



**Systematic Behavior Screening in MTSS  
The Student Risk Screening Scale –  
Internalizing & Externalizing (SRSS-IE)**

July 15, 2024

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University of Louisville

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**Ci3T**



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**Agenda**

- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
- A closer look at the
  - Student Risk Screening Scale – Internalizing & Externalizing (SRSS-IE)
  - Student Risk Screening Scale – Early Childhood (SRSS-EC)
- The role of screening: Using screening data to inform instruction
  - Tier 1 prevention
  - Tier 2 and Tier 3 interventions
- Systematic universal screening logistics
- Planning for next steps



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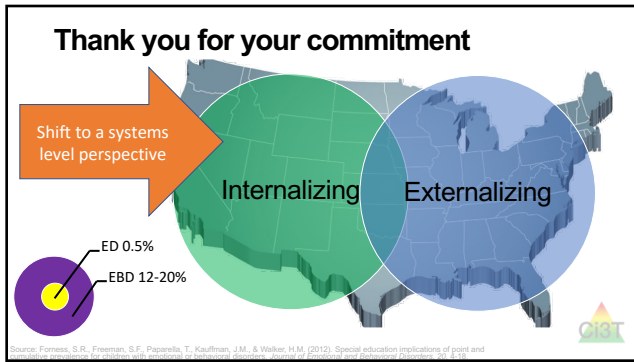
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Ci3T

## Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Brief introduction

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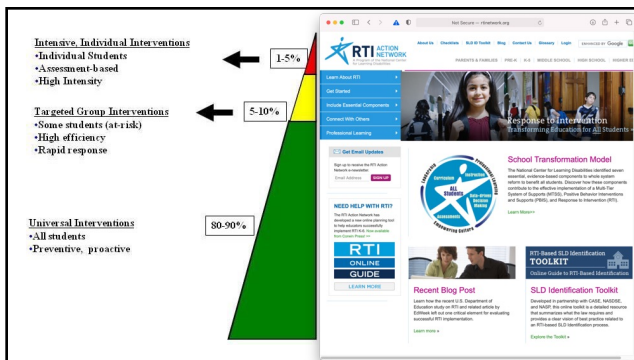
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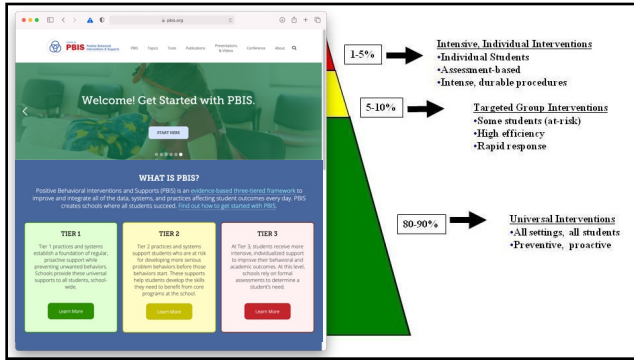
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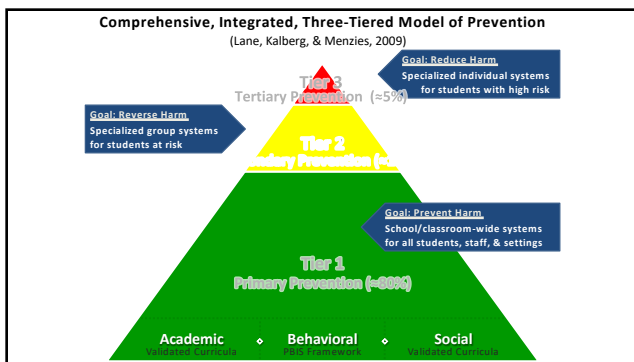
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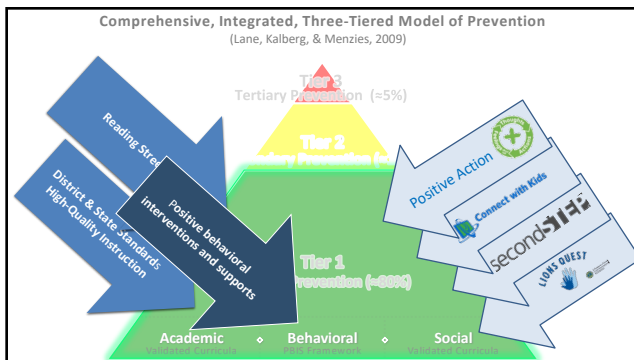
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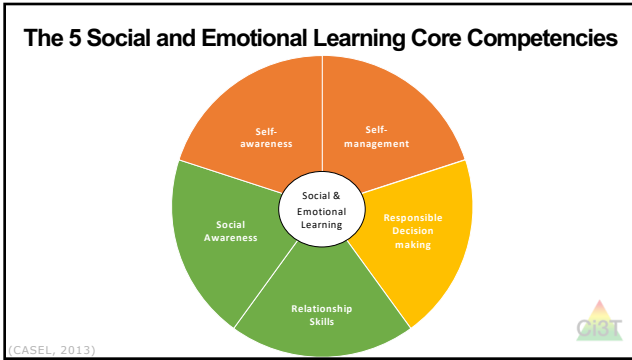
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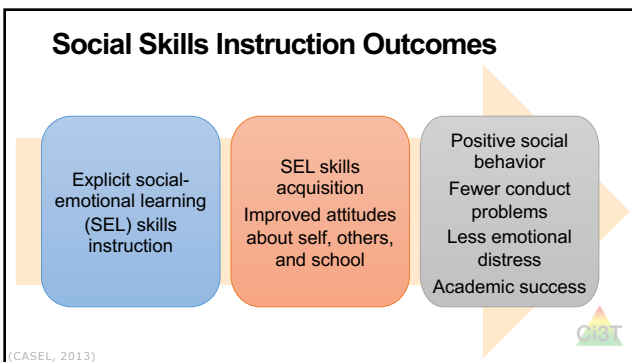
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### Ci3T at Lincoln Elementary

The document is a multi-page layout. On the left is a pyramid diagram with three levels: "Academic", "Behavioral", and "Social". In the center is a large table titled "Lincoln Elementary Expectations" with many rows and columns. To the right of this table is another table titled "Secondary (Tier 2) Interventions". On the far right is a text box: "Everything connects to the Primary (Tier 1) Plan" in green text, followed by "Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities." A small logo is in the bottom right corner.

