

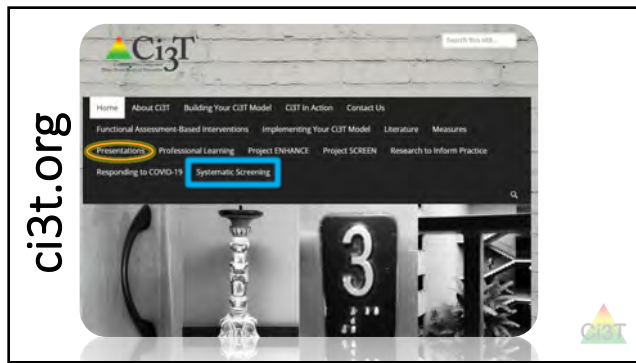
Systematic Screening in Integrated Tiered Systems: The Hows and Whys

September 12, 2022

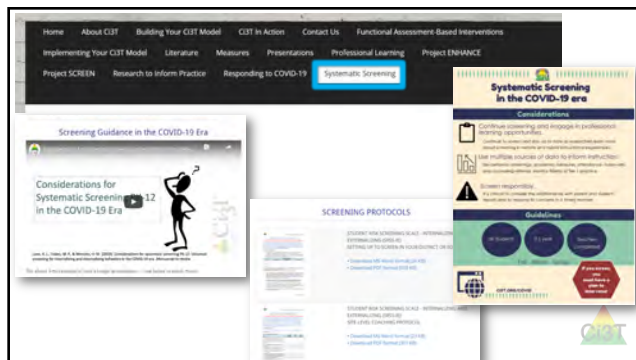
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
David James Royer, Ph.D., BCBA



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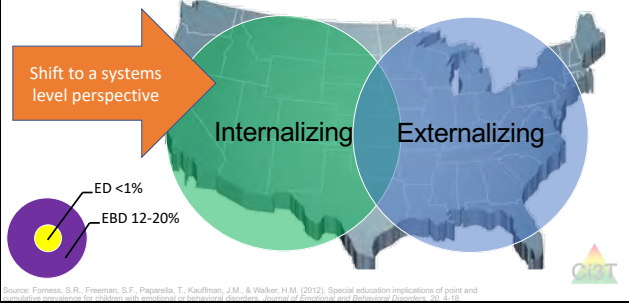
Agenda

- Introducing Ci3T... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- A Closer Look at the
 - Student Risk Screening Scale for Internalizing & Externalizing Behaviors (SRSS-IE)
 - Student Risk Screening Scale - Early Childhood (SRSS-EC)
- The Role of Screening: Using Screening Data to Inform Instruction
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Systematic Screening Logistics:
 - Installing
 - Using
- Planning for Next Steps



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Thank you for your commitment



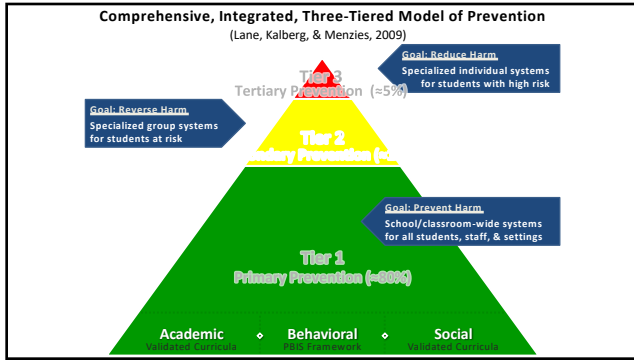
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Agenda

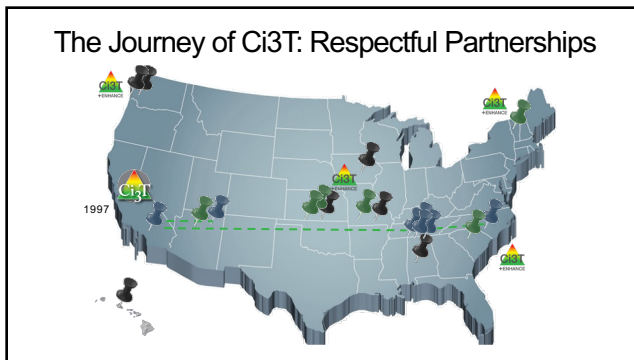
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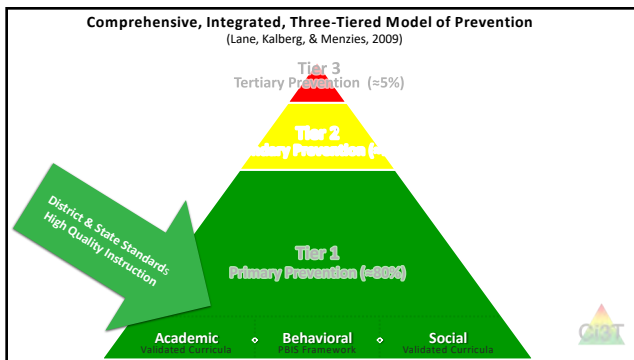
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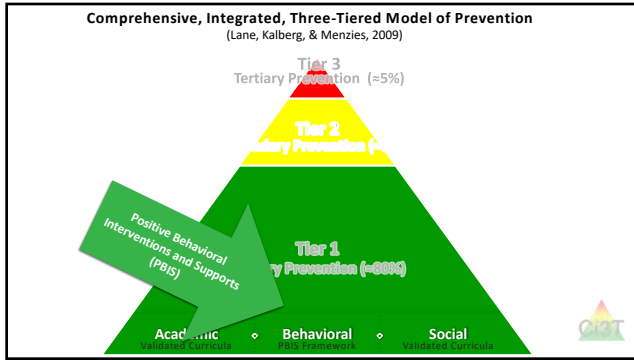
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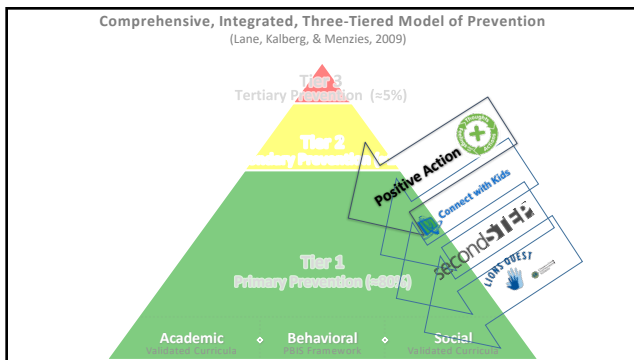
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**Coolidge Middle School
Expectation Matrix**

