

# Behavior Screening Tools and Using Data to Connect Students to Interventions

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University of Louisville

July 24, 2023

Greater Louisville Educational Cooperative Diverse Learners Institute  
University of Louisville ShelbyHurst Campus

ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

BCBA CEUHelper Available

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## Agenda

- Welcome!
- Comprehensive, integrated, three-tiered model of prevention
- The importance of systematic screening
- Behavior screening tools: An overview
- Using screening data
  - Implications for primary prevention efforts
  - Implications for teachers
  - Implications for student-based interventions
- Next steps

[ci3t.org/presentations](https://ci3t.org/presentations)



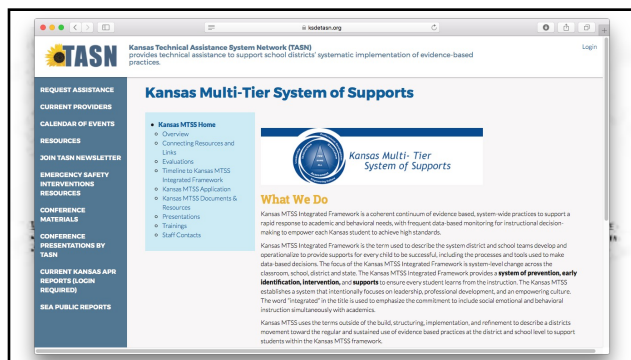
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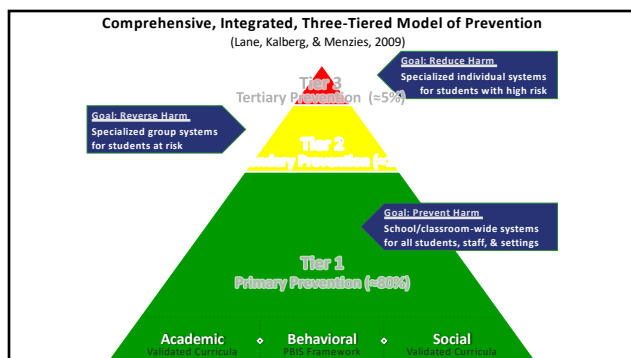
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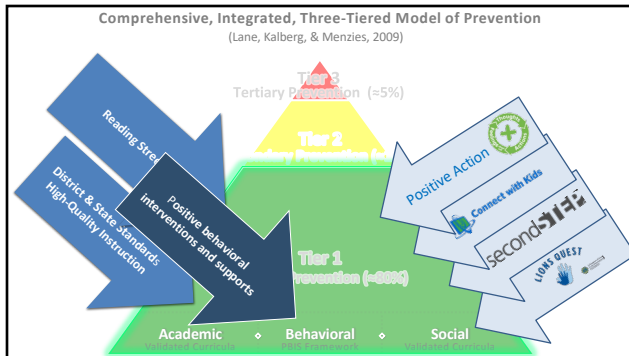
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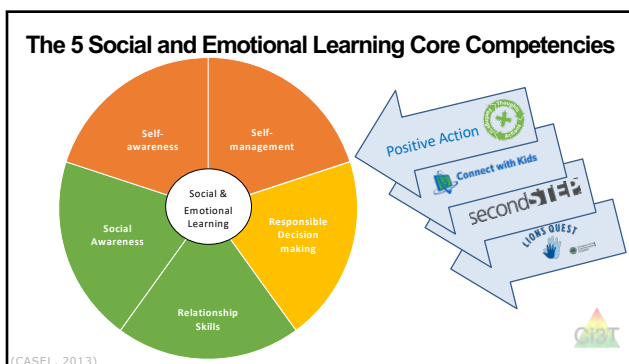
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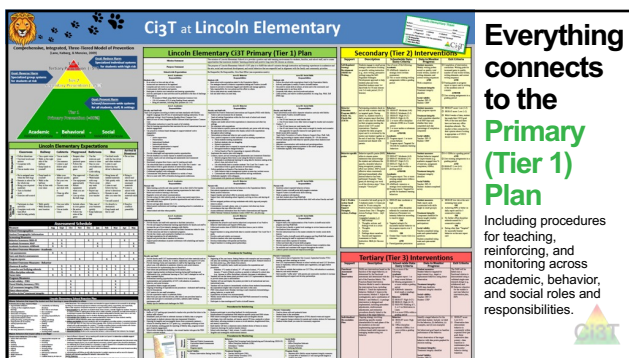
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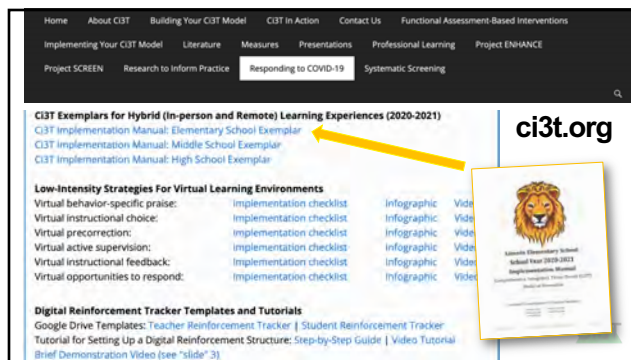
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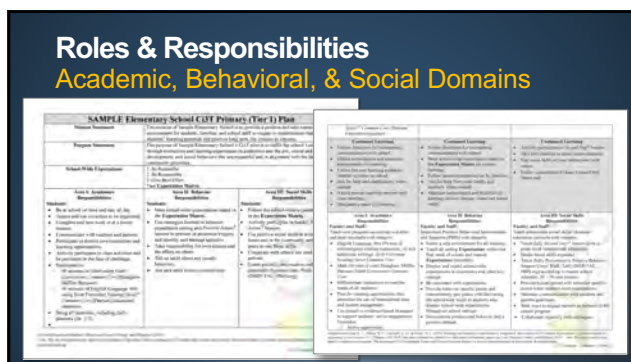
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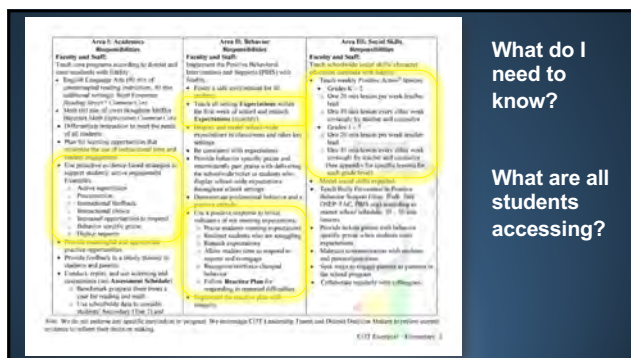
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# The Journey of Ci3T