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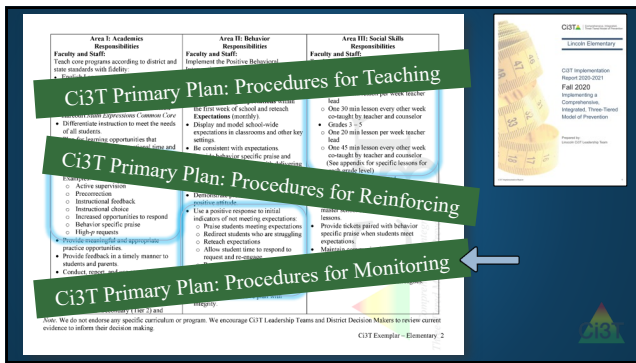
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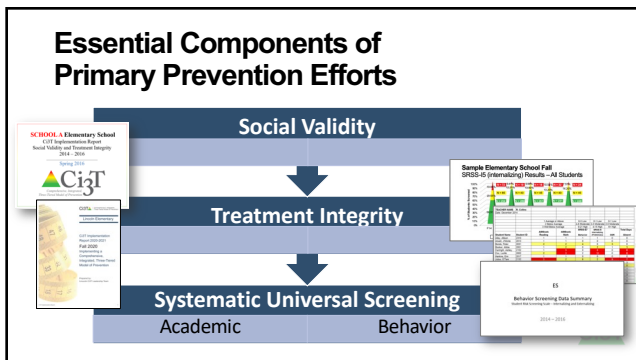
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### Systematic Universal Screening for behavior

- 100% of students in the building
- Three times a year
  - Fall, winter, spring
- "Behavior" can include
  - Social skills
  - Social-emotional well-being
  - Emotional behavior
  - Mental health indicators
    - Sad, lonely, anxious, depressed



**Emotional Behavior**

**SRSS-IE (Lane & Menzies, 2009)**  
internalizing items added

- peer rejection (MS HS only)
- emotionally flat
- shy, withdrawn
- sad, depressed
- anxious
- lonely

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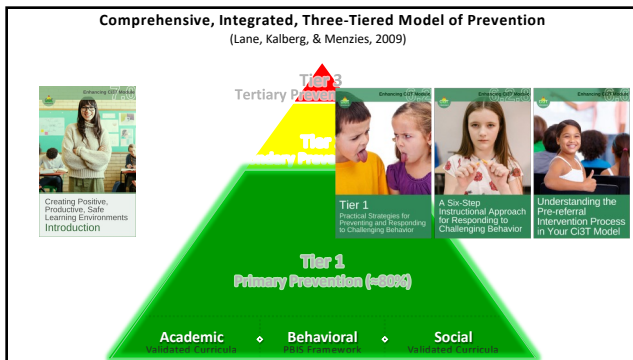
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### Middle School Behavior & Academic Characteristics of SRSS Risk Groups

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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### Low-Intensity Strategies

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### Secondary (Tier 2) Intervention Grids

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 Interventions	Individualized assessment to identify functional purpose of problem behavior and development of individualized intervention plan.	Functional assessment for all students with Tier 2 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Check-In/Check-Out (CICO)	Check-in at the start of the school day and check-out at the end of the school day. The teacher provides positive feedback and consequences based on the student's behavior.	Students with Tier 2 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Loss of Privileges	Removal of a student's access to a desired activity or item as a consequence for problem behavior.	Students with Tier 2 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Behavior Contracts	Written agreement between the student and the teacher outlining the student's behavior goals and the consequences for meeting or not meeting the goals.	Students with Tier 2 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Self-Monitoring	Students are encouraged to monitor their own behavior and record it on a self-monitoring sheet.	Students with Tier 2 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.

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### Tertiary (Tier 3) Intervention Grids

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 Interventions	Individualized assessment to identify functional purpose of problem behavior and development of individualized intervention plan.	Functional assessment for all students with Tier 3 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Individualized Instruction	Instruction tailored to the student's individual needs and learning style.	Students with Tier 3 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Behavioral Contracting	Written agreement between the student and the teacher outlining the student's behavior goals and the consequences for meeting or not meeting the goals.	Students with Tier 3 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.
Self-Monitoring	Students are encouraged to monitor their own behavior and record it on a self-monitoring sheet.	Students with Tier 3 problem behaviors.	Behavioral responses to intervention; functional purpose of problem behavior.	Behavioral responses to intervention; functional purpose of problem behavior.

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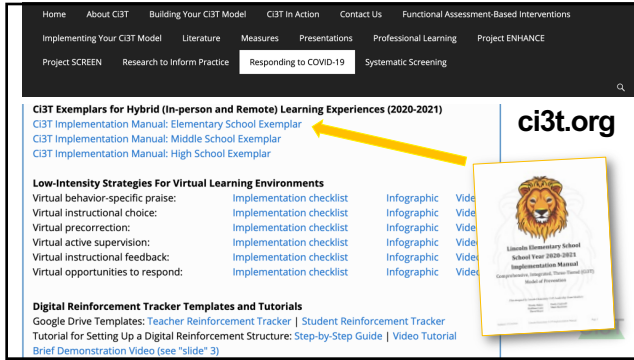
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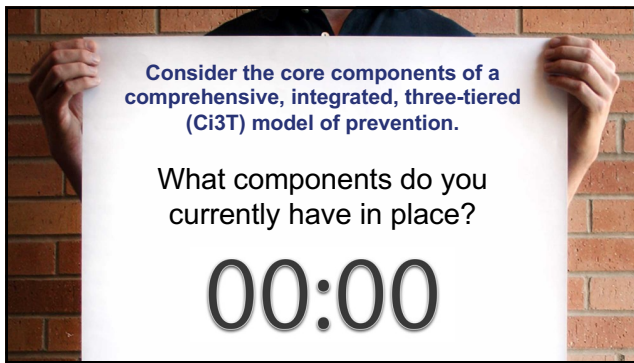
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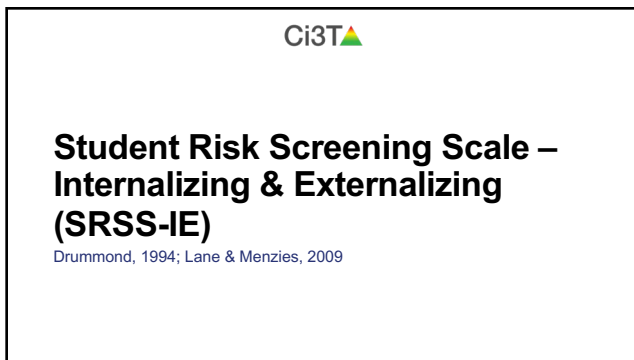
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### Student Risk Screening Scale (SRSS)

(Drummond, 1994)

- 4-point Likert-type scale  
*never = 0, occasionally = 1, sometimes = 2, frequently = 3*
- Teachers evaluate each student on 7 items
  - Steal - Low Academic Achievement
  - Lie, Cheat, Sneak - Negative Attitude
  - Behavior Problem - Aggressive Behavior
  - Peer Rejection
- Externalizing risk is divided into 3 categories
  - Low 0-3
  - Moderate 4-8
  - High 9-21

**SRSS-IE (Lane & Menzies, 2009)**  
5 (ES) or 6 (MS HS)  
internalizing items added

- peer rejection (MS HS only)
- emotionally flat
- shy, withdrawn
- sad, depressed
- anxious
- lonely



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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 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., Cartwell, 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, 21*(1), 271-284.



