



National PBIS Leadership Forum | October 26-27, 2023 | Hilton Chicago


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Session 3I- Systematic Screening in Tiered Systems: We've Got This!

Presenters:
Kathleen Lynne Lane, University of Kansas
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Amber Smith, Fort Mill School District (SC)
Jessica Poppe, Sedro-Woolley School District (WA)

- **Topic:** Data-based Decision Making
- **Keywords:** Behavior, Screening, Tier 1

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

 PBIS Positive Behavioral Interventions & Supports

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Learning Objectives


1. Use screening data to inform Tier 1 practices
2. Empower teachers with strategies to maximize engagement
3. Collaborate with families and other stakeholders to connect students to Tier 2 and Tier 3 interventions
4. Access freely available practice guides and briefs to select, install, and interpret screening data

National PBIS Leadership Forum

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Agenda

- Welcome and Introductions
- Starting with a Ci3T Framework
- The How and Why of Systematic Screening
- Illustrations
 - Fort Mill School District
 - Sedro-Woolley School District
- Closing Out and Moving Forward



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Welcome and Introductions

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Meet our Ci3T Partners!

Kathleen Lynne Lane



Rebecca Sherod



Amber Smith



Jessica Poppe

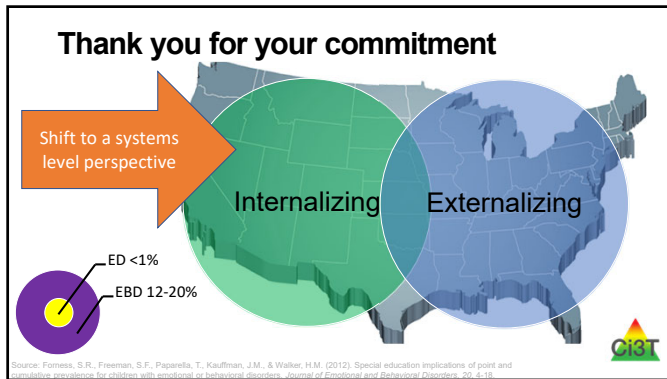


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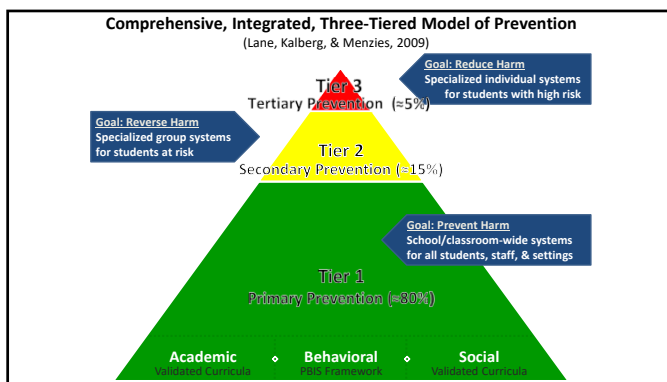


Starting with a Ci3T Framework

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Primary (Tier 1) Prevention

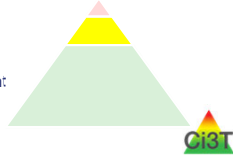
- All students are eligible for participation
(Lane, Robertson et al., 2006)
- About 80% of students respond to this level
(Gresham, Sugai, Horner, Quinn, & McInerney, 1998; Sugai & Horner, 2006)
- Examples of primary (Tier 1) prevention
 - Validated literacy curricula
 - Violence prevention
 - Conflict resolution programs
 - Anti-bullying programs
 - Schoolwide social skills instruction
 - Character education programs

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Secondary (Tier 2) Prevention

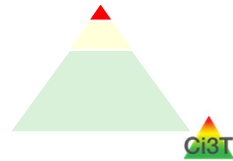
- Students who need more than the primary prevention plan, 10-15% of students
- Focused intervention to address academic, behavior, and/or social concerns
 - Acquisition (can't do)
 - Fluency (trouble doing)
 - Performance (won't do)
- Examples of secondary (Tier 2) prevention
 - Small group instruction in anger management
 - Reading comprehension strategies



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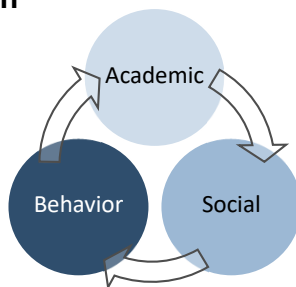
Tertiary (Tier 3) Prevention