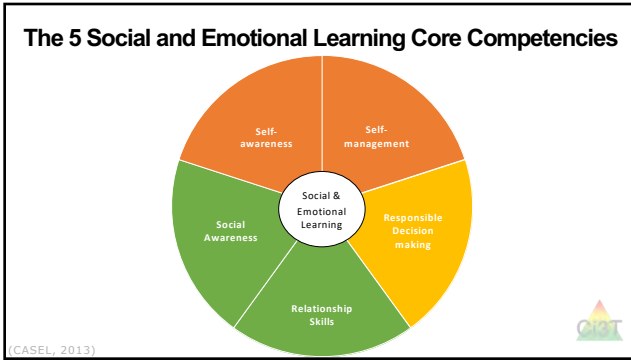
	Classroom	Hallway	Cafeteria	Restroom	Technology	Bus Arrival/Dismissal
Be RESPECTFUL	<ul style="list-style-type: none"> Listen and wait your turn Use kind words and actions Cooperate with others Use an inside voice Use proactive conflict resolution skills 	<ul style="list-style-type: none"> Use proactive conflict resolution skills Use kind words and actions Use an inside voice Respect classes in session 	<ul style="list-style-type: none"> Use good manners Use proactive conflict resolution skills Use kind words 	<ul style="list-style-type: none"> Flush using automatic devices before entering the restroom Respect personal space of others 	<ul style="list-style-type: none"> Only photograph devices with their knowledge and consent Be respectful of the opinions of others on social media Take good care of school-provided equipment 	<ul style="list-style-type: none"> Follow staff instructions Use kind words and actions Use proactive conflict resolution skills
Be RESPONSIBLE	<ul style="list-style-type: none"> Follow directions Use materials and equipment Attempt all assignments Accept responsibility for your actions Wear your mask Maintain social distancing Wash your hands when entering and leaving the classroom 	<ul style="list-style-type: none"> Walk in the halls on the right side Be quick to move between classes Be aware of your surroundings and people's personal space Look up when walking down the halls Wear your mask Maintain social distancing 	<ul style="list-style-type: none"> Throw away trash Help your neighbor clean up Wash food and drink in the cafeteria Maintain social distancing 	<ul style="list-style-type: none"> Flush the toilet Wash your hands Keep the restroom clean Throw away trash Let an adult know if the restroom needs attention Maintain social distancing 	<ul style="list-style-type: none"> Use devices only at appropriate times and places Listen for instruction or ask before using an electronic device during class Accept responsibility for PHS actions Wear your mask Maintain social distancing 	<ul style="list-style-type: none"> Be on time to and after school activities Walk directly to class when the bell rings Leave campus grounds at dismissal Wear your mask Maintain social distancing Use an appropriate voice level
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Give best effort on all tasks Ask for help and be willing to help others every day 	<ul style="list-style-type: none"> Pick up any trash you see Put trash in trash cans Keep hall passes visible 	<ul style="list-style-type: none"> Be a role model for peers and younger students Use lunch time efficiently and effectively 	<ul style="list-style-type: none"> Use the restroom before and after class If you must use the restroom during class, return to class quickly 	<ul style="list-style-type: none"> Use social media responsibly Use technology to complete assignments or research academic topics 	<ul style="list-style-type: none"> Attend all before and after school commitments Be a role model for peers and younger

Establish, Clarify, Define Expectations

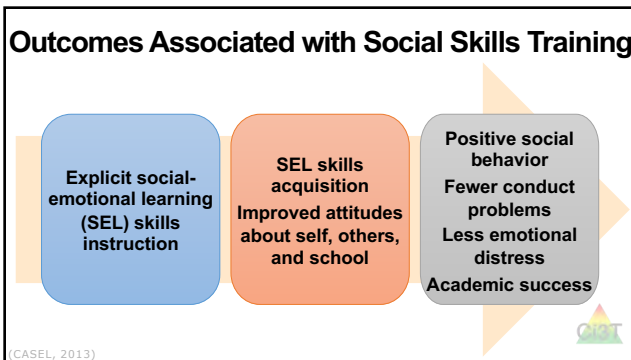
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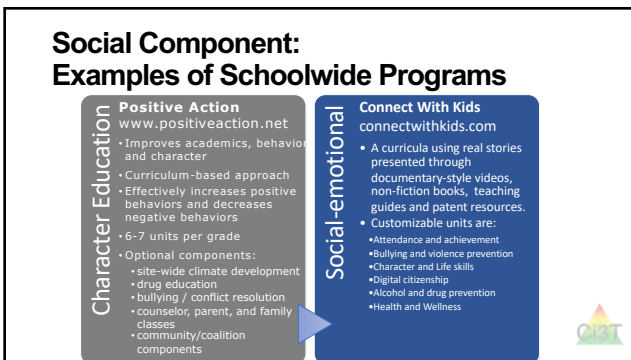
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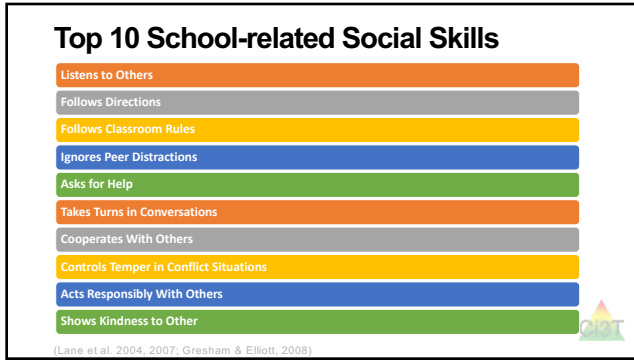
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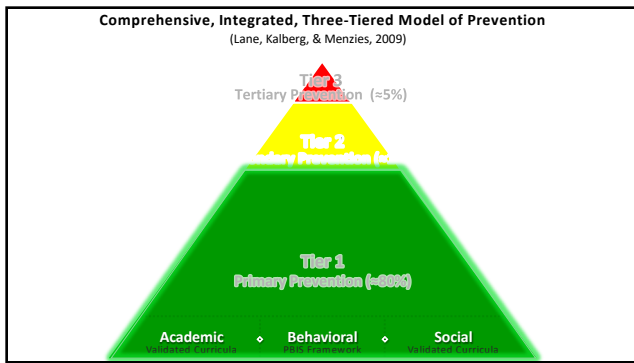
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	Individual assessment of student behavior problems. Functional assessment, assessment of environmental context, and assessment of student strengths. Behavior problem analysis and identification. Assessment of student strengths and needs. Functional assessment of student behavior problems. Assessment of student strengths and needs. Functional assessment of student behavior problems. Assessment of student strengths and needs.	Functional assessment of student behavior problems. Functional assessment, assessment of environmental context, and assessment of student strengths. Behavior problem analysis and identification. Assessment of student strengths and needs. Functional assessment of student behavior problems. Assessment of student strengths and needs. Functional assessment of student behavior problems. Assessment of student strengths and needs.	Student response to intervention. Student response to intervention. Student response to intervention. Student response to intervention. Student response to intervention. Student response to intervention. Student response to intervention. Student response to intervention.	The individual assessment is completed. The individual assessment is completed. The individual assessment is completed. The individual assessment is completed. The individual assessment is completed. The individual assessment is completed. The individual assessment is completed. The individual assessment is completed.
Universal Screening	Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems.	Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems.	Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems.	Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems. Universal screening of all students for behavior problems.