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## The importance of systematic screening

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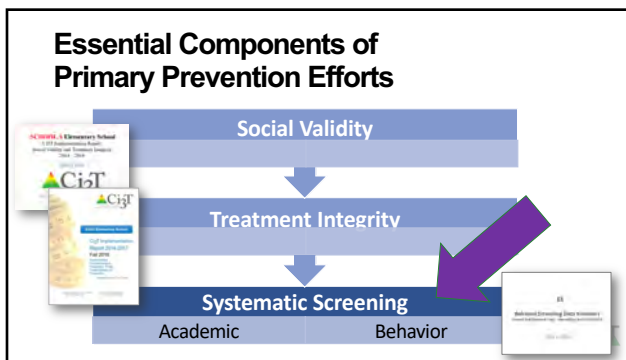
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## Essential Components of Primary Prevention Efforts



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## Middle School Behavior & 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

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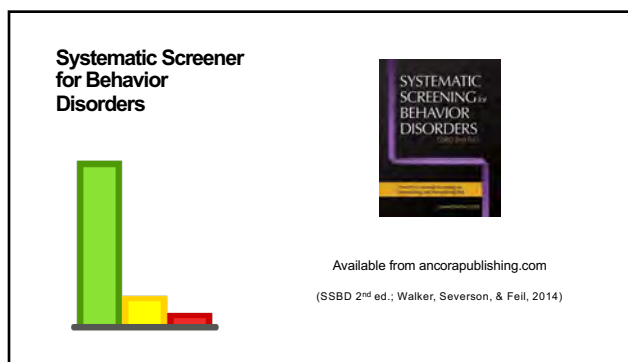
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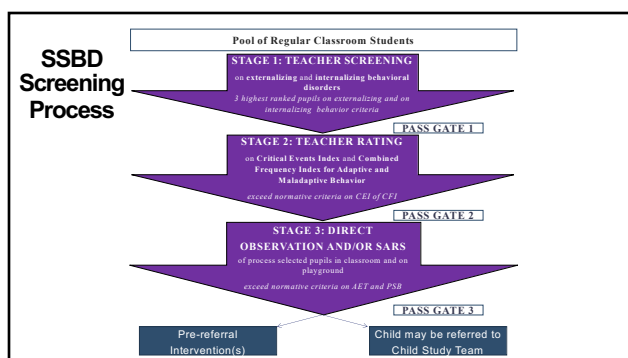
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David James Royer, PhD, BCBA

## Student Risk Screening Scale (Drummond, 1994)

- 7-items used to identify students at risk for antisocial behavior
- 4-point Likert-type scale  
never = 0, occasionally = 1, sometimes = 2, frequently = 3
- Teachers evaluate each student on the following items
  - Steal
  - Lie, Cheat, Sneak
  - Behavior Problem
  - Peer Rejection
  - Low Academic Achievement
  - Negative Attitude
  - Aggressive Behavior

- Student risk is divided into 3 categories

Low 0 – 3  
Moderate 4 – 8  
High 9 – 21

(SRSS; Drummond, 1994)



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## Student Risk Screening Scale (Drummond, 1994)

