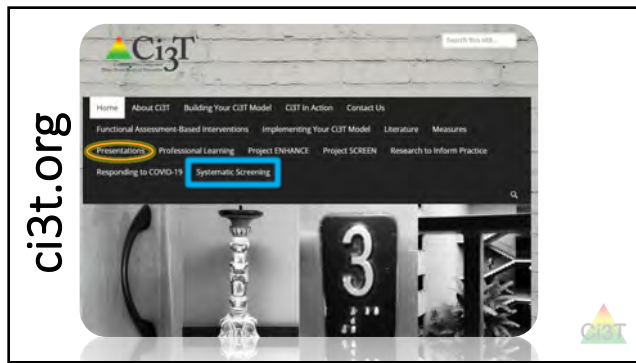**Systematic Screening in Integrated Tiered Systems: The Hows and Whys**

September 12, 2022
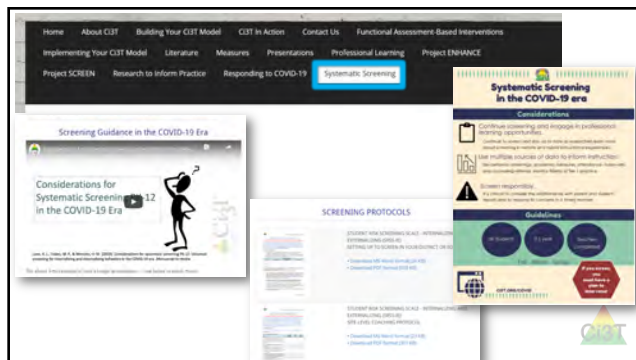
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
David James Royer, Ph.D., BCBA

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

1

ci3t.org

2

3

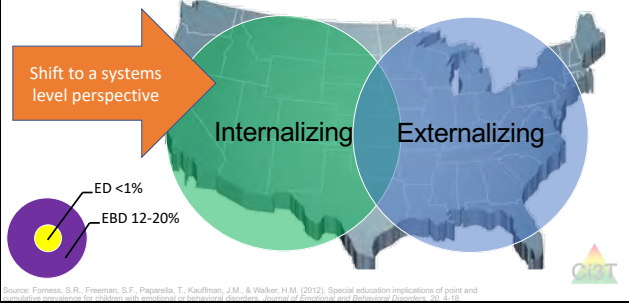Kathleen Lynne Lane, PhD, BCBA-D, CF-L2
David James Royer, PhD, BCBA

Agenda

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

4

Thank you for your commitment

Shift to a systems level perspective

Internalizing   Externalizing

ED <1%
EBD 12-20%

Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*, 4-18.
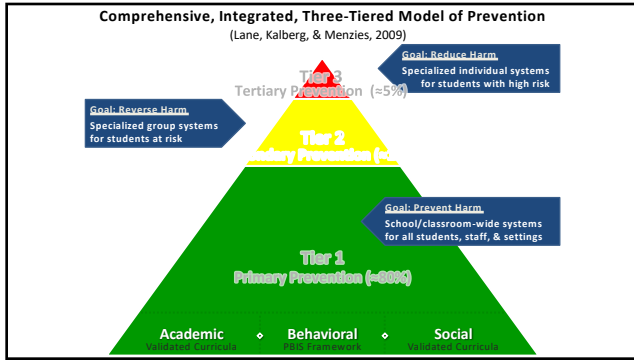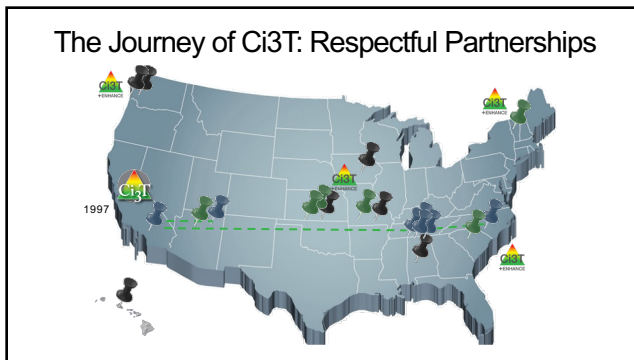
5

