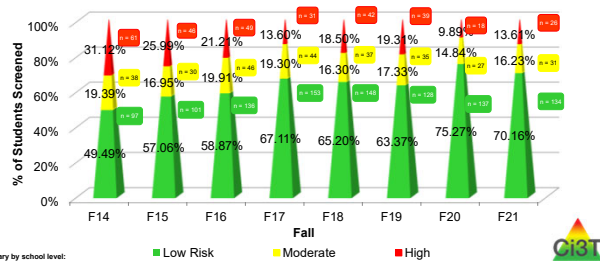
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Fall 2021 SRSS-Externalizing Results – School level



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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 (H): 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	
Fall Externalizing	23 (39.6) 468		115.82 (46.8) 468	
Winter Externalizing	54 (23.4) 2,047		33.2 (2.1) 19	
Spring Externalizing	14 (6.81) 3,256	8.10 (9.33) 820	11.83 (9.02) 389	L < M < H
MAP Reading	0.052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

Significance Testing: Spring ORF, MAP Reading, Nurse Visit, Suspensions

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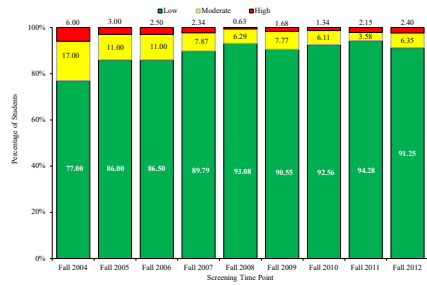
RESULTS:
SRSS-IE: **INTERNALIZING** SUBSCALE ELEMENTARY

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Fall Internalizing	14 (41.4) 459		139.18 (41.4) 459	
Winter Internalizing	8 (28.32) 2,070		43.57 (28.32) 2,070	
Spring Internalizing				
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

Significance Testing: 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.2014.901978 [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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Research Questions

RQ1: To what extent does the SRSS-IE consist of two correlated factors (externalizing and internalizing), measured with acceptable reliability?

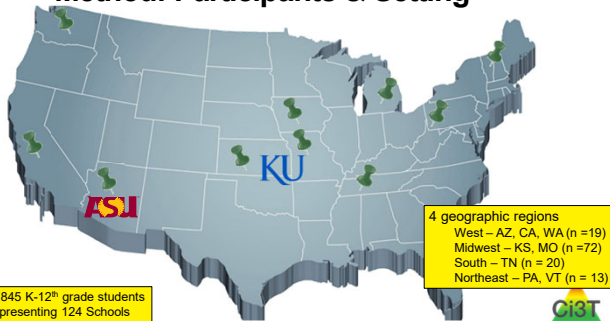
RQ2: To what extent are internalizing and externalizing factors invariant across various groups of students as defined by gender, race, ethnicity, and special education status?

RQ3: To what extent do internalizing and externalizing factors exhibit invariance over time in fall, winter, and spring in one academic year?



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Method: Participants & Setting



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Implementation Science

Adapted from Fleiss & 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)



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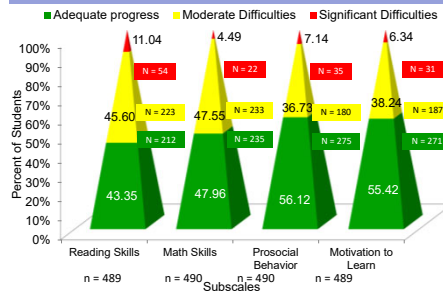
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Resources for Getting Started



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

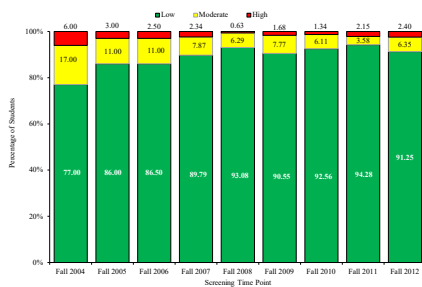


Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CIST) Model? *Preventing School Failure*, 58(1), 143-158.