TEACHER NAME: Missy Hall - September 15, 2014

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

Student ID	Student Name	No. Student in Class	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior
11111	Anderson, Trent	1	0	0	0	0	0	0	0
11112	Browning, Axel	2	0	0	0	0	0	0	0
11113	Capt, Ryan	3	0	0	0	0	0	0	0
11114	Conners, Casey	4	0	0	1	0	1	0	1
11115	Cornett, Kaitie	5	0	0	0	0	2	0	0
11116	Anderson, Leland	6	0	0	0	0	2	0	0
11117	Greene, Jason	7	0	0	0	0	0	0	0
11118	Hernandez, Jony	8	0	0	0	0	0	0	0
11119	Jones, Patty	9	0	1	0	0	1	0	1
11200	Jones, Curtis	10	0	0	0	0	0	0	1
11211	Jones, Jesse	11	0	0	0	0	0	0	0
11202	Little, Emily	12	0	0	0	0	0	0	1
11223	Martin, Jeffrey	13	0	0	0	0	0	0	0
11214	Palmer, Abby	14	0	0	0	1	0	0	0
11205	Roberts, Chris	15	0	0	2	0	0	0	0
11226	Smith, Sally	16	0	0	0	0	0	0	0
11227	Washington, Janet	17	0	0	0	0	0	0	0

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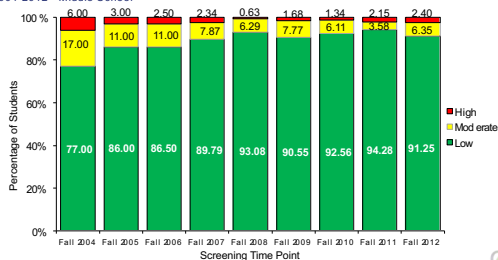
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## Student Risk Screening Scale

Fall 2004-2012 • Middle School



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### Middle School Behavior & 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

© 2009 Parks, Collier, & Collier 2009



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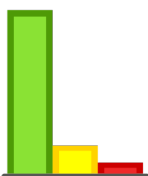
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### Student Risk Screening Scale for Internalizing and Externalizing



DATE: \_\_\_\_\_

TEACHER NAME: \_\_\_\_\_

1 = Never  
2 = Occasionally  
3 = Sometimes  
4 = Frequently

Use the above scale to rate each item for each student.

Student Name (Please Print Last, First)	Student ID	ODR	In-School Suspensions	GPA	Course Failures	Internalizing Problems	Externalizing Problems	Aggression	Delinquency	Substance Use	Peer Involvement	Self-Harm	Family Problems	Teacher Rating	SRSS Total Score
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
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Available from ci3t.org  
(SRSS-IE; Drummond, 1994;  
Lane & Menzies, 2009)

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

DATE: \_\_\_\_\_

TEACHER NAME: \_\_\_\_\_

1 = Never  
2 = Occasionally  
3 = Sometimes  
4 = Frequently

Use the above scale to rate each item for each student.

Student Name (Please Print Last, First)	Student ID	ODR	In-School Suspensions	GPA	Course Failures	Internalizing Problems	Externalizing Problems	Aggression	Delinquency	Substance Use	Peer Involvement	Self-Harm	Family Problems	Teacher Rating	SRSS Total Score
1															
2															
3															
4															
5															
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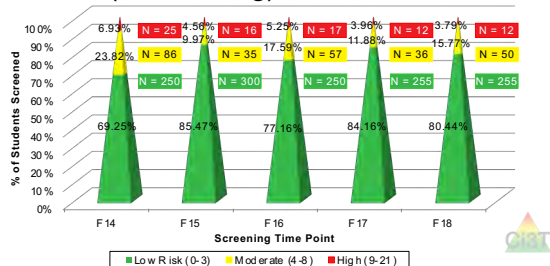
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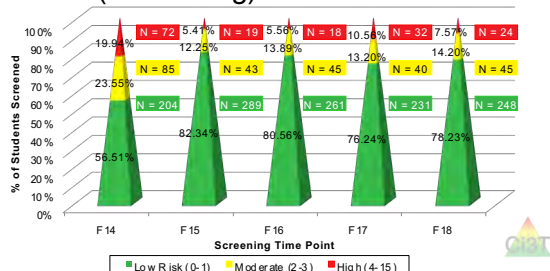
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### Sample Elementary School Fall SRSS-E7 (externalizing) Results – All Students



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### Sample Elementary School Fall SRSS-I5 (internalizing) Results – All Students



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### 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 <sup>st</sup>	47	44 (93.62%)	2 (4.26%)	1 (2.13%)
2 <sup>nd</sup>	68	56 (82.35%)	10 (14.71%)	2 (2.94%)

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Fall 2016

### SRSS-Internalizing Results: Grade level

Grade Level	N Screened	Low (0-3)	Moderate (4-5)	High (6-18)
9 <sup>th</sup>	397	353 (88.92%)	24 (6.05%)	20 (5.04%)
10 <sup>th</sup>	428	388 (90.65%)	14 (3.27%)	26 (6.07%)
11 <sup>th</sup>	396	353 (89.14%)	16 (4.04%)	27 (6.82%)
12 <sup>th</sup>	317	293 (92.43%)	10 (3.15%)	14 (4.42%)

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

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[ci3t.org/screening](http://ci3t.org/screening)

## Review the Student Risk Screening Scale – Internalizing and Externalizing

With your table friends

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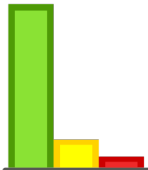

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**Strengths and Difficulties Questionnaire**

(SDQ; Goodman, 1997)

Available from [SDQinfo.org](http://SDQinfo.org)

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




Available from [pearsonassessments.com](http://pearsonassessments.com)

