


Using Systematic Screening Data to Inform Instruction (5D)


Presenters:
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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



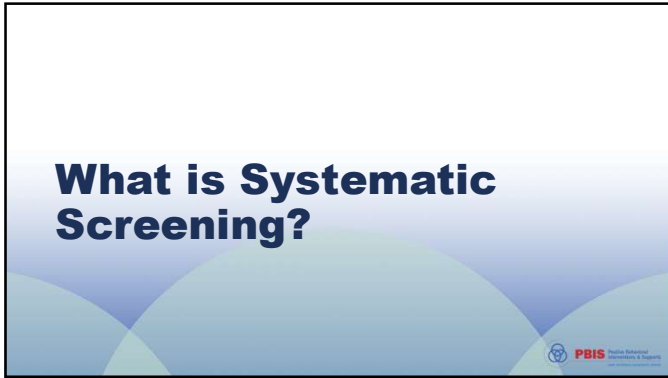
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Agenda

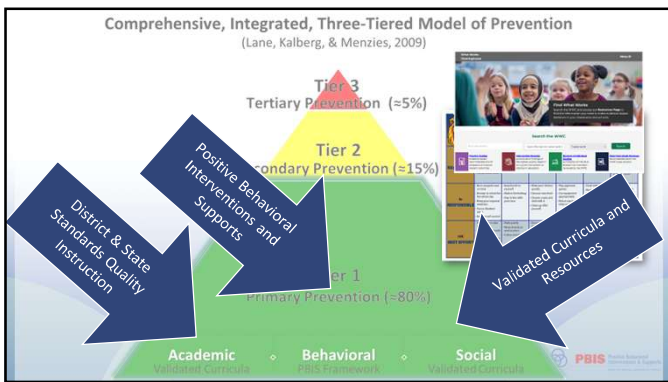
1. What is Systematic Screening?
2. Using Screening Data to Inform Instruction – Illustrations of using data to
 1. Shape Tier 1 Efforts
 2. Empower Teachers with Low-intensity Strategies
 3. Connect Students to Tier 2 and Tier 3 Efforts
3. Additional Resources and Wrap Up



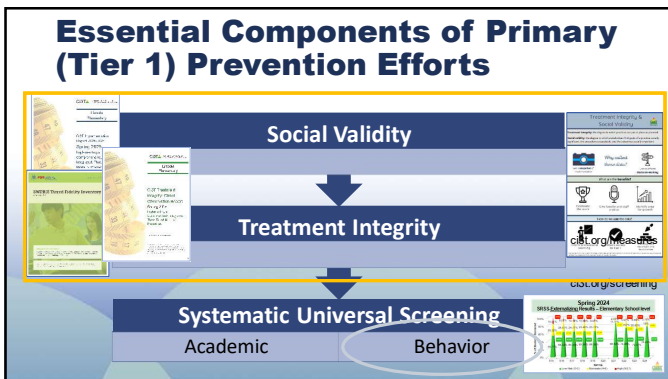
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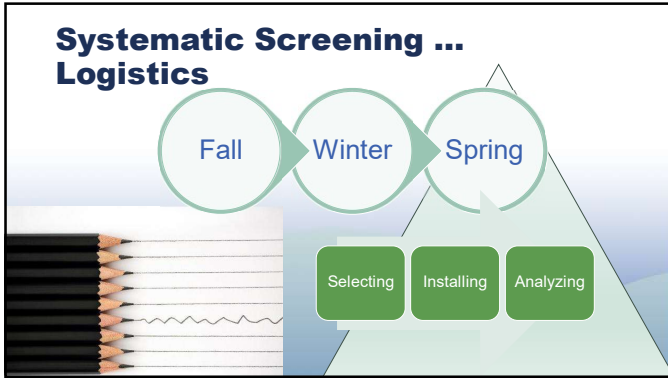
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Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Elementary

Form generated Teacher Name	Student Name	Student ID	Class
Example: Adam Henderson	Example: John Smith	12345	1A