Tertiary (Tier 3) Intervention Grids

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

Tier 3
Tertiary Prevention (=5%)

Tier 2
Secondary Prevention (=10%)

Tier 1
Primary Prevention (~85%)

Academic ◊ Behavioral ◊ Social

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Please post in the chat:

How do you currently look for students who need more than Tier 1 efforts?

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

Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
Middle and High School, USE 1/10/2011

DATE: _____
TEACHER NAME: _____
PERIOD DATE: _____

1. Student Name: _____ Student ID: _____ Class: _____
2. Teacher Name: _____
3. Period: _____

4. Item 1: _____
5. Item 2: _____
6. Item 3: _____
7. Item 4: _____
8. Item 5: _____
9. Item 6: _____
10. Item 7: _____
11. Item 8: _____
12. Item 9: _____
13. Item 10: _____
14. Item 11: _____
15. Item 12: _____
16. Item 13: _____
17. Item 14: _____
18. Item 15: _____
19. Item 16: _____
20. Item 17: _____
21. Item 18: _____
22. Item 19: _____
23. Item 20: _____
24. Item 21: _____

25. Total Score: _____
26. SRSS-IE Total: _____
27. SRSS-IE Total: _____

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SRSS-IE: Cut Scores

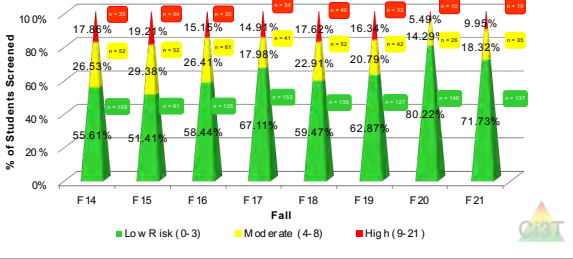
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 =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

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

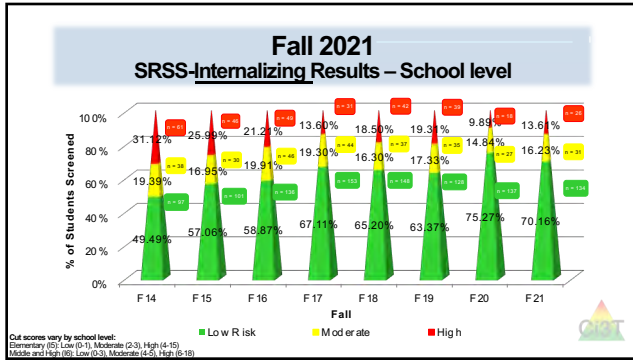
Middle and High School Level:
Lane, K. L., Oakes, W. P., Cartwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behavior: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 41*(1), 271-284.

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Fall 2021 SRSS-Externalizing Results – School level



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Fall 2020 SRSS-Externalizing Results – Grade level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	69	65 (94.20%)	3 (4.35%)	1 (1.45%)
1	47	44 (93.62%)	2 (4.26%)	1 (2.13%)
2	68	56 (82.35%)	10 (14.71%)	2 (2.94%)

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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	
Oral Read Fluency	99.66 3,256	99.66 820	115.00 389	> M > H
MAP Reading	3.40 3,256	3.40 820	3.33 389	> M > H
Nurse Visits	0.11 (0.81) 3,256	0.11 (0.81) 820	11.00 (0.80) 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

Lane, K. L., Oakes, W. P., Cartwell, E. D., Cannon, E. A., Royer, D. J., Leko, M., Schatschneider, C., Mensies, H. M., Buckman, M. M., & Allen G., E. (2019). Predictive validity of Student Risk Screening Scale for internalizing and externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders, 27*(4), 221-234. <https://doi.org/10.1177/1063426918795412>

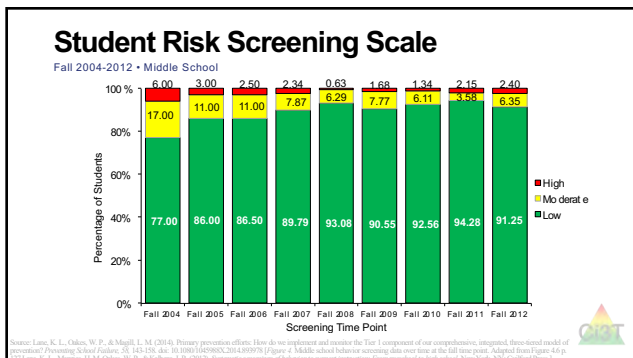
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Results:
SRSS-IE: Internalizing Subscale Elementary

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Oral Read Fluency	101.45 3,256	101.45 820	101.45 389	L > H M: M = H
MAP Reading	3.30 3,256	3.30 820	3.30 389	> M > H
Nurse Visits	0.37 3,387	0.37 628	9.00 450	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

Lane, K. L., Oakes, W. P., Cartwell, E. D., Cannon, E. A., Royer, D. J., Leko, M., Schatschneider, C., Mensies, H. M., Buckman, M. M., & Allen G., E. (2019). Predictive validity of Student Risk Screening Scale for internalizing and externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders, 27*(4), 221-234. <https://doi.org/10.1177/1063426918795412>

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Middle School Behavior & 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

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SRSS-IE: Externalizing Subscale Middle school

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
GPA	3.56 (0.47) 1,670	3.07 (0.58) 328	2.74 (0.61) 93	L > M > H
Course Failures	1.38 (1.15) 1,830	2.78 (3.46) 328	4.17 (3.49) 93	L < M < H
Nurse Visits*	0.01 (0.20) 1,830	0.67 (2.74) 328	1.56 (3.22) 93	L < M < H
Office discipline referrals	0.03 (0.24) 1,830	0.17 (1.24) 181	0.19 (0.75) 250	L < M < H
In-School Suspensions	0.11 (0.89) 1,830	0.67 (2.74) 328	1.56 (3.22) 93	L < M < H

Handwritten notes: Blue boxes labeled "Fall Externalizing" and "Winter" with arrows pointing to the GPA and Course Failures rows. Another blue box labeled "Spring GPA Course Failures Nurse Visit* ODR Suspensions" with an arrow pointing to the High risk group for Course Failures.