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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

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- At Tier 1: Primary Prevention Efforts
- **At all Tiers: Teacher-delivered Strategies**
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Resources for Getting Started



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Using multiple data sources

Student ID	Student Name	Automatic Reading	Automatic Math	Skills-OT	Skills-LS	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, Kaitlyn	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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Home About CigiT Building Your CigiT Model CigiT in Action Contact Us Technical Assistance Board Interventions


Implementing Your CigiT Model Literature Presentations Professional Learning Project FINANCY

Project SCREEN Research to Inform Practice Responding to COVID-19 Technical Screening

Low-Intensity Strategies

Professional Learning

- Active Supervision +
- Behavior Contracts +
- Behavior Education Program (BEP) Check-In/Check-Out (CICO) +
- Behavior-Specific Praise (BSP) +
- Direct Behavior Rating (DBR) +
- HIGH-P Request Sequence (HIGH-P) +
- Instructional Choice +
- Instructional Feedback +
- Opportunities to Respond (OTR) +
- Prescription +
- Repeated Readings +
- Self-Monitoring +
- Self-Regulated Strategies Development (SRSD) for Writing +
- Tier 2: Individual De-Escalation Support Plan for Managing the Acting Out Cycle +




Professional Learning

Learn more about professional learning opportunities in-person and online. We offer a variety of 1- and 2-day trainings and workshops that can be adapted to existing or emerging district needs. We provide on-site and on-demand training, supporting documents.

Quickie:


- [Request Technical Assistance](#)
- [Feedback Library](#)



Supporting Behavior for School Success

A Step-by-Step Guide to Success

Authors: Lynn Lutz, PhD; Mark Meier, PhD; Paul Fink, PhD; and Sherry Sue Lane



Managing Challenging Behaviors in Schools

Research-Based Strategies That Work

Authors: Lynn Lutz, PhD; Mark Meier, PhD; Paul Fink, PhD; and Sherry Sue Lane

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[illegible]


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[illegible]

Integrated Lesson Plan

Ci3T Primary Plan: Procedures for Teaching


Core Lesson Elements	Teacher Reflection	Active Supervision	Behavior Specific Praise	High P Request Response	Instructional Choice	Instructional Feedback	Opportunities to Respond	Preconnection
Topic: _____ Core Lesson Elements: _____ Academic Objective(s): _____ Social Skills Objective(s): _____ Behavioral Expectation(s): _____	Implementation: _____ High P Request: _____ Instructional Choice (IC): _____ Instructional Feedback (IF): _____ Opportunities to Respond (OTR): _____ Preconnection (PC): _____	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
What went well? What did not go as expected? What would I change in the future?	Choice BSP Precorrection OTR Active Supervision							



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

00:00



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Using Screening Data to Inform Instruction

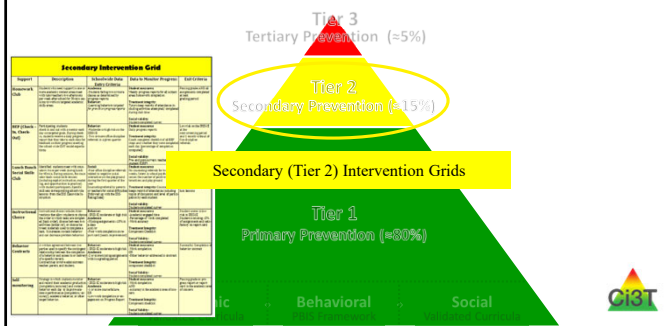
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Resources for Getting Started



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



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Secondary, Tier 1 Intervention, Grid, or 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									

