An Overview of Behavior Screening Tools: Using Data to Inform Instruction
New York, May 1, 2015

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

Agenda

• Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention
• The Importance of Systematic Screening
• Using Screening Data ...
  – implications for primary prevention efforts
  – implications for teachers
  – implications for student-based interventions at Tier 2 and Tier 3

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

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

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

PBIS Framework

Validated Curricula

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk
Academic Component

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

Social Component:
... identifying a validated curriculum

- Violence Prevention
  - Second Step Violence Prevention (Committee for Children, 1992)
- Character Education
  - Positive Action (Positive Action, 2008)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System – Classwide Intervention Program (Elliott & Gresham, 2007)

Social Skills Component:
Example Programs

- Positive Action  
  www.positiveaction.net
  - Improves academics, behavior, and character
  - Curriculum-based approach
  - Effectively increases positive behaviors and decreases negative behaviors
  - 6-2 units per grade
  - Optional components:
    - site-wide climate development
    - drug education
    - bullying / conflict resolution
    - counseling, parent, and family classes
    - community/coalition components

- Social Skills Improvement System (SSIS)
  - Elliott and Gresham, 2008
  - www.pearsonassessments.com
  - SSIS is an evidence-based tool for assessing and teaching social skills that lead to social and academic success

Lane & Oakes 2012
Behavioral Component: Positive Behavior Interventions and Support

*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

<table>
<thead>
<tr>
<th>ELEMENTARY Settings</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Hallway</td>
<td>Cafeteria</td>
<td>Playground</td>
<td>Bathroom</td>
<td>Bus</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish, Clarify, Define Expectations</td>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish, Clarify, Define Expectations</td>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish, Clarify, Define Expectations</td>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why Include Three Components?

- An instructional approach to behavior that teaches the behaviors (i.e., respect, responsibility, best effort) that give teachers the time to provide instruction in academics and social competencies (character education)
- A data-driven framework that can be used to
  - Monitor the overall level of risk and progress in the school as a whole
  - Identify students who may require additional supports in academic, behavioral, and social domains
- A social skills or character education program that is an evidence-based program

Lane & Oakes 2013
### Primary Intervention Plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Purpose Statement</th>
<th>School-Wide Expectations</th>
<th>Area I: Academic Responsibilities</th>
<th>Area II: Behavior Responsibilities</th>
<th>Area III: Social Skills Responsibilities</th>
</tr>
</thead>
</table>

#### Mission Statement
The mission of Contra Costa HS is to provide a safe and secure learning environment that allows students to engage in academics and act respectful and responsibly to both peers and adults.

#### Purpose Statement
All of the Contra Costa community will work together to design and implement a variety of programs that include primary, secondary, and tertiary levels of prevention to support the specific academic, behavioral, and social needs of all students.

#### School-Wide Expectations
- Arrive on time and ready to learn
- Be respectful to both peers and adults
- Show school pride
- Complete all work
- Bring all materials, including daily planners to class

#### Area I: Academic Responsibilities
- Arrive and leave school on time
- Participate in starting and closing activities
- Produce quality work
- Complete all work
- Bring all materials, including daily planners to class

#### Area II: Behavior Responsibilities
- Provide engaging lessons, linked to the KCCRS and district standards
- Monitor progress toward standards and AP completion and outcomes
- Differentiate instruction
- Include starter and closing activities as part of lesson plan
- Support students that miss instruction
- Engage in positive teacher-student and teacher-student interactions
- Encourage the use of daily planners
- Create clear routines within the classroom

#### Area III: Social Skills Responsibilities

#### Faculty and Staff will:
- Provide faculty and staff with materials to facilitate instruction

#### Parents will:
- Provide a place, materials, and assistance to completed homework
- Align daily planner
- Read newsletters from school
- Check websites for announcements
- Help attendance policies
- Communicate with schools as requested
- Encourage students to give their best effort

#### Administrators will:
- Provide faculty and staff with materials to facilitate instruction
### Procedures for Teaching

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/ Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Lane & Oakes 2012

### Procedures for Reinforcing

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/ Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Lane & Oakes 2012
Importance of Unified Systems of Measurement

- Accurate measure of key variables to enable accurate decision making:
  - office discipline referrals (ODRs)
  - attendance
  - referrals to prereferral teams and special education
  - academic progress (e.g., curriculum-based measurement)
  - behavior screenings
- The ability to analyze academic and behavioral data in tandem
- Information sharing regarding
  a) progress for schools as a whole and
  b) identification and support of students who require additional supports in the form of secondary (Tier 2) and tertiary (Tier 3) levels of prevention

Monitor

Monitoring Procedures: Student Measures

<table>
<thead>
<tr>
<th>Monitoring Procedures: Student Measures</th>
<th>Academic:</th>
<th>Behavior:</th>
<th>Social Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Measures:</td>
<td>Social Validity:</td>
<td>Treatment Integrity:</td>
<td>Program Goals:</td>
</tr>
</tbody>
</table>

Monitor Procedures:

Academic: Behavior: Social Skills:

Program Measures: Social Validity: Treatment Integrity: Program Goals:

---

School Demographics

Student Demographic Information

Screening Measures

SRSS – IE

Student Outcome Measures – Academic

Student Outcome Measures – Behavior

Program Measures – Social Validity – PIRS

Schoolwide Evaluation Tool (SET)