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

#### Elementary

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1 DATE:	Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE: 0100-0101																	
2 TEACHER NAME:																		
3 0 = Never																		
4 1 = Occasionally																		
5 2 = Sometimes																		
6 3 = Frequently																		
7 Use the above scale to rate each item for each student.																		
8																		
9																		
10																		
11																		
12 Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Aggressive Behavior	Emotionally Flat	Shy, Withdrawn	Sad, Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-IE TOTAL	SRSS-IE TOTAL	SRSS-IE TOTAL	SRSS-IE TOTAL
13 Example: Smith, Sally	11111	0	0	0	0	1	1	1	1	1	1	1	1	13	3	3	3	3
14 Example: Lane, Spencer	11222	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 Example: Lane, Nathan	11222	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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### Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Secondary

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1 DATE:		Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)																	
2 TEACHER NAME:		MOORE and HIGGS SCHOOL, YRSE 2022-2021																	
3 PERIOD RATED:		Note: Peer rejection is entered in the SRSS-IE and SRSS-IE TOTAL scores. Shaded items are summed to compute the SRSS-IE TOTAL score. SRSS-IE TOTAL scores are under construction and should not be used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.																	
4 0 = Never																			
5 1 = Occasionally																			
6 2 = Sometimes																			
7 3 = Frequently																			
8 Use the above scale to rate each item for each student.																			
9																			
10																			
11																			
12																			
13																			
14	Student Name	Student ID	Count	Peer	Low Cheat/Steak	Internalizing Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy/Withdrawn	Self-Depressed	Anxious	Lonely	SRSS-IE TOTAL	SRSS-IE TOTAL	SRSS-IE TOTAL	SRSS-IE TOTAL
15	Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	3	3	0	13	10	22	
16	Example: Lane, Corbett	11222	0	0	0	3	1	3	3	3	2	2	2	2	0	13	10	22	
17	Example: Lane, Nathan	11222	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
18			2																
19			3																
20			4																
21			5																
22			6																

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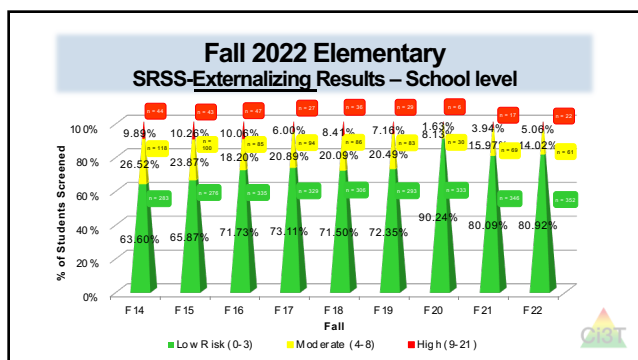
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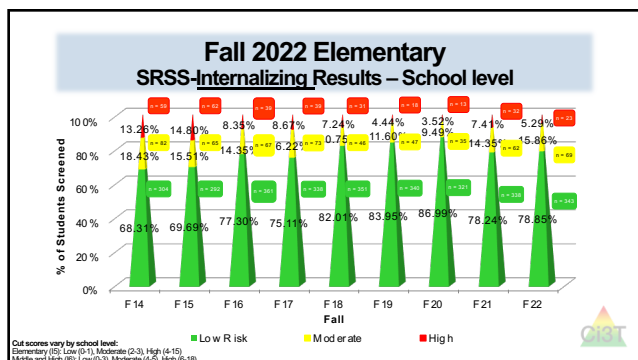
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Fall 2020 SRSS-Externalizing Results – Grade level				
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	69	65 (94.20%)	3 (4.35%)	1 (1.45%)
1	47	44 (93.62%)	2 (4.26%)	1 (2.13%)
2	68	56 (82.35%)	10 (14.71%)	2 (2.94%)

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Results: SRSS-IE: Externalizing Subscale <b>Elementary</b>				
Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
Oral Reading Fluency	163.23 (39.66) 468	138.62 (42.70) 107	115.82 (46.21) 46	L > M > H
MAP Reading	66.54 (26.48) 2,047	42.91 (30.37) 443	33.32 (29.82) 199	L > M > H
Nurse Visits	6.14 (6.81) 3,256	9.18 (9.59) 820	11.83 (9.89) 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

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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 Reading Fluency	159.04 (41.45) 459	150.59 (45.76) 88	139.18 (46.53) 74	L > H L = M; M = H
MAP Reading	63.38 (28.32) 2,070	53.93 (32.15) 356	43.57 (30.47) 263	L > M > H
Nurse Visits	6.84 (7.37) 3,387	7.59 (8.05) 628	9.33 (10.81) 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., Cartwright, E. D., Coonan, E. A., Royer, D. J., Leko, M., Schatschneider, C., Manzius, 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, 25*(4), 222-236. <https://doi.org/10.1177/1063426918814944>

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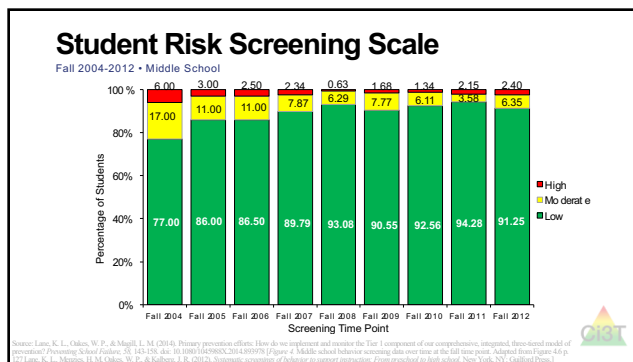
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**SRSS-IE: Externalizing Subscale Middle school**

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) 279	2.74 (0.61) 84	L > M > H
Course Failures	0.38 (1.15) 1,830	1.37 (2.12) 328	2.78 (3.03) 93	L < M < H
Nurse Visits	4.01 (16.20) 1,830	6.67 (8.65) 328	9.66 (11.65) 93	L < M, H M = H
Office discipline referrals	0.03 (0.24) 1,830	0.17 (0.63) 328	0.75 (2.13) 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., Cartwright, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Manzius, 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:10.1177/1063426918814944

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SRSS-IE: Internalizing Subscale <b>Middle school</b>				
Variable	Risk			Significance Testing
	Low M (SD) n	Moderate M (SD) n	High M (SD) n	
GPA	3.51 (0.51) 1,642	3.33 (0.55) 167	3.16 (0.64) 224	L > M > H
Course Failures	0.52 (1.42) 1,820	0.86 (1.85) 181	1.22 (2.06) 250	L < M, H M = H
Nurse Visits	4.32 (16.39) 1,820	4.85 (6.92) 181	6.77 (9.56) 250	L < H L = 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

Oshe, K. L., Oakes, W. P., Cartwright, E. D., Royce, D. L., LaRo, M., Schachtmeider, 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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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 <b>High school</b>				
Variable	Risk			Significance Testing
	Low M (SD) n = 2,363	Moderate M (SD) n = 212	High M (SD) n = 59	
GPA	3.07 (0.79)	2.08 (0.81)	1.96 (0.89)	L > M, H M = H
Course Failures	1.16 (2.07)	3.45 (3.18)	3.08 (2.84)	L < M, H M = H
Nurse Visits	1.34 (3.19)	4.00 (5.62)	5.85 (7.66)	L < M, H M = H
In-School Suspensions	0.07 (0.44)	0.67 (1.48)	1.03 (1.86)	L < M, H M = H