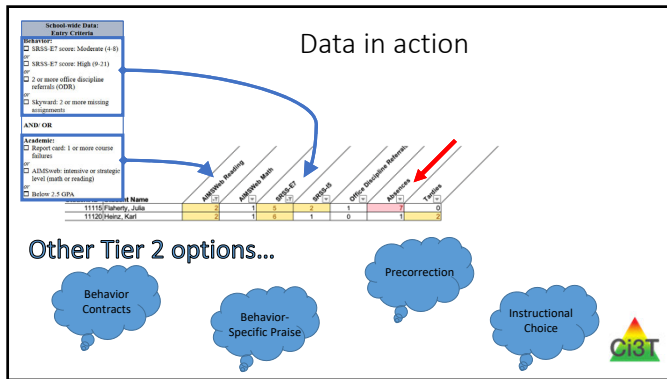
Student Name	Behavior Monitoring	Academic Status	SRSS-E7	ODR	Other Intervention Referrals	Attendance	Exemption
11111 Barrow, Mike	0	0	0	0	0	0	0
11112 Cole, James	0	0	0	0	0	0	0
11113 Curry, Sam	0	0	0	0	0	0	0
11114 Fox, Lutz	0	0	0	0	0	0	0
11115 Kennedy, Julia	0	0	0	0	0	0	0
11116 Smith, Henry	0	0	0	0	0	0	0
11117 Greenwald, Jimmy	0	0	0	0	0	0	0
11118 Gilbert, Allan	0	0	0	0	0	0	0
11119 Hale, Chad	0	0	0	0	0	0	0
11120 Harris, 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 Williamson, Loretta	0	0	0	0	0	0	0
11130 Olson, Ivy	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)									
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	Attendance	Exemption
1 11111 Barrow, Mike	0	0	0	0	0	0	0
2 11112 Cole, James	0	0	0	0	0	0	0
3 11113 Curry, Sam	0	0	0	0	0	0	0
4 11114 Fox, Lutz	0	0	0	0	0	0	0
5 11115 Kennedy, Julia	0	0	0	0	0	0	0
6 11116 Smith, Henry	0	0	0	0	0	0	0
7 11117 Greenwald, Jimmy	0	0	0	0	0	0	0
8 11118 Gilbert, Allan	0	0	0	0	0	0	0
9 11119 Hale, Chad	0	0	0	0	0	0	0
10 11120 Harris, Kent	0	0	0	0	0	0	0
11 11121 Lane, Garry	0	0	0	0	0	0	0
12 11122 Lutz, Brent	0	0	0	0	0	0	0
13 11123 Miles, David	0	0	0	0	0	0	0
14 11124 Munster, Jill	0	0	0	0	0	0	0
15 11125 Phipps, William	0	0	0	0	0	0	0
16 11126 Shaffer, Robert	0	0	0	0	0	0	0
17 11127 Smith, David	0	0	0	0	0	0	0
18 11128 Smith, Kathryn	0	0	0	0	0	0	0
19 11129 Williamson, Loretta	0	0	0	0	0	0	0
20 11130 Olson, Ivy	0	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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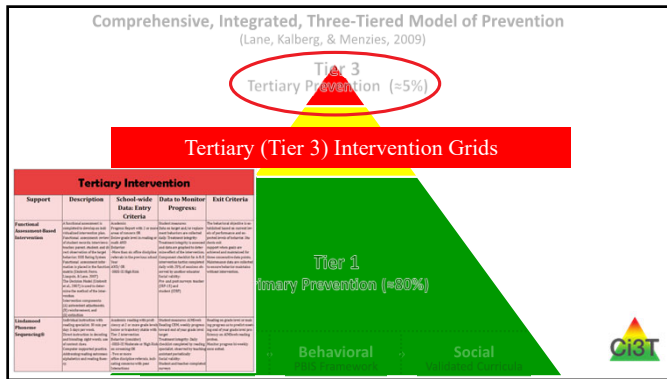
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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide 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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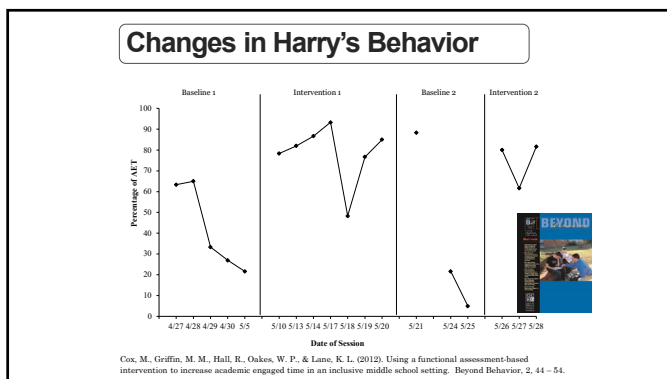
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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	FAIRs are interventions based on the function of the target behavior, as determined by the functional assessment and 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"/> ADM/Study 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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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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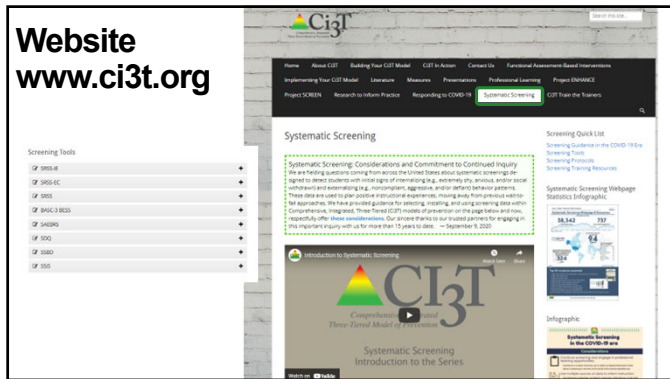
Resources

