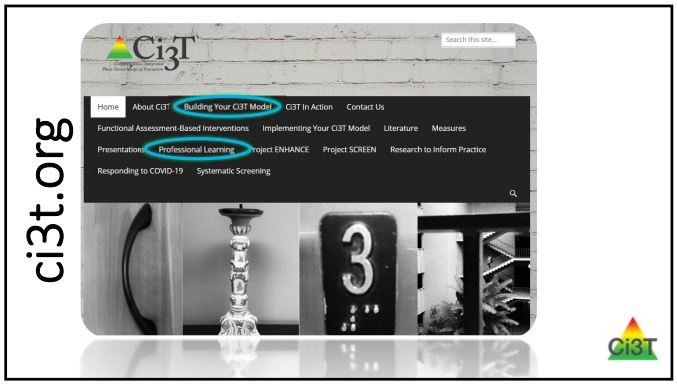
An Overview of Behavior Screening Tools within Three-tiered Models of Support

Pennsylvania Training and Technical Assistance Network
PaTTAN
December 13, 2023

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

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

1



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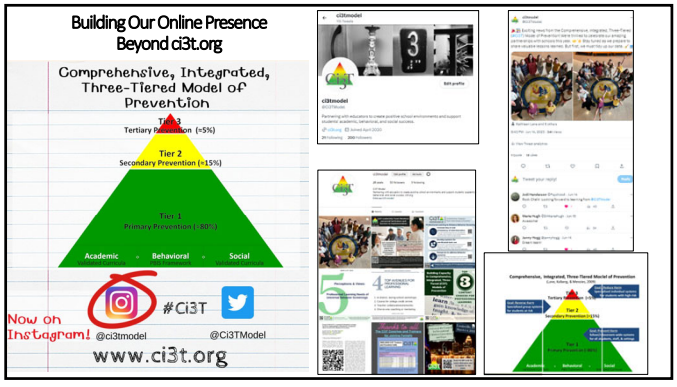
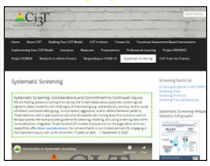


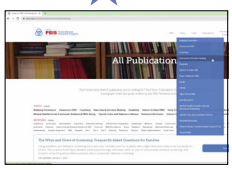
3

Resource Alert!

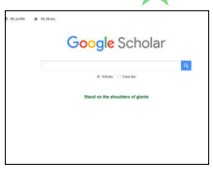
ci3t.org



pbis.org



Journal Article



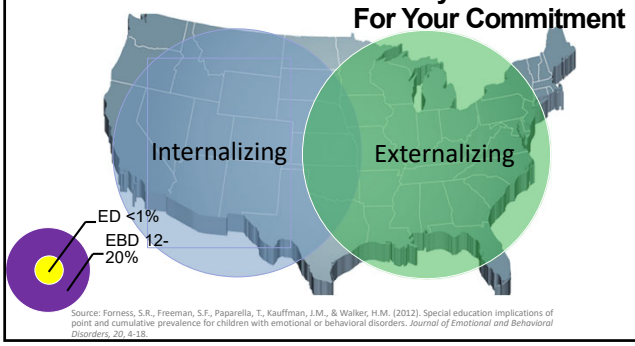
4

Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- Systematic Screening: Tools and Logistics
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Preventions Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Reviewing Resources to Support Systematic Screening
- Planning for Next Steps

5

Thank you… For Your Commitment



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

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  - At Tier 1: Primary Preventions Efforts
  - At all Tiers: Teacher-delivered Strategies
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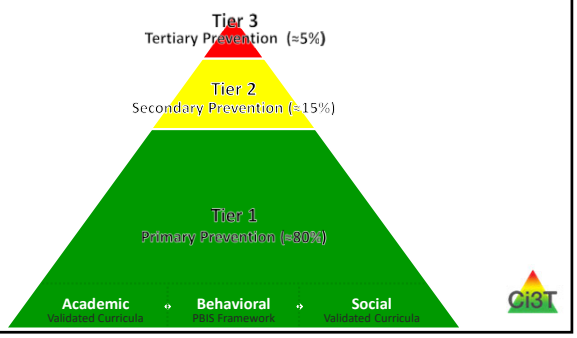
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

7

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



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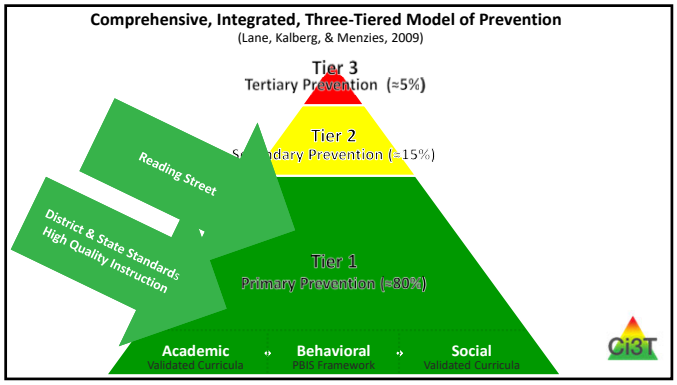
Implementing Ci3T Models:
A Respectful Partnership

9



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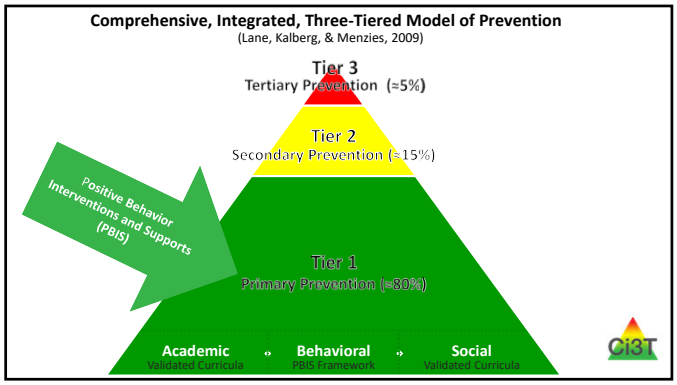

11

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

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

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

Ci3T

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

Establish, Clarify, Define Expectations

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

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Comprehensive, Integrated, Three-Tiered Model of Prevention
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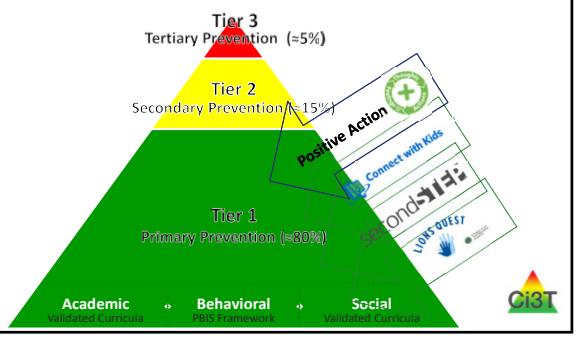

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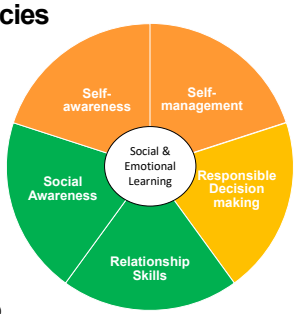
The Five Social and Emotional Learning Core Competencies



(CASEL, 2013)

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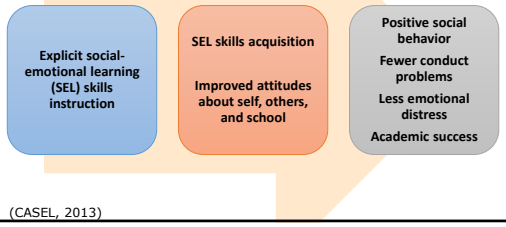
Outcomes Associated with Social Skills Training



(CASEL, 2013)

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Social Component: Examples of Schoolwide Programs

Character Education

Positive Action
www.positiveaction.net

- Improves academics, behavior and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education
  - bullying / conflict resolution
  - counselor, parent, and family classes
  - community/coalition components

Social-emotional

Connect With Kids
connectwithkids.com

- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

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Top 10 School-related Social Skills

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Other

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

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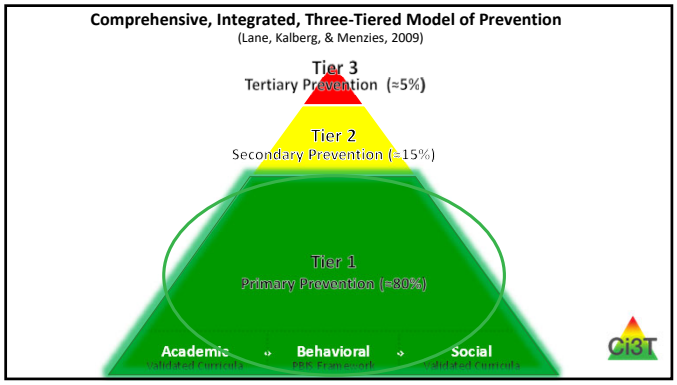
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(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social
Ci3T