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

Form generated Teacher Name	Student Name	Student ID	Class
Example: Adam Henderson	Example: John Smith	12345	1A

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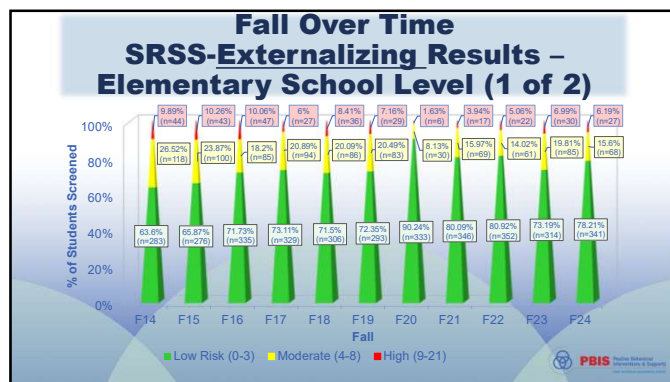
SRSS-IE: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

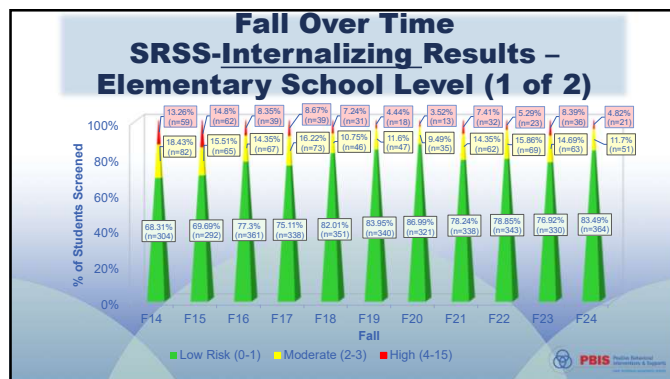
Elementary School Level
Lars, K. L., Collier, W. P., Swogger, E. D., Schoenwald, C., Meneses, H. M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behavior problems: A measure to support data-informed decision making. *Behavioral Disorders, 40*, 159-175.

Middle and High School Level
Lars, K. L., Collier, W. P., Swogger, E. D., Schoenwald, C., Meneses, H., & Sanchez, J. (2015). Student Risk Screening Scale: Internalizing and Externalizing Behavior Problems: A measure to support data-informed decision making. *Behavioral Disorders, 40*, 159-175.

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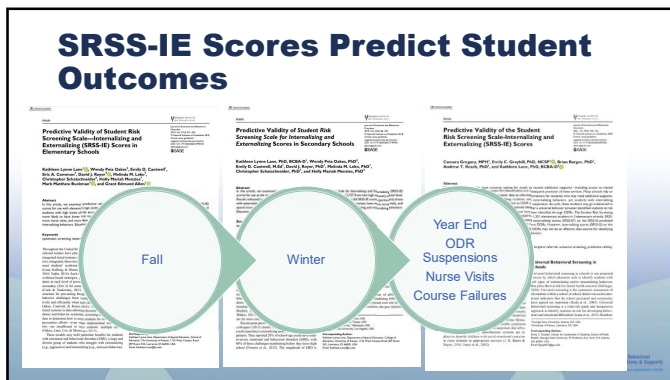
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Fall 2024 SRSS-Internalizing Results – Elementary School Grade Level				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

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What is Behavior Screening?

What are features of systematic behavior screening?

Reliable and valid

Completed for ALL students

Conducted in Fall, Winter, and Spring

What are the benefits?