CI3T

Treatment Integrity
### Procedures for Monitoring: Elementary

<table>
<thead>
<tr>
<th>Procedures for Monitoring</th>
<th>Academic:</th>
<th>Behavior:</th>
<th>Social Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Measures</td>
<td>KAP (KCA) scores</td>
<td>Behavior Screeners: SRSS-IE (Student Risk Screening Scale – Internal/Internal)</td>
<td>Counselor/Outside agency referrals</td>
</tr>
<tr>
<td></td>
<td>KAMM scores</td>
<td>SRSS-IE (Student Risk Screening Scale – Internal/Internal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th – 6th Report Card</td>
<td>Behavior Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td># of academic</td>
<td>SSBD (Systematic Screening for Behavior Disorders)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-referral Team Meetings</td>
<td>Office Discipline Referrals (ODRs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance</td>
<td>Suspensions</td>
<td></td>
</tr>
<tr>
<td>Program Measures</td>
<td>Social Validity: Primary Intervention Rating Scale (PBIS; as per year)</td>
<td># of Behavior GEITS Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treatment Integrity: Schoolwide Evaluation Tool (SET) Teacher Evaluations</td>
<td>Program Goals: Effective Behavior Supports Survey</td>
<td></td>
</tr>
</tbody>
</table>

**KAP – Kansas Assessment Program - http://www.ksassessments.org/**

**KCA – Kansas Computerized Assessment**

---

### Essential Components of Primary Prevention Efforts

1. **Social Validity**
2. **Treatment Integrity**
3. **Systematic Screening**
   - Academic
   - Behavior

---

**Information Shared with Current Schools**

---

**Lane and Oakes**
WHAT BEHAVIOR SCREENING TOOLS ARE AVAILABLE?

See Lane, Menzies, Oakes, and Kalberg (2012)

SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS (SSBD; Walker, Severson & Feil, 2014)


SIMS Screening, Identification, and Monitoring Process

STAGE 1: TEACHER SCREENING on Externalizing and Internalizing Behavioral Criteria

STAGE 2: TEACHER RATINGS on Critical Events Index and Combined Frequency Indexes (Aggressive behavior and Social Interactions Scales for PK-K)

STAGE 3: OBSERVATION CODES AND/OR School Archival Records Search

Intervention | PASS GATE 1
| PASS GATE 2
| PASS GATE 3

Pool of Regular Classroom Students 27

(Walker, Severson, & Feil, 2014)
SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students

Screening Time Point

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Nominated But Did Not Exceed Criteria</th>
<th>Exceeded Normative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2007 (N=60)</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Winter 2008 (N=69)</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>Winter 2009 (N=66)</td>
<td>15</td>
<td>56</td>
</tr>
</tbody>
</table>

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 behaviors over a three year period.

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

Screening Time Point

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Nominated But Did Not Exceed Criteria</th>
<th>Exceeded Normative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2007 (N=60)</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Winter 2008 (N=69)</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>Winter 2009 (N=66)</td>
<td>15</td>
<td>56</td>
</tr>
</tbody>
</table>

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 behaviors over a three year period.

Student Risk Screening Scale
(SRSS; Drummond, 1994)

Student Risk Screening Scale  
(Drummond, 1994)

The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior. It uses a 4-point Likert-type scale: never = 0, occasionally = 1, sometimes = 2, frequently = 3.

Teachers evaluate each student on the following items:
- Steal
- Lie, Cheat, Sneak
- Low Academic Achievement
- Negative Attitude
- Behavior Problems
- Aggressive Behavior
- Peer Rejection

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

Teachers evaluate each student on the following items:

---

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Steal</th>
<th>Lie, Cheat, Sneak</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Behavior Problems</th>
<th>Aggressive Behavior</th>
<th>Peer Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Risk Screening Scale Score**: Sum Items 1-7 (Range 0 - 21)

---

**Student Risk Screening Scale**

Middle School Fall 2004 - Fall 2011

- Percentage of Students

---

**Fall Screeners**

Lane and Oakes
### Variable Risk

**Low**
- ODR: 1.50 (2.85)
- In-School Suspensions: 0.08 (0.38)
- GPA: 3.35 (0.52)
- Course Failures: 0.68 (1.50)

**Moderate**
- ODR: 5.02 (5.32)
- In-School Suspensions: 0.35 (1.04)
- GPA: 2.63 (0.65)
- Course Failures: 2.78 (3.46)

**High**
- ODR: 8.42 (7.01)
- In-School Suspensions: 1.71 (2.26)
- GPA: 2.32 (0.59)
- Course Failures: 4.17 (3.49)

**Significance Testing**
- L < M, H
- M = H

### Sample Data: SRSS

**Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>M = H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>M = H</td>
</tr>
</tbody>
</table>


### Student Risk Screening Scale

**High School: Behavioral & Academic Characteristics of SRSS Risk Groups**

**Non-Instructional Raters**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328)</th>
<th>Moderate (n = 52)</th>
<th>High (n = 35)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L &gt; M, H</td>
</tr>
</tbody>
</table>


### Elementary Level Results: ROC Curves

- Externalizing AUC: 0.953

Elementary Level Results: ROC Curves

Internalizing AUC = .802

STUDENT RISK SCREENING SCALE-IE
(Lane & Menzies, 2009)