- Students who need more than primary or secondary prevention, 5-7% of students
- Intensive individualized interventions
- Examples of tertiary (Tier 3) prevention
 - Functional assessment-based interventions (Umbreit, Ferro, Liaupsin, & Lane, 2007)
 - Multisystemic therapy program (Schoenwald, Brown, & Henggeler, 2000)



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Core features of the Ci3T model of prevention



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Academic Component

- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports



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Behavioral Component

A Framework,
Not a Curriculum

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



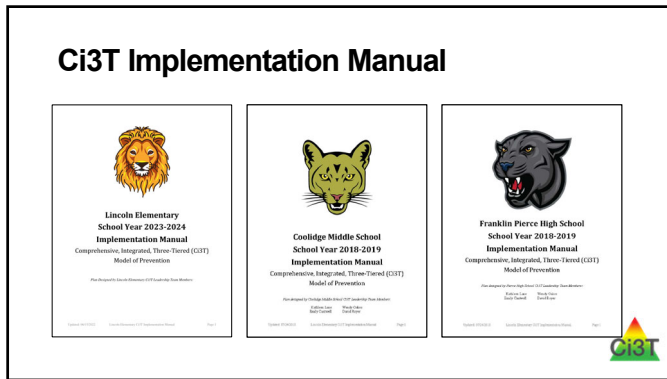
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Social Component: Identifying a Validated Curriculum

- Violence Prevention
 - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
 - Positive Action (www.positiveaction.net)
 - Caring School Community (www.characterplus.org)
- Social Skills
 - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)



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Ci3T Implementation Manual Primary (Tier 1) Plan			
School's Ci3T Primary (Tier 1) Plan			
Mission Statement			
Purpose Statement			
School Wide Expectations			
*see Expectation Matrix			
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities	
Students:	Students:	Students:	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities	
Faculty and Staff:	Faculty and Staff:	Faculty and Staff:	
Teach core programs and/or district standards with fidelity: (1) Core programs (2) ... (3) ... Time (in min): • Conduct, report, and use screening and assessments (see Assessment Schedule)	Teach setting lessons according to school schedule: • Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule)	Teach core program(s) with fidelity: (1) Core programs Number of Lessons: How often: How long: • Conduct, report, and use screening and assessments (see Assessment Schedule)	

What are ALL students accessing?

Ci3T Blueprint A Primary (Tier 1) Plan 1

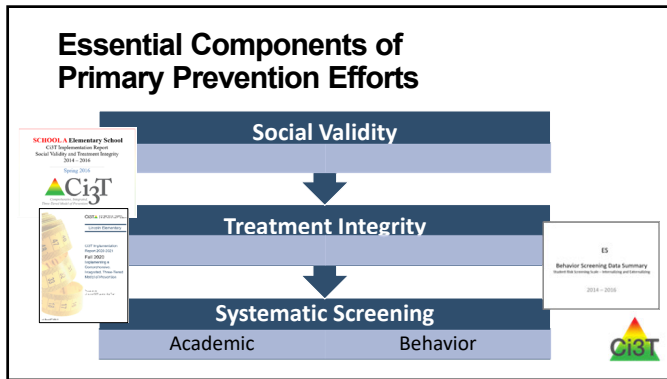
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Ci3T Primary Plan: Procedures for Teaching

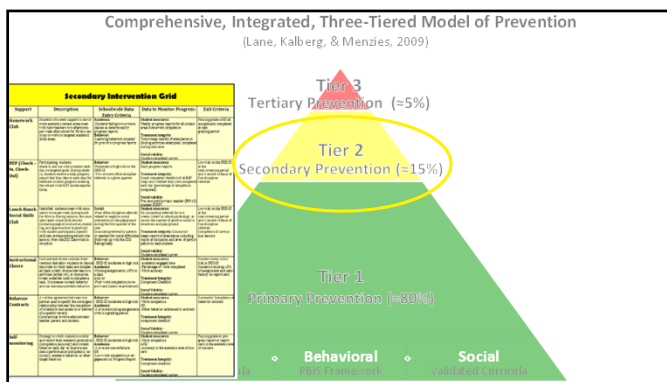
Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring

