

**Using Systematic Screening
Data to Inform Instruction (5D)**

Presenters:
Kathleen Lynne Lane, PhD, BCBA-D, CF-L2 | University of Kansas
Mark Buckman, PhD | University of Kansas
Rebecca Sherod Adams, MSE | Arizona State University



1

Learning Objectives

1. Describe Systematic Screening
2. Use Systematic Screening data to:
 1. Inform instruction
 2. Empower teachers with low-intensity strategies
 3. Connect students to Tier 2 and Tier 3 interventions
3. Identify resources to learn about screening



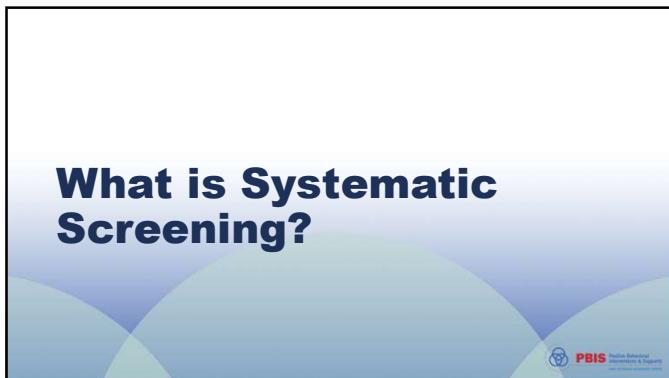
2

Agenda

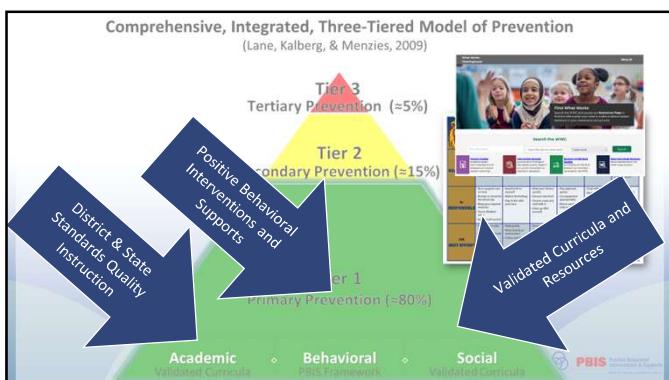
1. What is Systematic Screening?
2. Using Screening Data to Inform Instruction – Illustrations of using data to
 1. Shape Tier 1 Efforts
 2. Empower Teachers with Low-intensity Strategies
 3. Connect Students to Tier 2 and Tier 3 Efforts
3. Additional Resources and Wrap Up