(Kamphaus & Reynolds, 2015)

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### Behavior Assessment System for Children 3rd Edition Behavioral and Emotional Screening Scale

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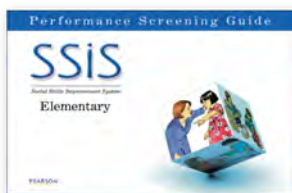
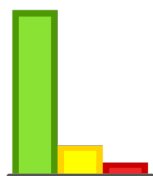
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### Social Skills Improvement System Performance Screening Guide (SSiS-PSG)



(Elliott & Gresham, 2007)  
Available from [pearsonassessments.com](http://pearsonassessments.com)

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### 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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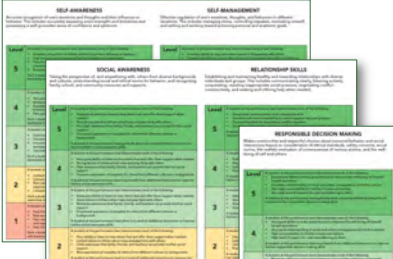
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**SSiS-SEL Edition** (Elliott & Gresham, 2017)  
available from [pearsonassessments.com](http://pearsonassessments.com)



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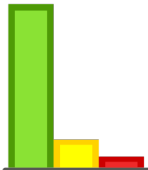
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**Social, Academic, and Emotional Behavior Screener (SAEBRS)**



Available from [fastbridge.org](http://fastbridge.org)  
(Kilgus, Chafouleas, & Riley-Tillman, 2013)

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**Review the SDQ, BASC-3, BESS, SSiS-PSG, & SAEBRS**  
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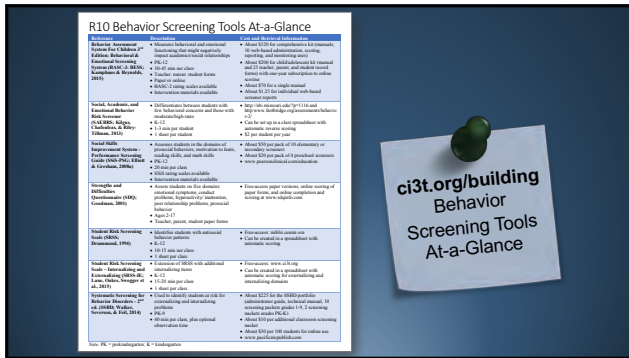
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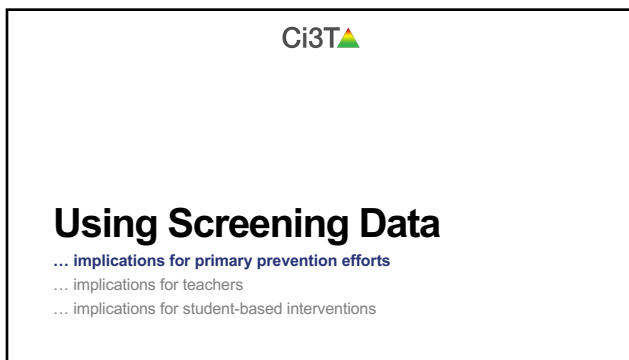
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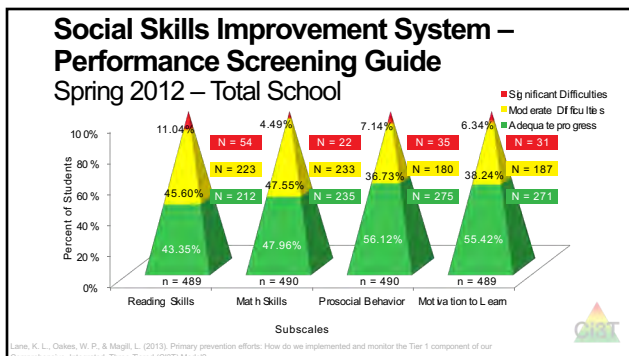
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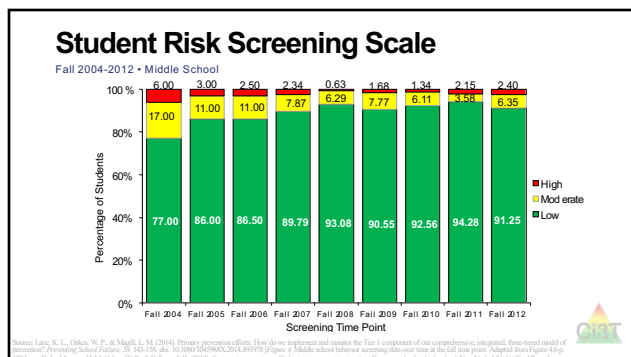
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**Fall 2018  
SRSS-Externalizing Results: Grade level**

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

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**Fall 2016  
SRSS-Internalizing Results: Grade level**

Grade Level	N Screened	Low (0-3)	Moderate (4-5)	High (6-18)
9 <sup>th</sup>	397	353 (88.92%)	24 (6.05%)	20 (5.04%)
10 <sup>th</sup>	428	388 (90.65%)	14 (3.27%)	26 (6.07%)
11 <sup>th</sup>	396	353 (89.14%)	16 (4.04%)	27 (6.82%)
12 <sup>th</sup>	317	293 (92.43%)	10 (3.15%)	14 (4.42%)