Oshe, K. L., Oakes, W. P., Cartwright, E. D., Royce, D. L., LaRo, M., Schachtmeider, 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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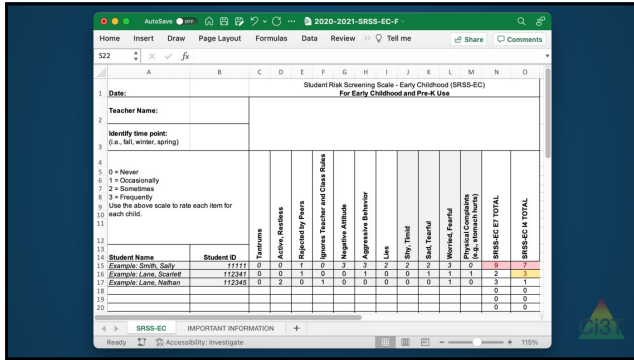
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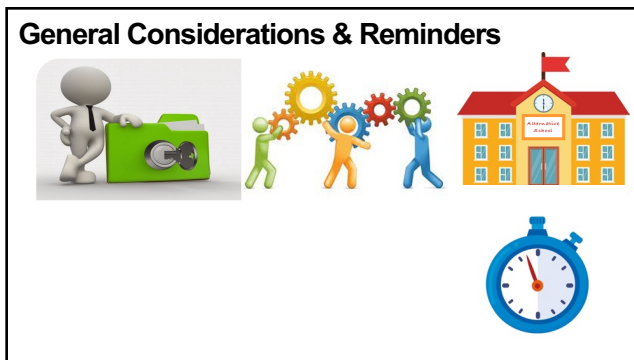
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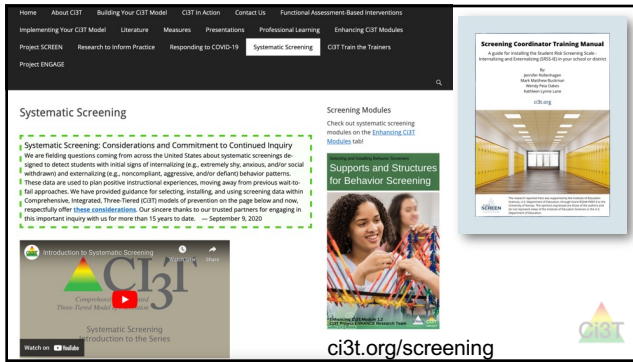
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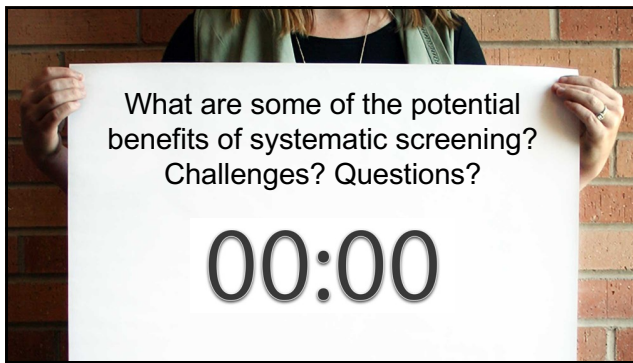
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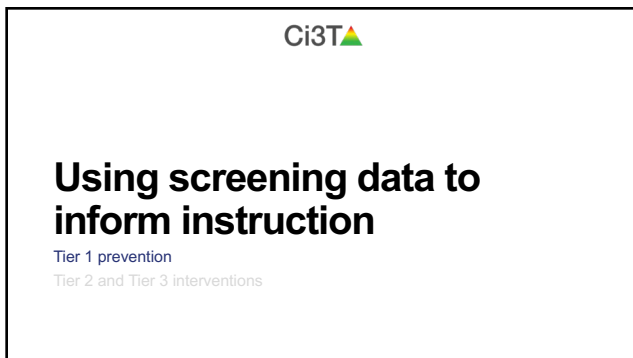
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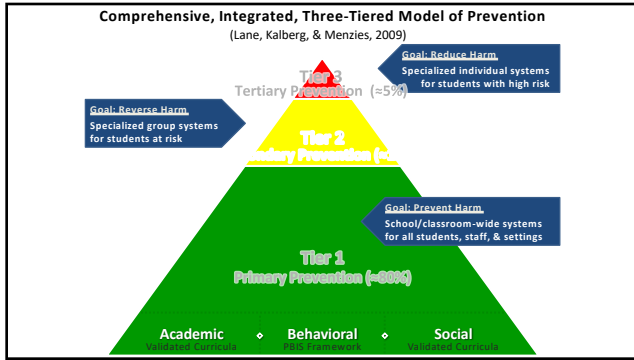
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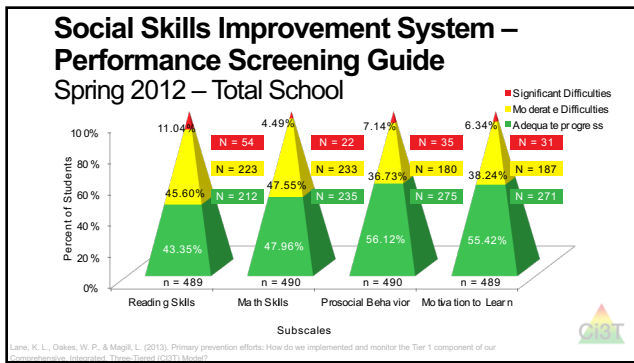
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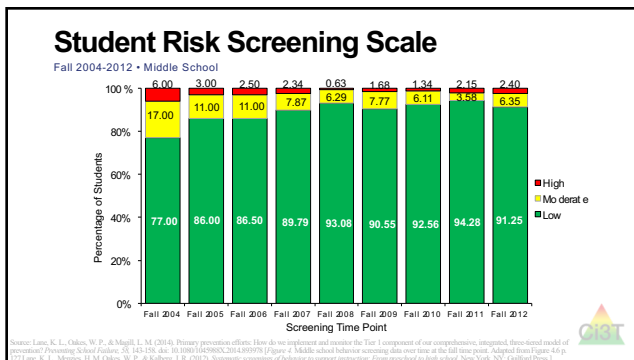
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**Examining Academic and Behavior Data: Elementary Level**

TEACHER NAME		↓ ↓ ↓ ↓ ↓ ↓						
R. Collins								
Date: December 2014								
		0 Well Above		0-3 Low		0-1 Low		
		1 Target		4-6 Moderate		2-3 Moderate		
		2 Average		9-21 High		4-5 High		
		3 Below Average				2-5 Moderate		
		4 Below Average				6-8 High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	Behavior	SRSS Identifying (Preliminary)	ODR	Total Days Absent	
Alley, Alison	2310	1	1	1	1	0	0	
Alwell, Jilante	2013	1	1	0	0	0	0	
Bonds, Peter	2031	2	2	4	0	3	0	
Booker, Abbie	2001	1	2	0	2	1	3	
Cartright, Kasey	2152	1	3	0	0	0	3	
Cox, Lucile	2002	2	3	2	10	0	8	
Hankins, Erin	2017	1	1	0	0	0	0	
Julius, O'Tam	2132	3	2	6	2	7	7	
Justice, Jessa	2003	2	2	3	1	0	3	
Ochoa, Kelly	2009	1	2	0	3	0	5	
Patterson, Stephanie	2004	1	2	4	0	0	1	
Paul, Timothy	2010	1	2	3	0	0	1	
Reed, Kendra	2002	3	0	10	2	23	3	
Tims, Blake	2018	1	2	3	0	0	1	
Wellington, Jasper	2215	2	3	14	4	6	0	

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**Low-Intensity Strategies**

ci3t.org/enhance

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**Low-Intensity Strategies**