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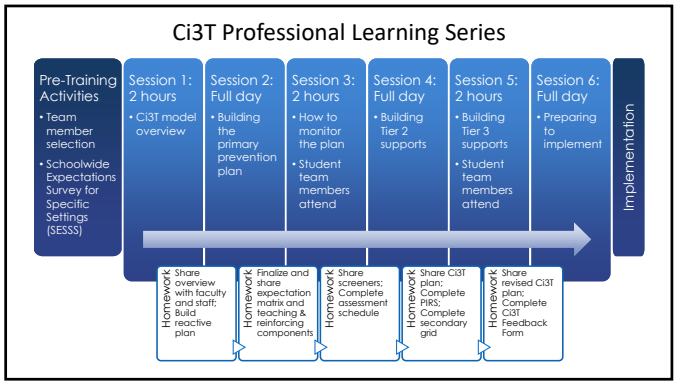
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team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

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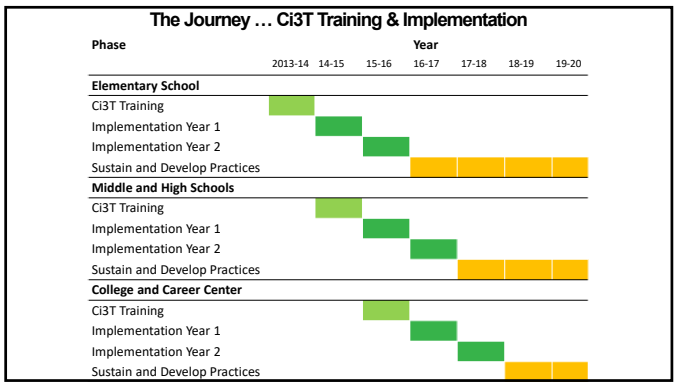
The Journey … Ci3T Training & Implementation
Phase
Year
2013-14
14-15
15-16
16-17
17-18
18-19
19-20
Elementary School
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop Practices
Middle and High Schools
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop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

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Ci3T Implementation Manual

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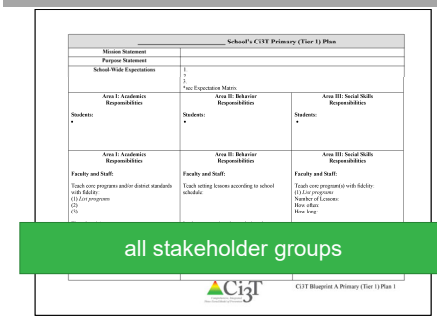
Ci3T Primary Plan: Roles and Responsibilities



all stakeholder groups

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SAMPLE Elementary School Ci3T Primary (Tier 1) Plan

Mission Statement	The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long term life choices as citizens.		
Purpose Statement	The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities.		
	2020 – 2021 The purpose of Sample Elementary School's Ci3T plan is to partner with families to fulfill the school's mission through in person and continued learning experiences in academics and the arts, social and emotional development, and social behaviors in alignment with family and community priorities.		
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Give Best Effort ***see Expectation Matrix**		
Area I: Academics **Responsibilities**	**Area II: Behavior** **Responsibilities**	**Area III: Social Skills** **Responsibilities**	
Students: • Be at school on time and stay all day. Access and use resources to be organized. • Complete and turn work in at a timely manner. • Communicate with teachers and parents. • Participate in district core instruction and learning opportunities. • Actively participate in class activities and be persistent in the face of challenge. • Participate in:	**Students:** • Meet school-wide expectations stated in the **Expectation Matrix**. • Use strategies learned in behavior expectation setting and *Second Step®* lessons to prevent or minimize triggers and identify and manage agitation. • Take responsibility for own actions and the effect on others. • Tell an adult about any unsafe behaviors. • Ask and adult when you need help.	**Students:** • Follow the school-wide expectations listed in the **Expectation Matrix**. • Actively participate in weekly *Second Step®* lessons. • Use positive social skills at school, at home and in the community and encourage peers to use these skills. • Cooperate with others, use kind words and actions. • Listen politely, and resolve conflicts peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org)	

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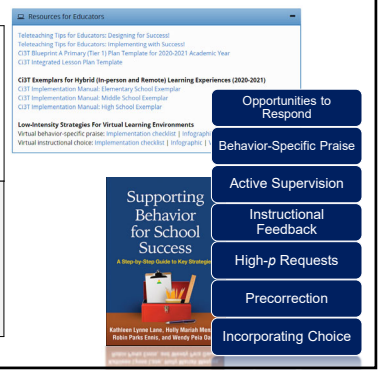
Area II: Academics
Responsibilities

Faculty and Staff:

- Teach core programs according to district and state standards with integrity:
- Use proactive evidence-based strategies to support students' active engagement

Remote Learning

- Use proactive evidence-based strategies to support students' active engagement.
- Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
- Communicate at least weekly with families and students.



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Area II: Behavior
Responsibilities

Faculty and Staff:

Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.

Remote Learning

- Teach Expectations for remote learning.
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs.

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Area II: Social
Responsibilities

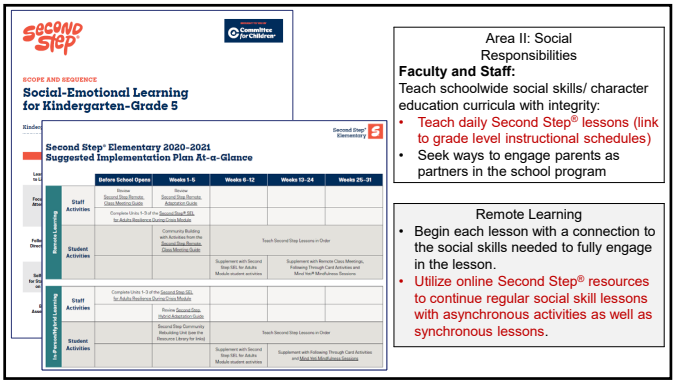
Faculty and Staff:

Teach schoolwide social skills/ character education curricula with integrity:

- Teach daily Second Step® lessons (link to grade level instructional schedules)
- Seek ways to engage parents as partners in the school program

Remote Learning

- Begin each lesson with a connection to the social skills needed to fully engage in the lesson.
- Utilize online Second Step® resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.



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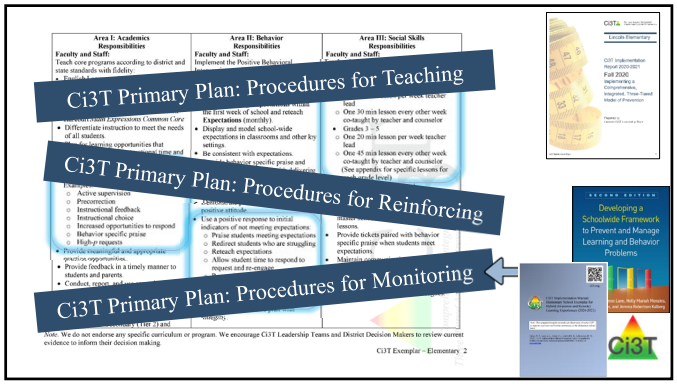
Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring
Area I: Academics
Responsibilities
Faculty and Staff:
Area II: Behavior
Responsibilities
Faculty and Staff:
Area III: Social Skills
Responsibilities
Faculty and Staff:
Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems
Ci3T
Ci3T Exemplar – Elementary 2

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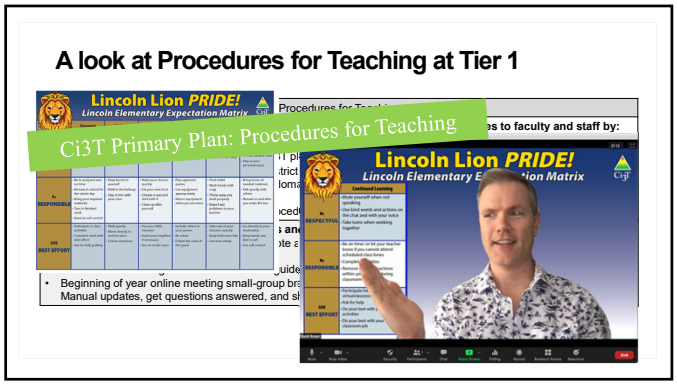
A look at Procedures for Teaching at Tier 1
Ci3T Primary Plan: Procedures for Teaching
Lincoln Lion PRIDE!
Lincoln Elementary Expectation Matrix
Lincoln Lion PRIDE!
Lincoln Elementary Expectation Matrix
Beginning of year online meeting small-group br
Manual updates, get questions answered, and sl