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



Source: Instagram @Ci3Tmodel
Reference: Brisch, A.M., Lane, K.L., Common, E.A., Oakes, W.P., Buckman, M.B., Chatoules, 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 (Ci3T) Leadership Teams related to universal behavior screening implementation. *Education and Treatment of Children, 45*(3), 245-262. <https://doi.org/10.1093/etoc/etab008>

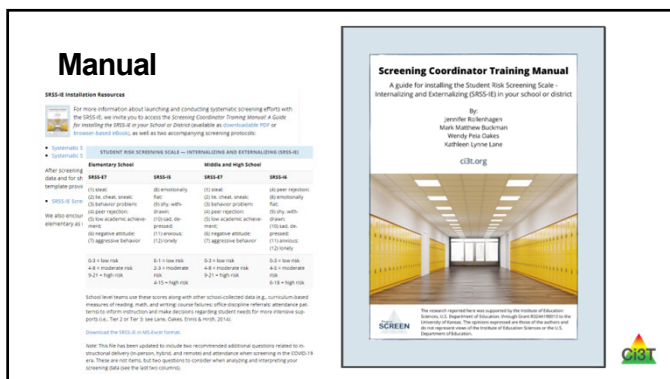
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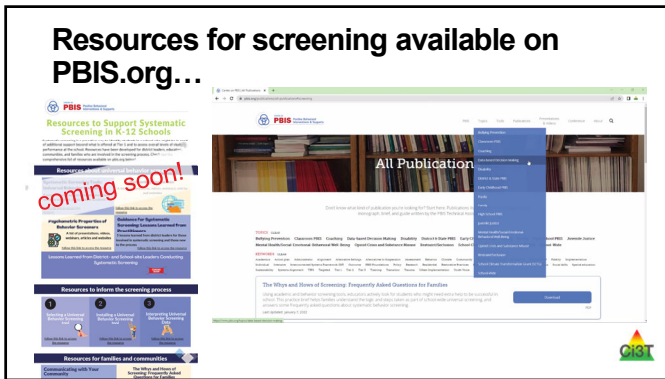
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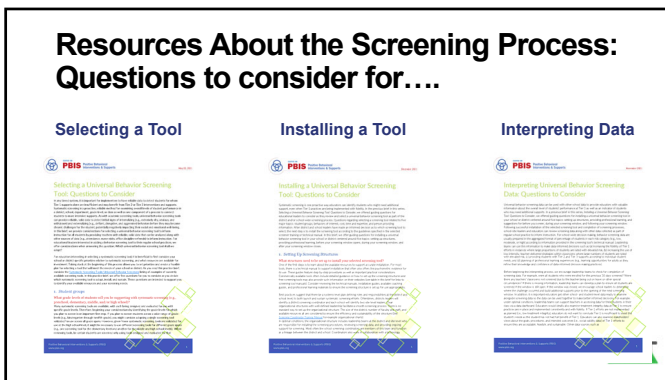
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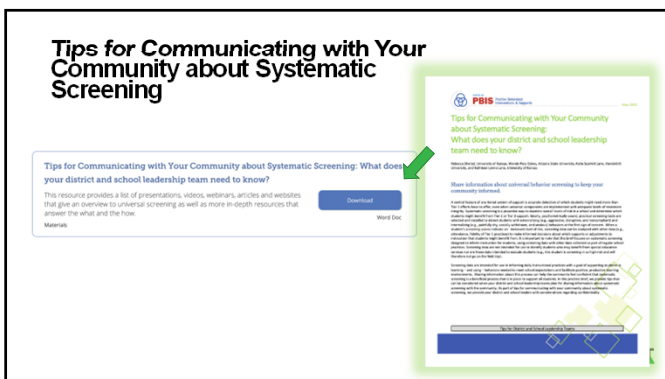
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The Whys and Hows of Screening: Frequently Asked Questions for Families