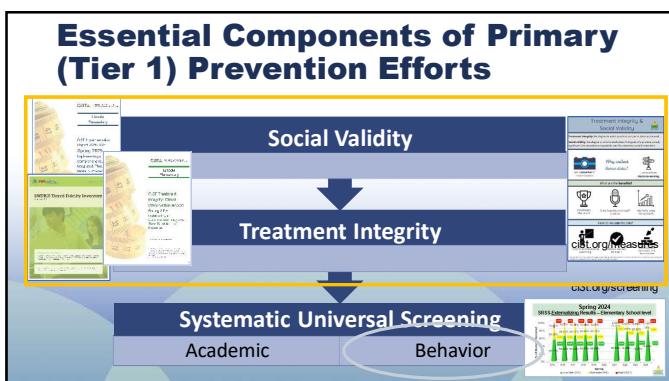
3



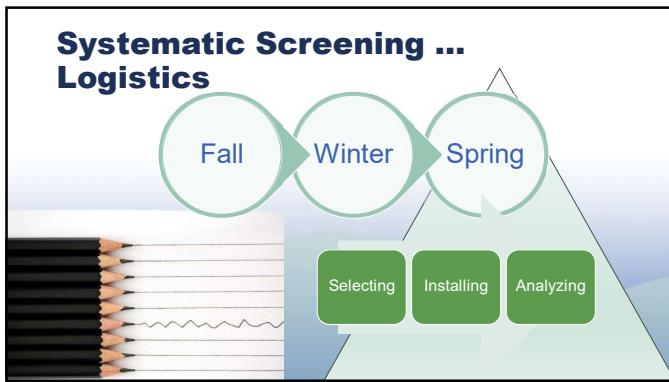
4



5



6



7

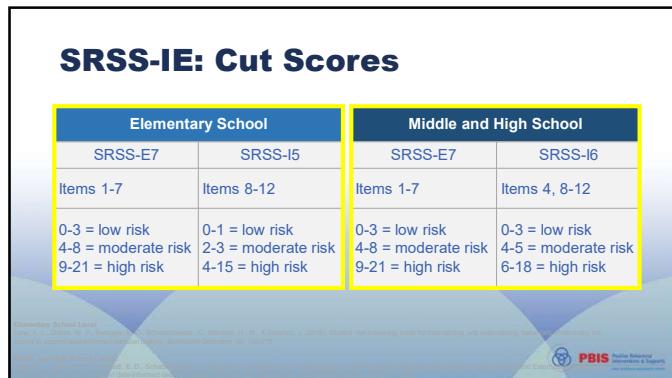
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Elementary

Teacher Name:		Student Name:		Screening Date:		Screening Status:		Screening Results:		Screening Summary:	
First Name	Last Name	First Name	Last Name	Month	Year	Completed	In Progress	Passed	Failed	Score	Notes
Teacher First Name	Teacher Last Name	Student First Name	Student Last Name	Month	Year	Completed	In Progress	Passed	Failed	Score	Notes
Comments:											