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

<table>
<thead>
<tr>
<th>Original SRSS-IE 14</th>
<th>12 items retained for use at the elementary level</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 items under development in middle and high schools</td>
<td></td>
</tr>
</tbody>
</table>

Convergent Validity:
SRSS-E7, SRSS-I5, & SRSS-IE12 with the SSBD

<table>
<thead>
<tr>
<th>Target as Measured by the SSBD</th>
<th>Student Condition According to the SSBD</th>
<th>SRSS-IE Comparison</th>
<th>ROC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalizing</td>
<td>With Condition N</td>
<td>Without the Condition N</td>
<td>Area Under the Curve (AUC)</td>
</tr>
<tr>
<td>21</td>
<td>1026</td>
<td>SRSS-I5</td>
<td>.849</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRSS-IE12</td>
<td>.818</td>
</tr>
<tr>
<td>Externalizing</td>
<td>With Condition N</td>
<td>Without the Condition N</td>
<td>Area Under the Curve (AUC)</td>
</tr>
<tr>
<td>51</td>
<td>1026</td>
<td>SRSS-E7</td>
<td>.952</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRSS-IE12</td>
<td>.921</td>
</tr>
</tbody>
</table>

Note: SSBD refers to the Systematic Screening for Behavioral Disorders (Walker & Severson, 1992). SRSS-E7 refers to the version with 7 items retained; SRSS-I5 refers to the original 5 items from the SSBD. Developed by Drummond's PIVI (personal intervention validation instrument) study. SRSS-IE12 refers to the original 7 items constituting the SSBD. The SRSS-IE12 refers to the original 5 items constituting the SSBD.
SRSS-IE: SRSS-E7, SRSS-I5 Cut Scores

- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Items 1-7 (The SRSS externalizing scale)
  - 0 – 3  low risk
  - 4 – 8  moderate risk (yellow)
- Items 8-12 (The SRSS-IE internalizing items) preliminary cut scores for elementary only
  - 0 – 1  low risk
  - 2 – 3  moderate (yellow)
  - 4-15  high (red)

- Confirm the "Count" column is completed (students' numbered sequentially). Formulas are anchored by the "Count" column; it must contain a number for each student listed for accurate total formulas.

How do we score and interpret the SRSS-IE at the Elementary Level?

1. All scores will be automatically calculated.
2. SRSS scores are the sum of items 1 – 7 (range 0 – 21)
3. Internalizing scores are the sum of items 8-12 (range 0-15)

Sample … Winter

SRSS-E7 Results — All Students

- 4.20% High (9.21)
- 18.49% Moderate (4-8)
- 85.31% Low Risk (0-3)
- 18.49% High (9.21)
- 0.24% Moderate (4-8)
- 77.31% Low Risk (0-3)
### SRSS-E7 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>45 (77.59%)</td>
<td>10 (17.24%)</td>
<td>3 (5.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>38 (73.08%)</td>
<td>11 (21.15%)</td>
<td>3 (5.77%)</td>
</tr>
<tr>
<td>2nd</td>
<td>59</td>
<td>45 (76.27%)</td>
<td>11 (18.64%)</td>
<td>3 (5.08%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>62</td>
<td>51 (82.26%)</td>
<td>11 (17.74%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>55 (82.09%)</td>
<td>8 (11.94%)</td>
<td>4 (5.97%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>42 (71.19%)</td>
<td>16 (25.42%)</td>
<td>2 (3.39%)</td>
</tr>
</tbody>
</table>
### SRSS-I5 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>48 (82.76%)</td>
<td>7 (12.07%)</td>
<td>3 (5.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>37 (71.15%)</td>
<td>9 (17.31%)</td>
<td>6 (11.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>59</td>
<td>43 (72.88%)</td>
<td>12 (20.34%)</td>
<td>4 (6.78%)</td>
</tr>
<tr>
<td>3rd</td>
<td>62</td>
<td>57 (91.94%)</td>
<td>4 (6.45%)</td>
<td>1 (1.61%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>52 (77.61%)</td>
<td>7 (10.45%)</td>
<td>8 (11.94%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>45 (76.27%)</td>
<td>9 (15.25%)</td>
<td>5 (8.47%)</td>
</tr>
</tbody>
</table>

---

**Student Risk Screening Scale – Early Childhood (SRSS-EC)**

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)
Strengths and Difficulties Questionnaire

(SDQ; Goodman, 1997)

More information can be found at: www.SDQinfo.com
Strengths and Difficulties Questionnaire (Goodman, 1997)

- 2 versions
  - (elementary T4-10 and middle/high T11-17)
- One page is completed on EACH student
- All versions of the SDQ ask about 25 attributes, both positive and negative
- These 25 items are divided between 5 scales:
  - Emotional Symptoms
  - Conduct Problems
  - Hyperactivity / Inattention
  - Peer Relationship Problems
  - Prosocial Behavior
- Total Difficulties (sum of first 4 scales)

SDQ: Screening Results by Domain
Elementary School Winter 2009

Sample Data: Middle School SDQ
Core and Related Arts Teachers
Total Difficulties

Lane and Oakes
According to Cohen's (1992) correlations of .1, .3, and .5 may be considered small, medium, and large, respectively.