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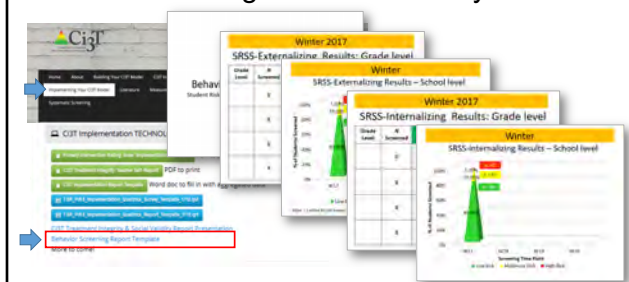
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## Share Screening Data with Faculty & Staff



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## Using Screening Data

- ... implications for primary prevention efforts
- ... **implications for teachers**
- ... implications for student-based interventions

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## Teacher-Level Considerations

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



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## Student Risk Screening Scale

TEACHER NAME		J. Adams									
Date: 10/2/12											
		0 = Never									
		1 = Occasionally									
		2 = Sometimes									
		3 = Frequently									
		Use the above scale to rate each item for each student.									
Student Name	Student ID	Stool	Lit. Cheat, Breaks	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRS		
Sample, Sally	1111	0	0	3	1	3	3	3	13		
Alley, Allison	2110	0	0	2	1	1	1	0	5		
Alwell, Monte	2013	0	0	0	0	0	0	0	0		
Bond, Peter	2031	0	0	1	1	1	1	0	4		
Booker, Abbie	2001	0	0	0	0	0	0	0	0		
Cartright, Ashley	2152	0	0	3	0	1	0	0	4		
Cox, Lucille	2002	0	0	0	0	0	0	0	0		
Hankins, Erin	2017	0	0	0	0	0	0	0	0		
Julius, O'Tam	2132	0	0	0	1	2	2	1	6		
Justice, Jesse	2009	0	0	2	0	3	0	0	5		
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0		
Parker, Stephanie	2004	0	0	0	2	1	1	0	4		
Paul, Timothy	2010	0	1	1	1	0	0	0	3		
Reed, Kendra	2022	1	2	2	3	3	3	0	15		
Torne, Blake	2018	0	0	0	0	0	0	0	0		
Wrightington, Jasper	2215	2	1	2	2	3	2	2	14		

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## Examining Academic and Behavior Data: Elementary Level

TEACHER NAME		J. Collins									
Date: December 2014											
		0 = Not Above									
		1 Target									
		2 Average									
		3 Below Average									
		4-6 Low									
		7-9 Moderate									
		10-15 High									
		16-20 Very High									
Student Name	Student ID	AMS	AMS	SRS	SRS	SRS	SRS	SRS	SRS	SRS	Total Days
		Reading	Math	Behavior	Interruptions (previously)	ODR					
Alley, Allison	2110	1	1	1	1	0	0	0	0	0	0
Alwell, Monte	2013	1	1	0	0	0	0	0	0	0	0
Bond, Peter	2031	1	2	0	0	0	0	0	0	0	0
Booker, Abbie	2001	1	2	0	2	1	1	1	1	1	1
Cartright, Ashley	2152	1	2	0	0	0	0	0	0	0	0
Cox, Lucille	2002	1	2	0	2	0	0	0	0	0	0
Hankins, Erin	2017	1	1	0	0	0	0	0	0	0	0
Julius, O'Tam	2132	1	2	0	2	0	0	0	0	0	0
Justice, Jesse	2009	1	2	0	2	0	0	0	0	0	0
Ochoa, Kelly	2009	1	2	0	2	0	0	0	0	0	0
Parker, Stephanie	2004	1	2	0	2	0	0	0	0	0	0
Paul, Timothy	2010	1	2	0	2	0	0	0	0	0	0
Reed, Kendra	2022	1	2	0	2	0	0	0	0	0	0
Torne, Blake	2018	1	2	0	2	0	0	0	0	0	0
Wrightington, Jasper	2215	1	2	0	2	0	0	0	0	0	0

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## Low-Intensity Strategies

Supporting Behavior for School Success

Opportunities to Respond

Behavior-Specific Praise

Active Supervision

Instructional Feedback

High-p Requests

Precorrection

Incorporating Choice

Proximity

Overlappingness

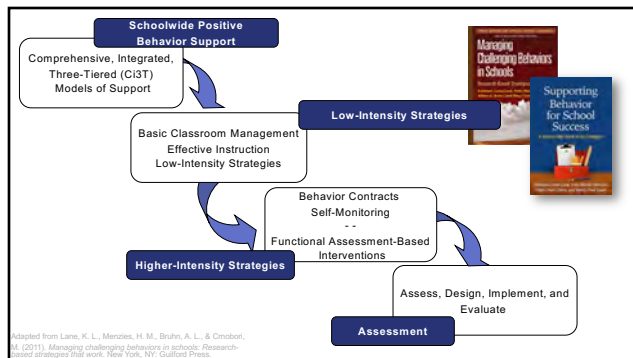
With-it-ness

Pacing

Self-Monitoring

Behavior Contracts

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**Ci3T**

## Using Screening Data

- ... implications for primary prevention efforts
- ... implications for teachers
- ... **implications for student-based interventions**