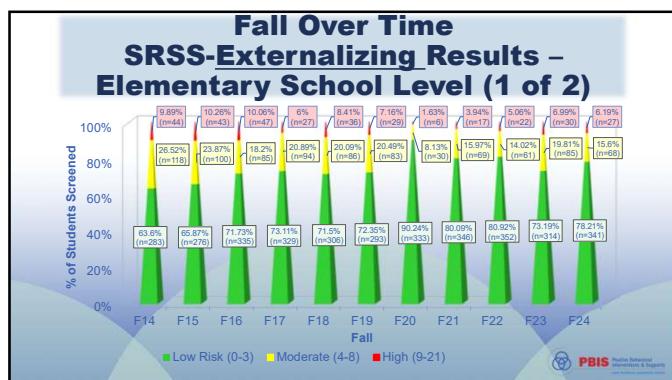
8

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

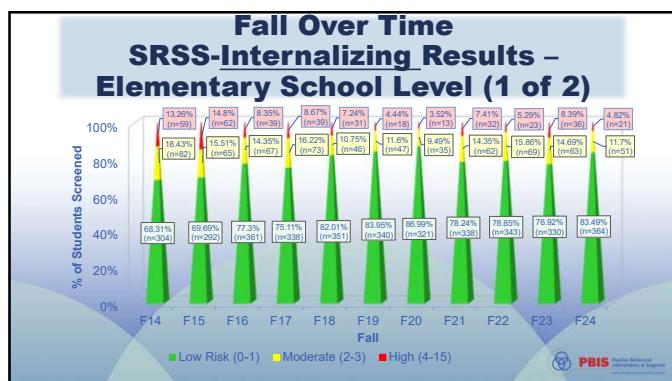
9



10



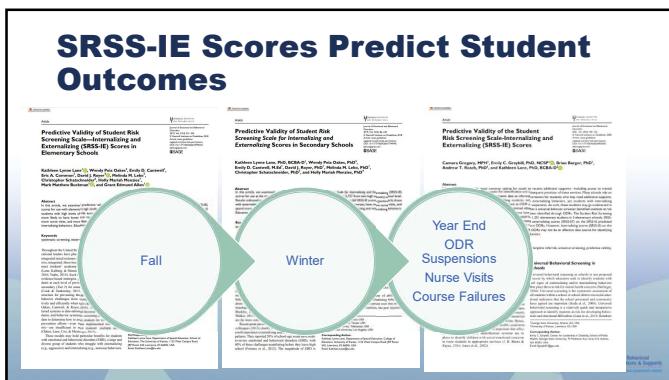
11



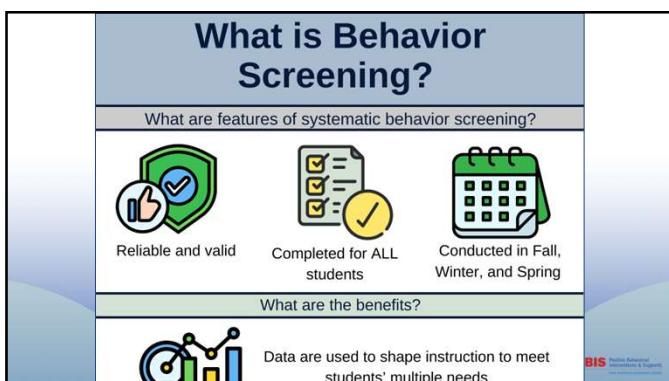
12

Fall 2024 SRSS-Internalizing Results – Elementary School Grade Level				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

13



14



15

students winter, and Spring

What are the benefits?

Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?

Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

PBIS Positive Behavioral Interventions & Supports

16

Using Academic and Behavior Screening Data

These academic and behavior screening data are then reviewed alongside other data collected as part of typical school practices (e.g., attendance, office discipline referrals, grades) to:

Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

PBIS Positive Behavioral Interventions & Supports

17

Systematic Screening Resources

Resources to Support Systematic Screening in K-12 Schools

Supports and Structures for Behavior Screening

Screening and Risky Behavior Scales
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

PBIS Positive Behavioral Interventions & Supports

18

Resources for screening: PBIS.org...

The screenshot shows the PBIS.org homepage with a sidebar for 'All Publications'. Below it is a detailed page titled 'Resources to Support Systematic Screening in K-12 Schools'. This page is organized into several sections: 'Resources about universal behavior screening', 'Resources to inform the screening process', 'Resources to before the screening process', 'Resources for families and communities', and 'Lessons learned from implementing screening'. Each section contains links to various resources like tools, articles, and webinars.

19

This screenshot shows the 'Resources about universal behavior screening' section of the PBIS.org website. It includes links to 'Systematic Screening Tools: Universal Behavior Screens', 'Screening Resources' (presentations, videos, webinars, articles), 'Psychometric Properties of Behavior Screens', 'Guidance for Systematic Screening: Lessons Learned from Practitioners', and 'Lessons Learned from District- and School- and Leaders Conducting Systematic Screening'.

20

This screenshot shows the 'Resources to inform the screening process' section of the PBIS.org website. It includes three numbered steps: 'Selecting a Universal Behavior Screening Tool', 'Installing a Universal Behavior Screening Tool', and 'Interpreting Universal Behavior Screening Data'. Below this is a 'Resources for families and communities' section with links to 'Communicating with Your Community' and 'The Why and How of Screening: Frequently Asked Questions for Families'. At the bottom is a 'Lessons learned from implementing screening' section with links to 'Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level' and 'Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level'.

21

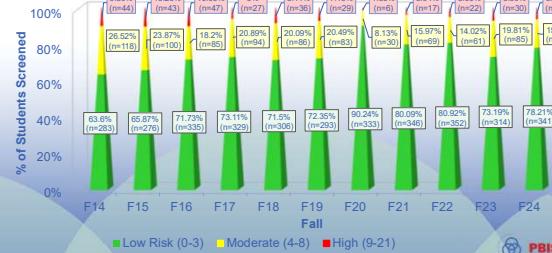
Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

Shape Tier 1 Efforts

PBIS Positive Behavioral Interventions & Supports

22

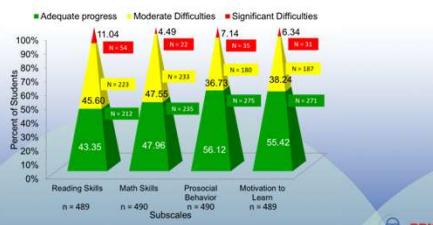
Fall Over Time SRSS-Externalizing Results – Elementary School Level (2 of 2)



23

Data to Indicate a Focus on Tier 1: School Level

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



Lane, K. L., Oakes, W. P., & Magli, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (C3T) Model? *Preventing School Failure*, 58(1), 143-158.