<table>
<thead>
<tr>
<th>SDQ Scale</th>
<th>M</th>
<th>SD</th>
<th>Correlation</th>
<th>p</th>
<th>p value</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6.85</td>
<td>6.69</td>
<td></td>
<td></td>
<td></td>
<td>1241</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>1.25</td>
<td>1.91</td>
<td></td>
<td>0.75</td>
<td>&lt;.0001</td>
<td>1241</td>
</tr>
<tr>
<td>Conduct Problems</td>
<td>1.10</td>
<td>1.91</td>
<td></td>
<td>0.75</td>
<td>&lt;.0001</td>
<td>1241</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>3.23</td>
<td>3.23</td>
<td></td>
<td>0.75</td>
<td>&lt;.0001</td>
<td>1241</td>
</tr>
<tr>
<td>Peer Problems</td>
<td>1.41</td>
<td>1.78</td>
<td></td>
<td>0.75</td>
<td>&lt;.0001</td>
<td>1241</td>
</tr>
<tr>
<td>Emotional Behavior</td>
<td>7.06</td>
<td>2.45</td>
<td></td>
<td>-0.58</td>
<td>&lt;.0001</td>
<td>1244</td>
</tr>
</tbody>
</table>

Convergent Validity: SRSS-E7, SRSS-I5, and SRSS-IE12 with the SDQ


Note: According to Cohen's (1992) correlations of .1, .3, and .5 may be considered small, medium, and large, respectively.

BASC² Behavioral and Emotional Screening Scale

(BASC² BESS; Kamphaus & Reynolds, 2007)
BASC² Behavioral and Emotional Screening Scale (Kamphaus & Reynolds, 2007)

- Behavioral areas assessed include:
  - Internalizing problems
  - Externalizing problems
  - School problems
  - Adaptive skills
- Includes 3 forms that can be used individually or in combination:
  - Teacher: Preschool and Child/Adolescent
  - Student self-report: Child/Adolescent
  - Parent: Preschool and Child/Adolescent

BASC² – Behavior and Emotional Screening Scale
Spring 2012

- Normal
- Elevated
- Extremely Elevated

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 624</td>
<td>n = 219</td>
<td>n = 202</td>
<td>n = 203</td>
</tr>
<tr>
<td>Normal</td>
<td>85.42%</td>
<td>87.67%</td>
<td>82.18%</td>
<td>86.21%</td>
</tr>
<tr>
<td>Elevated</td>
<td>10.74%</td>
<td>8.68%</td>
<td>12.38%</td>
<td>2.46%</td>
</tr>
<tr>
<td>Extremely Elevated</td>
<td>3.85%</td>
<td>5.45%</td>
<td>11.33%</td>
<td>11.33%</td>
</tr>
</tbody>
</table>

Percent of Students

N = 24
N = 67
N = 533
N = 624
n = 202
n = 203
n = 203
Social Skills Improvement System – Performance Screening Guide

(SSIS-PSG; Elliott & Gresham, 2007)

SSIS - PSG

• Four key areas are assessed:
  • Prosocial Behavior
  • Motivation to Learn
  • Reading Skills
  • Math Skills

• Three levels:
  • Preschool
  • Elementary
  • Secondary

A comprehensive, multi-tiered program for improving social behavior. Focuses on keystone classroom behaviors and skills.

(Elliott & Gresham, 2007; Copyright NCS Pearson, 2007)

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

- Adequate progress
- Moderate Difficulties
- Significant Difficulties

<table>
<thead>
<tr>
<th>Subscale</th>
<th>N</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>489</td>
<td>43.35</td>
<td>47.96</td>
<td>56.12</td>
<td>55.42</td>
<td>55.67</td>
<td>57.89</td>
<td>60.77</td>
<td>63.73</td>
<td>66.67</td>
<td>70.00</td>
<td>72.22</td>
</tr>
<tr>
<td>Math Skills</td>
<td>490</td>
<td>44.21</td>
<td>48.15</td>
<td>56.23</td>
<td>55.56</td>
<td>55.89</td>
<td>58.14</td>
<td>60.98</td>
<td>63.94</td>
<td>66.88</td>
<td>70.21</td>
<td>72.44</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>490</td>
<td>11.04</td>
<td>45.60</td>
<td>54.55</td>
<td>53.89</td>
<td>54.23</td>
<td>56.35</td>
<td>59.42</td>
<td>62.38</td>
<td>65.33</td>
<td>68.77</td>
<td>71.00</td>
</tr>
<tr>
<td>Motivation to Learn</td>
<td>489</td>
<td>7.14</td>
<td>56.12</td>
<td>55.42</td>
<td>55.75</td>
<td>56.08</td>
<td>58.21</td>
<td>60.34</td>
<td>63.31</td>
<td>66.28</td>
<td>69.72</td>
<td>72.00</td>
</tr>
</tbody>
</table>

Examining your screening data …

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

See Lane, Menzies, Bruhn, and Crnobori (2011)
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies

Student Risk Screening Scale (SRSS; Drummond, 1994)

Consideration #1: Essential Components of Classroom Management

- Classroom Climate
- Physical Room Arrangement
- Routines and Procedures
- Managing Paper Work

Consideration #2: Instructional Considerations

- How motivating is my classroom?
- Control – Challenge – Curiosity – Contextualization
- Am I using a variety of instructional strategies?
- How am I differentiating instruction?
- Content – Process – Product

Consideration #3: Low-Intensity Strategies

- Active Supervision
- Proximity
- Pacing
- Appropriate use of Praise
- Opportunities to Respond
- Instructive Feedback
- Incorporating Choice
Self-Assessment

How am I doing with basic classroom management strategies?
Instructional considerations?
Low-intensity strategies?