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Low-Intensity Strategy	Franklin High School On-Site Expert
<p><b>Behavior-Specific Praise:</b> Identifying the specific expectation the student met.</p> <ul style="list-style-type: none"> <li>o "Niama, great job using your graphic organizer to draft your essay."</li> <li>o "Justice, thank you for pushing in your chair to keep the walkway safe."</li> </ul> <p><b>Opportunities to Respond:</b> Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol.</p> <ul style="list-style-type: none"> <li>o "Show me thumbs or thumbs down if..."</li> <li>o "Show me on your white board what..."</li> <li>o "Turn to your elbow partner and say..."</li> <li>o "All together now, what is..."</li> </ul> <p><b>Instructional Choice:</b> Providing within-task or between task choices to increase academic engaged time and motivation.</p> <ul style="list-style-type: none"> <li>o "Ronaldo, of these 3 tasks today, which would you like to work on first?"</li> <li>o "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"</li> </ul>	<ul style="list-style-type: none"> <li>• Eric Common, Behavior Specialist</li> <li>• Mark Buckman, Special Education</li> <li>• Grant Allen, Parent Volunteer</li> </ul> <ul style="list-style-type: none"> <li>• David Royer, Administration</li> <li>• Emily Cantwell, 5<sup>th</sup> Grade</li> <li>• Scarlett Lane, 3<sup>rd</sup> Grade</li> <li>• Mallory Messenger, Counselor</li> </ul> <ul style="list-style-type: none"> <li>• Abbie Jenkins, 2<sup>nd</sup> Grade</li> <li>• Scarlett Lane, 3<sup>rd</sup> Grade</li> <li>• Bryan Simmons, PE</li> <li>• Liane Juhl, Kindergarten</li> </ul>

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Date:		Class:		Unit:	
Integrated Lesson Plan					
Topic:					
Standards:					
Core Lesson Elements		Tier 1 (for all)	Equitable Access and Inclusion	Differentiated Objectives	
Academic Objective(s)					
Social Skills Objective(s)					
Behavioral Expectation(s)					
Materials & Technology		Adapted or Assistive Technologies			
Opening Activity (Independent)		Instructional Choices			

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Embedding and Integrating Ci3T Domains Into Daily Instruction

Integrating Academic, Behavior, and Social Domains: Lingo!, Masking Tape, and a Ping-Pong Ball

Watch on YouTube

[ci3t.org/enhance](https://ci3t.org/enhance)

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**Solutions-based Planning**

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

National Center on **INTENSIVE INTERVENTION**  
 at American Institutes for Research

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**Solutions-based Planning**

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

Low-Intensity Strategies Opportunities to Respond

OPPORTUNITIES TO RESPOND  
 Implementation Checklist for Success

Embedding and Integrating Ci3T Domains Into Daily Instruction

Date	Start Time	End Time	Grade	Recommended Teacher Lessons	All First
				2.27 To introduce the positive action of daily physical	
				2.28 To introduce the second part of step 2: Academic	
				2.30 To introduce the positive action of decision-making	
				1.4.5 To introduce Tier 1 Morning Journal/Intra-Social	
				1.5.5 To introduce the concept of choice in using goods	
				3.5.6 To introduce the positive action of managing stress	
				4.2.2 To introduce Use of Conflict-Appeal with Others Using	

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**Planning for an integrated approach**

Integrated Lesson Plan

Core Lesson Elements

Academic Objective(s)  
 Social Skills Objective(s)  
 Behavioral Expectation(s)

Teacher Reflection

Active Supervision  
 Behavior Specific Praise  
 High P Request Sequence  
 Instructional Choice  
 Instructional Feedback  
 Opportunities to Respond  
 Pre-correction

Active Supervision (AS)	Behavior Specific Praise (BS)	High P Request Sequence (HRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Pre-correction (PC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Met individual student plan for academic, social skills, and behavioral supports

What went well?  
 What did not go as expected?  
 What would I change in the future?

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**Solutions-based Planning**

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

Roles and Responsibilities

Role	Responsibilities
Principal	<ul style="list-style-type: none"> <li>Establishes the vision and mission for the school.</li> <li>Ensures that the school is grounded in the Ci3T Implementation Manual.</li> <li>Ensures that the school is providing a safe and supportive environment for all students.</li> <li>Ensures that the school is providing a high-quality education for all students.</li> <li>Ensures that the school is providing a variety of learning opportunities for all students.</li> <li>Ensures that the school is providing a variety of support services for all students.</li> </ul>
Assistant Principal	<ul style="list-style-type: none"> <li>Assists the principal in implementing the vision and mission for the school.</li> <li>Assists the principal in ensuring that the school is grounded in the Ci3T Implementation Manual.</li> <li>Assists the principal in ensuring that the school is providing a safe and supportive environment for all students.</li> <li>Assists the principal in ensuring that the school is providing a high-quality education for all students.</li> <li>Assists the principal in ensuring that the school is providing a variety of learning opportunities for all students.</li> <li>Assists the principal in ensuring that the school is providing a variety of support services for all students.</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>Implements the curriculum and instruction for all students.</li> <li>Ensures that the classroom is a safe and supportive environment for all students.</li> <li>Ensures that the classroom is providing a high-quality education for all students.</li> <li>Ensures that the classroom is providing a variety of learning opportunities for all students.</li> <li>Ensures that the classroom is providing a variety of support services for all students.</li> </ul>
Special Education Teacher	<ul style="list-style-type: none"> <li>Implements the curriculum and instruction for students with special needs.</li> <li>Ensures that the classroom is a safe and supportive environment for all students.</li> <li>Ensures that the classroom is providing a high-quality education for all students.</li> <li>Ensures that the classroom is providing a variety of learning opportunities for all students.</li> <li>Ensures that the classroom is providing a variety of support services for all students.</li> </ul>
Behavior Specialist	<ul style="list-style-type: none"> <li>Implements the curriculum and instruction for students with behavioral needs.</li> <li>Ensures that the classroom is a safe and supportive environment for all students.</li> <li>Ensures that the classroom is providing a high-quality education for all students.</li> <li>Ensures that the classroom is providing a variety of learning opportunities for all students.</li> <li>Ensures that the classroom is providing a variety of support services for all students.</li> </ul>
Instructional Coach	<ul style="list-style-type: none"> <li>Assists classroom teachers in implementing the curriculum and instruction.</li> <li>Ensures that the classroom is a safe and supportive environment for all students.</li> <li>Ensures that the classroom is providing a high-quality education for all students.</li> <li>Ensures that the classroom is providing a variety of learning opportunities for all students.</li> <li>Ensures that the classroom is providing a variety of support services for all students.</li> </ul>
Family and Community Liaison	<ul style="list-style-type: none"> <li>Establishes and maintains communication with families and the community.</li> <li>Ensures that the school is providing a safe and supportive environment for all students.</li> <li>Ensures that the school is providing a high-quality education for all students.</li> <li>Ensures that the school is providing a variety of learning opportunities for all students.</li> <li>Ensures that the school is providing a variety of support services for all students.</li> </ul>

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**Ci3T**

## Using screening data to inform instruction

Tier 1 prevention  
Tier 2 and Tier 3 interventions

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**Secondary Intervention Grid**

Support	Description	Schedule of Dates	Data to Monitor Progress	Exit Criteria
Homework Check	Check for homework completion and accuracy.	Monday, Wednesday, Friday	Percentage of homework completed and accurate.	80% completion and accuracy for 2 consecutive weeks.
Peer Check	Check for peer relationships and social skills.	Monday, Wednesday, Friday	Percentage of students with positive peer relationships and social skills.	80% positive peer relationships and social skills for 2 consecutive weeks.
Classroom Behavior	Monitor classroom behavior and participation.	Monday, Wednesday, Friday	Percentage of students with positive classroom behavior and participation.	80% positive classroom behavior and participation for 2 consecutive weeks.
Behavioral Observations	Observe student behavior in various settings.	Monday, Wednesday, Friday	Percentage of students with positive behavior in various settings.	80% positive behavior in various settings for 2 consecutive weeks.
Behavioral Coaching	Provide coaching to students on behavior expectations.	Monday, Wednesday, Friday	Percentage of students receiving coaching and showing improvement.	80% coaching and improvement for 2 consecutive weeks.
Self-monitoring	Encourage students to monitor their own behavior.	Monday, Wednesday, Friday	Percentage of students using self-monitoring and showing improvement.	80% self-monitoring and improvement for 2 consecutive weeks.

