Session 4I: Moving Forward with Systematic Screening: What do I need to know?

** Presenters:**
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Wendy Peia Oakes, Ph.D., Arizona State University
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**Topic:** School-wide
**Keywords:** Screening
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

1. Review systematic screening systems, practices, myths, and tools and discover key components to selecting a screening tool

2. Engage in a discussion with an exemplar district and state for screening and reflect on key steps to help install systematic screening

3. Discover how to use screening data to inform Tier 1 practices; low-intensity, teacher-delivered supports; and Tier 2 and 3 supports
Moving Forward with Systematic Screening: What do I need to know?

Agenda

• Welcome & Introductions
• The Importance of Systematic Screening in Tiered Systems
• Systematic Screening:
  • An Illustration from Washington State
    • An Illustration from Tacoma Public Schools
• Where do I begin? Planning for Next Steps
The Importance of Systematic Screening in Tiered System
Thank you for your commitment

Internalizing

Externalizing

ED <1%

EBD 12-20%

A Shift … from Reactive to Proactive
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tier 1
Primary Prevention (∼80%)

Tier 2
Secondary Prevention (∼15%)

Tier 3
Tertiary Prevention (∼5%)

Academic
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula
Area II: Academics
Responsibilities
Faculty and Staff:
• Teach core programs according to district and state standards with integrity:
• Use proactive evidence-based strategies to support students’ active engagement

Remote Learning
• Use proactive evidence-based strategies to support students’ active engagement.
• Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
• Communicate at least weekly with families and students.
Area II: Behavior Responsibilities

Faculty and Staff:
Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.

Remote Learning

- Teach Expectations for remote learning.
- Set clear Expectations for your students’ learning times allowing for flexibility for unique family needs.
Area II: Social Responsibilities

Faculty and Staff:
Teach schoolwide social skills/ character education curricula with integrity:

- Teach daily Second Step® lessons (link to grade level instructional schedules)
- Seek ways to engage parents as partners in the school program

Remote Learning

- Begin each lesson with a connection to the social skills needed to fully engage in the lesson.
- Utilize online Second Step® resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.
### Ci3T Primary Plan: Procedures for Monitoring

- Active exploration
- Instructional choice
- Immediate feedback
- Provide meaningful and specific praise
- Provide opportunities to respond
- Provide varied and meaningful feedback
- Maintain accuracy and consistency
- Continue to plan
- Continue to support
- Continue to evaluate and adjust

### Ci3T Primary Plan: Procedures for Reinforcing

- Provide feedback after every lesson
- Provide feedback after every session
- Provide feedback after every class
- Provide feedback after every week
- Provide feedback after every month
- Provide feedback after every term
- Provide feedback after every academic year
- Provide feedback after every assessment

### Ci3T Primary Plan: Procedures for Teaching

- One-on-one lessons
- Group lessons
- Whole class lessons
- Small group lessons
- Individual student lessons
- Classroom lessons
- Homework
- Extra credit

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**Ci3T Implementation Report Fall 2020-2021**

**Ci3T Transformation Model of Prevention**

**Lincoln Elementary**

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**Notes:**

- We do not endorse any specific curriculum or program.
- We encourage Ci3T Leadership teams and District Decision Makers to refer to current evidence to inform their decision-making.
### Ci3T Primary Plan: Procedures for Teaching

<table>
<thead>
<tr>
<th>Core Lesson Elements</th>
<th>Tier 1 (for all)</th>
<th>Equitable Access and Inclusion</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Differentiated Objectives</td>
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</table>

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

#### Teacher Reflection

- **Implementation:** 0=not at all, 1=limited, 2=partial, 3=full

<table>
<thead>
<tr>
<th>Active Supervision (AS)</th>
<th>Behavior Specific Praise (BSP)</th>
<th>High-P Request Sequence (HPRS)</th>
<th>Instructional Choice (IC)</th>
<th>Instructional Feedback (IF)</th>
<th>Opportunities to Respond (OTR)</th>
<th>Pre_correction (PC)</th>
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<tr>
<td>0 1 2 3</td>
<td>0 1 2</td>
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<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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</tbody>
</table>

- **Met Individual Student Plan for Academic, Social, and Behavioral Supports:** 0 1 2 3

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

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**Diagram:**
- **BSP (Behavior Specific Praise)**
- **OTR ( Opportunities to Respond)**
- **Active Supervision**
- **Pre_correction**

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**Ci3T Logo**
Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening
  - Academic
  - Behavior
Fall 2021
SRSS-Externalizing Results – School level

<table>
<thead>
<tr>
<th>Fall</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
<td>F14</td>
<td>55.61%</td>
<td></td>
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<tr>
<td></td>
<td>n = 109</td>
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<tr>
<td>F15</td>
<td>51.41%</td>
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<td>F17</td>
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<tr>
<td>F18</td>
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<tr>
<td>F20</td>
<td>80.22%</td>
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<tr>
<td>F21</td>
<td>71.73%</td>
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<td></td>
<td>n = 137</td>
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</table>

% of Students Screened

- Low Risk (0-3)
- Moderate (4-8)
- High (9-21)
Fall 2021
SRSS-Internalizing Results – School level

Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)
Examining Multiple Sources of Data

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Student Name</th>
<th>Student ID</th>
<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
<th>SRSS-E7 Behavior</th>
<th>SRSS-I5 Internalizing</th>
<th>ODR</th>
<th>Total Days Absent</th>
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<td>R. Collins</td>
<td>Alley, Allison</td>
<td>2310</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Atwell, J'Monte</td>
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<td>1</td>
<td>1</td>
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<td>0</td>
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<td></td>
<td>Bonds, Peter</td>
<td>2031</td>
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<td>2</td>
<td>4</td>
<td>0</td>
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<td>0</td>
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<td>3</td>
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<td></td>
<td>Cartwright, Ashely</td>
<td>2152</td>
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<td>3</td>
<td>0</td>
<td>8</td>
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<td>Cox, Lucille</td>
<td>2002</td>
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<td>3</td>
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<td>10</td>
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<td>Hankins, Erin</td>
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<td>Julius, O'Tam</td>
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<td>3</td>
<td>2</td>
<td>6</td>
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<td>0</td>
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<tr>
<td></td>
<td>Reed, Kendra</td>
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<td>3</td>
<td>0</td>
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<td>2</td>
<td>23</td>
<td>3</td>
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<td>Toms, Blake</td>
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<td>0</td>
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<td>14</td>
<td>4</td>
<td>4</td>
<td>9</td>
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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)
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
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula

Tertiary Intervention

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
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<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>A functional assessment is completed to develop individualized intervention plans. The intervention review of student records, interviews with teachers, parent-teacher conferences, and observations of the target behavior are used.</td>
<td>Academic progress report with 2 or more areas of concern OR below grade level in reading or math</td>
<td>Student measures data on target and/or replace current interventions if not effective.</td>
<td>The behavioral objective is established based on current level of performance and expected level of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data is collected to ensure behavior maintenance without intervention.</td>
</tr>
<tr>
<td>Lindamood Phoneme Sequencing®</td>
<td>Individual instruction with a reading specialist, 30 minutes per day, 5 days per week. Focused instruction in decoding and encoding, right to left, and phonetic awareness. Computer-supported practice.</td>
<td>Academic performance is below grade level on year-end screening OR Tier 2 intervention behavior is moderate or high risk on screening OR two or more office discipline referrals, indicating concerns with peer interactions</td>
<td>Student measures data on target and/or replace current interventions if not effective.</td>
<td>The behavioral objective is established based on current level of performance and expected level of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data is collected to ensure behavior maintenance without intervention.</td>
</tr>
</tbody>
</table>

Validated Curricula PBIS Framework Validated Curricula (Lane, Kalberg, & Menzies, 2009) Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)
Implementation Science
Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)

- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)

- **Full Implementation**
  - That worked, let’s do it for real (investment)

- **Sustainability & Continuous Regeneration**
  - Let’s make it our way of doing business (institutionalized use)
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
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula
Systematic Screening … Logistics

- Fall
- Winter
- Spring

- Selecting
- Installing
- Analyzing
Systematic Screening: An Illustration from Washington State
About the UW SMART Center

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.
- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach

The overarching mission of the School Mental Health Assessment, Research, and Training (SMART) Center is to promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.

https://smartcenter.uw.edu/  uwsmart@uw.edu  @SMARTCtr  UW Medicine
Social, Emotional, Behavioral and Mental Health (SEBMH) Screening in Washington State

- Authorizing WA State Legislation for recognition, screening and response to emotional or behavioral distress in students
- Washington K-12 Behavioral Health Audit Findings Related to Screening
- OSPI Model District Template Development and Final Document
- ESSER-funded SEBMH Screening Training Package
Screening Authorizing Legislation
Revised Code of Washington (RCW) 28A.320.127

RCW 28A.320.127 Plan for recognition, screening, and response to emotional or behavioral distress in students, including possible sexual abuse. (1) Beginning in the 2014-15 school year, each school district must adopt a plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, youth suicide, and sexual abuse. The school district must annually provide the plan to all district staff.
   (2) At a minimum the plan must address:
   (a) Identification of training opportunities in recognition, screening, and referral that may be available for staff;
   (b) How to use the expertise of district staff who have been trained in recognition, screening, and referral;
   (c) How staff should respond to suspicions, concerns, or warning signs of emotional or behavioral distress in students;
   (d) Identification and development of partnerships with community organizations and agencies for referral of students to health, mental health, substance abuse, and social support services, including development of at least one memorandum of understanding between the district and such an entity in the community or region;
   (e) Protocols and procedures for communication with parents and guardians, including the notification requirements under RCW 28A.320.160;
   (f) How staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
   (g) How the district will provide support to students and staff after an incident of violence, youth suicide, or allegations of sexual abuse;
   (h) How staff should respond when allegations of sexual contact or abuse are made against a staff member, a volunteer, or a parent, guardian, or family member of the student, including how staff should interact with parents, law enforcement, and child protective services; and
   (i) How the district will provide to certificated and classified staff the training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

(3) The plan under this section may be a separate plan or a component of another district plan or policy, such as the harassment, intimidation, and bullying prevention policy under RCW 28A.300.2851 or the comprehensive safe school plan required under RCW 28A.320.125.