Consider a book study...
Build school site capacity.

Choice
Active Supervision
Behavior Specific Praise
Increased O's
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies

Low-Intensity Strategies for Academics and Behavior

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice
- Self-monitoring
- Behavior Contracts

Strategy Agendas

- What is instructional Choice?
- Why is instructional effective?
- What does the supporting research for instructional choice say?
- What are the benefits and challenges?
- How do I implement instructional choice in my classroom?
- Checklist for Success
- How well is it working?
How well is it working?
Examining the Effects

- Treatment Integrity
  - How well did this support work for this student?

- Social Validity
  - What do stakeholders think about the goals, procedures, and outcomes?

- Experimental Design
  - How well is it working?

Expanding Your Tool Kit ….

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Clusters</td>
<td>Within and across task clusters offered during grading instruction (e.g., assigned time)</td>
<td>SRS/PE/EP, Tabled Progress, Group Trends</td>
<td>Student Performance: Increase: Engaged Time, Percentage of work completed</td>
<td>Feasibility venue: daily academic engagement 60% or better, on-task work completion 90% or better</td>
</tr>
</tbody>
</table>

1. Plan how these strategies will be shared with faculty and staff.
2. Determine which areas of your CBT plan will be supported with the strategy use. Examine screening data for target areas (grades or classes).
3. Who is going to be in charge of teaching these strategies? (at least 2 people)
4. Calendar the professional learning times and assign responsibilities.
Examining your screening data ...  
... implications for primary prevention efforts  
... implications for teachers  
... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)

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

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Tertiary Prevention (Tier 3)
≈ 15%
Secondary Prevention (Tier 2)
≈ 80%
Primary Prevention (Tier 1)

Academic  Behavioral  Social

Validated Curricula

PBIS Framework

Assess, Design, Implement, Evaluate

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Low intensity strategies
Basic Classroom Management  Effective Instruction

Behavior Contracts  Self-Monitoring  Functional Assessment-Based Interventions
A Step-by-Step Process

Step 1: Construct your assessment schedule
Step 2: Identify your secondary supports
  - Existing and new interventions
Step 3: Determine entry criteria
  - Nomination, academic failure, behavior screening scores, attendance data etc.
Step 4: Identify outcome measures
  - Pre and post tests, CBM, office discipline data, GPA etc.
Step 5: Identify exit criteria
  - Reduction of discipline contacts, academic success, reduction of truancies and absences etc.
Step 6: Consider additional needs

Procedures for Monitoring: Assessment Schedule

<table>
<thead>
<tr>
<th></th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Demographics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Demographics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student/Outcome Academic Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmarking - AIMSweb</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report - Core Subjects</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Outcome Behavioral Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline - ODR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance: TimeLine</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Measures: Social Validity (SRIS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED and Support TEAM</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lane and Oakes
A Step-by-Step Process

Step 1: Construct your assessment schedule

Step 2: Identify your secondary supports
- Existing and new interventions

Step 3: Determine entry criteria
- Nomination, academic failure, behavior screening scores, attendance data etc.

Step 4: Identify outcome measures
- Pre and post tests, CBM, office discipline data, GPA etc.

Step 5: Identify exit criteria
- Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

Step 6: Consider additional needs
### Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.</td>
<td></td>
<td></td>
<td>Work completion, or other behavior addressed in contract.</td>
</tr>
<tr>
<td></td>
<td>Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period</td>
<td></td>
<td></td>
<td>Successful Completion of behavior contract.</td>
</tr>
<tr>
<td>Self monitoring</td>
<td>Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day.</td>
<td>Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on GEM</td>
<td>Work completion and accuracy in the academic area of concern; passing grades expected.</td>
<td>Passing grade on the report card in the academic area of concern.</td>
</tr>
</tbody>
</table>

---

### Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group Reading instruction with Self-Monitoring</td>
<td>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.</td>
<td>Students who: Behavior: Fall SRSS at moderate (4 -8) or high (9 - 21) risk Academic: Fall AIMSweb LNF at the strategic or intensive level</td>
<td>AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists</td>
<td>Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.</td>
</tr>
</tbody>
</table>

---

### First Grade Students’ Self Monitoring Form

(Image of a form with instructions and checkboxes)
Treatment Data Collection Form

Collected by the teacher daily. Collected by the RA as a second observer 25% of the time for reliability.