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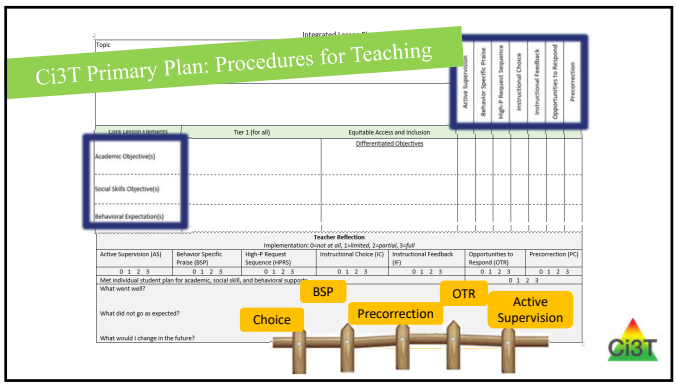
Ci3T Primary Plan: Procedures for Teaching
Topic
Core Lesson Elements
Tier 1 (for all)
Equitable Access and Inclusion
Differentiated Objectives
Academic Objective(s)
Social Skills Objective(s)
Behavioral Expectation(s)
Active Supervision
Behavior Specific Praise
High-P Request Sequence
Instructional Choice
Instructional Feedback
Opportunities to Respond
Precorrection
Teacher Reflection
What went well?
What did not go as expected?
What would I change in the future?
BSP
OTR
Choice
Precorrection
Active Supervision
Ci3T

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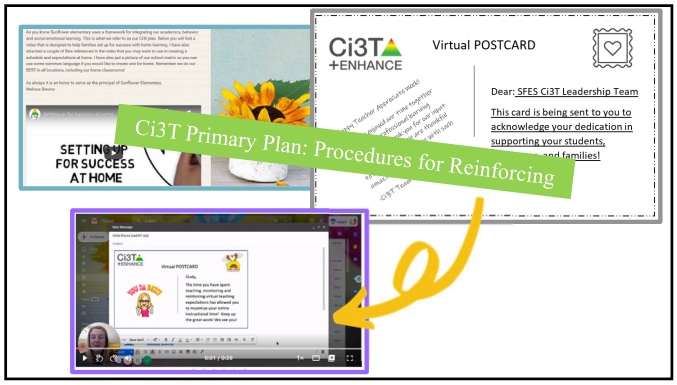
Ci3T Primary Plan: Procedures for Reinforcing
SETTING UP FOR SUCCESS AT HOME
Ci3T +ENHANCE
Virtual POSTCARD
Dear: SFES Ci3T Leadership Team
This card is being sent to you to acknowledge your dedication in supporting your students,

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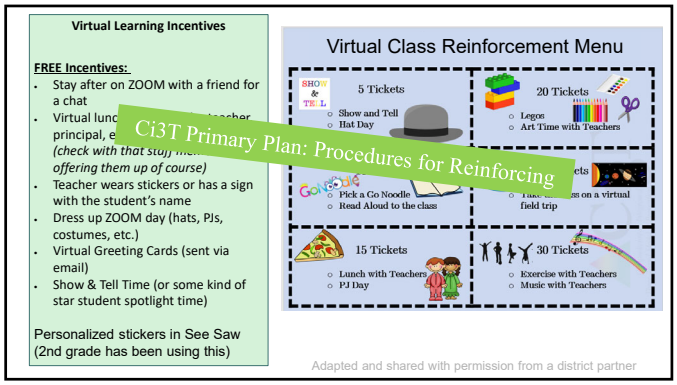
Virtual Learning Incentives
FREE Incentives:
Stay after on ZOOM with a friend for a chat
Teacher wears stickers or has a sign with the student's name
Dress up ZOOM day (hats, PJs, costumes, etc.)
Virtual Greeting Cards (sent via email)
Show & Tell Time (or some kind of star student spotlight time)
Personalized stickers in See Saw (2nd grade has been using this)
Ci3T Primary Plan: Procedures for Reinforcing
Virtual Class Reinforcement Menu
5 Tickets
Show and Tell
Hat Day
20 Tickets
Legos
Art Time with Teachers
Pick a Go Noodle
Read Aloud to the class
15 Tickets
Lunch with Teachers
PJ Day
30 Tickets
Exercise with Teachers
Music with Teachers
Adapted and shared with permission from a district partner

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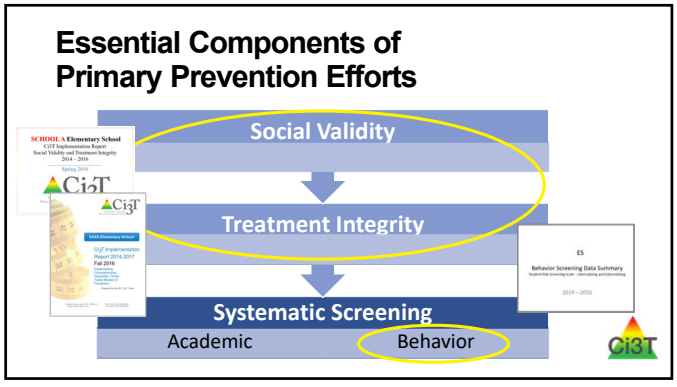
Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior
Ci3T

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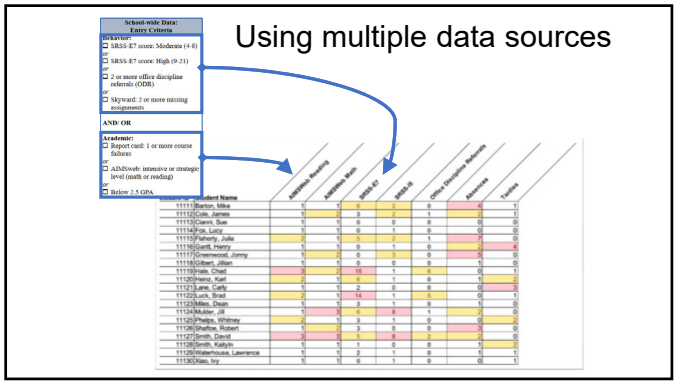
School-wide Data: Entry Criteria
Behavior:
SRSS-E7 score: Moderate (4-8)
or
SRSS-E7 score: High (9-21)
or
2 or more office discipline referrals (ODR)
or
Skyward: 2 or more missing assignments
AND/ OR
Academic:
Report card: 1 or more course failures
or
AIMSweb: intensive or strategic level (math or reading)
or
Below 2.5 GPA
Using multiple data sources
Student Name
AIMSWeb Reading
AIMSWeb Math
SRSS-E7
SRSS-IS
Office Discipline Referrals
Absences
Tardies
11111 Barton, Mike
11112 Cole, James
11113 Cairns, Sue
11114 Fox, Lucy
11115 Flaherty, Julia
11116 Grant, Henry
11117 Greenwood, Jonny
11118 Gilbert, Jillian
11119 Hale, Chad
11120 Heinz, Karl
11121 Lane, Carly
11122 Luck, Brad
11123 Miles, Dean
11124 Mulder, Jill
11125 Phelps, Whitney
11126 Shaffoe, Robert
11127 Smith, David
11128 Smith, Kaitlyn
11129 Waterhouse, Lawrence
11130 Xiao, Ivy

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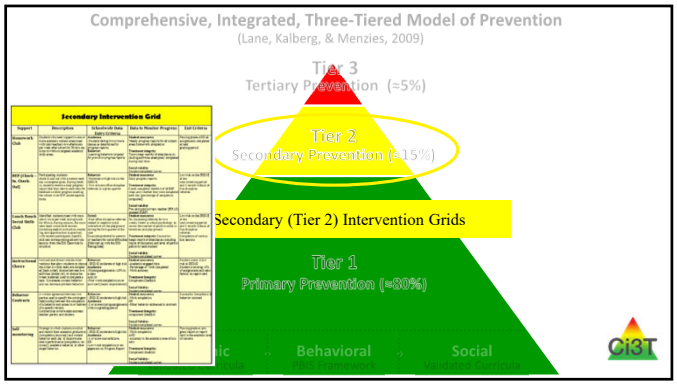
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Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Secondary (Tier 2) Intervention Grids
Tier 1
Primary Prevention (≈80%)
Behavioral
Social
Ci3T

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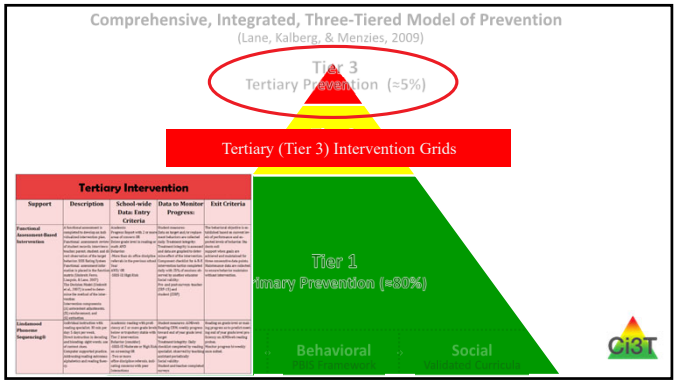
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tertiary (Tier 3) Intervention Grids
Tertiary Intervention
Support
Description
School-wide Data Entry Criteria
Data to Monitor Progress:
Exit Criteria
Tier 1
Behavioral
Social
Ci3T

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Implementation Science

Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)
- **Installation**
  - Let's make sure we're ready to implement (capacity infrastructure)
- **Initial Implementation**
  - Let's give it a try & evaluate (demonstration)
- **Full Implementation**
  - That worked, let's do it for real (investment)
- **Sustainability & Continuous Regeneration**
  - Let's make it our way of doing business (institutionalized use)

Ci3T

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Ci3T

Transparency, Access, & Collaboration

Benefits of Ci3T Models

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Consider the core components of Ci3T?
What components do you currently have in place?