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Secondary Intervention Grid				
Support	Description	Schoolwide Data	Behavior Monitor Program	Exit Criteria
Behavioral Data	Behavioral data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.
Academic Data	Academic data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Academic data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Academic data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Academic data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.
Social Skills Data	Social skills data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Social skills data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Social skills data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Social skills data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.
Attendance Data	Attendance data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Attendance data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Attendance data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Attendance data is collected on a regular basis (e.g., weekly) and is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.
Behavioral Contracts	Behavioral contracts are used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral contracts are used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral contracts are used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Behavioral contracts are used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.
Self-monitoring	Self-monitoring is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Self-monitoring is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Self-monitoring is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.	Self-monitoring is used to identify students who are at risk of exhibiting problem behaviors. This data is used to inform the selection of interventions and to monitor the effectiveness of interventions.

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Support	Description	Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor	Exit Criteria
Behavior Contract	Self-monitoring	Behavior Education Program (Check-In, Check-Out)	Opportunities to respond	Behavior specific praise	Instructional Choice	One or more of the following: Behavior: <input type="checkbox"/> SRSS-47 score: Moderate (4-8) <input type="checkbox"/> SRSS-47 score: Moderate (chat scores coming soon) AND OR Academic: <input type="checkbox"/> Gradebook: 2+ incomplete assignments <input type="checkbox"/> 2.5 or lower GPA

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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 truantcies and absences, etc.
- Step 6: Consider additional needs



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Secondary (Year 2) Intervention Grid			
Support	Description	Schoolwide Data: Entry Criteria	Exit Criteria
		Academic Performance: (Current) (Target) Social Validity:	
		Academic Performance: (Current) (Target) Social Validity:	
		Academic Performance: (Current) (Target) Social Validity:	
		Academic Performance: (Current) (Target) Social Validity:	

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## Student Risk Screening Scale (SRSS) with Academic and Behavioral Data

(Elementary Example)

TEACHER NAME: R. Collins		Date: June 2013		1 = Never		2 = Occasionally		3 = Frequently		4 = All the time	
Use the above to rate the student		Rate for each student		1 (all items)		2 (all items)		3 (all items)		4 (all items)	
Student Name	Student ID	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement	Low Academic Achievement
Alley, Albert	2110	0	0	0	0	0	0	0	0	0	0
Alley, Albert	2110	0	0	0	0	0	0	0	0	0	0
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2	0
Bondar, Adam	2001	0	0	0	0	0	0	0	0	1	3
Compton, Andrew	2112	0	0	0	0	0	0	0	0	1	1
Core, Lucille	2002	0	0	0	0	0	0	0	2	2	0
Harmon, Eric	2003	0	0	0	0	0	0	0	0	1	0
Johnson, Brian	2112	0	0	1	2	2	1	0	6	3	7
Johnson, Brian	2003	0	0	2	0	1	0	0	3	2	3
Johnson, Kelly	2004	0	0	0	0	0	0	0	0	1	0
Johnson, Stephen	2004	0	0	2	1	1	0	0	4	1	1
Paul, Timothy	2001	0	1	1	1	0	0	0	3	1	1
Reed, Kimberly	2002	1	2	2	2	3	1	3	10	3	3
Turner, Brian	2010	0	0	0	0	0	0	0	0	1	1
Washington, Joseph	2111	2	1	2	2	3	2	2	14	2	0

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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 completion, 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.	<input type="checkbox"/> Examples of potential target behaviors defined in contract <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> 2 or more office discipline referrals (ODR) <input type="checkbox"/> 2 or more tardies/absences per quarter AND/OR <input type="checkbox"/> Academic (1 of the following) <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> Skyward: 2 or more missing assignments <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> 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  <b>Social Validity</b> Teacher: IRP-15 Student: CIRP  <b>Treatment Integrity</b> 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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## Integrated Intervention Illustration: Elementary

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 monitor their participation in the reading instructional tasks. Students use checklists of reading lesson components each day to complete and compare to teacher's rating.	<b>Behavior:</b> Fall SRSS at moderate (4-8) or high (9-21) risk and <b>Academic:</b> Fall AIMSweb oral reading fluency at the strategic or intensive level	<b>Student measures:</b> AIMSweb or DIBELS nonsense word fluency progress monitoring probes (weekly). Daily self-monitoring checklists.  <b>Treatment Integrity:</b> Checklist of all steps (% of completion)  <b>Social Validity:</b> Teacher: IRP-15 Student: CIRP	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									
Student Name	Student ID	Shall	Lie, Cheat	Behavior	Peer	Low Academic	Negative	Aggressive	Total
Sample, Sally	2110	0	0	1	1	3	0	0	5
Alley, Allison	2110	0	0	0	1	0	0	0	1
Alley, Amanda	2113	0	0	0	0	0	0	0	0
Bonds, Peter	2021	0	0	1	1	1	1	0	4
Booker, Ashlee	2001	0	0	0	0	0	0	0	0
Carthage, Ashley	2112	0	0	0	0	0	0	0	0
Cox, Lashae	2002	0	0	0	0	0	0	0	0
Harkins, Erin	2017	0	0	0	0	0	0	0	0
Julius, O'Jam	2112	0	0	0	1	2	2	1	6
Justice, Jesse	2003	0	0	2	0	1	0	0	3
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0
Parker, Stephanie	2004	0	0	0	2	1	1	0	4
Paul, Timothy	2010	0	1	1	1	0	0	0	3
Reed, Kendra	2022	1	2	2	2	3	3	3	16
Tomp, Blake	2018	0	0	0	0	0	0	0	0
Wheeler, Jazmin	2218	2	1	2	2	3	2	2	14