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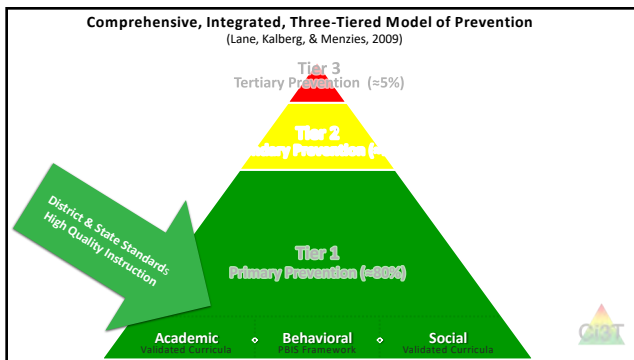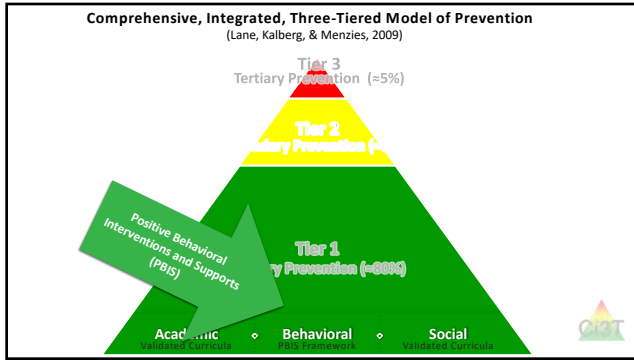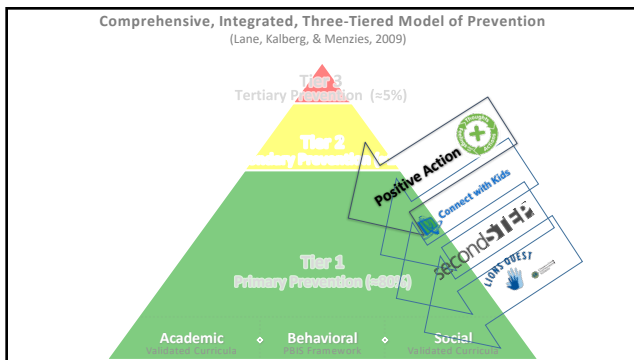 - Using
- Planning for Next Steps

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David James Royer, PhD, BCBA

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

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The Journey of Ci3T: Respectful Partnerships

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

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

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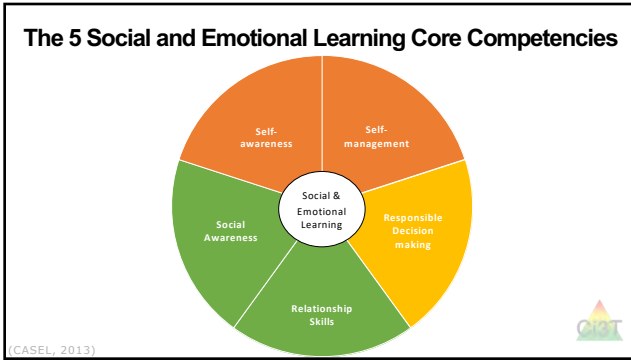(Lane, Kalberg, & Menzies, 2009)

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Coolidge Middle School
Expectation Matrix

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

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The 5 Social and Emotional Learning Core Competencies

Self-awareness

Self-management

Social Awareness

Social & Emotional Learning

Responsible Decision making

Relationship Skills

(CASEL, 2013)

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Outcomes Associated with Social Skills Training

Explicit social-emotional learning (SEL) skills instruction

SEL skills acquisition
Improved attitudes about self, others, and school

Positive social behavior
Fewer conduct problems
Less emotional distress
Academic success

(CASEL, 2013)

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Social Component:
Examples of Schoolwide Programs

Character Education

Positive Action
www.positiveaction.net

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

Social-emotional

Connect With Kids
connectwithkids.com

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

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David James Royer, PhD, BCBA

Top 10 School-related Social Skills

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

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

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

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Tier 1
Primary Prevention (≈80%)

Academic	◇	Behavioral	◇	Social
Validated Curricula		PBIS Framework		Validated Curricula

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David James Royer, PhD, BCBA

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David James Royer, PhD, BCBA