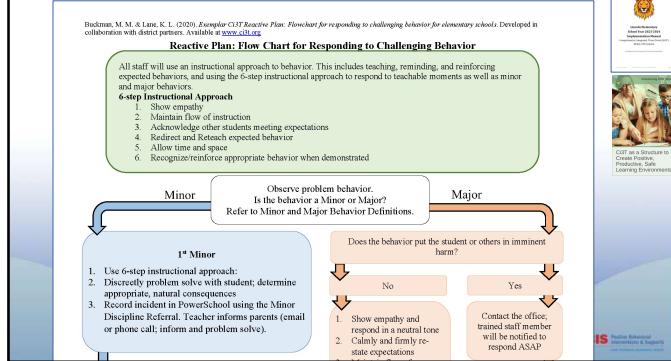
24

25

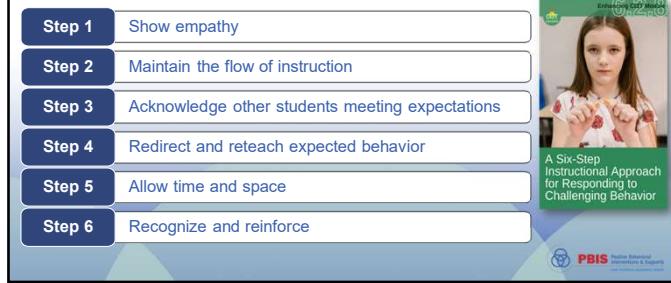
Data:		Class:		Unit:	
Integrated Lesson Plan					
Topic					
Standards					
Core Lesson Elements	Tier 1 (forall)		Equitable Access and Inclusion <u>Differentiated Objectives</u>		
Academic Objective(s)					
Social Skills Objective(s)					
Behavioral Expectation(s)					
Teacher Reflections					
Implementation: 0=never, 1=sometimes, 2=often, 3=full					
Active Supervision (AS)	Behavior Specific Praise (BSP)	High P-Request Sequence (HPS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Met individual student plan for academic, social skill, and behavioral supports.					
What went well?					
What did not go as expected?					
What could I change in the future?					