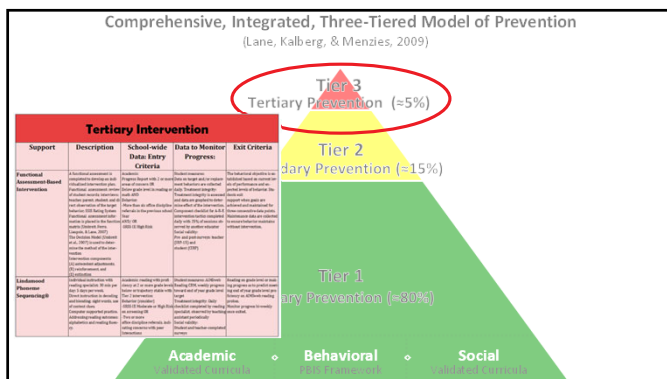
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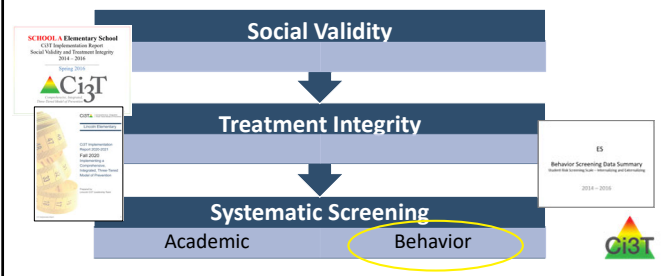
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The How and Why of Systematic Screening

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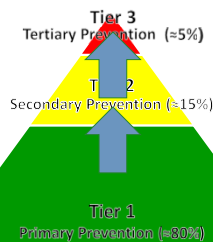
Essential Components of Primary Prevention Efforts



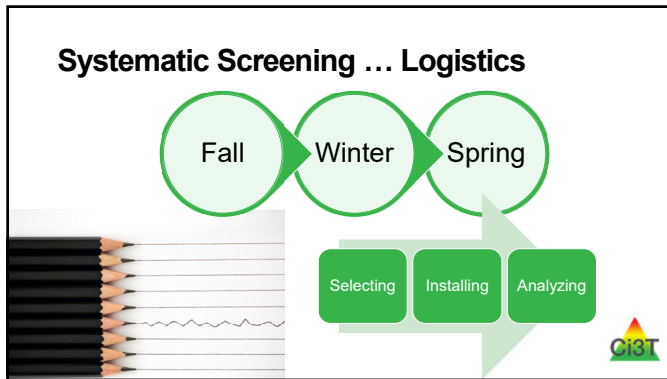
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Comprehensive, Integrated, Three-Tiered Model of Prevention

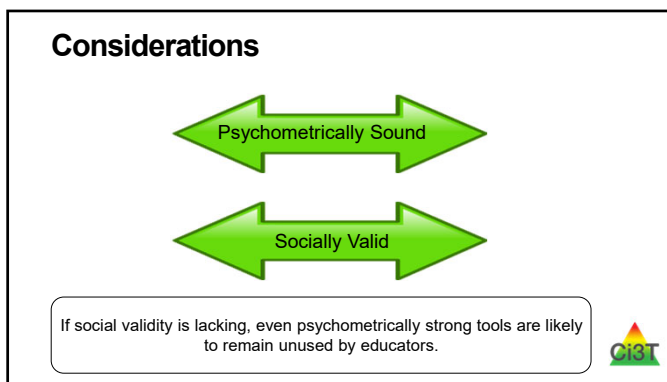
(Lane, Kalberg, & Menzies, 2009)



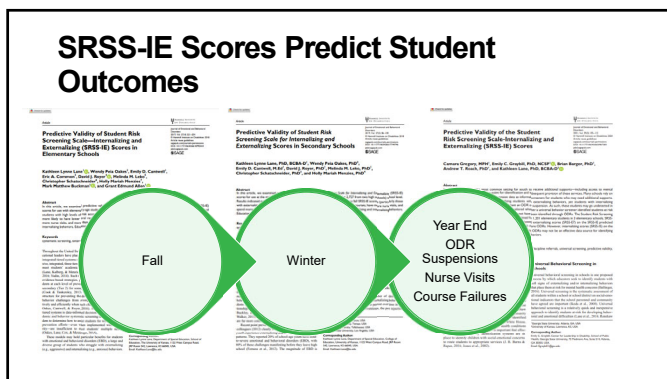
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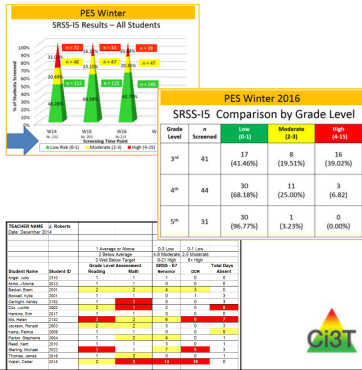
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Data Sharing

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



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Using multiple data sources

School-wide Data:

- SRSS-15 score: Moderate (4-5)
- SRSS-15 score: High (5-7)
- 2 or more office discipline referrals (ODR)
- 2 or more missing assignments

AND/OR:

- Academic: 2 or more failed assignments
- AD/Severe: 2 or more severe behavioral incidents
- Below 2.5 GPA

Individual Student Data Table (Partial):

Student Name	Student ID	Low Risk (0-1)	Mod Risk (2-3)	High Risk (4-5)
11111Barnes, Mike	11111	0	0	0
11112Cobb, James	11112	0	0	0
11113Cobb, Ben	11113	0	0	0
11114Cobb, Lutz	11114	0	0	0
11115Cobb, Julie	11115	0	0	0
11116Cobb, Henry	11116	0	0	0
11117Cobb, Jimmy	11117	0	0	0
11118Cobb, John	11118	0	0	0
11119Cobb, Karl	11119	0	0	0
11120Cobb, Carl	11120	0	0	0
11121Cobb, Carl	11121	0	0	0
11122Cobb, Carl	11122	0	0	0
11123Cobb, Carl	11123	0	0	0
11124Cobb, Carl	11124	0	0	0
11125Cobb, Carl	11125	0	0	0
11126Cobb, Carl	11126	0	0	0
11127Cobb, Carl	11127	0	0	0
11128Cobb, Carl	11128	0	0	0
11129Cobb, Carl	11129	0	0	0
11130Cobb, Carl	11130	0	0	0

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

DATE: _____

TEACHER NAME: _____

Legend:

- 0 = Never
- 1 = Occasionally
- 2 = Sometimes
- 3 = Frequently

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

Student Name	Student ID	Count	Low Risk (0-1)	Mod Risk (2-3)	High Risk (4-5)
Example: Smith, Sarah	11111	0	0	0	0
Example: Lane, Stephen	11112	0	0	0	0
Example: Lane, Nathan	11113	0	0	0	0

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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

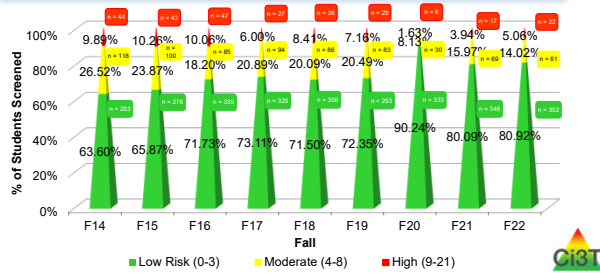
Elementary School Level:
Lans, K. L., Oakes, W. P., Swagler, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

Middle and High School Level:
Lans, K. L., Oakes, W. P., Cartwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(3), 271-284.



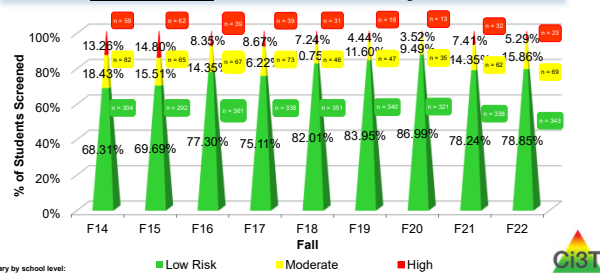
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Fall 2022 SRSS-Externalizing Results – Elementary School level



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Fall 2022 SRSS-Internalizing Results – Elementary School level



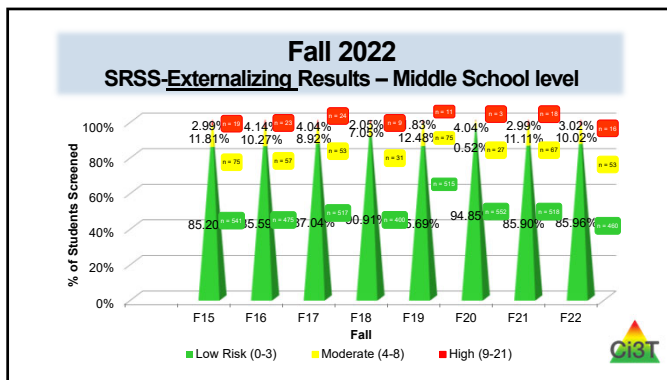
Cut scores vary by school level:
Elementary (5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (6): Low (0-3), Moderate (4-5), High (6-18)