Small group Reading Instruction with Self-Monitoring

Lane, K. L., Oakes, W. P., Ennis, R. P., & Hirsch, S. E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs? *Prevention School Failure: Alternative Education for Children and Youth*, 48(3), 474-480.

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## First Grade Students' Self-Monitoring Form

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reading Checklist

1. Did I come to the reading table when my teacher called me?

2. Did I read my book?

3. Did I build words or practice sounds with the tiles?

4. Did I tap the letters sounds to read or spell words?

5. Did I practice trick words?

6. Did I follow my teacher's directions?

5 out of 6 = 1 PBIS ticket.

Match my teacher = 1 PBIS ticket.

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## Treatment integrity

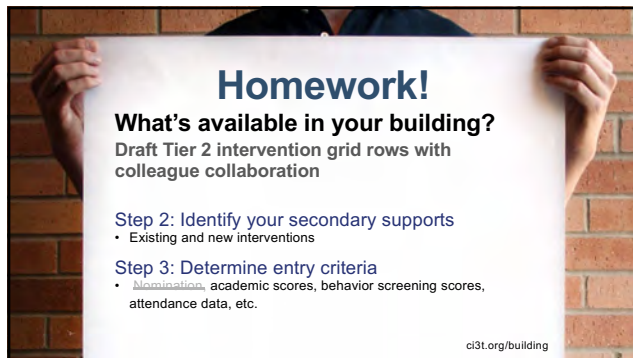
## Social validity

## 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	

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**Homework!**

**What's available in your building?**  
Draft Tier 2 intervention grid rows with colleague collaboration

**Step 2: Identify your secondary supports**

- Existing and new interventions

**Step 3: Determine entry criteria**

- Academic scores, behavior screening scores, attendance data, etc.

ci3t.org/building

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**Data Dashboard**

Examining your data to inform decision making

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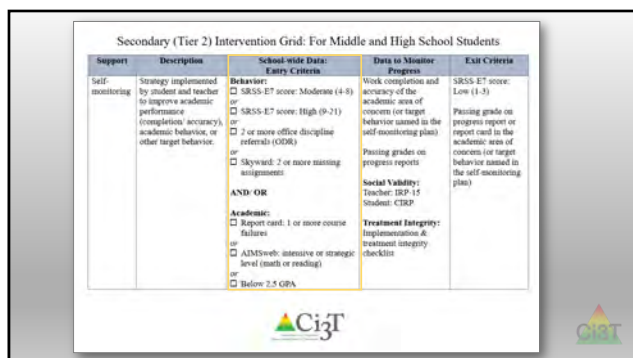
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Secondary (Tier 2) Intervention Grid: For Middle and High School Students

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.	<b>Behavior:</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-5) or <input type="checkbox"/> SRSS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODRs) or <input type="checkbox"/> Skyward: 2 or more missing assignments <b>AND/ OR</b> <b>Academic:</b> <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 <b>Social Validity:</b> Teacher: DRP-15 Student: CDRP <b>Treatment Integrity:</b> 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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[illegible]

# Data in action: Self-monitoring

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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).	<input type="checkbox"/> Behavior: <input type="checkbox"/> SBSS-E7 score: Moderate (4-8) <input type="checkbox"/> or <input type="checkbox"/> SBSS-E7 score: High (9-21) <input type="checkbox"/> or <input type="checkbox"/> 2 or more office discipline referrals (ODR) <input type="checkbox"/> or <input type="checkbox"/> Skyward: 2 or more missing assignments <b>AND/OR</b> <input type="checkbox"/> Academic: <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> or <input type="checkbox"/> AMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> 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  <b>Social Validity:</b> Teacher: DEP-15 Student: CTRP  <b>Treatment Integrity:</b> Implementation & treatment integrity checklists	SBSS-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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## Later, explore a data dashboard!