**Secondary (Tier 2) Intervention Grids**

Tier 3 Prevention (~5%)  
Tier 2 Prevention (~10%)  
Tier 1 Prevention (~85%)

Behavioral ↔ Social

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### Secondary or Intervention Grid for Middle and High School Students

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 (completion/accuracy), academic behavior, or other target behavior.	<b>Behavior:</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) or <input type="checkbox"/> SRSS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> Skyward: 2 or more missing assignments <b>AND/OR</b> <b>Academic:</b> <input type="checkbox"/> Report card: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan)  Passing grades on progress reports  <b>Social Validity:</b> Teacher: IRP-15 Student: CIRP  <b>Treatment Integrity:</b> Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3)  Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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### Data in action

**School-wide Data: Entry Criteria**

**Behavior:**

- SRSS-E7 score: Moderate (4-8)
- or
- SRSS-E7 score: High (9-21)
- or
- 2 or more office discipline referrals (ODR)
- or
- Skyward: 2 or more missing assignments

**AND/OR**

**Academic:**

- Report card: 1 or more course failures
- or
- AIMSweb: intensive or strategic level (math or reading)
- or
- Below 2.5 GPA

Student Name	Academic Monitoring	Academic Status	ODR-E7	Skyward	ODR-Discretionary Referrals	Attendance	Language
11111 Sutton, Mike	1	1	2	0	0	0	0
11112 Cole, James	1	2	3	2	1	2	1
11113 Garcia, Ron	1	1	0	0	0	0	0
11114 Fox, Larry	1	1	0	1	0	0	0
11115 Fatery, Aja	1	1	0	2	1	0	0
11116 Gark, Henry	1	1	0	1	0	2	0
11117 Greenwood, Jerry	1	1	0	3	0	0	0
11118 Gilbert, Alan	1	1	0	0	0	1	0
11119 Gink, Chad	1	1	2	1	0	0	0
11120 Heinz, Kurt	1	1	2	0	0	1	0
11121 Lane, Carly	1	1	2	0	0	0	0
11122 Luck, Brent	1	1	14	1	0	0	0
11123 Allen, Owen	1	1	3	1	0	0	0
11124 Huber, Jill	1	0	3	8	1	2	0
11125 Pugh, Whitney	1	1	2	0	0	0	0
11126 Smith, Robert	1	3	0	0	0	2	0
11127 Smith, David	1	1	0	0	0	1	0
11128 Smith, Ryan	1	1	1	0	0	1	0
11129 Wainhouse, Lawrence	1	1	2	1	0	1	0
11130 Stan, Ivy	1	0	1	0	0	0	1




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### Data in action

**School-wide Data: Entry Criteria**

**Behavior:**



- SRSS-E7 score: Moderate (4-8)
- or
- SRSS-E7 score: High (9-21)
- or
- 2 or more office discipline referrals (ODR)
- or
- Skyward: 2 or more missing assignments

**AND/OR**

**Academic:**

- Report card: 1 or more course failures
- or
- AIMSweb: intensive or strategic level (math or reading)
- or
- Below 2.5 GPA

Student Name	Academic Monitoring	Academic Status	ODR-E7	Skyward	ODR-Discretionary Referrals	Attendance	Language
11111 Sutton, Mike	1	1	2	0	0	0	0
11112 Cole, James	1	2	3	2	1	2	1
11113 Garcia, Ron	1	1	0	0	0	0	0
11114 Fox, Larry	1	1	0	1	0	0	0
11115 Fatery, Aja	1	1	0	2	1	0	0
11116 Gark, Henry	1	1	0	1	0	2	0
11117 Greenwood, Jerry	1	1	0	3	0	0	0
11118 Gilbert, Alan	1	1	0	0	0	1	0
11119 Gink, Chad	1	1	2	1	0	0	0
11120 Heinz, Kurt	1	1	2	0	0	1	0
11121 Lane, Carly	1	1	2	0	0	0	0
11122 Luck, Brent	1	1	14	1	0	0	0
11123 Allen, Owen	1	1	3	1	0	0	0
11124 Huber, Jill	1	0	3	8	1	2	0
11125 Pugh, Whitney	1	1	2	0	0	0	0
11126 Smith, Robert	1	3	0	0	0	2	0
11127 Smith, David	1	1	0	0	0	1	0
11128 Smith, Ryan	1	1	1	0	0	1	0
11129 Wainhouse, Lawrence	1	1	2	1	0	1	0
11130 Stan, Ivy	1	0	1	0	0	0	1

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### Data in action

**Schoolwide Data:**

- Entry Criteria:
  - SRSS-IE score: Moderate (4-8)
  - SRSS-IE score: High (9-21)
  - 1 or more effective discipline referrals (ODR)
  - Skysaver 2 or more missing assignments
- AND OR
- Academic:
  - Report card: 1 or more course failures
  - AIMSweb: Incomplete or strategic level (last of reading)
  - Below 1.5 GAs

**Other Tier 2 options...**

- Behavior Contracts
- Behavior-Specific Praise
- Precorrection
- Instructional Choice

**Student Data Table:**

Name	SRSS-IE	ODR	Skysaver	Course Failures	AIMSweb	GAs
11115Honey, Julia	4	0	0	0	0	0
11150Hene, Kar	1	0	0	0	0	0

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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.	<b>Behavior:</b> Fall SRSS at moderate (4-8) or high (9-21) risk <b>Academy:</b> Fall AIMSweb oral reading fluency at the strategic or intensive level	<b>Student measures:</b> AIMSweb or DIBELS nonsense word fluency progress monitoring probes (weekly). Daily self-monitoring checklists. <b>Treatment integrity:</b> Checklist of all steps (% of completion) <b>Social Validity:</b> 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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TEACHER NAME	Student Name	Student ID	Lie, Cheat	Behavior	Peer	Low Academic	Negative	Aggressive	Total	SRSS	AIMSweb-Reading
			0	0	0	0	0	0	0	0	0
			1	1	1	1	1	1	1	1	1
			2	2	2	2	2	2	2	2	2
			3	3	3	3	3	3	3	3	3
			4	4	4	4	4	4	4	4	4
			5	5	5	5	5	5	5	5	5
			6	6	6	6	6	6	6	6	6
			7	7	7	7	7	7	7	7	7
			8	8	8	8	8	8	8	8	8
			9	9	9	9	9	9	9	9	9
			10	10	10	10	10	10	10	10	10
	Spencer, Sean	2111	0	0	0	0	0	0	0	0	0
	Aley, Allison	2310	0	0	0	1	0	0	0	1	1
	Atwell, Montie	2013	0	0	0	0	0	0	0	0	1
	Bonds, Peter	2031	0	0	1	1	1	1	0	4	2
	Booker, Abbie	2001	0	0	0	0	0	0	0	0	1
	Cartwright, Ashley	2152	0	0	0	0	0	0	0	0	1
	COO, Lucille	2002	0	0	0	0	0	0	0	0	1
	Hartman, Erin	2006	0	0	0	0	0	0	0	0	1
	Julius, O'Tam	2	0	0	1	2	2	1	0	6	3
	Justice, Jesse	2	0	2	0	1	0	0	0	3	2
	Ochoa, Nely	2	0	0	0	0	0	0	0	0	1
	Parker, Stephanie	2	0	0	2	1	1	0	0	4	1
	Paul, Timothy	2	1	1	1	0	0	0	0	3	1
	Reed, Katrina	2	2	2	2	3	3	3	3	14	3
	Toms, Blake	2	0	0	0	0	0	0	0	0	1
	Wellington, Jasper	2	1	2	2	3	3	2	2	14	3