00:00

Ci3T

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Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **Systematic Screening: Tools and Logistics**
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Preventions Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Reviewing Resources to Support Systematic Screening
- Planning for Next Steps

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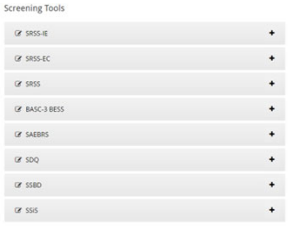
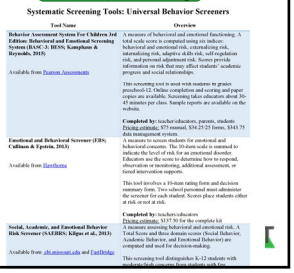
Learning More About Options

www.ci3t.org



www.pbis.org



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Considerations

Psychometrically Sound

Socially Valid

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

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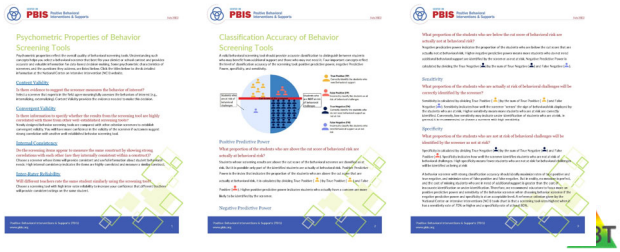
Psychometric Properties of Behavior Screening Tools



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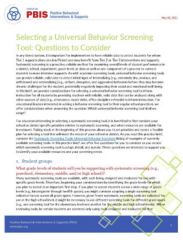
Selecting a Universal Behavior Screening Tool: Questions to Consider



Guiding Questions around

- Student groups
- Behaviors of interest
- Cost
- Time and expertise
- Person providing information

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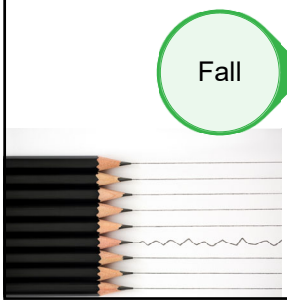
Systematic Screening … Logistics



Fall → Winter → Spring

Selecting → Installing → Analyzing

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Systematic Screener for Behavior Disorders

Available from

Pacific Northwest Publishing

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

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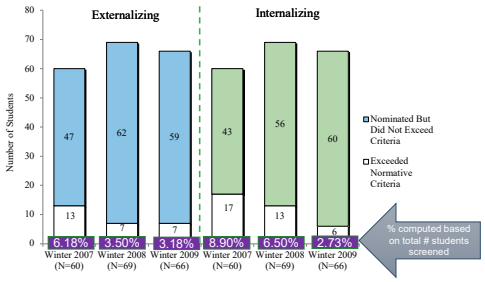
SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students



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

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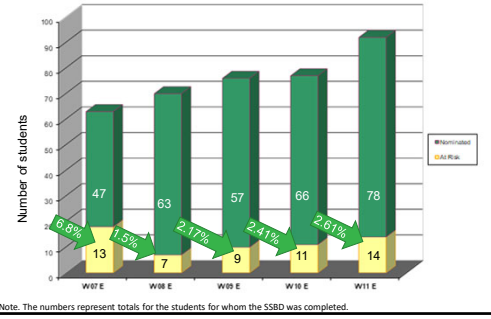
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Externalizing



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

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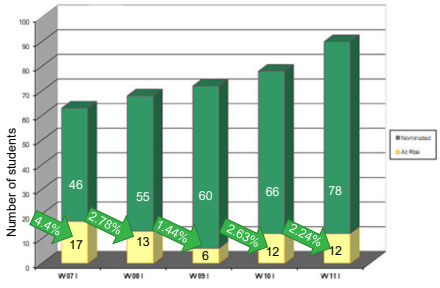
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Internalizing



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

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

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

* Students missing

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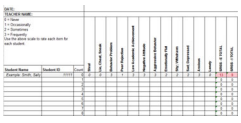
Student Risk Screening Scale for Internalizing and Externalizing



Available on ci3t.org

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

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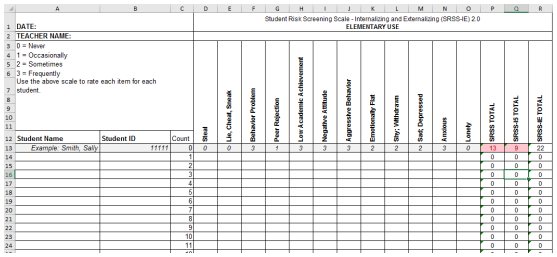
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools



Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0
ELEMENTARY USE

DATE:
TEACHER NAME:

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

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-IS TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22
		1													0	0	0
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0
		6													0	0	0
		7													0	0	0
		8													0	0	0
		9													0	0	0
		10													0	0	0
		11													0	0	0

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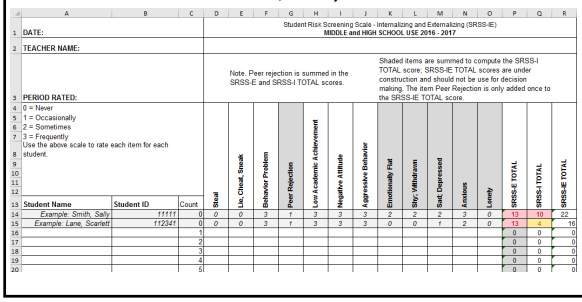
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)



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

DATE:
TEACHER NAME:
PERIOD RATED:

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

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

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

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-I TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22
Example: Lane, Scarlett	*11234f*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*0*	*0*	*1*	*2*	*0*	13	4	16
		1													0	0	0
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0

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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	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 = high risk	6-18 = high risk

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

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284

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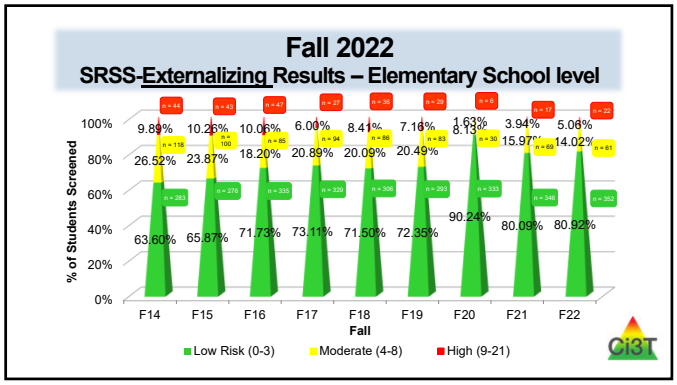

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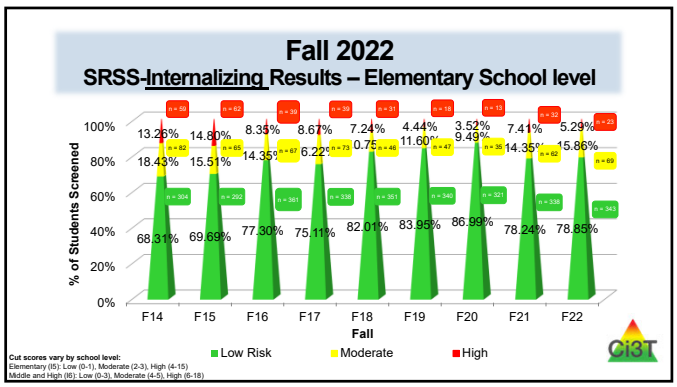

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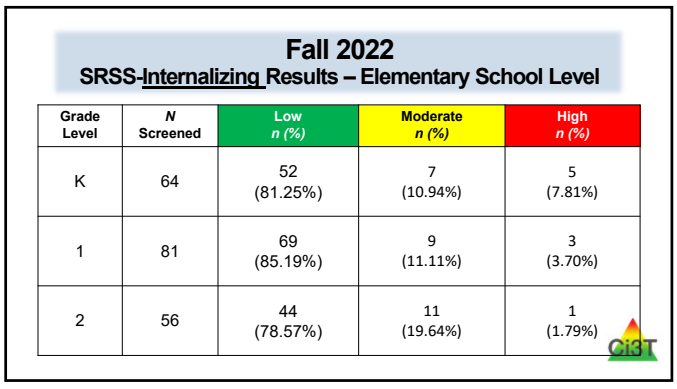

Fall 2022
SRSS-Internalizing Results – Elementary School Level

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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Fall 2018

SRSS-Externalizing Results: Grade level

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

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SRSS-IE Scores Predict Student Outcomes

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Results:
SRSS-IE: Externalizing Subscale Elementary

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n*	Moderate *M* (*SD*) *n*	High *M* (*SD*) *n*	
	.23 (39.6 468		115.82 (46	
	54 (2.48 2,047		33.92 (2 19	
Nurse Visits	0.14 (6.81) 3,256	9.18 (9.55) 820	11.83 (9.83) 389	L < M < H
In-School Suspensions	0.0052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

Fall Externalizing → Winter → Spring ORF, MAP Reading, Nurse Visit, Suspensions

Lane, Oakes et al. (2018)

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

Variable	Risk			Significance Testing
	Low *M (SD)* *n*	Moderate *M (SD)* *n*	High *M (SD)* *n*	
C	04 (41.45 459		139.1	H
M	8 (2.32 2,070		2	
Nurse Visits	.84 (7.37) 3,387	7.59 (8.03) 628	9.33 (10.81) 450	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

Fall Internalizing → Winter Internalizing → Spring ORF* MAP Reading Nurse Visit Suspensions*

Lane, Oakes et al. (2018)

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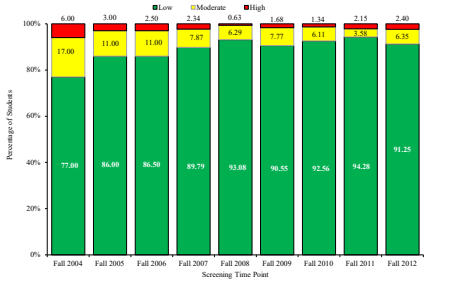
Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure, 58,* 143-158. 10.1080/1045988X.2014.893978 [*Figure 4.* Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* Guilford Press.]