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Ci3T

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

Drummond, 1994; Lane & Menzies, 2009

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

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

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SRSS-IE: Cut Scores

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

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

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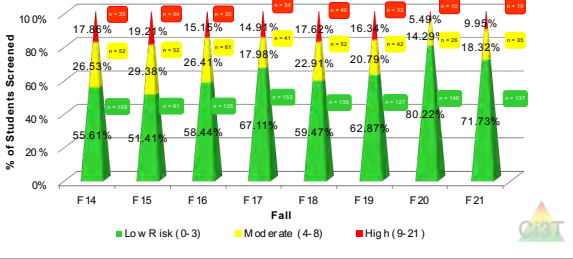
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Results:
SRSS-IE: Externalizing Subscale **Elementary**

Variable	Risk			Significance Testing
	Low M (SD)	Moderate M (SD)	High M (SD)	
Oral Reading Fluency	(9.66)		115.	> M > H
MAP Reading	5.46)		33.3	> M > H
Nurse Visits	5.11 (3.81) 3,256	5.15 (0.55) 820	11.85 (6.55) 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., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, 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/10.1177/1063426618795443

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Results:
SRSS-IE: <u>Internalizing</u> Subscale **Elementary**

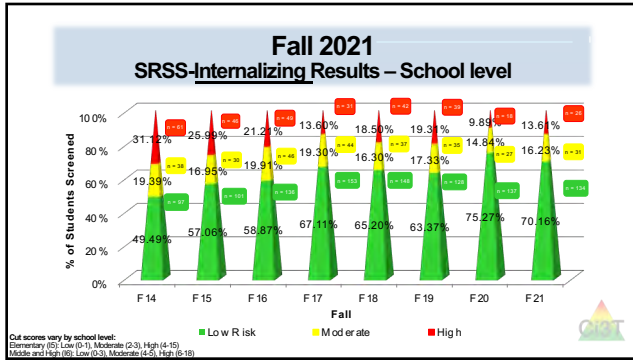| Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Oral Reading Fluency	(1.45)		13	L > H M; M = H
MAP Reading	3.32) 0		4	> M > H
Nurse Visits	(7.37) 3,387	7.55 (0.55) 628	9.55 (15.17) 450	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, 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/10.1177/1063426618795443

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Student Risk Screening Scale
Fall 2004-2012 • Middle School

Source: Lane, K. L., Oakes, W. P., & Magill, L. M. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention? *Preventing School Failure, 58*, 143-158. doi: 10.1080/1045988X.2014.986978 [*Figure 4*. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. (2? Lane, K. L., Menzies, H. M. Oakes, W. P., & Kalberg, J. R. (2012). Systematic screenings of behavior to support instruction: From preschool to high school. New York, NY: Guilford Press.]

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David James Royer, PhD, BCBA

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

(Lane, Parks, Kalberg, & Carter, 2007)

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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)	2.74 (0.61)	H
Course	38 (1.15) 1		2.78	< H
Nurse	01 (19.20) 1,830		9.66	, H H
Office referrals	03 (0.24) 1,830	328	0.75 93	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

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, 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:10.1177/1063426617744746
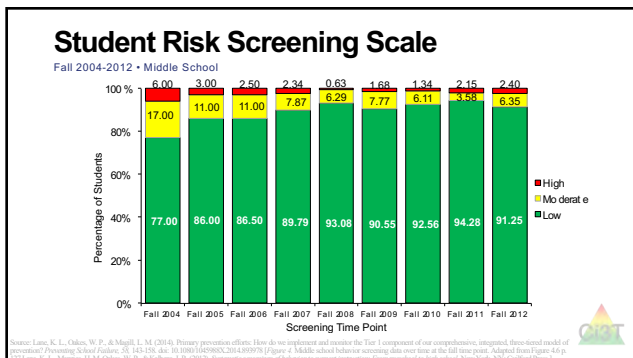
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SRSS-IE: Internalizing Subscale **Middle school**

Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
GPA	51 (0.51) 1,642		3	M > H
Course F	2 (1.42) 1,		1	< M, H = H
Nurse Vis	2 (16.39) 1,820		6	< H = M 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

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, 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:10.1177/1063426617744746