26

27

Behavior 2

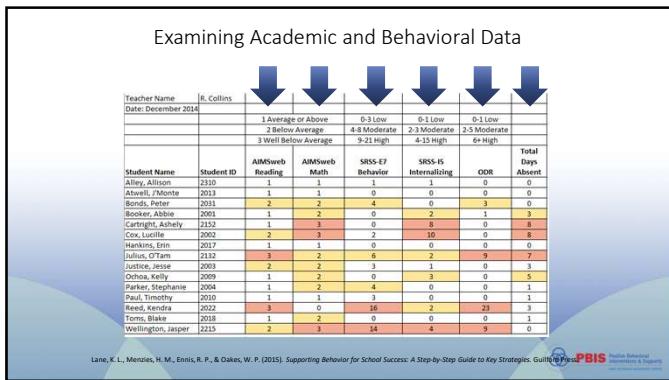
28

6-Step Instructional Approach for Responding to Challenging Behavior

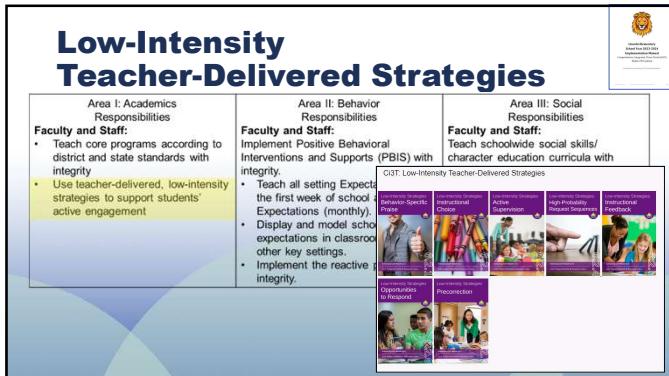
29

Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

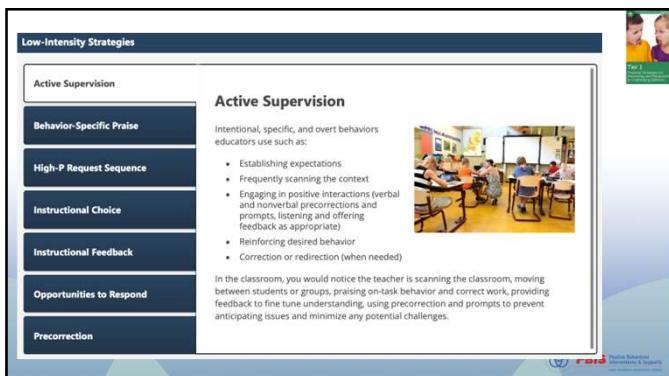
30



31



32



33

Low-Intensity Strategy	Franklin High School On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met.	<ul style="list-style-type: none"> Eric Common, Behavior Specialist Mark Buckman, Special Education Grant Allen, Parent Volunteer Paloma Pérez-Clark, School Psychologist
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol.	<ul style="list-style-type: none"> David Royer, Administration Emily Cantwell, 12th Grade Scarlett Lane, 11th Grade Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between-task choices to increase academic engagement, time and motivation.	<ul style="list-style-type: none"> Abbie Jenkins, 10th Grade Scarlett Lane, 11th Grade José Sousa, PE Liane Johl, 9th Grade

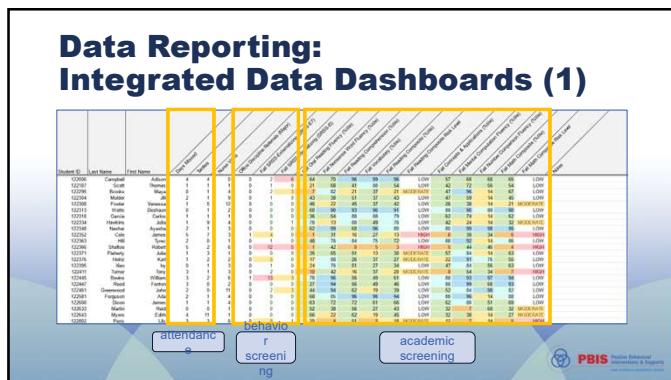
34

Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

Connect Students to Tier 2 and Tier 3 Efforts

PBIS Positive Behavioral Interventions & Supports

35



36

Tier 2 and Tier 3 Intervention Grids

Secondary (Tier 2) Intervention Grid				
Self-monitoring				
Elementary				
Support Self-monitoring	Description	School-wide Data: Entry Criteria	Outcomes to Progress Monitor	Exit Criteria
	Students are monitored and recorded for intervention. The student and teacher to provide feedback on student performance. Intervention is a collaborative process that enables behaviors to be linked to learning, study skills, social skills, and the target behaviors.	<ul style="list-style-type: none"> □ SASSIS-E7 scores < 70% correct □ SASIS-5 scores < 70% correct □ SASIS-6 scores < 70% correct □ SBRIS-E7 score < 70% correct □ High (3.75+) on the following: - IEP goal - High office discipline referrals - 200+ days 	<p>Social Validity:</p> <ul style="list-style-type: none"> □ Progress report, 1 or 2 quarters □ Assignment feedback □ Analysis of student's behavior at a stronger level (math, reading, writing) □ Progress report □ Targeted for growth in reading, writing, reading 	<p>Behavior:</p> <ul style="list-style-type: none"> □ SASSIS-E7 scores > 70% correct □ SASIS-5 scores > 70% correct □ SASIS-6 scores > 70% correct □ SBRIS-E7 score > 70% correct <p>Academic:</p> <ul style="list-style-type: none"> □ Passing grades on progress report □ Progress report, 1 or 2 quarters □ Analysis of student's academic, social, and emotional growth in the behavior plan
		AND/OR		
		Academic:		
		<ul style="list-style-type: none"> □ Progress report, 1 or 2 quarters □ Assignment feedback □ Analysis of student's behavior at a stronger level (math, reading, writing) □ Progress report □ Targeted for growth in reading, writing, reading 		