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SRSS-IE: Internalizing Subscale Middle school

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
GPA	3.11 (0.51) 1,642	2.63 (0.65) 181	2.32 (0.59) 250	L > M > H
Course Failures*	1.22 (1.42) 1,830	2.78 (3.46) 328	4.17 (3.49) 93	L < M < H
Nurse Visits*	0.02 (0.39) 1,820	0.67 (2.74) 181	1.56 (3.22) 250	L < M < H
Office discipline referrals	0.06 (0.40) 1,820	0.17 (1.24) 181	0.19 (0.75) 250	N.S.
In-School Suspensions	0.18 (1.10) 1,820	0.67 (3.59) 181	0.45 (1.47) 250	L < M, H M = H

Handwritten notes: Green boxes labeled "Fall Internalizing" and "Winter Internalizing" with arrows pointing to the GPA and Course Failures rows. Another green box labeled "Spring GPA Course Failures* Nurse Visit* Suspensions*" with an arrow pointing to the High risk group for Course Failures.

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Screening Data: High School Years 1-3

Fall SRSSIE-I	Low	Moderate	High	Fall SRSSIE-E	Low	Moderate	High
2016	80.28%	10.36%	9.36%	2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%	2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%	2018	92.22%	6.20%	1.58%

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

Partner school data chart. Used with permission.

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SRSS-IE: Externalizing Subscale High school

Variable	Low M (SD) n = 2,363	Risk	High	Significance Testing
GPA	Fall	Winter	Spring GPA Course Failures Nurse Visit ODR Suspensions	M, H = H
Course	1.01 (2.07)	1.16 (2.07)	3.1 (2.07)	M, H = H
Nurse Visits	1.34 (3.1)	L < M, H M = H	5.85 (7.66)	L < M, H M = H
In-School Suspensions	0.07 (0.4)	0.07 (1.4)	1.03 (1.86)	L < M, H M = H

Jain, K. L., Oates, W. P., Cartwright, E. D., Royce, D. J., Lelia, M., Schatzschneider, C., & Menzies, H. M. (2019). Predictive validity of Student Risk Screening Scale for internalizing and externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27*(2), 86-100. doi:10.1177/1063426917744746

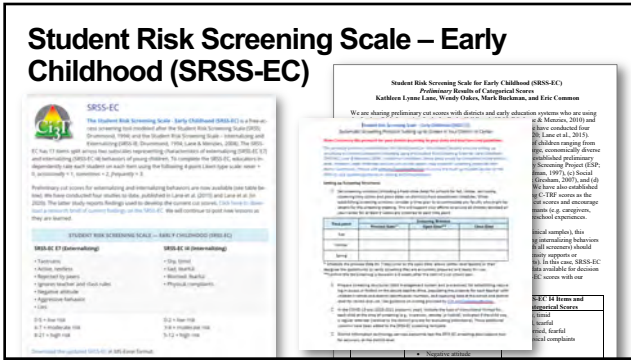
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SRSS-IE: Internalizing Subscale High school

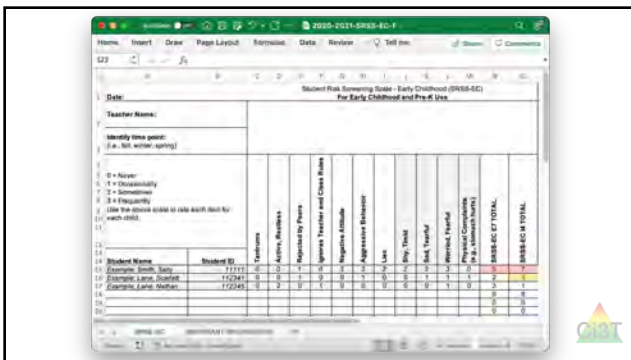
Variable	Low M (SD) n = 2,379	Risk	High	Significance Testing
GPA	Fall Internalizing	Winter Internalizing	Spring GPA Course Failures Nurse Visit ODR Suspensions	L > M, H M = H
Course Failures	1.16 (2.17)	1.16 (2.17)	3.1 (2.17)	L < M, H M = H
Nurse Visits	1.43 (3.1)	L < M, H M = H	4.04 (5.80)	L < M, H M = H
In-School Suspensions	0.11 (0.57)	0.41 (1.36)	0.42 (1.28)	L < M, H M = H

Jain, K. L., Oates, W. P., Cartwright, E. D., Royce, D. J., Lelia, M., Schatzschneider, C., & Menzies, H. M. (2019). Predictive validity of Student Risk Screening Scale for internalizing and externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27*(2), 86-100. doi:10.1177/1063426917744746