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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	Risk			Significance Testing
	Low M (SD) n = 2,363		Spring GPA Course Failures Nurse Visit ODR Suspensions	
GPA	Fall	Winter	1.	M, H = H
Course	.16 (2.07)		3.	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 (0.44)	0.87 (1.46)	1.03 (1.86)	L < M, H M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, 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:10.1177/1063426617744746
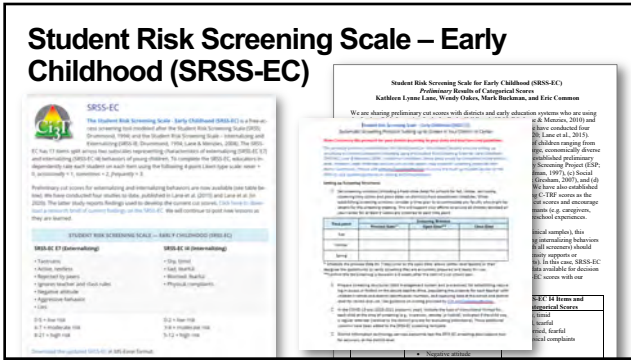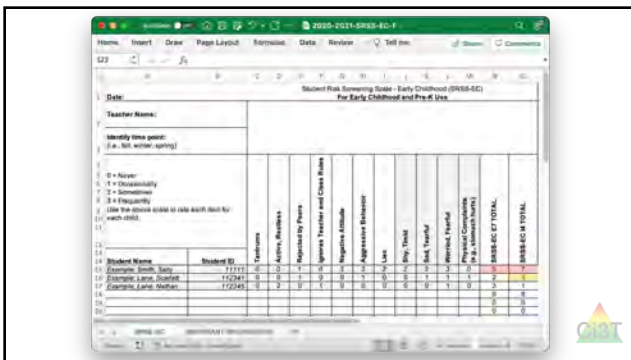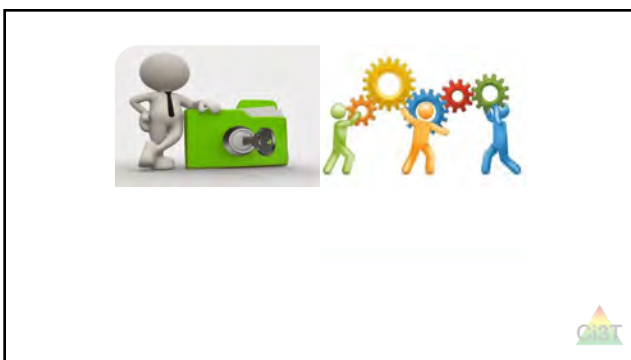
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SRSS-IE: Internalizing Subscale **High school**

Variable	Risk			Significance Testing
	Low (SD) 2,379	Moderate	High Spring GPA Course Failures Nurse Visit ODR Suspensions	
GPA	Fall Internalizing	Winter Internalizing		L > M, H M = H
Course Failures	(2.17)			L < M, H M = H
Nurse Visits	1.43 (3.	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

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, 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:10.1177/1063426617744746
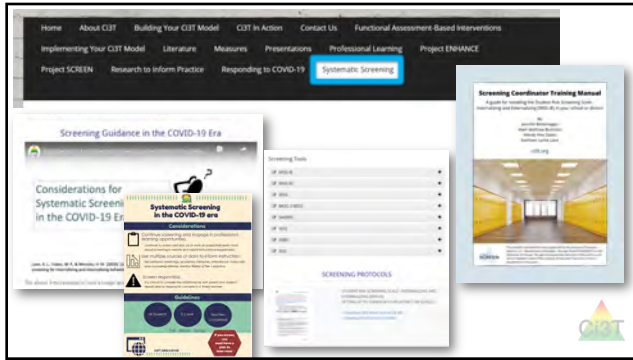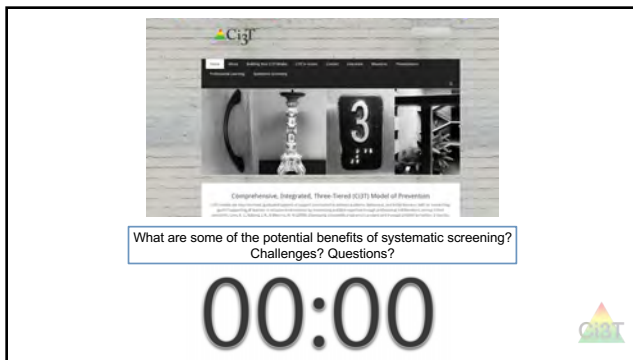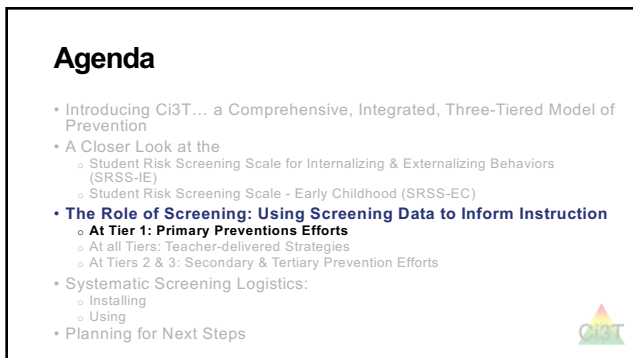
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Student Risk Screening Scale – Early Childhood (SRSS-EC)