- 4th grade classroom dashboard
  - six weeks after school start
  - fall screening completed
- Orientation to the data
- Guided discussion

Link at

[ci3t.org/presentations](https://ci3t.org/presentations)

Grade 4 Fall Data Dashboard

View: All Data | View: Student | View: Teacher | View: Parent | View: District | View: State | View: National

Filter: All | Filter: Student | Filter: Teacher | Filter: Parent | Filter: District | Filter: State | Filter: National

Sort: A-Z | Sort: Z-A | Sort: Date | Sort: Grade | Sort: Score

Student	Student Name	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health	Language Arts	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health	Language Arts
1	Student 1	85	78	82	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0	0
2	Student 2	78	72	75	68	63	58	53	48	43	38	33	28	23	18	13	8	3	0	0	0
3	Student 3	72	65	68	60	55	50	45	40	35	30	25	20	15	10	5	0	0	0	0	0
4	Student 4	65	58	60	52	47	42	37	32	27	22	17	12	7	2	0	0	0	0	0	0
5	Student 5	58	50	52	45	40	35	30	25	20	15	10	5	0	0	0	0	0	0	0	0
6	Student 6	52	45	47	38	33	28	23	18	13	8	3	0	0	0	0	0	0	0	0	0
7	Student 7	45	38	40	32	27	22	17	12	7	2	0	0	0	0	0	0	0	0	0	0
8	Student 8	38	30	32	25	20	15	10	5	0	0	0	0	0	0	0	0	0	0	0	0
9	Student 9	32	25	27	18	13	8	3	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Student 10	25	18	20	12	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Student 11	18	12	14	8	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Student 12	12	8	10	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Student 13	8	5	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Student 14	5	3	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Student 15	3	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Student 16	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Student 17	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Student 18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Student 19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	Student 20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Tertiary Intervention				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to determine the function of the behavior. Based on the results, a functional behavior plan (FBP) is developed and implemented. The FBP includes a hypothesis of the function of the behavior, a list of antecedents and consequences that maintain the behavior, and a list of strategies to modify the behavior. The FBP is implemented and monitored for effectiveness. If the behavior does not improve, the FBP is revised and implemented again.	<input type="checkbox"/> Behavior: <input type="checkbox"/> SBSS-E7 score: Moderate (4-8) <input type="checkbox"/> or <input type="checkbox"/> SBSS-E7 score: High (9-21) <input type="checkbox"/> or <input type="checkbox"/> 2 or more office discipline referrals (ODR) <input type="checkbox"/> or <input type="checkbox"/> Skyward: 2 or more missing assignments <b>AND/OR</b> <input type="checkbox"/> Academic: <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> or <input type="checkbox"/> AMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> 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  <b>Social Validity:</b> Teacher: DEP-15 Student: CTRP  <b>Treatment Integrity:</b> Implementation & treatment integrity checklists	SBSS-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)
Unimodal Phenomena Sequencing®	Unimodal Phenomena Sequencing® is a multi-tiered intervention that addresses the needs of students with unimodal phenomena. It is based on the research of Dr. David L. Lane and Dr. Robert M. Menzies. The intervention is implemented in three tiers: Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive). The intervention is monitored for effectiveness and revised as needed.	<input type="checkbox"/> Behavior: <input type="checkbox"/> SBSS-E7 score: Moderate (4-8) <input type="checkbox"/> or <input type="checkbox"/> SBSS-E7 score: High (9-21) <input type="checkbox"/> or <input type="checkbox"/> 2 or more office discipline referrals (ODR) <input type="checkbox"/> or <input type="checkbox"/> Skyward: 2 or more missing assignments <b>AND/OR</b> <input type="checkbox"/> Academic: <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> or <input type="checkbox"/> AMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> 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  <b>Social Validity:</b> Teacher: DEP-15 Student: CTRP  <b>Treatment Integrity:</b> Implementation & treatment integrity checklists	SBSS-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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The screenshot shows the website [ci3t.org/fabi](http://ci3t.org/fabi). It features a video player with a woman speaking, titled 'Video 2: Overview of Step 1: Identifying Students Who Need a FABI'. To the right of the video is a text area titled 'Functional Assessment-Based Interventions (FABI)' with a subtitle 'Functional Assessment-Based Interventions (FABI) (Lindsey, Fennell, Liequin & Lane, 2007)'. Below the text is a 'Video Modules' section.

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## Behavior Screening

### Remember

1. Develop the structures to sustain and improve practices
2. Conduct screenings in a responsible fashion
3. Share data back with all faculty and staff



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**Reflect, discuss,  
and make plans!**

With table friends

- What is something new you learned today?
- How can you share what you learned with colleagues?
- How will you use this information to support students and families?

00:00

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**Next Steps**

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**Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention Professional Learning Series**

2023-2024 at UofL ShelbyHurst Campus

Each school selects a Ci3T Leadership Team to attend the professional learning series. Only they are asked to attend.

November 20	December 14	January 29	February 26	April 15	May 23
1: Two-Hour After School	2: Full Day	3: Two-Hour After School	4: Full Day	5: Two-Hour After School	6: Full Day

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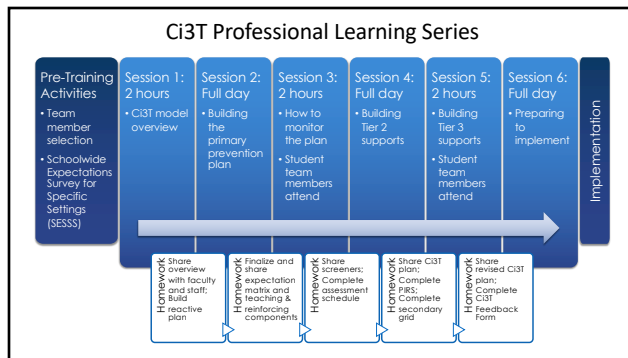
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**ci3t.org/screening**

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