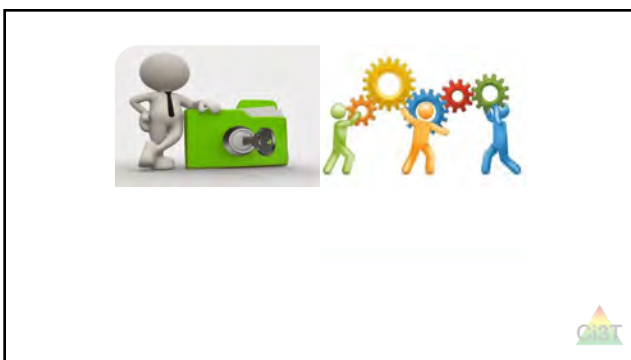
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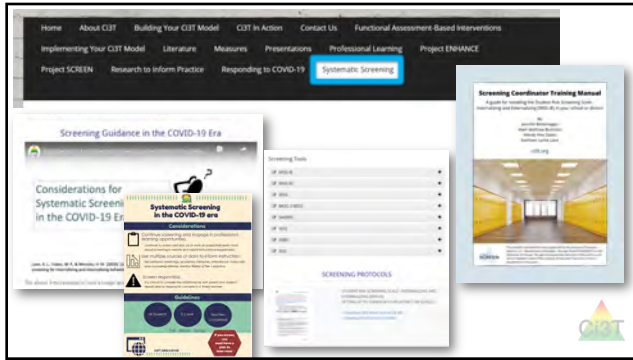
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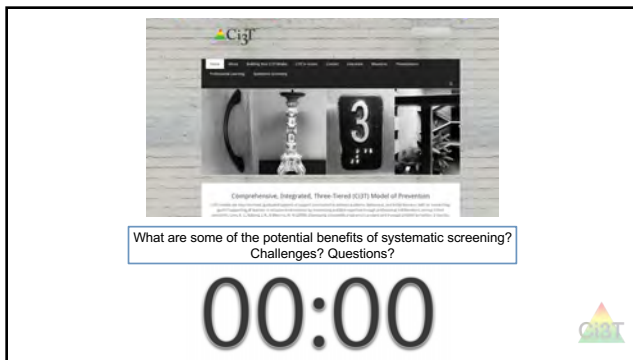
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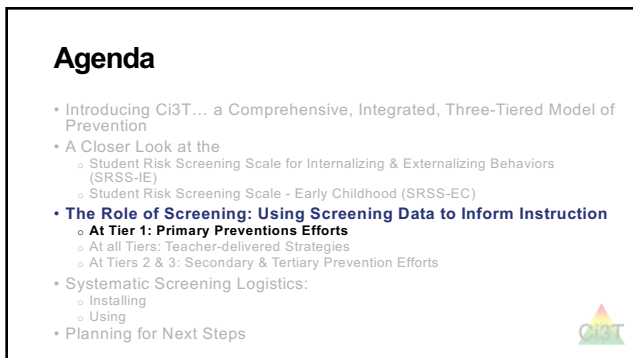
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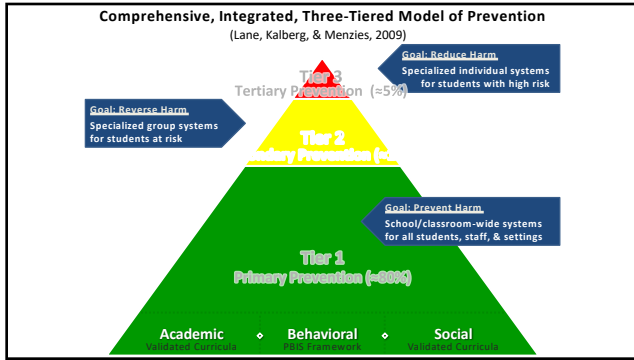
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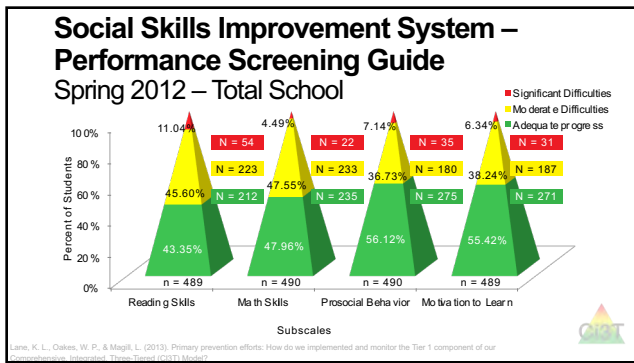
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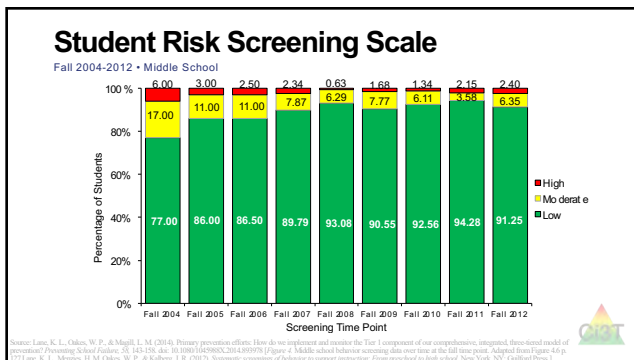
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Agenda

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Examining Academic and Behavior Data: Elementary Level

TEACHER NAME		R. Collins					
Date: December 2014							
		1 Target	0-1% Above	0-3 Low	0-1 Low	0-1 Low	
		2 Average	1 Above Average	4-8 Moderate	2-3 Moderate	4-15 High	
		3 Below Average	3 Below Average	9-11 High	6+ High		
Student Name	Student ID	ASSWB Reading	ASSWB Math	SRSS Behavior	SRSS Internalizing (probabilities)	ODR	Total Days
Alley, Allison	2310	1	1	1	1	0	0
Alwell, Monte	2013	1	1	0	0	0	0
Booth, Peter	2031	2	2	4	0	1	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	0	0	8
Cox, Leslie	2002	2	2	2	10	0	4
Harkins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	0	7
Kudde, Jenise	2003	2	2	2	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	8
Palmer, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	2	3	0	0	1
Reed, Kantra	2022	3	0	10	2	23	3
Tamm, Blake	2018	1	2	0	0	0	1
Willingham, Jasper	2215	2	1	11	6	1	0

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Low-Intensity Strategies

Professional Learning
Active Supervision
Behavior Contracts
Behavior Education Program (BEP) Check In, Check Out (CICO)
Behavior Specific Praise (BSP)
Direct Behavior Rating (DBR)
High-P Request Sequence (HIGHER)
Intentional Choice
Intentional Feedback
Opportunities to Respond (OTR)
Precorrection
Repeated Readings
Self-Monitoring
Self-Regulation Strategies Development (SRSD) for Writing
Tier 3 Individual De-escalation Support Plan for Managing the Acting Out Cycle

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The screenshot displays the 'Professional Learning tab' on the ci3t.org website. It features several article thumbnails with titles such as 'A Look at Check-In/Check-Out', 'A Look at High-probability Request Sequences', 'A Look at Increasing Opportunities to Respond', and 'A Look at Instructional Choice'. A yellow callout box in the top right corner contains the text 'ci3t.org Professional Learning tab'.