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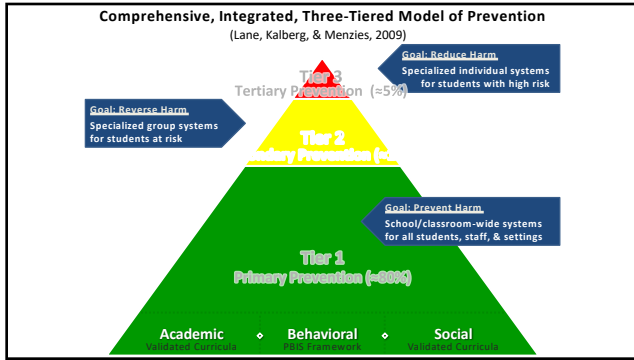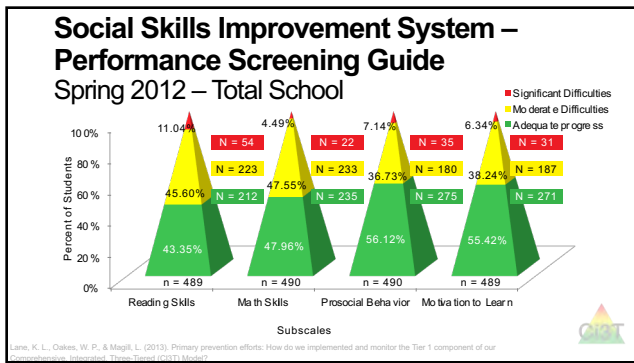What are some of the potential benefits of systematic screening?
Challenges? Questions?

00:00

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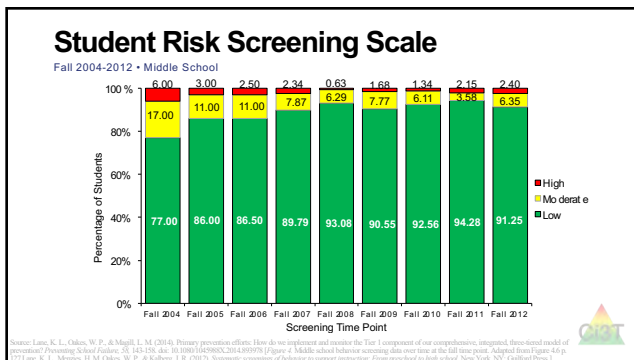**Agenda**

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

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

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Student Risk Screening Scale
Fall 2004-2012 • Middle School

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Examining Academic and Behavior Data: Elementary Level

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Low-Intensity Strategies

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

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Slide 58

Low-Intensity Strategy	Franklin High School On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met. o "Niama, great job using your graphic organizer to draft your essay." o "Justice, thank you for pushing in your chair to keep the walkway safe."	• Eric Common, Behavior Specialist • Mark Buckman, Special Education • Grant Allen, Parent Volunteer
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. o "Show me thumbs or thumbs down if…" o "Show me on your white board what…" o "Turn to your elbow partner and say…" o "All together now, what is…"	• David Royer, Administration • Emily Cantwell, 5th Grade • Scarlett Lane, 3rd Grade • Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. o "Ronaldo, of these 3 tasks today, which would you like to work on first?" o "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"	• Abbie Jenkins, 2nd Grade • Scarlett Lane, 3rd Grade • Bryan Simmons, PE • Liane Johl, Kindergarten