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

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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




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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



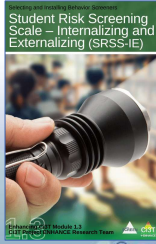


Connect students to Tier 2 and Tier 3 interventions



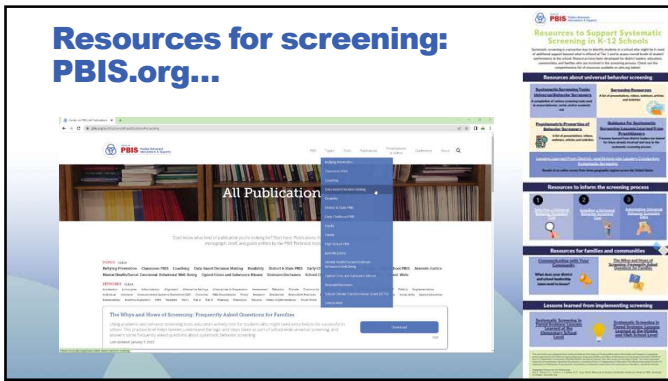
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Systematic Screening Resources



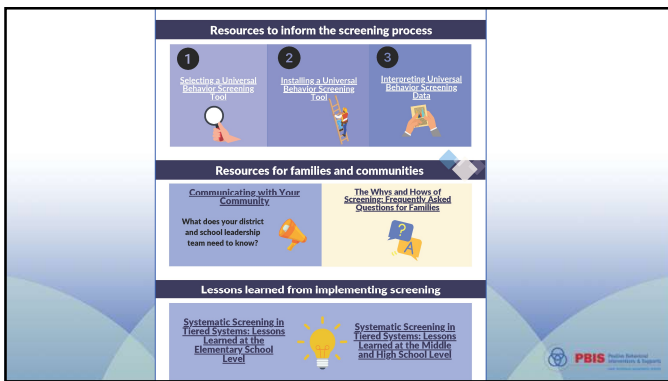
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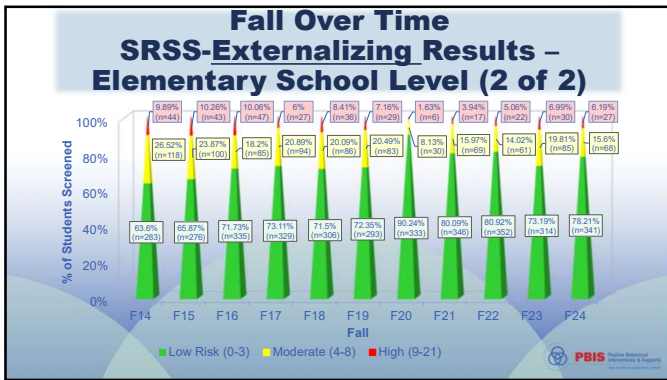
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Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