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The screenshot shows a webpage titled 'Choice' with the URL 'www.ci3t.org/covid'. It lists 'Materials to support remote learning' and includes three items: a 'Step-by-step Checklist', an 'Infographic', and a 'Step-by-step Video'. The video thumbnail shows a person working at a computer. The ci3t.org logo is visible in the bottom right corner.

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The screenshot displays the 'Integrated Lesson Planning' form. It includes a header section for 'Integrated Lesson Plan' with fields for 'Date' and 'Classroom'. Below this is a table with columns for 'Classroom Objectives', 'Instructional Strategies', 'Assessment Strategies', and 'Differentiated Instruction'. A sidebar on the right lists various resources like 'Checklist', 'Infographic', and 'Video'. The ci3t.org logo is in the bottom right corner.

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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"> "Niama, great job using your graphic organizer to draft your essay." "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, choral, verbal, written, gesture, or symbol.</p> <ul style="list-style-type: none"> "Show me thumbs or thumbs down if..." "Show me on your white board what..." "Turn to your elbow partner and say..." "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"> "Ronald, of these 3 tasks today, which would you like to work on first?" "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?" 	<ul style="list-style-type: none"> Eric Common, Behavior Specialist Mark Buckman, Special Education Grant Allen, Parent Volunteer <ul style="list-style-type: none"> David Royer, Administration Emily Cantwell, 5th Grade Scarlett Lane, 3rd Grade Mallory Messenger, Counselor <ul style="list-style-type: none"> Abbie Jenkins, 2nd Grade Scarlett Lane, 3rd Grade Bryan Simmons, PE Liane Johl, Kindergarten

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An Illustration

	Low Risk	Moderate Risk	High Risk
Externalizing	11 (55%)	3 (15%)	6 (30%)
Internalizing	11 (55%)	5 (25%)	4 (20%)

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An Illustration

60

An Illustration

Solutions-based Planning

Re-teach Behavior-Specific Praise

BEHAVIOR SPECIFIC PRAISE

Behavior Specific Praise in the Classroom

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An Illustration

Solutions-based Planning

- Connect to Ci3T Implementation Manual
- Connect to evidence-based practices

National Center for Learning Disabilities
INTENSIVE INTERVENTION

62

An Illustration

Solutions-based Planning

- Data-based planning and collaboration
- Emphasize integration of Tier 1 components

OPPORTUNITIES TO RESPOND

Grade	Start Time	End Time	Grade	Recommended Teacher Lessons	All Files
2			2	2.27 To introduce the positive action of daily hygiene	
2			2	2.35 To introduce the second part of Unit 2 instruction	
2			2	2.38 To introduce the positive action of daily hygiene	
2			2	2.43 To introduce Unit 2 Instructional Plan and activities	
2			2	2.46 To introduce the concept of being a caring person	
2			2	2.48 To introduce the positive action of managing anger	
2			2	2.51 To introduce Unit 2 Instructional Plan and activities	
2			2	2.52 To introduce Unit 2 Instructional Plan and activities	

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An illustration

Planning for an integrated approach

The screenshot shows a detailed 'Integrated Lesson Plan' form. It includes sections for 'Standards', 'Core Learning Elements' (with a sub-section for 'Tier 2 (or 3)'), 'Academic Objectives', and 'Social Skills Objectives'. A 'Teacher Reflection' section at the bottom contains a table for tracking implementation, with columns for 'Active Supervision (AS)', 'Behavior Specific Praise (BSP)', 'High Impact Instructional Choice (IC)', 'Instructional Feedback (IF)', 'Opportunities to Respond (OR)', and 'Precorrection (PC)'. Each column has a 0-1-2-3 scale. Below the table are prompts: 'Use individual student plan for academic, social skill, and behavioral supports', 'What went well?', 'What did not go as expected?', and 'What would I change in the future?'.

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An illustration

Solutions-based Planning

- Grounded in Ci3T Implementation Manual
- Goal setting
- Connecting to resources
- A plan for follow through

The diagram illustrates the flow from a manual to a planning tool. On the left is the cover of the 'Local Education School School Year 2020-2021 Implementation Manual'. An orange arrow labeled 'Roles and Responsibilities' points to a large, multi-column chart on the right that details various roles and their corresponding responsibilities.

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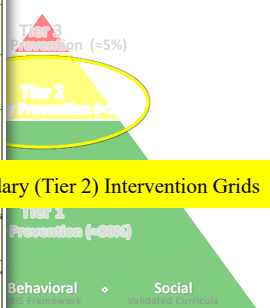
Agenda

- Introducing Ci3T... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- A Closer Look at the
 - Student Risk Screening Scale for Internalizing & Externalizing Behaviors (SRSS-IE)
 - Student Risk Screening Scale - Early Childhood (SRSS-EC)
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 - Installing
 - Using
- Planning for Next Steps

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Support	Description	Selection Criteria	Exit Criteria
Homework Club	Students receive support with homework assignments and are encouraged to ask questions and seek help from the teacher or peer support.	Students who are struggling with homework assignments and are not making progress on their own.	Students who are making progress on their homework assignments and are no longer struggling.
RTI Check-In, Check-Out	Teachers provide positive reinforcement to students who demonstrate target behaviors and withhold reinforcement for non-target behaviors.	Students who are not responding to universal interventions and are exhibiting target behaviors.	Students who are responding to universal interventions and are no longer exhibiting target behaviors.
Launch Back Social Skills Club	Students receive social skills instruction and practice in a safe and supportive environment.	Students who are exhibiting social skills deficits and are not making progress on their own.	Students who are making progress on their social skills and are no longer exhibiting deficits.
Behavioral Observations	Teachers observe and record student behaviors in the classroom and provide feedback to the student.	Students who are exhibiting target behaviors and are not making progress on their own.	Students who are no longer exhibiting target behaviors.
Behavioral Contracts	Teachers and students agree on a set of target behaviors and consequences for those behaviors.	Students who are exhibiting target behaviors and are not making progress on their own.	Students who are no longer exhibiting target behaviors.
Self-Monitoring	Students track their own behaviors and provide feedback to themselves.	Students who are exhibiting target behaviors and are not making progress on their own.	Students who are no longer exhibiting target behaviors.