Illustration #2: Tier 2 Writing Instruction for Students with Writing and Behavior Challenges

Lane and Oakes
### Elementary Assessment Schedule

<table>
<thead>
<tr>
<th>Measure</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SWIS (ODR)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>GET &amp; SPED</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IAI Reading &amp; Math</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>STARS Reading</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>STARL (Writing)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>TCAP</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tickets</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SRSS &amp; SSD</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Treatment Integrity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BRS Survey</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Validity</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>WRITE</td>
<td>Teaching narrative and opinion writing strategies using the Self-Regulated Strategies Development approach to help students plan and write essays and stories</td>
<td>Behavior: SRSS – at risk (9 – 21) and/or SSBD – exceed normative criteria Internalizing or Externalizing And Academic: IOWL 3-score below the 25th percentile</td>
<td>Weekly writing probes scored on number of functional strategy elements having each piece of WWW, What=2, How=2 or TREE in the writing</td>
</tr>
</tbody>
</table>

### Experimental Treatment

**Phase 1 (Fall 07): Screening & Assessment**

- Academic: TOWL (c25% and 10-50 words)
- Behavioral: SRSS (moderate, 4-8, or high, 9+)
- SSBD (“TNEE” in or 1+ Critical Event)

**Phase 2 (Nov 07 – Feb 08): Intervention**

- Experimental Treatment SRSD for Writing: n = 24, n = 23

**Control Regular School Practices**

- n = 25
- n = 21

2nd Grade Students

5 Elementary Schools

Lane and Oakes
Intervention

- Self-Regulated Strategy Development (SRSD; Harris & Graham, 1996)
- Behavioral Component
- 3 days a week; 30-min sessions delivered 1:1 by a research assistant
- Fidelity collected more than 33% of sessions


Illustration #3: Conflict Resolution and Study Skills at Tier 2 for Middle School Students

## Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>- Study skills curriculum of skills and strategies used to gain and demonstrate knowledge. Goals: Gain knowledge from text, class discussions, and teacher led instruction. Knowledge and/or knowledge of format and informal assessments (text based, homework, presentations, and projects)</td>
<td>(1) Grade Point Average (GPA) ≤ 2.7; OR (2) 1 or more Course Frailty (D or F) in a quarter; OR (3) Not participating in Read 180 reading intervention</td>
<td>(1) Study Habit Inventory (SHI; Jones &amp; Slate, 1990)</td>
<td>(1) Grade Point Average (GPA) &gt; 2.7; OR (2) No course failures (D or F) in a quarter; OR (3) Students not participating in Read 180 reading intervention</td>
</tr>
</tbody>
</table>

### Study Skills Goals:
- Gain knowledge from text, class discussions, and teacher led instruction.
- Demonstrate knowledge on formal and informal assessments (test, quizzes, homework, presentations, and projects).
- Gain knowledge from text, class discussions, and teacher led instruction.

### Study Skills Topics Include:
- Note-taking strategies
- Use of graphic organizers
- Organizational skills
- Testing process (planning, writing, editing)

### Study Skills Scheduling:
- (3) Interact with interject (in class interaction or non-applied practice) 36 lessons

### Schoolwide Data: Entry Criteria:
- GPA: Course Grades (9-2 weeks)
- SRSS: ODRs

### Data to Monitor Progress:
- Proximal Measures:
  - Criterion Referenced Assessment – Acquiring Knowledge, Demonstrating Knowledge, and Conflict Resolution (Lane, 2003)
  - Knowledge of Study Skills (KSS)
  - Knowledge of Conflict Resolution Skills (KCRS)

### Exit Criteria:
- (1) Study Habit Inventory (SHI; Jones & Slate, 1990) | (2) ConflictTalk (Arevey & Fuller, 2012)

### Schoolwide Data: GPA Course Grades (9-2 weeks)

### Study Skills Academic: (for the quarter)
- (1) Grade Point Average (GPA) ≤ 2.7; OR (2) No Course Failures (D or F) in a quarter; OR (3) Not participating in Read 180 reading intervention

### Behavior:
- (1) SRSS screening low risk (0-3) OR (2) No ODRs within the quarter

### Students would participate in this class for one semester. If exit criteria are not met, further interventions would be considered in the following semester.

### Random Assignment
- N = 74
- (8 7th; 16 8th)

### Focus
- N = 25
- (9 7th; 16 8th)

### Rural MS

### 7th grade students
- Academic: Low GPA (≤ 2.7) or 1+ D/F list
- Behavior: Mod & High Risk SRSS or 1+ ODR

### 8th grade students
- Academic: Low GPA (≤ 2.7) or 1+ D/F list
- Behavior: Mod & High Risk SRSS or 1+ ODR

### Random Assignment
- N = 74

### Study Skills
- n = 25
- (8 7th; 16 8th)

### Conflict Resolution
- n = 24
- (8 7th; 16 8th)

### Focus
- n = 25
- (9 7th; 16 8th)
ILLUSTRATION #4:  
A Tier 2 Support to Prepare Students for the ACT  

Project PBS: A Three-Tiered Prevention Model to Better Serve All Students  
(Project PBS; Lane & Wehby; OSEP Directed Research Competition; Award #H324D020048)


<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| READ 180         | 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 static assessment  
(3) SRSS risk scores in the moderate range (4 – 6)  
(4) Instructional reading goals. | Students meet instructional 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  
(6) Teacher ratings  
(7) SRSS score in the low risk category (0 – 3) on the next screening time point. | Students meet instructional 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  
(6) Teacher ratings  
(7) SRSS score in the low risk category (0 – 3) on the next screening time point. |
### Support: Project Self Determination

**Description**: Focus on self-determination skills taught individually to research assistant during students’ study hall class.