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 bring benefits, understanding the why, and steps taken as part of school-wide universal screening, and answers some frequently asked questions about systematic behavior screening.

Download Resource

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Printable Brochure PDF

Published: January 1, 2022
Revised: January 1, 2022
Keywords: PBIS, Universal Screening, Tier 1
Author: Kristin L. Lane, L., David L. Dunlap, L., Patrick M. Johnston, L., Christopher D. Hinton, L., and the PBIS Technical Assistance Center (PBIS-TAC) members

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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 for screening. Screening is a process used to identify students who may need additional support. It is not a diagnostic tool. The purpose of screening is to identify students who may need additional support so that they can receive the support they need to be successful in school.

2. Use a valid and reliable screening tool. A screening tool is a measure that is used to identify students who may need additional support. It should be valid (it measures what it is supposed to measure) and reliable (it gives the same results every time it is used).

3. Screen all students. Screening should be done for all students, not just those who are at risk for behavior problems. This is because screening is a universal practice, and it is important to identify all students who may need additional support.

4. Use the results of screening to provide support. The results of screening should be used to identify students who may need additional support. This information should be used to provide support to those students who need it.

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All Publications

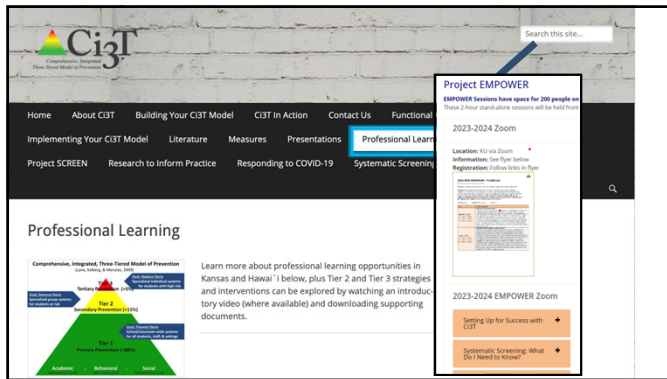
Don't have what you're looking for? Search the PBIS Technical Assistance Center (PBIS-TAC) website for more resources.

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

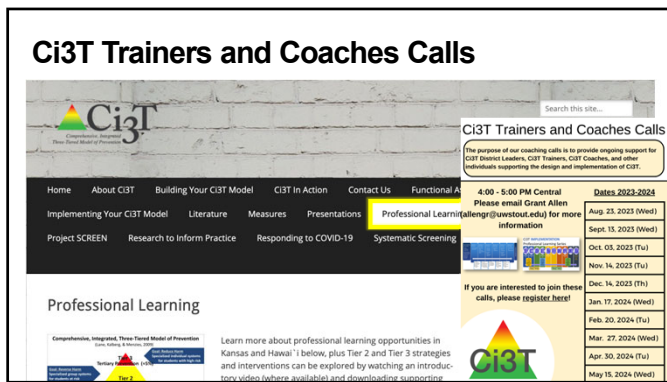
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