Figure 1. Three-Tiered Model of Prevention (Kern, & Menzies, 2009)



Secondary (Tier 2) Intervention Grids

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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 (e.g., academic behavior, or other target behavior).	<input type="checkbox"/> Behavior: SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-E7 score: High (9-11) <input type="checkbox"/> 2 or more office discipline referrals (ODR) <input type="checkbox"/> 2 or more missing assignments AND/OR <input type="checkbox"/> Academic: Report card: 1 or more course failures <input type="checkbox"/> ADM (with intervention or strategy) level (with or without) <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior) noted in the self-monitoring plan. Pacing grade on progress report. Social Validity: Teacher, IEP-15 Student, CTEP Treatment Integrity: Implementation & measurement integrity checklist	SRSS-E7 score: Low (1-3) Pacing grade on progress report in report card in the academic area of concern (or target behavior) noted in the self-monitoring plan.



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Data in action

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Data in action

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Data in action

Other Tier 2 options...

Behavior Contracts

Behavior-Specific Praise

Precorrection

Instructional Choice

72

Treatment integrity

Social validity

Monitor student progress

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	

Winters, G. A. (2010). *Practical aspects of conducting the direct assessment of self-management (DAS) procedure*. Unpublished master's thesis, Vanderbilt University.

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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 SSiS-Rating Scale (teacher and parent version).	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-15 score: Moderate (2-3) AND <input type="checkbox"/> 2 or fewer absences in first 3 months of school AND <input type="checkbox"/> Evidence of teacher implementation of C3T primary (Tier 1) plan (treatment integrity; direct observation) AND <input type="checkbox"/> Parent permission AND Academic <input type="checkbox"/> Student is in grade 2 or 3	Student measures <ul style="list-style-type: none"> • SSiS-Rating Scale (Pre/Post) • Skills for Greatness (Pre/Post) • Daily behavior report (DBR; daily) • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Tier 2 treatment integrity measures • C3T T1: Direct observation (30 min if needed) 	<input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> Team agrees goals have been met or no further SSiS small group sessions are warranted <input type="checkbox"/> SRSS-E7 and 15 scores are in the low risk category

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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 score 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 survey.	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. D., Merston, 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*, 203-228.

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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 the 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.

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

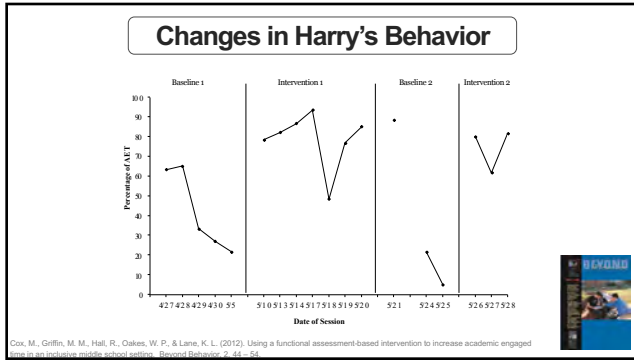
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	Individual assessment is conducted to determine the functional relationship between the behavior and the environment. The assessment includes a functional analysis, a hypothesis, and a plan for intervention. The assessment is conducted by a trained staff member and the results are used to develop an individualized intervention plan.	Student measures: 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 classroom grades Daily class average if grade is ≤ 75	Algebra II Grade increases to satisfactory level (above 75%).

Tertiary (Tier 3) Intervention Grids

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-based Intervention	FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix</i> . The <i>Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including: Method 1: Teach the replacement behavior. Method 2: Improve the environment. Method 3: Adjust the contingencies, and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> or 3 on the Motivation to Learn Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing Assignments: 5 or more within a grading period <input type="checkbox"/> AIMSweb: intensive level (math or reading)	Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment integrity • FAB Step checklists • Treatment integrity checklist Social validity • IRP-15 (teacher) • CIRP (student)	The FABÍ will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and: • Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).

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ci3t.org/fabi

Implementation Materials

Functional Assessment-Based Interventions

ci3t: FABI

Video 7: Functional Assessment-Based Interventions

Resources

- Introduction (PDF)
- PowerPoint Presentation (MC PowerPoint)
- Intervention grid (PDF or MS Word)

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Explore Tier 2 and Tier 3 Interventions on ci3t.org:
Use Screening Data to Connect Students to Supports

ci3t.org

- Professional Learning
- Functional Assessment-Based Interventions

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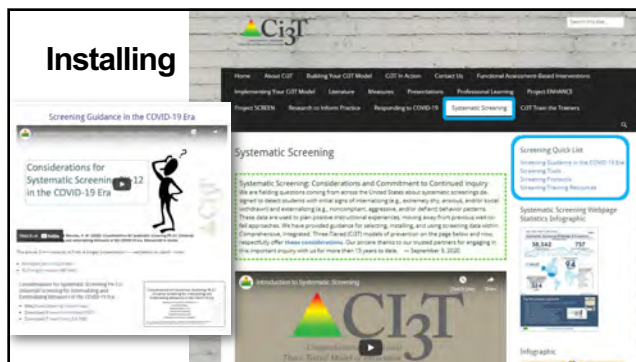
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Agenda