Small group Reading Instruction with Self-Monitoring

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### First Grade Students' Self Monitoring Form



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Reading Checklist**

1. Did I come to the reading table when my teacher called me?	😊	☹️
2. Did I read my book?		
3. Did I build words or practice sounds with the tiles?		
4. Did I tap the tiles and count to read or spell words?		
5. Did I practice trick words?		
6. Did I follow my teacher's directions?		

5 out of 6 = 1 PBIS ticket.  
Match my teacher = 1 PBIS ticket.

Allmann, 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	

Allmann, 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
 <p><b>Social Skills Interventions</b> Supports to Enhance Students' Social and Emotional Well-being</p>	<p>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).</p>	<p><b>Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or</li> <li><input type="checkbox"/> SRSS-I5 score: Moderate (2-3)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 or fewer absences in first 3 months of school</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of teacher implementation of C3T primary (Tier 1) plan (treatment integrity: direct observation)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent permission</li> </ul> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student is in grade 2 or 3</li> </ul>	<p><b>Student measures</b></p> <ul style="list-style-type: none"> <li>• SSIS-Rating Scale (Pre/Post)</li> <li>• Skills for Greatness (Pre/Post)</li> <li>• Daily behavior report (DBR; daily)</li> <li>• Attendance and tardies</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• Tier 2 treatment integrity measures</li> <li>• C3T TI: Direct observation (30 min if needed)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review student progress at end of 24 sessions</li> <li><input type="checkbox"/> Team agrees goals have been met or no further SSIS small group sessions are warranted</li> <li><input type="checkbox"/> SRSS-E7 and I5 scores are in the low risk category</li> </ul>

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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).	<b>Student Measures:</b> 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 <b>Treatment Integrity:</b> Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. <b>Social Validity:</b> 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*, 209-229.



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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	<b>Student Measures:</b> Algebra II classroom grades Daily class average if grade is $\leq 75$ <b>Treatment Integrity:</b> Daily monitoring of the lessons covered and student attendance <b>Social Validity:</b> 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*, 209-229.



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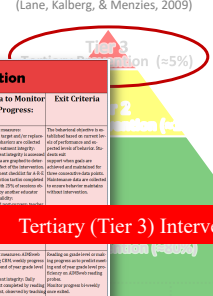
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**Comprehensive, Integrated, Three-Tiered Model of Prevention**  
(Lane, Kalberg, & Menzies, 2009)



Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
<b>Functional Assessment-Based Intervention</b>	Individualized assessment to identify student's strengths and needs. Functional assessment includes: direct observation, interviews, and self-reports. Functional assessment is used to identify the student's needs and to develop individualized intervention plans. The student's needs are identified through the assessment process. The student's strengths are identified through the assessment process. The student's needs and strengths are used to develop individualized intervention plans. The student's needs and strengths are used to develop individualized intervention plans.	Functional Assessment-Based Intervention	Functional Assessment-Based Intervention	Functional Assessment-Based Intervention
<b>Universal Screening</b>	Universal screening is used to identify students who are at risk for academic difficulties. Universal screening is used to identify students who are at risk for academic difficulties. Universal screening is used to identify students who are at risk for academic difficulties. Universal screening is used to identify students who are at risk for academic difficulties.	Universal Screening	Universal Screening	Universal Screening
<b>Response to Intervention</b>	Response to Intervention is used to provide targeted supports to students who are at risk for academic difficulties. Response to Intervention is used to provide targeted supports to students who are at risk for academic difficulties. Response to Intervention is used to provide targeted supports to students who are at risk for academic difficulties. Response to Intervention is used to provide targeted supports to students who are at risk for academic difficulties.	Response to Intervention	Response to Intervention	Response to Intervention

**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 <b>Function Matrix: The Function-Based Intervention Decision Model</b> 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: <b>Behavior:</b> <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> SSIS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period AND/OR <b>Academic:</b> <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  <b>Treatment integrity</b> • FABI Step checklists • Treatment integrity checklist  <b>Social validity</b> • 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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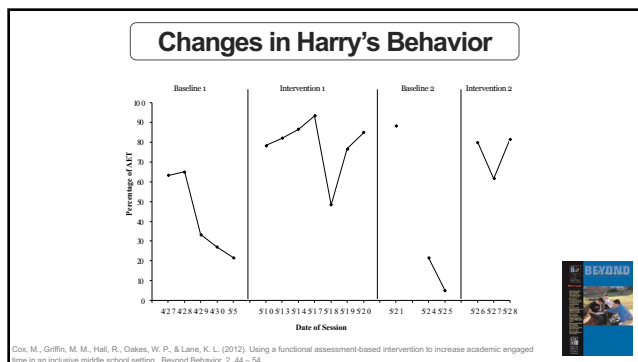
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Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Behavior*, 2, 441-454.

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**ci3t.org/fabi**

Functional Assessment-Based Interventions

Download all documents for FABIs or download individual items:

- FABI Step 1 Implementation Checklist (MS Word)
- FABI Step 2 Implementation Checklist (MS Word)
- FABI Step 3 Implementation Checklist (MS Word)
- FABI Step 4 Implementation Checklist (MS Word)
- FABI Step 5 Implementation Checklist (MS Word)
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Video 1: Functional Assessment-Based Interventions

Assessment-Based Interventions

Introduction (PDF)

PowerPoint Presentation (MS PowerPoint)

Intervention grid (PDF or MS Word)