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Slide 59

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

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Slide 60

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Solutions-based Planning

Re-teach Behavior-Specific Praise

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Solutions-based Planning

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

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Solutions-based Planning

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

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Planning for an integrated approach

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Solutions-based Planning

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

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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

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Integrated Intervention Illustration

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Small group reading instruction with self-monitoring	Small group reading instruction (30 min, 3 days per week). Students monitor their participation in the reading instructional tasks. Students use checklists of reading lesson components each day to complete and compare to teacher's rating.	**Behavior:** Fall SRSS at moderate (4-8) or high (9-21) risk **Academic:** Fall AIMSweb oral reading fluency at the strategic or intensive level	**Student measures:** AIMSweb or DIBELS nonsense word fluency progress monitoring probes (weekly). Daily self-monitoring checklists. **Treatment integrity:** Checklist of all steps (% of completion) **Social Validity:** Teacher: IRP-15 Student: CIRP	Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

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Lane, K. L., Oakes, W. P., Ennis, R. P., & Hirsch, S. E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs?. *Preventing School Failure: Alternative Education for Children and Youth, 58*(3), 171-182.

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First Grade Students' Self Monitoring Form

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

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Treatment integrity

Social validity

Monitor student progress

Teacher: Ms. Hunt   Date: _____ Time: _____

Item	David	Travis	Teacher
1. Did student come to the reading table when the teacher called him?			
2. Did student read his book?			
3. Did student build words or practice sounds with the tiles?			
4. Did student tap letters sounds to read or spell words?			
5. Did student practice trick words?			
6. Did student follow teacher's directions?			
7. Did I prompt the student to complete the checklist after each activity?	n/a	n/a	
8. Did I compare my checklist to the student's at the end of the intervention period?	n/a	n/a	
9. Did I reward the student appropriately for completing the checklist and/or agreeing (i.e. give a checkmark for only fewer than 2 prompts, give a ticket for having all but one check, etc.)?	n/a	n/a	

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

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Sample Elementary Intervention Grid: SSiS

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will lead small group SSiS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of SSiS lessons appropriate for student skillsets as identified using SSiS-Rating Scale (teacher and parent version).	**Behavior** ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 score: Moderate (2-3) **AND** ☐ 2 or fewer absences in first 3 months of school **AND** ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] **AND** ☐ Parent permission **AND** **Academic** ☐ Student is in grade 2 or 3	**Student measures** • SSiS-Rating Scale (Pre/Post) • Skills for Greatness (Pre/Post) • Daily behavior report (DBR; daily) • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Tier 2 treatment integrity measures • Ci3T TI: Direct observation (30 min if needed)	☐ Review student progress at end of 24 sessions ☐ Team agrees goals have been met or no further SSiS small group sessions are warranted ☐ SRSS-E7 and I5 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 scores in the moderate range (4 – 8).	Student Measures: Meeting individual READ 180 reading goals: (1) Progress Monitoring with Scholastic Reading Inventory (2) Writing Assessments (3) formative assessments (vocabulary, comprehension and spelling) (4) Curriculum-based Assessments (5) Attendance in class Treatment Integrity: Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. Social Validity: Students and teachers complete surveys	Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.

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

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

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

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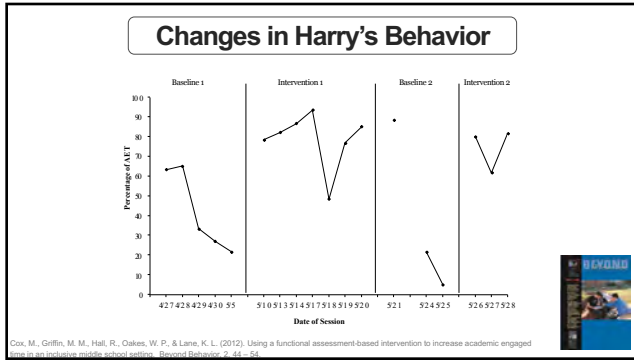**Comprehensive, Integrated, Three-Tiered Model of Prevention**
(Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