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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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SRSS-IE: **EXTERNALIZING** SUBSCALE
HIGH SCHOOL

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n* = 2,36		Hig *M* (S *n* =	
	3.07 (0.7		1.96 (0	
	1.16 (2.0		3.08 (2	M = H
Nurse Visits	1.34 (		(7.66)	L < M, H M = H
In-School Suspensions	0.07 (		(1.86)	L < M, H M = H

Fall

Winter

Spring
GPA
Course Failures
Nurse Visit
ODR
Suspensions

L < M, H
M = H

Lane, Oakes, Cantwell et al. (2018)

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SRSS-IE: **INTERNALIZING** SUBSCALE
HIGH SCHOOL

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n* = 2,379	Moderate *M* (*SD*) *n* = 123	High *M* (*SD*) *n* = 132	
G	.04 (0.		2.2	
C	2.		3	H
N	.43 (3.		4.0	H
In-School Suspensions	0.1		.42 (1.28)	L < M, H M = H

Fall Internalizing

Winter Internalizing

Spring
GPA
Course Failures
Nurse Visit
ODR
Suspensions

L < M, H
M = H

Lane, Oakes, Cantwell et al. (2018)

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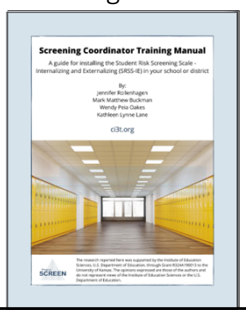
Screening Coordinator Training Manual



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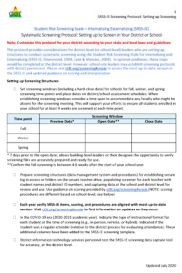
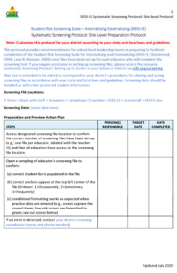
Screening Protocols





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BASC³ Behavioral and Emotional Screening Scale©

Available from Pearson Education, PsychCorp™

(BASC³ BESS; Kamphaus & Reynolds, 2015)

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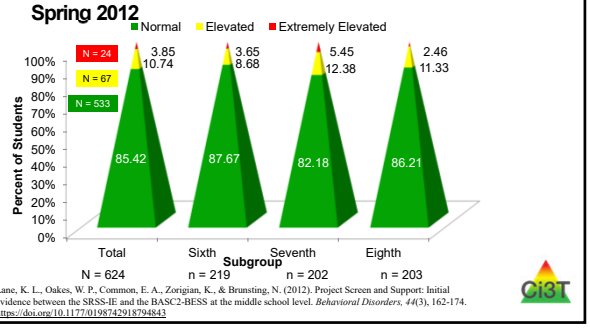
BASC² – Behavior and Emotional Screening Scale Spring 2012



Lane, K. L., Oakes, W. P., Common, E. A., Zorigian, K., & Brunsting, N. (2012). Project Screen and Support: Initial evidence between the SRSS-IE and the BASC2-BESS at the middle school level. *Behavioral Disorders, 44*(3), 162-174. https://doi.org/10.1177/0198742918794843

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Social Skills Improvement System – Performance Screening Guide

Available from Pearson Education, PsychCorp™

(SSiS- PSG; Elliott & Gresham, 2007)

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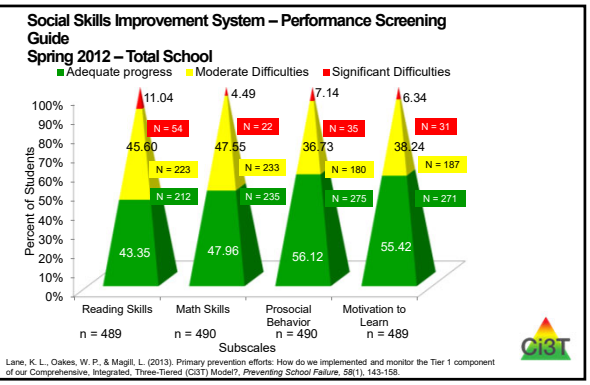

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Social, Academic, and Emotional Behavior Risk Screener

Available from Fastbridge Learning

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

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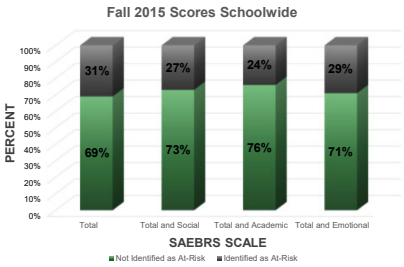
SAMPLE DATA: SAEBRS

Large Urban Elementary - Fall Screening Data



Note - we present the percentage of students by risk category on the total scale and each subscale, as we find the two-step approach to subscale interpretation is the most defensible). Source. Kilgus, Kilpatrick, Taylor, Eklund, & von der Embse, 2016

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Installing a Universal Behavior Screening Tool: Questions to Consider

Guiding Questions around

- Setting Up Screening Structures
- Providing Professional Learning
- Before your Screening Window Opens
- During your Screening Window
- After your Screening Window

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Tips for Communicating with Your Community about Systematic Screening

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

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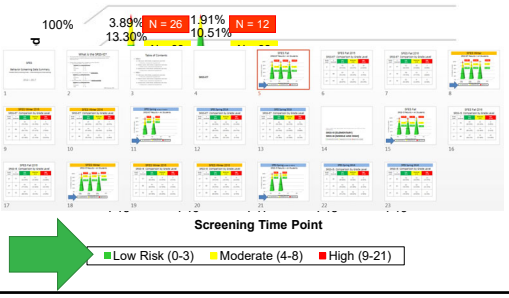
Sample Middle School: Fall

SRSS-E7 Results – All Students



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Screening Data: High School Yrs1-3

Fall- SRSSIE-I	Low	Moderate	High
2016	80.28%	10.36%	9.36%
2017	90.18%	4.16%	5.66%
2018	90.91%	3.86%	5.23%

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

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

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

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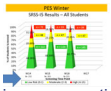
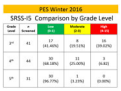
Data sharing…

- 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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Interpreting Universal Behavior Screening Data: Questions to Consider

Guiding Questions around

- Examining Student Performance for the School as a Whole
- Considering Teacher-Delivered, Low-Intensity Supports
- Making Decisions for Students Who Might Require Tier 2 and Tier 3 Supports

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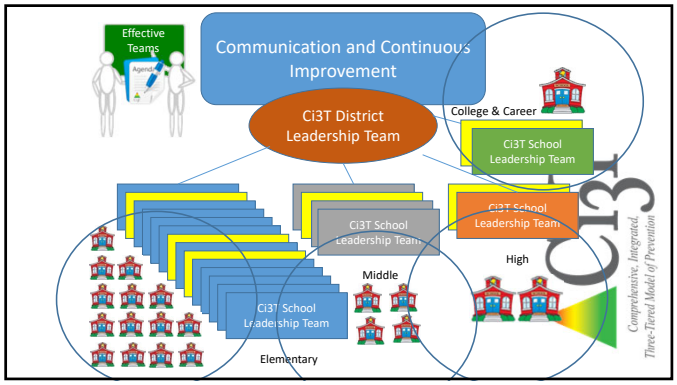

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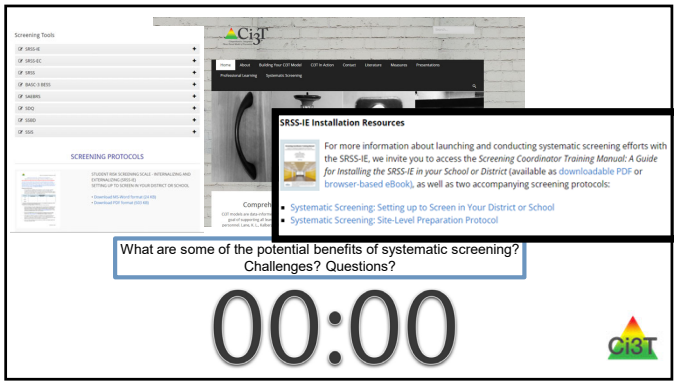