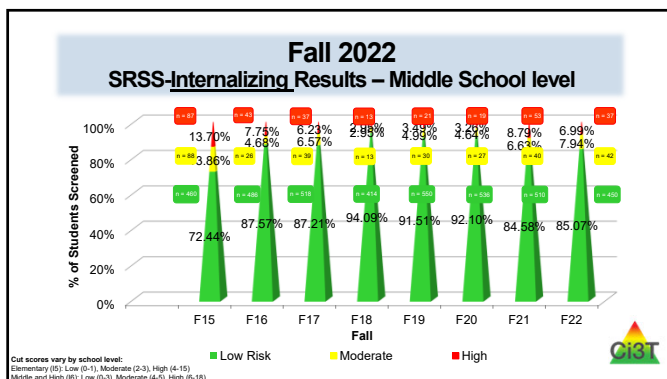
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Fall 2022 SRSS-Internalizing Results – Elementary School Level				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	64	52 (81.25%)	7 (10.94%)	5 (7.81%)
1	81	69 (85.19%)	9 (11.11%)	3 (3.70%)
2	56	44 (78.57%)	11 (19.64%)	1 (1.79%)

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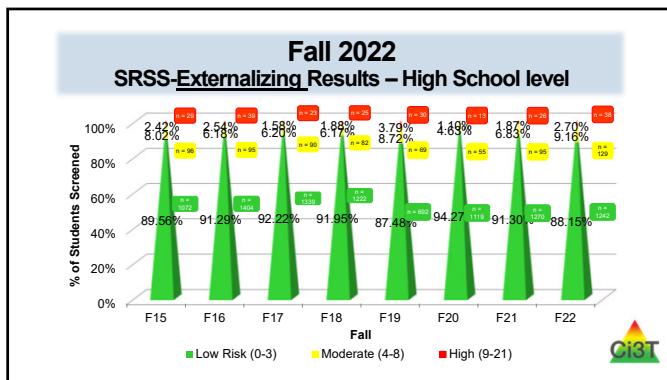
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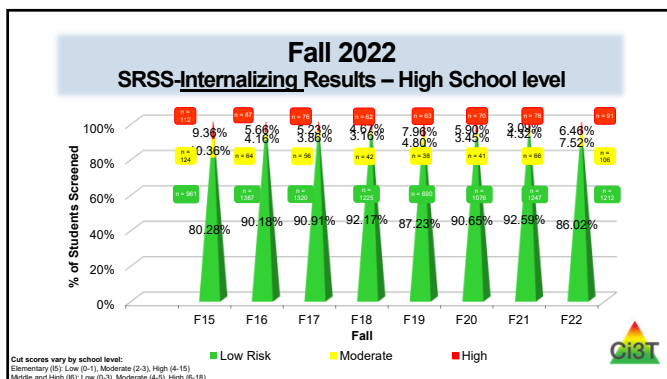
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Fall 2022 SRSS-Internalizing Results – Middle School Level				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
6	176	151 (85.80%)	15 (8.52%)	10 (5.68%)
7	176	141 (80.11%)	17 (9.66%)	18 (10.23%)
8	177	158 (89.21%)	10 (5.65%)	9 (5.08%)

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Fall 2022 SRSS-Internalizing Results – High School Level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
9	367	308 (83.92%)	30 (8.17%)	29 (7.90%)
10	375	308 (82.13%)	35 (9.33%)	32 (8.53%)
11	367	321 (87.47%)	24 (6.54%)	22 (5.99%)
12	300	275 (91.67%)	17 (5.67%)	8 (2.67%)



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Resources for screening available on PBIS.org...

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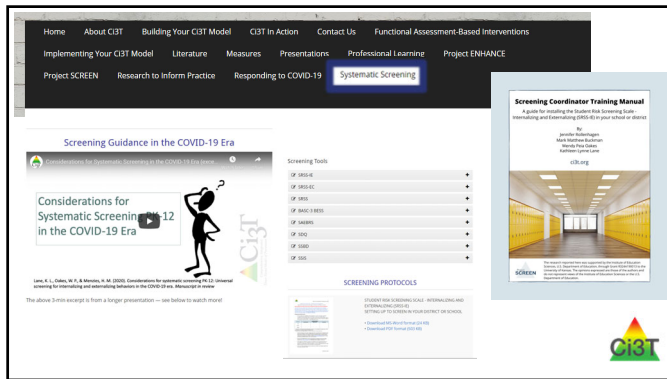
Resources About the Screening Process: Questions to consider for....