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Tertiary (Tier 3) Intervention Grid: For Elementary Schools

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 *Function Matrix. The Function-Based Intervention Decision Model* 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:** ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn ☐ Office discipline referrals (ODRs) 6 or more within a grading period *AND/OR* **Academic:** ☐ Progress report: 1 or more course failures ☐ Missing Assignments: 5 or more within a grading period ☐ AIMSweb: intensive level (math or reading)	Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation **Treatment integrity** • FABI Step checklists • Treatment integrity checklist **Social validity** • IRP-15 (teacher) • CIRP (student)	The FABI 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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Kathleen Lynne Lane, PhD, BCBA-D, CF-L2
David James Royer, PhD, BCBA

Changes in Harry's Behavior

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

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ci3t.org/fabi

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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

00:00

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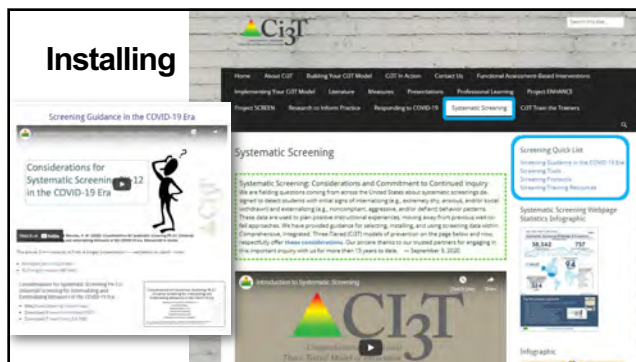Kathleen Lynne Lane, PhD, BCBA-D, CF-L2
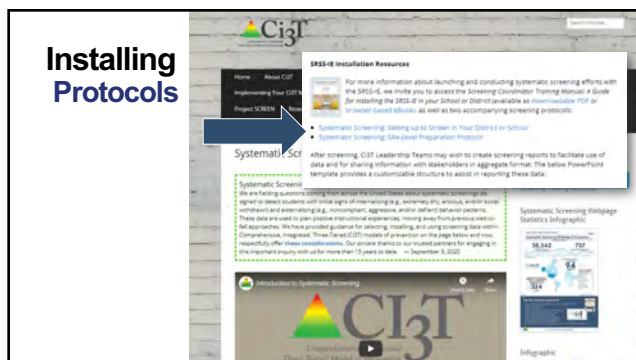David James Royer, PhD, BCBA

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:**
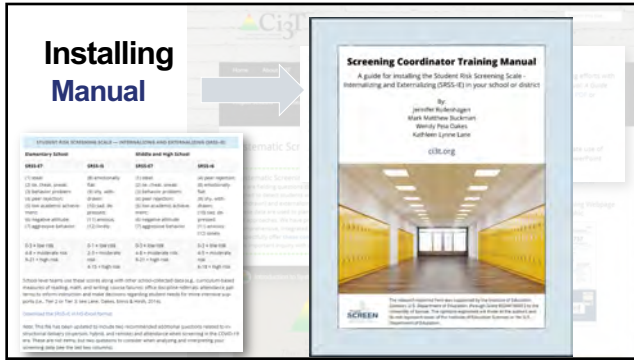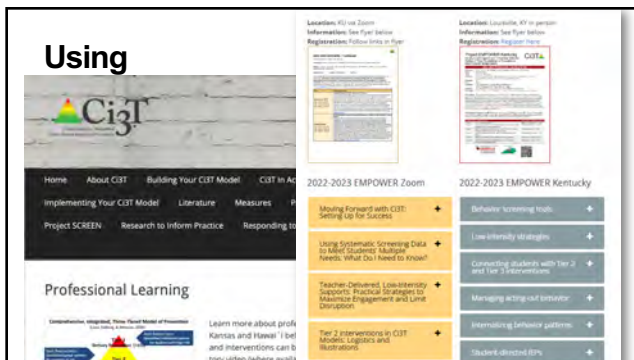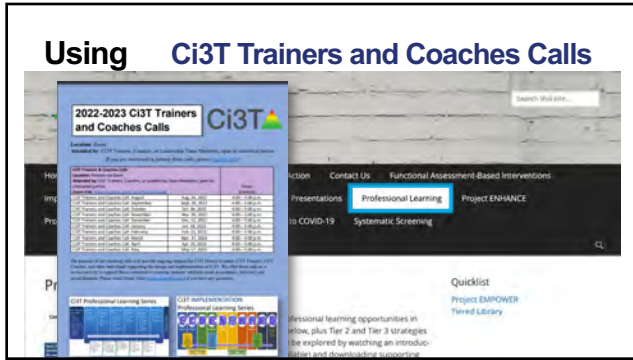 - **Installing**
  - **Using**
- Planning for Next Steps