83

Agenda

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- **The Role of Screening: Using Screening Data to Shape Instruction**
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- Reviewing Resources to Support Systematic Screening
- Planning for Next Steps

Ci3T

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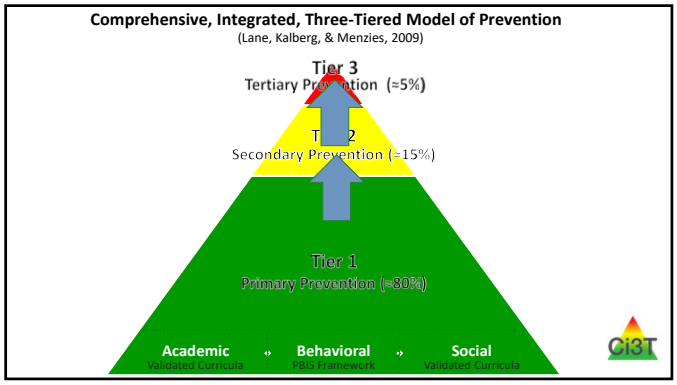

85

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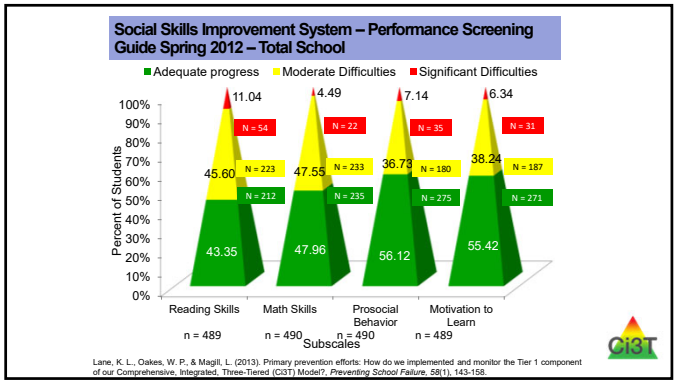
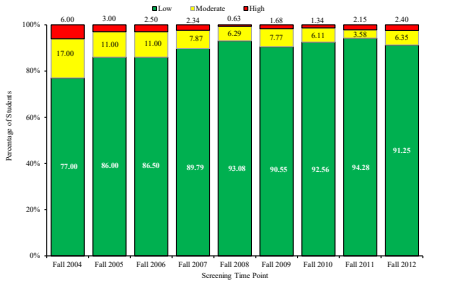


Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model? *Preventing School Failure, 58*(1), 143-158.

87

Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure, 58,* 143-158. doi:10.1080/1045988X.2014.893978 [*Figure 4.* Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* Guilford Press.]

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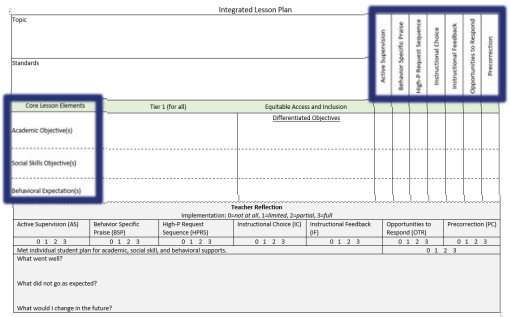
Examining Academic and Behavioral Data

Teacher Name	R. Collins						
Date: December 2014							
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Well Below Average		9-21 High	4-15 High	6+ High	
Student Name	**Student ID**	**AIMSweb Reading**	**AIMSweb Math**	**SRSS-E7 Behavior**	**SRSS-IS Internalizing**	**ODR**	**Total Days Absent**
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* Guilford Press.

90

An Integrated Approach



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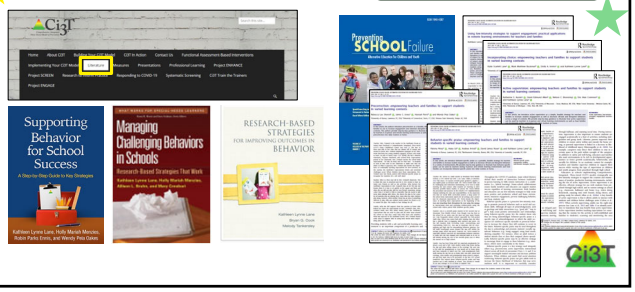
Low Intensity Strategies

https://www.ci3t.org/literature



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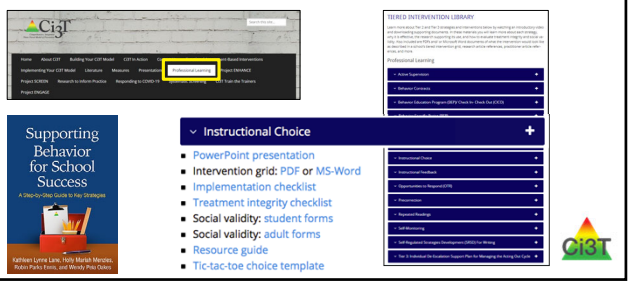
Low Intensity Strategies

https://www.ci3t.org/pl



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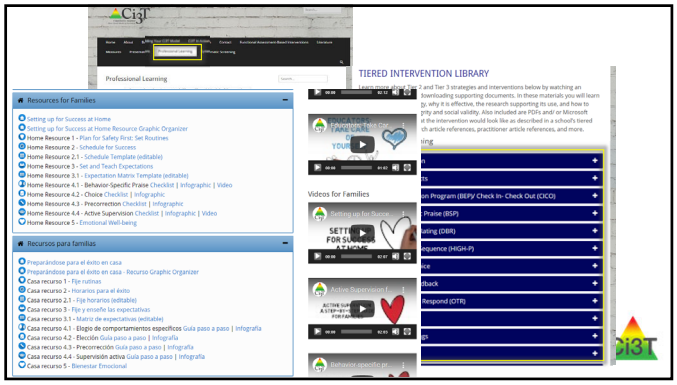
Professional Learning
TIERED INTERVENTION LIBRARY
Resources for Families
Recursos para familias
Videos for Families

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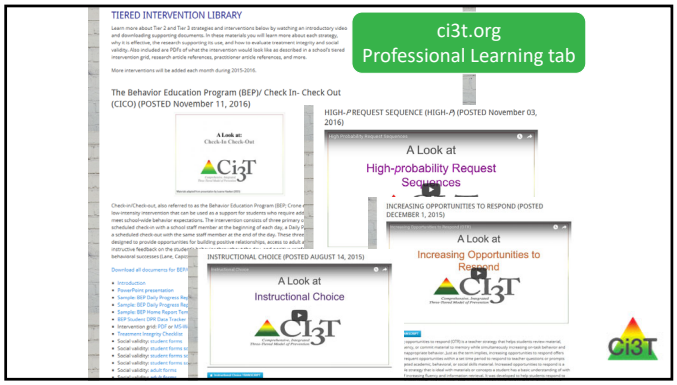
TIERED INTERVENTION LIBRARY
ci3t.org
Professional Learning tab
The Behavior Education Program (BEP)/ Check In- Check Out (CICO) (POSTED November 11, 2016)
HIGH-P REQUEST SEQUENCE (HIGH-P) (POSTED November 03, 2016)
A Look at
High-probability Request Sequences
INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)
A Look at
Increasing Opportunities to Respond
INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)
A Look at
Instructional Choice

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Low-Intensity Strategy
Lincoln Elementary On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met.
Eric Common, Behavior Specialist
Mark Buckman, Special Education
Opportunities to Resp
Instructional Choice:
Literature
RECENT PUBLICATIONS
Using Low-Intensity Strategies to Support Engagement: Practical Applications in Remote Learning Environments for Teachers and Families

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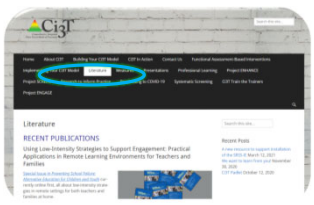

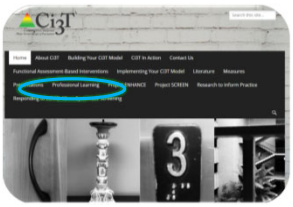

Exploring Teacher-Delivered, Low-Intensity Supports …
Literature & Ci3T Professional Learning Pages

00:00

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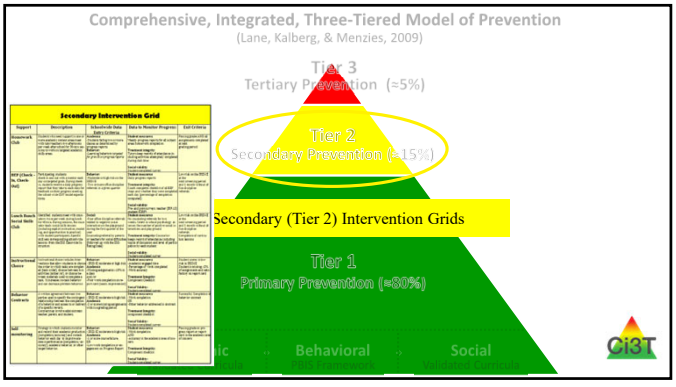