Selecting a Tool

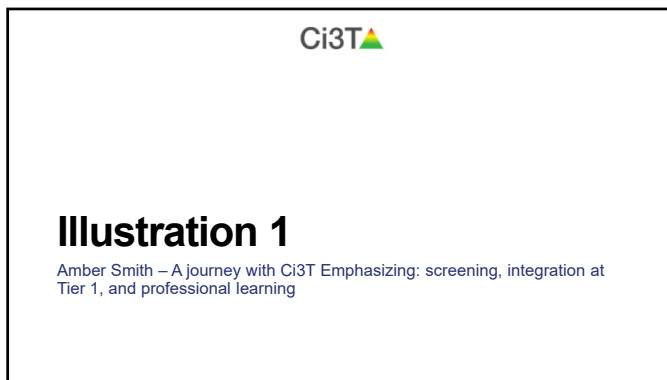
Installing a Tool

Interpreting Data

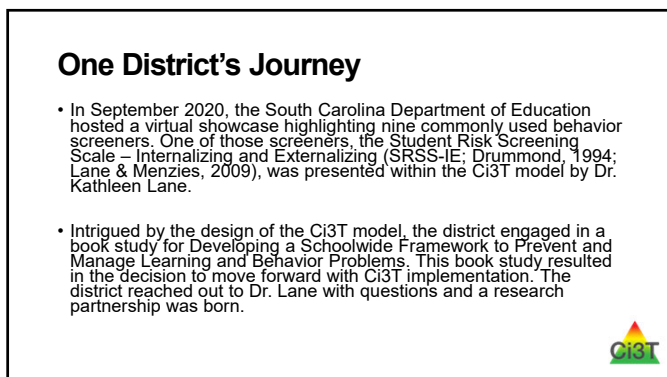
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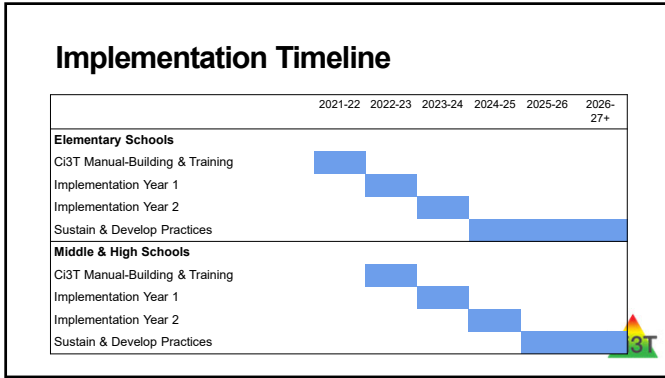
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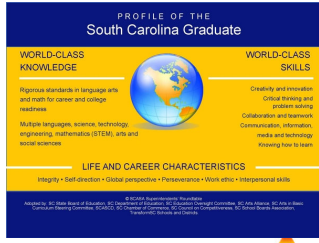

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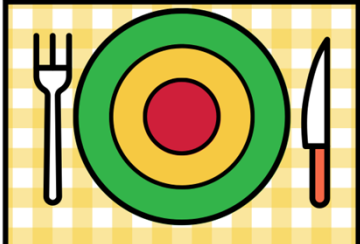

Expectations from South Carolina Legislation

- Act 195 (2016)** declares the Profile of the South Carolina Graduate to be the standard by which the state's high school graduates should be measured. It focuses on three core areas:
 - World Class Knowledge
 - World Class Skills
 - Life & Career Characteristics
- Act 213 (2018)** directs districts to implement a multi-tiered system of supports (MTSS) beginning in the 2019–20 school year. MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a framework of increasing supports in the areas of academics, social emotional learning and behavior.

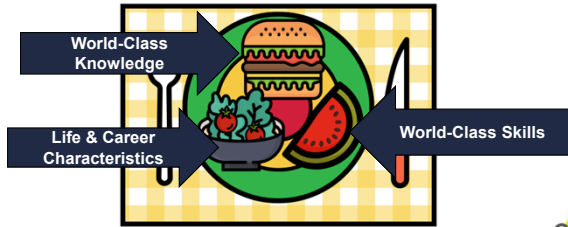
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Making a Case for Ci3T: It's the Plate!

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The Profile Fills the Plate



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Academics Develop World-Class Knowledge



- The district commonly ranks at the top of the state for academic achievement as measured by state assessments.
- Despite being a high achieving district, prior to C3T, state testing scores indicated approximately 65-75% of students tested met or exceeded state expectations. This leaves about 25-35% of students falling below benchmark.