- **Schoolwide Entry Criteria**: (1) Students in 10th or 11th grades (2) Academic: (1) Failure (D or F) in first semester (2) Academic: (4) - Behavior: SRSS - Moderate (4 - 8) or High (9)
- **Data to Monitor**: Student Measures: (1) AIR Self Determination Scale (pre and post intervention)
- **Exit Criteria**: Completion of Project Self Determination 1st week course – one quarter

### Support: Program Mentor (Sophomore to Senior Success)

**Description**: Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance.

- **Schoolwide Entry Criteria**: (1) 10th/11th/12th graders (2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher (3) Absence: Absences ≥ 5 days in one grading period (4) Academic: GPA ≤ 2.5
- **Data to Monitor**: Student Measures: (1) Increase of GPA in mid-term and semester report cards (2) Decrease of ODR monitored weekly (3) Reduced absences (fewer than one per quarter) (4) Increased attendance rates (5) Office Discipline Referrals (6) Treatment Integrity: Monitor complete weekly monitoring checklists to report meeting time and activities (7) Social Validity: Pre and post surveys for students and mentors
- **Exit Criteria**: Yearlong support

### Support: Targeted Algebra II Study Hall

**Description**: Direct targeted instruction in Algebra II learning targets by math teachers.

- **Schoolwide Entry Criteria**: (1) 10th grades (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
- **Data to Monitor**: Student Measures: Algebra II School grades (1) Daily class average if grade is ≤ 75 (2) Treatment Integrity: Daily monitoring of the lessons covered and student attendance (3) Social Validity: Pre and Post Student Surveys
- **Exit Criteria**: Algebra II Grade increases to satisfactory level (above 79%).
ACT Intervention

Depending on GPA and PLAN test, student will receive targeted intervention related to achieving the HOPE college scholarship. Direct instruction on test taking strategies and skills for achieving a 21 on the ACT or increasing GPA to 3.0 on Tennessee Uniform GPA (not county calculations).

11th grades: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher GPA ≤ 2.50-3.20 and/or Score on the PLAN test (predicted score on ACT below Hope Scholarship qualifying score of 21).

Student Measures: Completion of course/assignments Attendance in ACT targeted courses Communication with students/parents Treatment Integrity: Teacher completed component checklist of lessons completed Social Validity: Pre and post, student and parent surveys


### A Step-by-Step Process

**Step 1:** Construct your assessment schedule

**Step 2:** Identify your secondary supports
- Existing and new interventions

**Step 3:** Determine entry criteria
- Nomination, academic failure, behavior screening scores, attendance data etc.

**Step 4:** Identify outcome measures
- Pre and post tests, CBM, office discipline data, GPA etc.

**Step 5:** Identify exit criteria
- Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

**Step 6:** Consider additional needs
What Works Clearinghouse

Step 1: Select topic or domain
Step 2: Select grade level for the Tier 2/Tier 3 intervention
Step 3: Select how you would like the intervention to be delivered (i.e. small group or individual
Step 4: Evaluate the effectiveness rating and the extent of the evidence
Step 5: Select an intervention with potentially positive and positive effectiveness and a medium to large evidence base.

Substance Abuse and Mental Health Services Administration (SAMHSA)
http://www.samhsa.gov/nrepp

1. Select NREPP within the Programs and Campaigns tab
2. Conduct an advanced search indicate area of interest, outcome category, geographic location, age, race, or and or gender for intervention
Select school as your setting
3. Once you hit the search button a variety of interventions will appear
Pros: Mental health interventions
Cons: No way to select the type of intervention (ex. Universal vs. individual or small group)

Each intervention has a report that includes:
• Description of the study
• Quality of research
• Outcome measures
• Study population
• Study strengths and weaknesses
• Readiness for dissemination
• Cost
• Replication
• Contact information
PBIS.org

- Very useful to find research on specific interventions
- Power point presentations are available for some interventions
- Training modules are available on PBIS aspects and interventions
- Some tools and measures are available to be viewed
- Quick FAQs on secondary and tertiary interventions

Collaborative for Academic, Social, and Emotional Learning
Casel.org

- “Rates and identifies well-designed, evidence-based social and emotional learning programs with potential for broad dissemination to schools…”
- Easily identify between universal and tiered interventions
- Easily compare intervention strengths and weaknesses using key
- Most of the interventions target Pre-K through elementary school
- Some middle and high school interventions

Center on Response to Intervention
rti4success.org

- Academic and behavioral interventions
  - Information on group size
  - Duration of intervention
  - Study Results
  - Evidence base
- Academic and behavioral progress monitoring
  - Psychometric standards
  - Progress monitoring standards
  - Data-based individualization standards
Implementing Tier 2 and 3

Secondary (Tier 2)
- What supports are currently in place?
- What steps are needed to refine our Secondary (Tier 2) grids?
- Who are the expert on specific supports in our building?
- How many students could benefit from secondary supports?
  - What supports? (Intervention grid)
  - Who will be in charge of support?
  - Treatment integrity

Tertiary (Tier 3) Prevention
- What supports are currently in place?
- What steps are needed to refine our Tertiary (Tier 3) grids?
- Who is the expert on specific supports in our building?
- How many students could benefit from tertiary supports?
  - What supports? (Intervention grid)
  - Who will be in charge of support?
  - Treatment integrity

Comprehensive, Integrated, Three-Tier Model of Prevention
(Lane, Kalberg, & Menzie, 2009)

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

≈ 15%
Tertiary Prevention (Tier 3)

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

≥ 80%
Primary Prevention (Tier 1)