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Secondary (Tier 2) Intervention Grid For Middle and High School Students

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.	**Behavior:** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ Skyward: 2 or more missing assignments **AND/ OR** **Academic:** ☐ Report card: 1 or more course failures *or* ☐ AIMSweb: intensive or strategic level (math or reading) *or* ☐ Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports **Social Validity:** Teacher: IRP-15 Student: CIRP **Treatment Integrity:** Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Small group reading instruction with self-monitoring	Small group reading instruction (30 min, 3 days per week). Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers' rating. K – 1.	Students who: **Behavior:** Fall SRSS at moderate (4 -8) or high (9 – 21) risk **Academic:** Fall AIMSweb LNF at the strategic or intensive level	AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists Treatment Integrity Social Validity	Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

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TEACHER NAME										
	0 = Never									
	1= Occasionally									
	2 = Sometimes									
	3 = Frequently									1 (at benchmark)
	Use the above scale to rate									2 (some risk)
	item for each student									3 (at risk)
			Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	
Student Name	Student ID	Steal								AIMSweb-Reading
Sample, Sally	↑↑↑↑	0	0	3	1	3	3	3	13	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, J'Monte	2013	0	0	0	0	0	0	0	0	1
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2
Booker, Abbie	2001	0	0	0	0	0	0	0	0	1
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, O'Tam	2132	0	0	0	1	2	2	1	6	3
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3
Toms, Blake	2018	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	1	2	2	3	2	2	14	3

Small group Reading Instruction with Self-Monitoring

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

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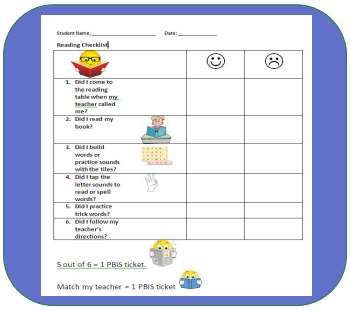
First Grade Students' Self Monitoring Form



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

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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	

Treatment Integrity
Social Validity
Monitor student progress

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

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Sample Elementary Intervention Grid: PA

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Positive Action (PA) – counselor-led small group	Counselors and/or social workers will lead small group Positive Action sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of Positive Action lessons appropriate for student skillsets as identified using Skills For Greatness (teacher, counselor, parent versions) and SSiS-Rating Scale (teacher and parent version).	Behavior ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 Moderate AN ☐ 2 or fewe first 3 mo school AN ☐ Evidence implemen CiI3T prim plan [trea integrity: observati AN ☐ Parent pe AN Academic ☐ Student is or 3	Student measures • SSiS-Rating Scale (Pre/Post) min if needed)	☐ Review student progress at of 24 ons agrees have met or no r Positive n small sessions arranted S-E7 and res are low risk ory

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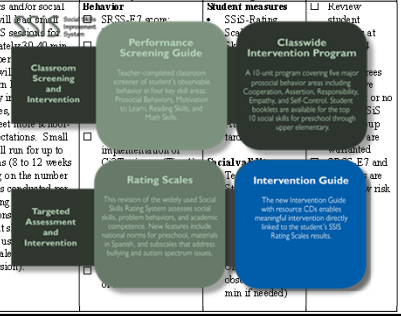
Sample Elementary Intervention Grid: SSiS

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will lead small group SSiS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of SSiS lessons appropriate for student skillsets as identified using Skills For Greatness (teacher, counselor, parent versions) and SSiS-Rating Scale (teacher and parent version).	Social Skills Improvement System **Behavior** ☐ SRSS-E7 score: ☐ SRSS-I5 ☐ Evidence implementation of CiI3T ☐ Parent pe AN Academic ☐ Student is or 3	**Student measures** • SSiS-Rating Scale (Pre/Post) min if needed)	☐ Review student progress at of 24 ons agrees have met or no r Positive n small sessions arranted S-E7 and res are low risk ory



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Active Supervision

Elementary Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions	**Student Performance** Data on target behavior monitored - On time arrival - On task - Time to transition **Treatment Integrity** Component checklist **Social Validity** Student- and teacher-completed surveys	• No planned exit criteria; • New procedure to remain in place for the balance of the school year

https://eclkc.ohs.acf.hhs.gov/safety-practices

CiI3T

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

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

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

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

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.	(1) 12th graders (2) Algebra II grade drops below a 75 at any point in the semester (3) Have study hall time available and permission of 5th period teacher (4) Self-selecting to engage in study hall	Student Measures: Algebra II classroom grades Daily class average if grade is ≤ 75 Treatment Integrity: Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys	Algebra II Grade increases to satisfactory level (above 75%).

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

Ci3T

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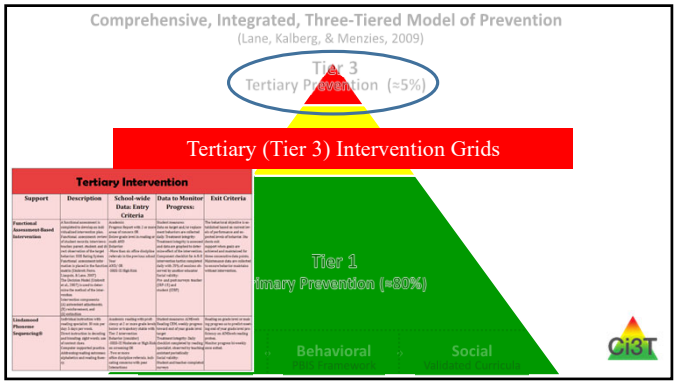

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SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: **Behavior** -scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, -earned more than 5 office discipline referrals (ODR) for major events during a grading period OR **Academic** identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments	Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly Treatment Integrity Social Validity	The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

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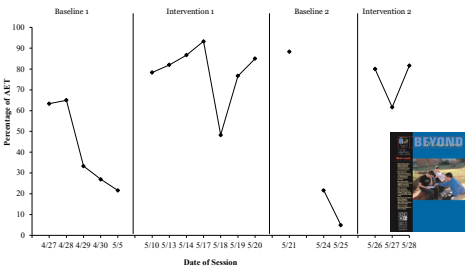
Changes in Harry's Behavior



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

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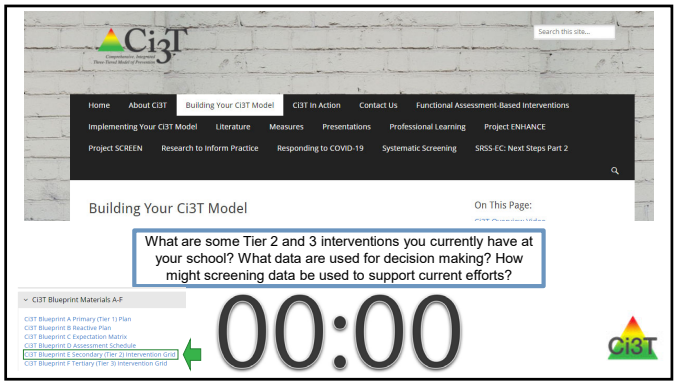

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Ci3T

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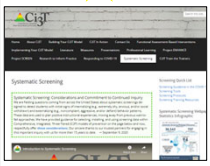
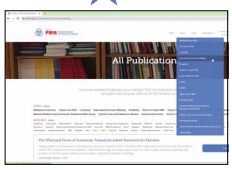
Resource Alert!

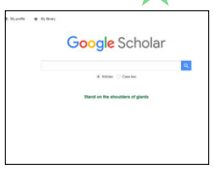
ci3t.org



pbis.org



Journal Article



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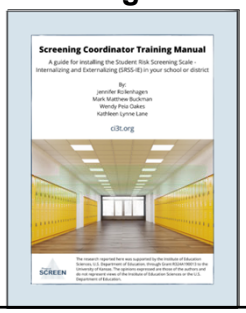
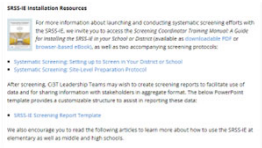
Screening Coordinator Training Manual





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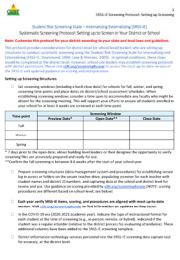
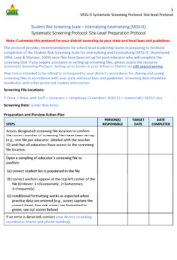
Screening Protocols





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Guidance for Systematic Screening: Lessons Learned from Practitioners

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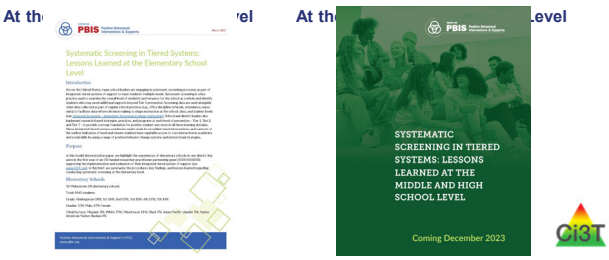
Lessons Learned