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Installing

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Installing Protocols

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Using **Ci3T Trainers and Coaches Calls**

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Data Sharing

- Schoolwide data
  decisions related to primary prevention efforts
- Grade / department / class
  implications for teachers' practice
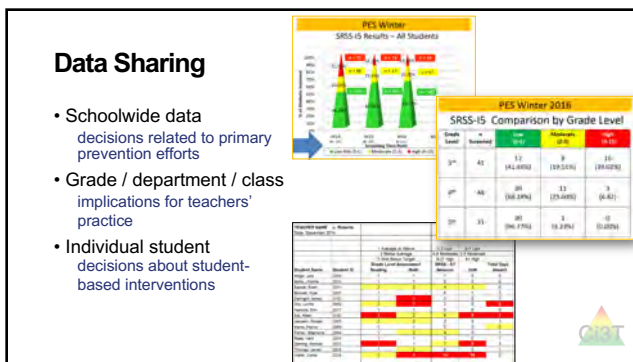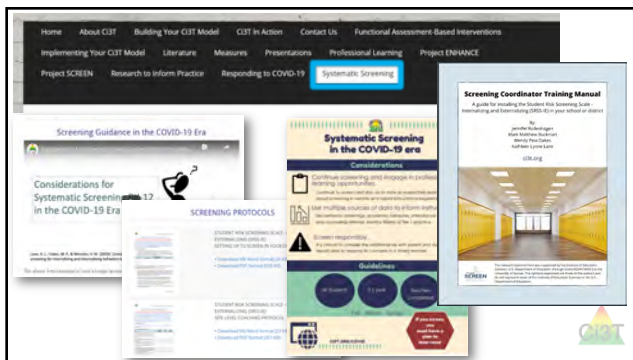- Individual student
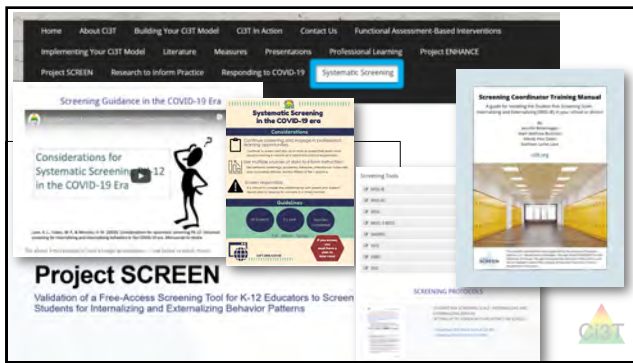 decisions about student-based interventions

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Agenda

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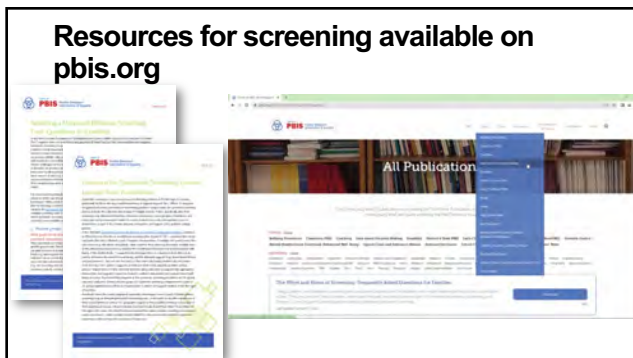 - Using
- **Planning for Next Steps**

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Resources for screening available on pbis.org

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David James Royer, PhD, BCBA

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

Tier 3
Tertiary Prevention (≈5%)

Tier 2

Thank you!

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Tier 1
Primary Prevention (≈80%)

Academic   Behavioral   Social
Validated Curricula   PBIS Framework   Validated Curricula

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