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Tier 1 Academic

Validated Curricula
<ul style="list-style-type: none"> •State Standards •PLC-Created Units of Instruction
Universal Screeners
<ul style="list-style-type: none"> •K-8: STAR •9-12: Course Failures by Marking Period
High Quality Instruction
<ul style="list-style-type: none"> •Practices identified in South Carolina Teaching Standards •Integration of STEAM principles, differentiation, PBL, and other evidence-based practices



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Professional Learning Needs: Academic

- Understanding the Ci3T model in each grade band
- Removing data silos and analyzing it holistically
- Using universal screeners to look at the "health" of instruction (sending boats instead of life preservers)
- Establishing entry and exit criteria for more equitable access to tiered supports

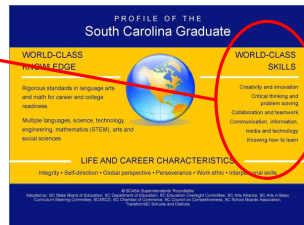


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Behavior Develops World-Class Skills



Data from 2021-22 indicate that the district declined in daily attendance, increased in chronic absences, increased office in referral rates, and increased in suspension rates.



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Tier 1 Behavior

Validated Curricula

- PBIS Framework

Universal Screeners

- School-wide expectation matrix
- Common plan for minor & major discipline, Educator's Handbook

High Quality Instruction

- Instructional Approach to Behavior
- Active Supervision
- Behavior-Specific Praise
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection



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Professional Learning Needs: Behavior

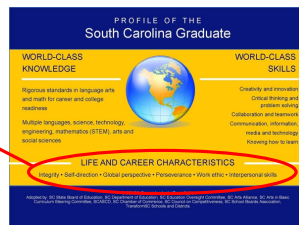
- Teaching behavioral expectations
- Low-intensity strategies
- Responding to behavior using an instructional approach
- Examining beliefs and practices related to consequences & punishment



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Social-Emotional Well-Being Develops Life & Career Characteristics


Risk assessment data collected in 2021-22 indicated an increase in risk. Suicidal ideation and self injury doubled in number of reports at all levels. Threat screeners and assessments tripled. The rate of increase outpaces the rate of student growth, indicating that "new" students that are not accounting for this increasing risk.



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Tier 1 Social-Emotional Well-Being

Validated Curricula

- Based on CASEL 5 Core Competencies (Harmony, Character Strong, Second Step)

Universal Screeners

- All Levels: The Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

High Quality Instruction

- Integrates CASEL 5 Core Competencies
- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness



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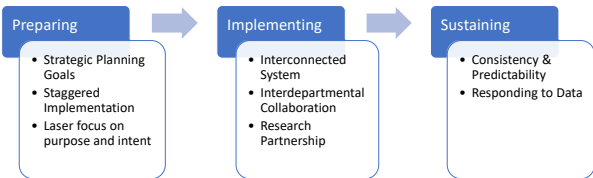
Professional Learning Needs: Social-Emotional

- Understanding SEL as it relates to Tier 1 by teaching skills for social-emotional well-being
- Low-intensity strategies
- Communicating with families about SEL and what it looks like in school



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Looking Back and Looking Ahead



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Illustration 2

Jessica Poppe - Sedro-Woolley School District Journey with Ci3T

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It all started at a conference....

- In 2018 SWSD sent a team of educators to the state's MTSSfest. During a breakout session one of our team members sat in on a presentation on the Ci3T framework. She gathered all the information she could brought it back to our Assistant Superintendent. After a few phone calls with Dr. Lane and district leadership Sedro-Woolley was ready to start the work. We strategically worked with Dr. Lane and her team to focus on four schools to begin the learning year in 2019. From here our journey has grown into all SWSD schools (7 elementary, 1 middle school, 2 high schools) having implementation plans. We have worked through district level leadership changes, building level leadership changes, a pandemic, and many revised implementation plans to support our school community.



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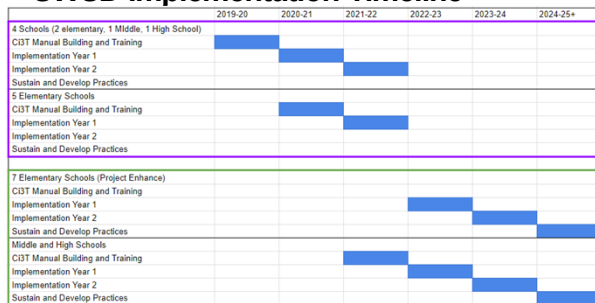
Washington Office of Superintendent of Public Instruction's (OSPI) MTSS Values 2019