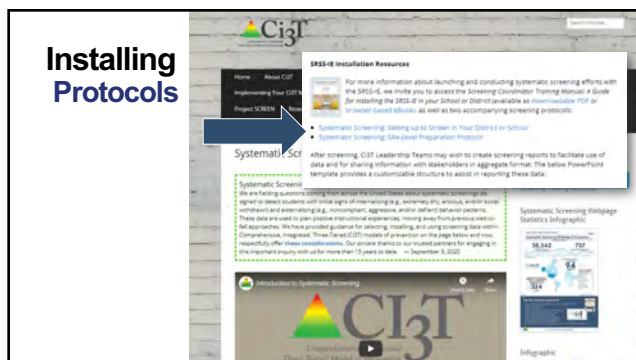
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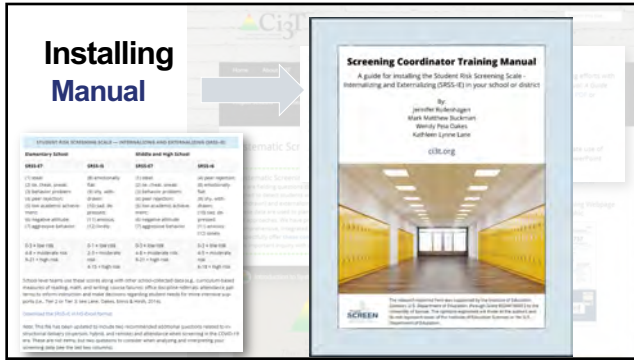
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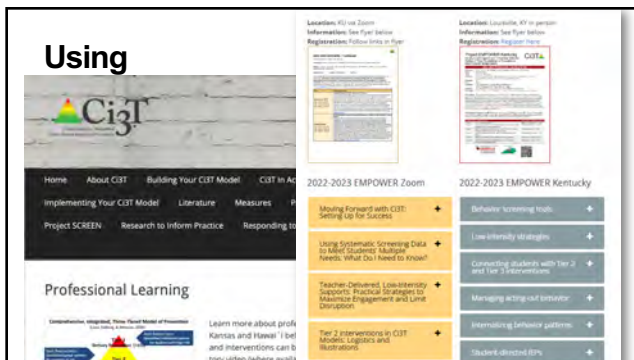
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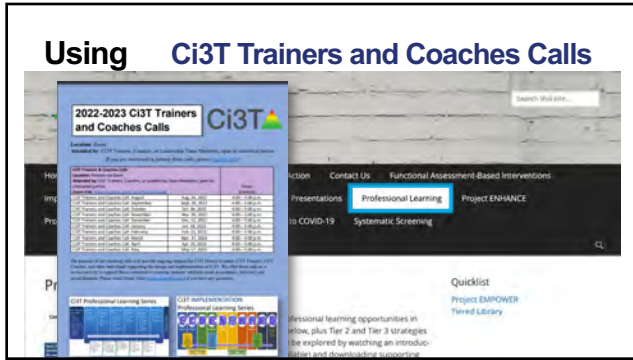
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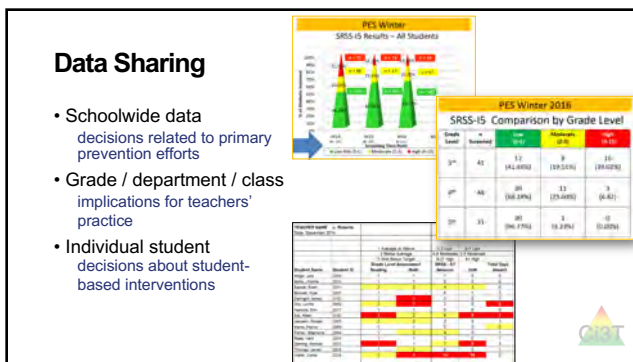
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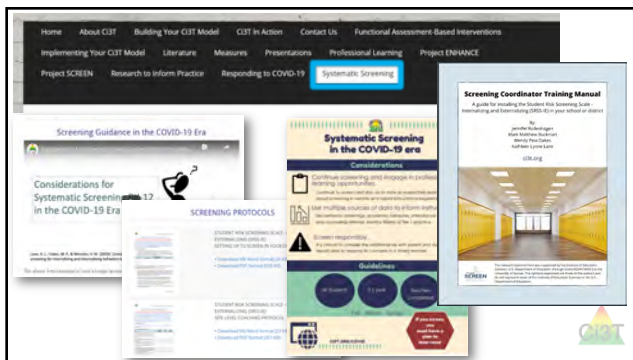
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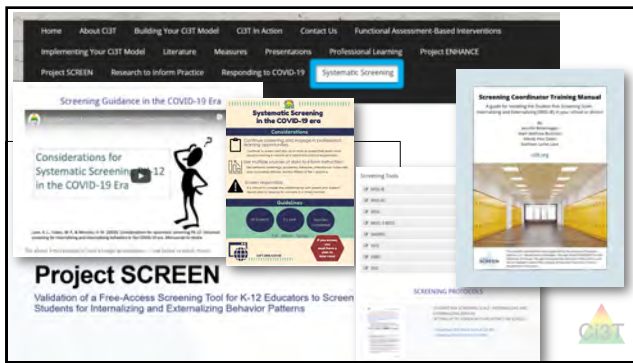
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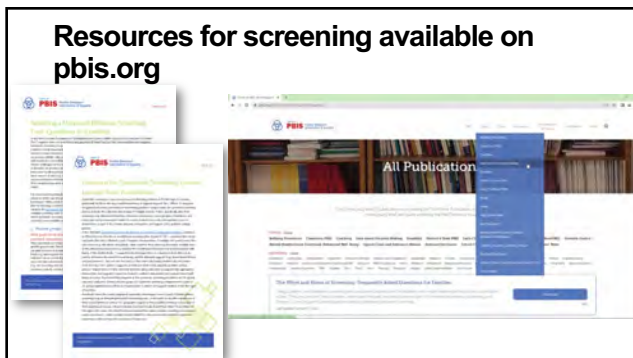


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Resources for screening available on pbis.org



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Tips for Communicating with Your Community about Systematic Screening

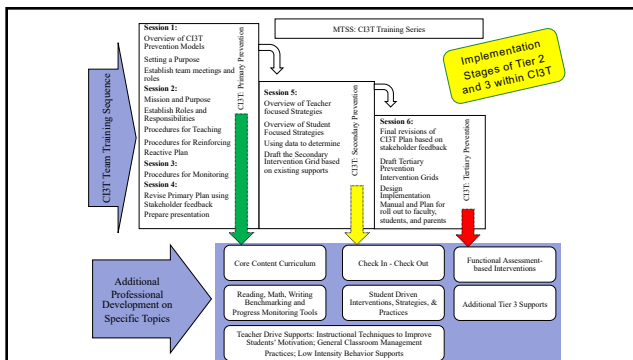
This resource provides a set of presentation and communication articles and materials that give an overview to universal screening as well as more in-depth resources that address the what and the how.

Materials: 3/20/22

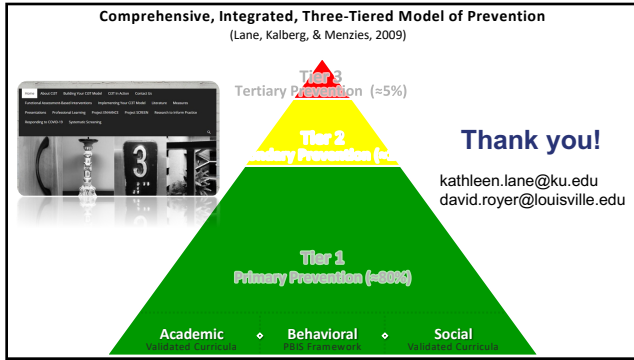
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District Decision Makers

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