37

Tier 2: Recognize. Relax. Record

Elementary Secondary (Tier 2) Intervention Grid	
Recognize, Relate, Record	Description
Support	<p>RIRS is a self-monitoring intervention package. The teacher provides a self-monitoring intervention package to students. Students learn and practice the three phases of self-monitoring (self-recognition, self-relation, self-reinforcement) and then practice the routine of 15 lessons of 20-30 min each (RIRS Instruction).</p> <ol style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings that are associated with a range of self-assessments (3 lessons). 2. Relate: Students learn to identify self-management strategies to support self-regulation. Students learn the following relaxation strategies: progressive muscle relaxation (3 lessons). 3. Record: Students learn to identify thoughts and feelings, using selected Relate strategies, and engage in self-recognition (3 lessons). 4. RIRS Ready-Go: After the first few days of using self-recognition, self-relation, and self-reinforcement, the teacher asks how things are going, ask questions, and receives feedback from the students (3 lessons). 5. Optional: Reinforcement: This can be used as an incentive for students to continue self-monitoring (1 lesson). <p>The teacher provides 1 day of self-monitoring for the teacher to use as a model for the students (30 min). During Period 1, when the student could benefit from self-monitoring (30 minutes), the teacher provides 1 day of self-monitoring (30 minutes) throughout the intervention using Direct Behavior Rating.</p>
Enhance	<p>Student-Defined Data</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moderate (2-3). <input checked="" type="checkbox"/> DRIS-5 score (moderate risk) <p>Attendance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missing no more than 10% of the first 6 weeks of school. <input checked="" type="checkbox"/> Missing no more than 10% of the last 6 weeks of school. <p>Grade Level:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Third-, fourth-, and fifth-grade students. <input checked="" type="checkbox"/> Students with increasing engagement risk (moderate or high). <p>Considerations:</p> <ul style="list-style-type: none"> • Students with increasing engagement risk (moderate or high). • Students with increasing engagement risk (moderate or high).
Develop	<p>Data to Monitor:</p> <ul style="list-style-type: none"> Student Performance Student Engagement Teacher Engagement <p>Exit Criteria:</p> <ul style="list-style-type: none"> Reduced engagement behaviors as measured by the DRIS-5 score (moderate risk). • RIRR Teacher Rating of student engagement • DRIS-5 score (moderate risk) • Demonstrated independent use of self-monitoring behaviors (moderate risk set for engagement improvement) • Receding Sheet to measure engagement (moderate risk) • Increased Engagement (moderate risk set for engagement improvement) • DRIS-5 Treatment Integrity Checklist

38

What is Recognition Policy Record?



39

Resources to Support Screening

PBIS Positive Behavioral Interventions & Supports

40

Systematic Screening Resources (PBIS)

PBIS Positive Behavioral Interventions & Supports

Resources to Support Systematic Screening in K-12 Schools

The Why's and How's of Screening: Frequently Asked Questions for Families

Psychometric Properties of Behavior Screening Tools

41

Enhancing Ci3T Modules

- 40+ free-access professional learning modules available at ci3t.org/enhance
- Topic areas:**
 - Serving as a Ci3T Leader
 - Selecting and Installing Behavior Screeners
 - Primary (Tier 1) Prevention efforts
 - Low-intensity, Teacher-delivered Strategies
 - Implementing Secondary (Tier 2) Strategies
 - Implementing Tertiary (Tier 3) Strategies
 - Foundational Knowledge

Supports and Structures for Implementing Behavior Screeners

Student Self Screening for Implementing Behavior Screeners

PBIS Positive Behavioral Interventions & Supports

42

Ci3T EMPOWER Sessions

- Free-access, standalone professional learning sessions for any interested person (implementers, community members)
- Content focused on building knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being needs



43

Let's talk! Screening to Inform Instruction



44