- To ensure every student has equitable access to the instruction and supports they need to thrive, district and school teams:
 - Identify and address biases and systemic barriers that drive inequitable access and disparate outcomes for Black, Indigenous, and students of color, students experiencing poverty, students receiving special education or English learner services, students who identify as LGBTQ+, and highly mobile student populations.
 - Collaborate with students, families, and community partners to leverage the unique cultural and linguistic assets of their communities in order to provide every student an inclusive and responsive learning environment.
 - Deliver comprehensive supports that consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning.
 - <https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss>



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SWSD Implementation Timeline



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Screening

Academic	Behavior	Social Emotional
<ul style="list-style-type: none"> • 2020 SWSD Implemented iReady for grades K-8 • 2021 SWSD Implemented NAVVY for grades 9-12 	<ul style="list-style-type: none"> • 2020 SWSD resurrected PBIS frameworks in all buildings, aligning the work with Ci3T evidence based structure and strategies. • 2020 SWSD Integrated Attendance and Office Referrals into proactive strategies to support students • 2020 Building Teams K-12 were redesigned to address all student needs within the tiered level of proactive support. 	<ul style="list-style-type: none"> • 2020 SWSD Implemented the SRSS-IE grades K-8, and at Alternative High school • 2021 SWSD Screened all students K-12 with the SRSS-IE

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Professional Learning: Integrating at Tier 1

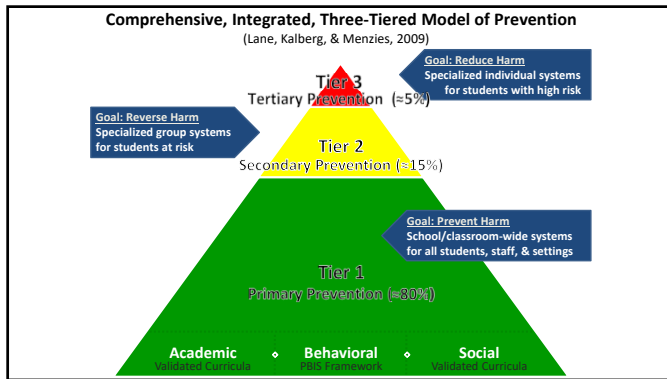
Academic	Behavior	Social Emotional
<ul style="list-style-type: none"> • Priority Standards • School Board Adopted Curriculum • Analyzing iReady Data at the building level, classroom level, student level in teams 	<ul style="list-style-type: none"> • Aligned School-Wide Expectations: Teaching, Monitoring and Reinforcing • Analyzing School-Wide ODR Data to inform instruction 	<ul style="list-style-type: none"> • SRSS-IE • Adoption of Second Step K-8, Spark 9-12, Give Thx Alternative High School • Integrating SRSS-IE Data with SEL Curriculum

Comprehensive Tiered Level of Prevention and Low-Intensity Strategies

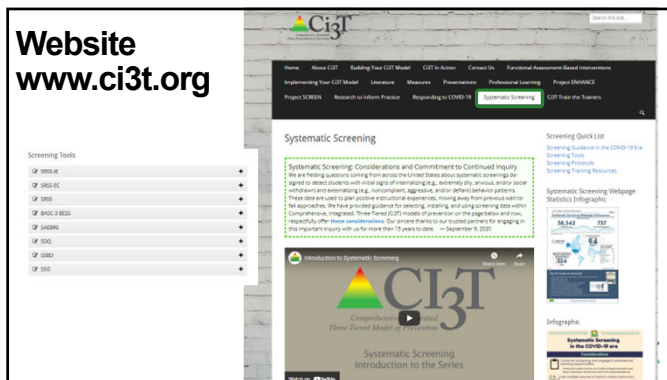
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Closing Out and Moving Forward

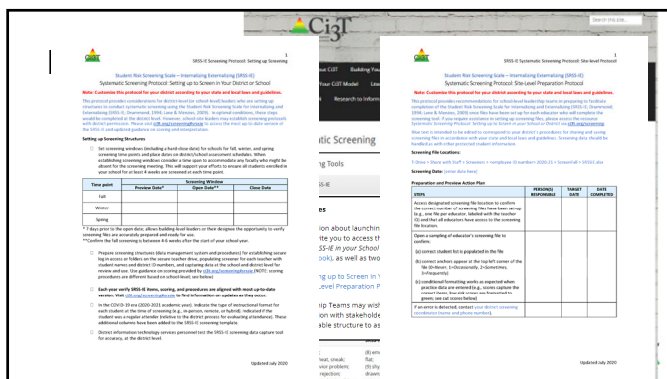
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3. Online
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4. Direct Link
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National PBIS Leadership Forum