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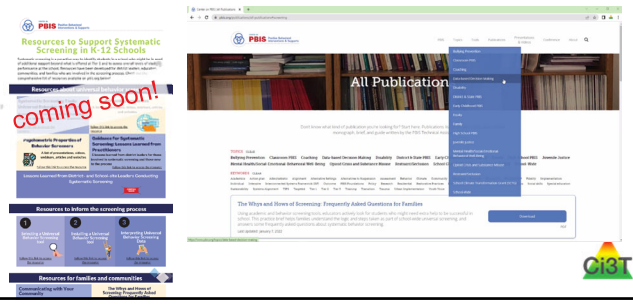
PBIS Resource Infographic



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Agenda

- Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
- Systematic Screening: Tools and Logistics
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Preventions Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Reviewing Resources to Support Systematic Screening
- **Planning for Next Steps**

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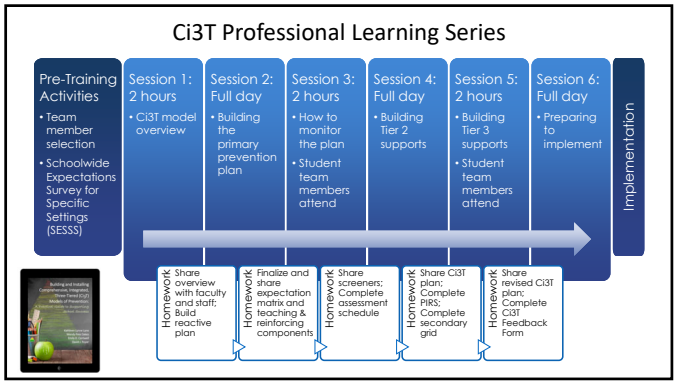
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team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

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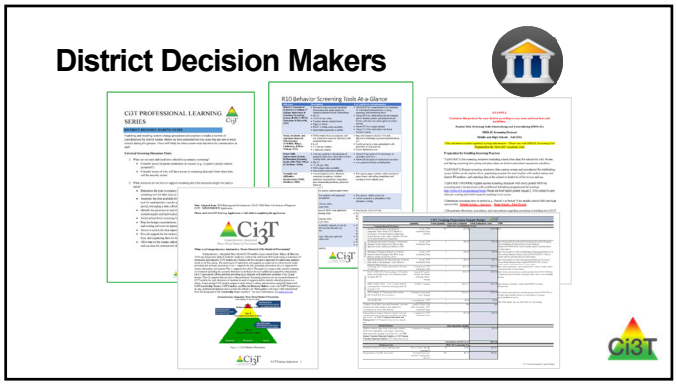
District Decision Makers
Ci3T

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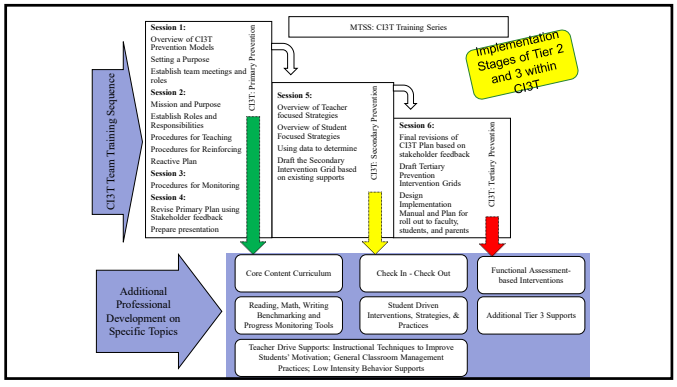
MTSS: CI3T Training Series
Implementation Stages of Tier 2 and 3 within Ci3T
CI3T Team Training Sequence
Session 1:
Overview of CI3T Prevention Models
Setting a Purpose
Establish team meetings and roles
Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching
Procedures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

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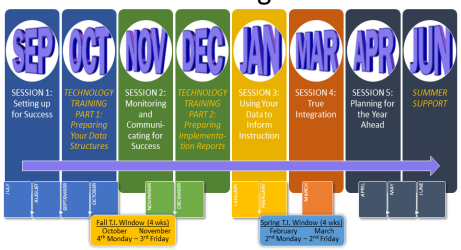
Ci3T IMPLEMENTATION
Professional Learning Series



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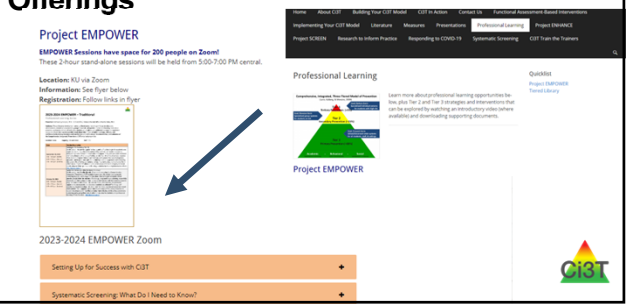
Come Join Us! Professional Learning Offerings



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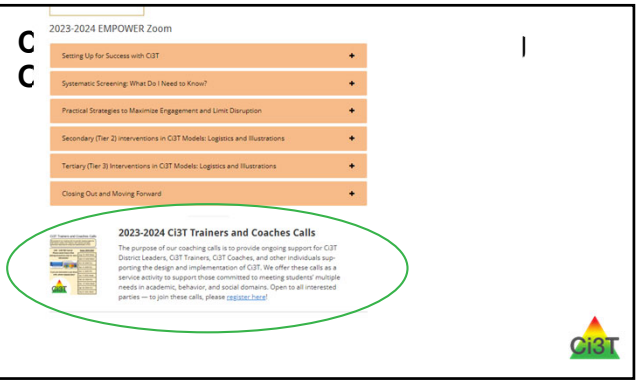

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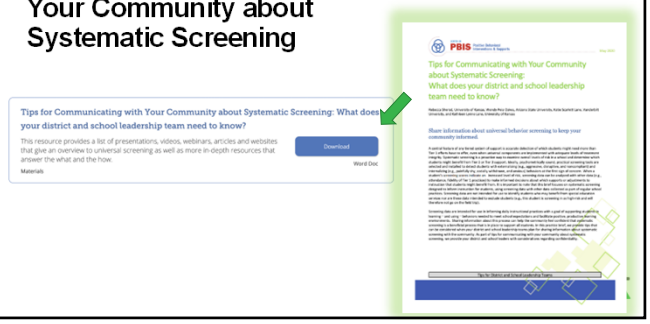
Tips for Communicating with Your Community about Systematic Screening



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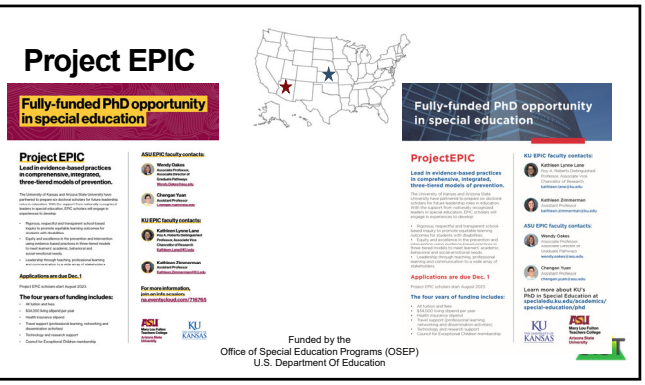
Project EPIC



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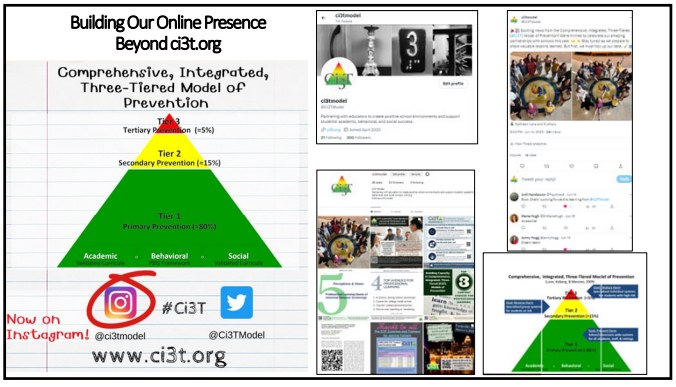
Building Our Online Presence Beyond ci3t.org



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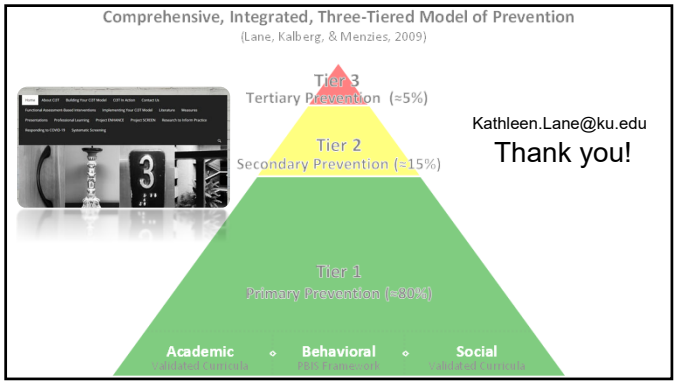

Kathleen.Lane@ku.edu

Thank you!

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