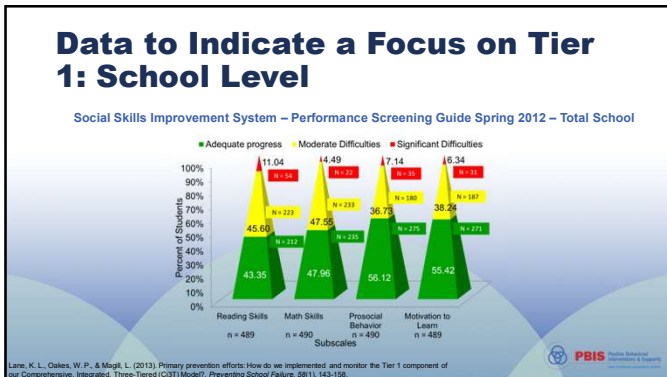
Shape Tier 1 Efforts



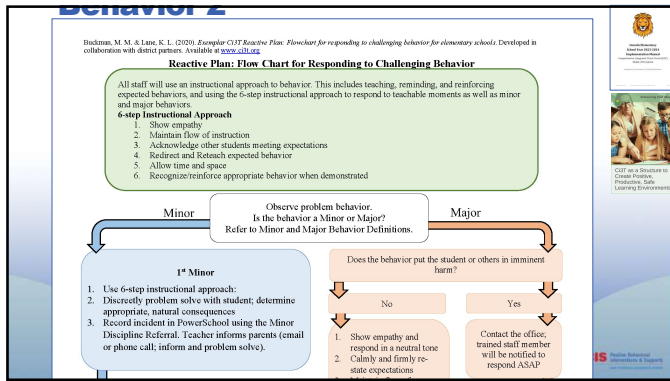
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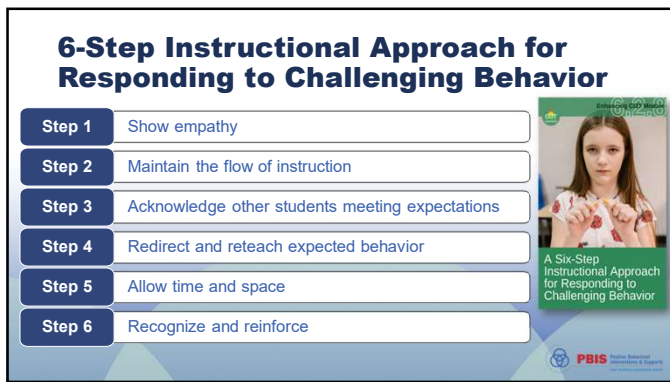
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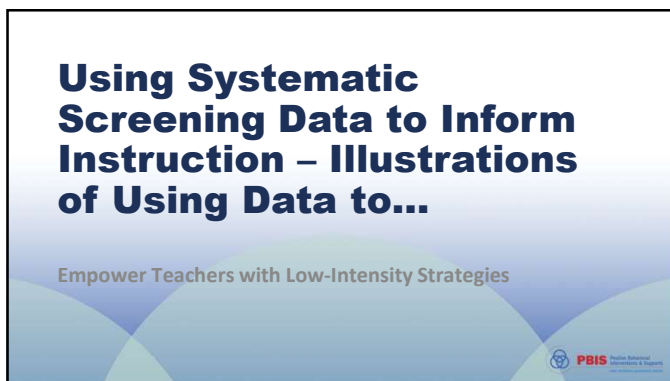
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Low-Intensity Strategy	Franklin High School On-Site Expert
<p>Behavior-Specific Praise: Identifying the specific expectation the student met.</p> <ul style="list-style-type: none"> o "Miana, I noticed you turned your paper and used the graphic organizer to draft your essay. Well done!" o "Justice, thank you for pushing in your chair to keep the walkway safe." <p>Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, chorally, verbally, written, gesture, or symbol.</p> <ul style="list-style-type: none"> o "Show me thumbs or thumbs down if..." o "Show me on your white board what..." o "Turn to your elbow partner and say..." o "All together now, what is..." <p>Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation.</p> <ul style="list-style-type: none"> o "Ronaldo, our of our 3 learning objectives today, which would you like to work on first?" o "Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?" 	<ul style="list-style-type: none"> • Eric Common, Behavior Specialist • Mark Buckman, Special Education • Pamela Volante • Paloma Pérez-Clark, School Psychologist <ul style="list-style-type: none"> • David Royer, Administration • Emily Cantwell, 12th Grade • Scarlett Lane, 11th Grade • Mallory Messenger, Counselor
<p>Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation.</p> <ul style="list-style-type: none"> o "Ronaldo, our of our 3 learning objectives today, which would you like to work on first?" o "Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?" 	<ul style="list-style-type: none"> • Abbie Jenkins, 10th Grade • Scarlett Lane, 11th Grade • José Sousa, PE • Liane Johl, 9th Grade

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

Connect Students to Tier 2 and Tier 3 Efforts

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Data Reporting: Integrated Data Dashboards (1)

Student ID	Last Name	First Name	Attendance	Behavior	Academic	Attendance	Behavior	Academic	Attendance	Behavior	Academic	Attendance	Behavior	Academic	Attendance	Behavior	Academic	Attendance	Behavior	Academic
121007	Cardinal	Shane	4	1	1	21	25	39	36	1,000	101	72	58	1,000						
121006	Cardinal	Shane	4	1	1	21	25	39	36	1,000	101	72	58	1,000						
121004	Makler	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121008	Farber	Shane	2	1	1	43	37	137	43	1,000	149	58	58	1,000						
121010	Farber	Shane	2	1	1	43	37	137	43	1,000	149	58	58	1,000						
121014	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121015	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121016	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121017	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121018	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121019	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121020	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121021	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121022	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
121023	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
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121032	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						
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121052	Thurston	Shane	4	1	1	43	37	137	43	1,000	149	58	58	1,000						