Validated
Curricula

Academic
Behavioral
Social

PBIS Framework

Goal: Reverse Harm
Specialized Group System for Students At-Risk

≈ 0%
Secondary Prevention (Tier 2)
Schoolwide Positive Behavior Support

Comprehensive, Integrative, Three-tiered (CI3T) Model of Support

Low Intensity Strategies

Behavior Contracts, Self-Monitoring, Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate

Recommendations and Ethical Considerations

- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications - know your state laws

Data-Informed Decision Making

<table>
<thead>
<tr>
<th>Questions to consider</th>
<th>SUNO</th>
<th>MSSS</th>
<th>MSSS-IE</th>
<th>SDQ</th>
<th>BASC-2</th>
<th>BESL-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the grade levels for the measure?</td>
<td>K-5</td>
<td>K-12</td>
<td>K-6, 7, 12*</td>
<td>PK-12</td>
<td>PK-12</td>
<td>PK-12</td>
</tr>
<tr>
<td>What types of concerns does the measure detect?</td>
<td>Internalizing/Externalizing</td>
<td>Internalizing/Externalizing</td>
<td>Internalizing/Externalizing</td>
<td>Total Difficulties</td>
<td>Internalizing/Externalizing</td>
<td>School Problems</td>
</tr>
<tr>
<td>Who may complete it?</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Parents</td>
<td>Teachers</td>
</tr>
<tr>
<td>Is the measure free access?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>How much time does the measure take?</td>
<td>≤ ½ hour per class</td>
<td>10-15 min per class</td>
<td>10-15 min per class</td>
<td>≤ ½ hour per class</td>
<td>5-10 min per student</td>
<td>≤ ½ hour per class</td>
</tr>
<tr>
<td>Is there an online or electronic scoring options?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there an intervention component?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Lane and Oakes
Periods: Project Phase 1
- Project Staff: Train Cohorts 1 & 2
- Project Staff & District Coaches: Implement Cohorts 1 - 2
- District Coaches: Sustain Practices

Periods: Project Phase 2
- Project Staff: Train Cohorts 3 & 4
- Project Staff & District Coaches: Implement Cohorts 3 - 4
- District Coaches: Sustain Practices

Periods: Project Phase 3
- Project Staff: Train Cohorts 5 & 6
- Project Staff & District Coaches: Implement Cohorts 5 - 6
- District Coaches: Sustain Practices

Periods: Project Phase 4
- Project Staff: Train Cohorts 7 & 8
- Project Staff & District Coaches: Implement Cohorts 7 - 8
- District Coaches: Sustain Practices

---

**Districtwide Training Model**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
</table>

- Phase 1: Prepare Cohorts 1 and 2
  - Project Staff: Establish Training Module
  - Non-negotiable Practices
  - Train Cohorts 1-2

- Phase 2: Prepare Cohorts 3 and 4
  - Project Staff: Train Cohorts 3-4
  - Implement Cohorts 3-4

- Phase 3: Prepare Cohorts 5 and 6
  - Project Staff: Train Cohorts 5-6
  - Implement Cohorts 5-6

- Phase 4: Prepare Cohorts 7 and 8
  - Project Staff: Train Cohorts 7-8
  - Implement Cohorts 7-8

---

**Figure 1.** Districtwide training model with technical assistance… (p.130)


---

**Session 1:** 2 hr
  - CI3T Models: Overview
  - Share CI3T plan

**Session 2:** Full Day
  - Building the Primary Prevention Plan
  - Share PIRs
  - CI3T: Primary Prevention

**Session 3:** 2 hr
  - How to Monitor the Plan
  - Share CI3T plan
  - CI3T: Primary Prevention

**Session 4:** Full Day
  - Building Tier 2 Supports
  - Share CI3T plan
  - CI3T: Secondary Prevention

**Session 5:** 2 hr
  - Building Tier 3 Supports
  - Share CI3T plan
  - CI3T: Tertiary Prevention

---

**CI3T Team Training Sequence**

- Implementation: 2 years of Year 1 and 3 within CI3T
The Professional Development Training Series

November
1 Two-Hour After School
2 Full Day

December
1 Two-Hour After School
2 Full Day

January
1 Two-Hour After School
2 Full Day

February
1 Two-Hour After School
2 Full Day

March
1 Two-Hour After School
2 Full Day

Primary Prevention Series

February
1 Two-Hour After School
2 Full Day

March
1 Two-Hour After School
2 Full Day

Secondary Prevention Stand Alone Sessions

November
1 Two-Hour After School
2 Full Day

December
1 Two-Hour After School
2 Full Day

January
1 Two-Hour After School
2 Full Day

February
1 Two-Hour After School
2 Full Day

March
1 Two-Hour After School
2 Full Day

Tertiary Prevention Series

November
1 Two-Hour After School
2 Full Day

December
1 Two-Hour After School
2 Full Day

January
1 Two-Hour After School
2 Full Day

February
1 Two-Hour After School
2 Full Day

March
1 Two-Hour After School
2 Full Day


Professional Development: A Collaborative Effort to Empower Public School Systems

Project Empower

www.ksdetasn.org

(Go to Calendar and Search Project Empower)

Behavior Screening Tools

September 12

October 7

November 21

January 30

March 5

Free 2-hour sessions held after school: 5-7pm

Moving Forward … Resources

Questions:
Kathleen.Lane@ku.edu

Lane and Oakes