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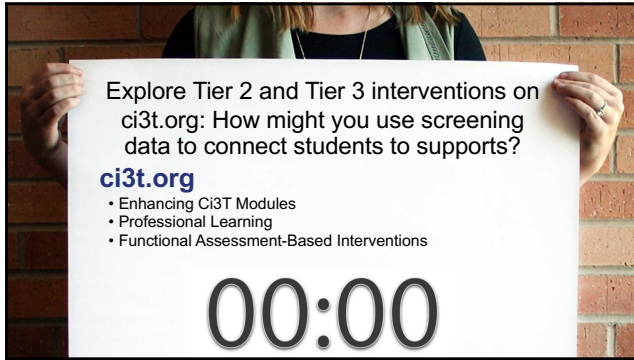
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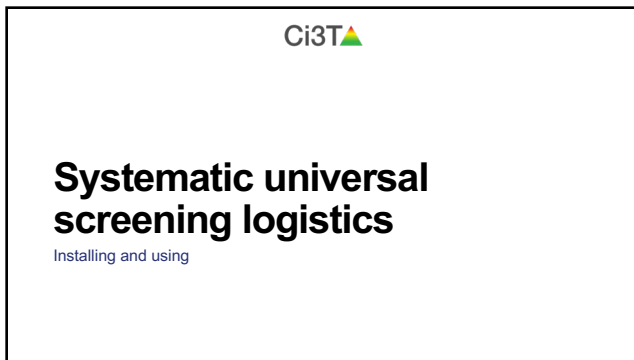
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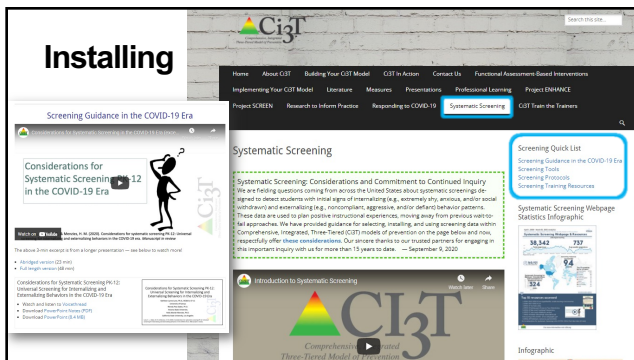
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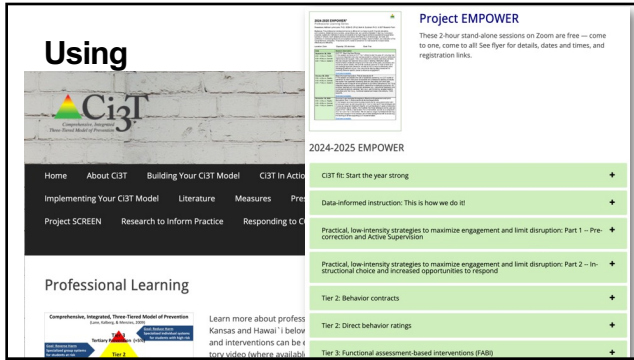
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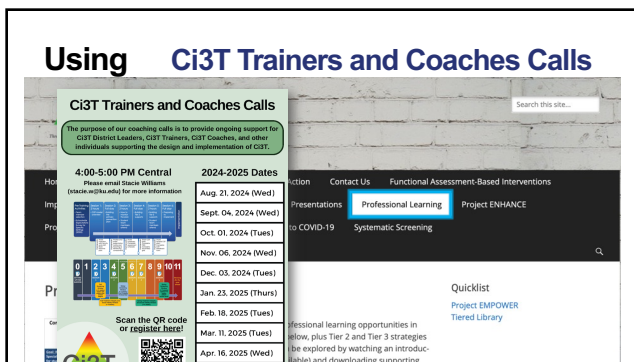
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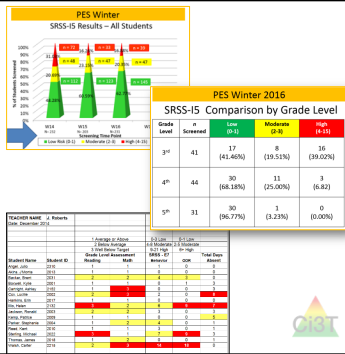
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### Data Sharing

- 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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### Planning for next steps

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Home About Ci3T Building Your Ci3T Model Ci3T in Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Measures Presentations Professional Learning Project ENLIGHTEN

Project SCREEN Research to Inform Practice Responding to COVID-19 **Systematic Screening**

Supports and Structures for Behavior Screening

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

Screening Tools

- SRSS-IE
- SRSS-IE
- SRSS-IE
- SRSS-IE
- SRSS-IE
- SRSS-IE
- SRSS-IE
- SRSS-IE

SCREENING PROTOCOLS

Screening Coordinator Training Manual

ci3t.org

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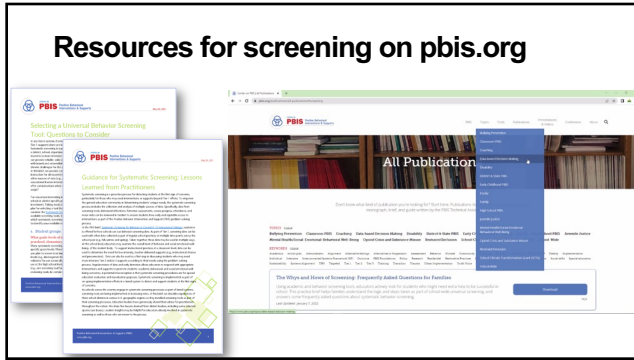
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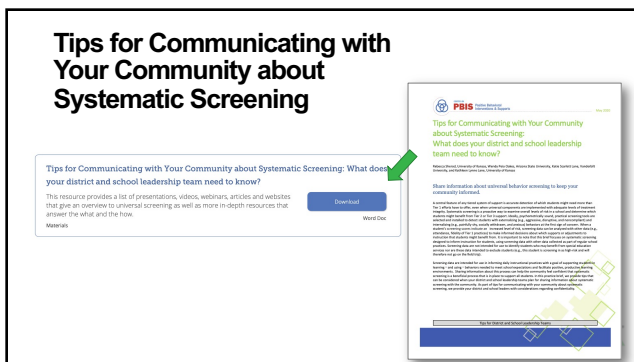
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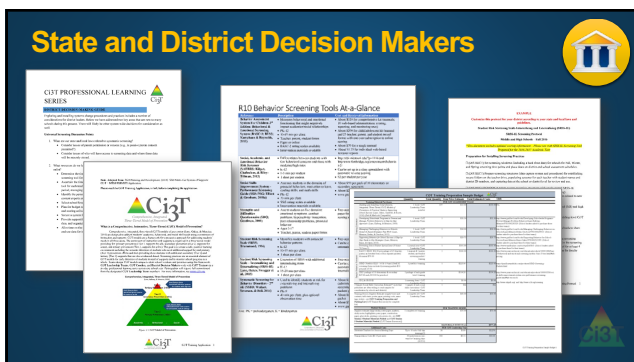
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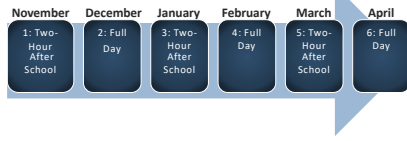
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### Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention Professional Learning Series

Each school selects a Ci3T Leadership Team to attend the professional learning series. Only they are asked to attend.



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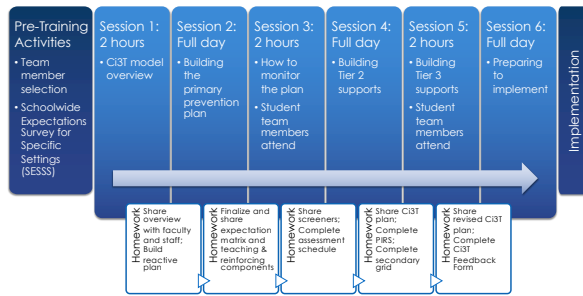
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### Ci3T Professional Learning Series



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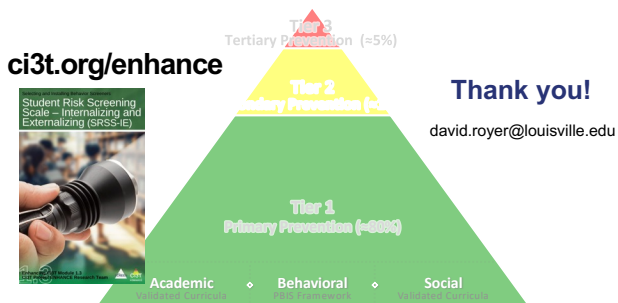
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### Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)



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