attendance

behavior screening

academic screening

 PBIS

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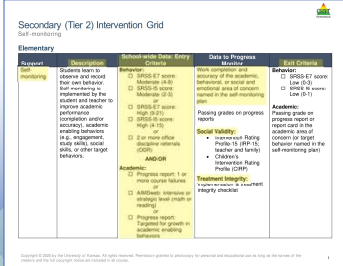
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Tier 2 and Tier 3 Intervention Grids

Secondary (Tier 2) Intervention Grid

Self-Monitoring

Report	Description	Student self-Monitoring	Teacher self-Monitoring	Exit Criteria
Recognize	Students learn to identify and record their own behavior. This monitoring is implemented for the student and teacher to monitor and manage to improve academic performance.	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons).



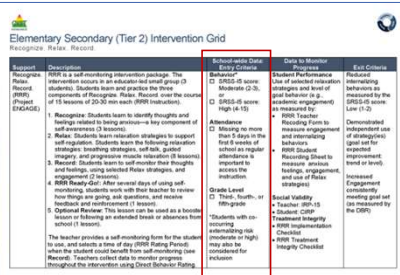
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Tier 2: Recognize. Relax. Record

Elementary Secondary (Tier 2) Intervention Grid

Recognize, Relax, Record

Report	Description	Student self-Monitoring	Teacher self-Monitoring	Exit Criteria
Recognize	Students learn to identify and record their own behavior. This monitoring is implemented for the student and teacher to monitor and manage to improve academic performance.	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 	<ul style="list-style-type: none"> 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (2 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn to follow relaxation strategies, and progressive muscle relaxation (3 lessons). 3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons).



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Recognize. Relax. Record.

What is Recognize. Relax. Record?

An intervention package containing three components:

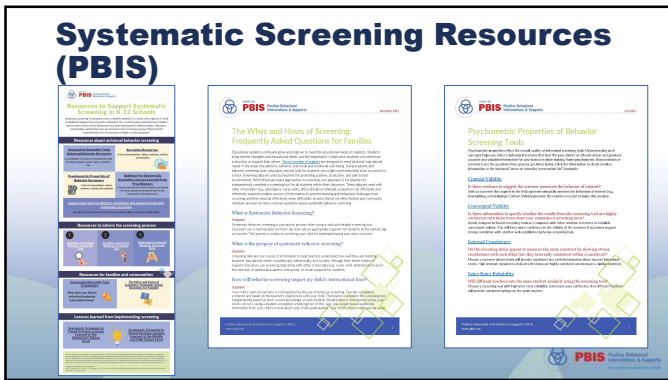
- Recognize: identify thoughts and feelings related to being anxious
- Relax: manage anxious thoughts and feelings using relaxation strategies
- Record: self-monitor thoughts and feelings, use of relaxation strategies, and engagement (social or academic)



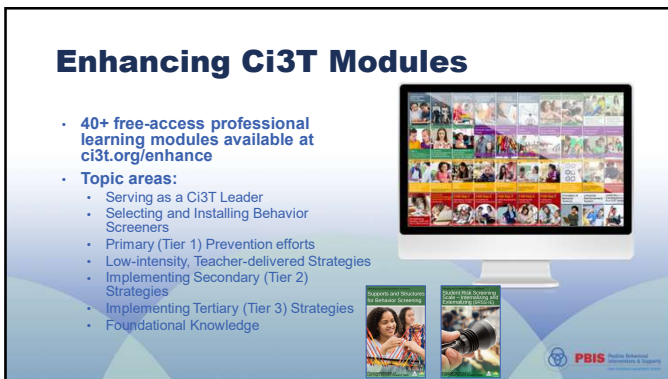
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Ci3T EMPOWER Sessions

- 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



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Let's talk! Screening to Inform Instruction



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