[2016 c 48 § 1; 2013 c 197 § 4.]

Screening Authorizing Legislation
RCW 28A.320.1271

RCW 28A.320.1271 Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students. The office of the superintendent of public instruction's school safety center, established in RCW 28A.300.630, shall develop a model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, and youth suicide. The model plan must incorporate research-based best practices, including practices and protocols used in schools and school districts in other states. The model plan must be posted by February 1, 2014, on the school safety center website, along with relevant resources and information to support school districts in developing and implementing the plan required under RCW 28A.320.127.
[2019 c 333 § 17; 2013 c 197 § 5.]

K-12 Student Behavioral Health in Washington – Performance Audit Report

https://sao.wa.gov/performance_audit/k-12-student-behavioral-health-in-washington/
WA K-12 Behavioral Health Audit
Findings & Recommendations Related to Screening

Universal screening is the basic foundation for behavioral health systems because screening identifies needs and early symptoms before they become disruptive to the student's life and harder to treat. With less than a third of schools reporting they conduct broad-based screening as leading practices recommend, the state should emphasize behavioral health screening.

State law directs OSPI to develop a model plan to guide school districts as they develop their plans for recognizing and responding to students in emotional distress. However, our review of OSPI’s model plan found it does not fully meet legal requirements. It focuses on suicide prevention rather than broader behavioral distress as the law directs, and lacks suggested trainings on screening students. Staff at OSPI said that when they first developed the model, they were responding to the Legislature’s focus on suicide prevention. As a result, school districts use a model plan that is not fully compliant with requirements.

https://sao.wa.gov/performance_audit/k-12-student-behavioral-health-in-washington/
# Appendix A: Acknowledgements

Special Thanks to the Social, Emotional Behavioral District Screening Plan Committee:

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angie Withers</td>
<td>School Psychologist</td>
<td>Richland School District</td>
</tr>
<tr>
<td>Alyssa A. Symmes</td>
<td>Mental Health Assistance Team Lead</td>
<td>Bellevue School District</td>
</tr>
<tr>
<td>Dr. Jeannie Larberg</td>
<td>Director of Whole Child</td>
<td>Sumner/Bonney Lake School District</td>
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<tr>
<td>Johnny Phu</td>
<td>Director of Student Services</td>
<td>Lake Washington School District</td>
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<tr>
<td>Dr. Kurt Hatch</td>
<td>Professor and Director of Educational Admin</td>
<td>University of Washington</td>
</tr>
<tr>
<td>Mabel Thackery</td>
<td>LMHC and NCC</td>
<td>Quillayute Valley School District</td>
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<tr>
<td>Mari Meador, M.Ed.</td>
<td>Implementation Coach</td>
<td>University of Washington Tacoma in Partnership with Tacoma Public Schools</td>
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<tr>
<td>Megan Reibel, M.Ed.</td>
<td>Manager of School Based Programs</td>
<td>Forefront Suicide Prevention</td>
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<td></td>
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<td></td>
<td>Social Development Research Group</td>
<td>University of Washington School of Social Work</td>
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<tr>
<td>Susan Peng-Cowan</td>
<td>Behavioral Health Navigator</td>
<td>ESD 112</td>
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</table>
Washington State Model District Template: Student Social, Emotional, Behavioral, and Mental Health (SEBMH) Recognition, Screening and Response

Systematic Screening: An Illustration In Tacoma
Tacoma Public Schools: Background & Demographics

**STUDENT DATA 2020-21**

Total number of students: 28,649  
4th largest school district in Washington

- **Student numbers by level**
  - Preschool students: 1,079
  - K-5 students: 12,360
  - 6-8 students: 6,583
  - 9-12 students: 8,541
  - Other: 88

- **Students who qualify for free or reduced-price lunch**
  - 17,845 students (62%)

- **Students experiencing homelessness**
  - 1,311 (4.5%)

- **Students who are English Language Learners**
  - 3,016 students (10.5%)

- **Student population by race**
  - American Indian or Alaska Native: 273 (0.95%)
  - Asian: 2,554 (9%)
  - Black or African American: 3,781 (13.2%)
  - Hispanic or Latino: 6,353 (22%)
  - Native Hawaiian or Pacific Islander: 969 (3.4%)
  - White: 10,157 (35.45%)
  - Two or more races: 4,561 (16%)

- **Students enrolled in special education**
  - 4,424 students (15%)
The Journey of Systematic Screening in Tacoma

1. “Old way” of screening using ODRs, attendance, teacher referrals.
2. Extensive screening selection process to move towards more asset-based screening & selection of SAEBRS.
3. SAEBRS build-out within Tacoma’s data warehouse.
5. 2020-2021 Pandemic; transition to district-developed needs assessment for basic needs.
7. 2022-2023 Begin phased roll-out to onboard all schools to screening by fall.
Tacoma Public Schools: The WHY for Systematic Screening

**Healthy Youth Survey 2021**

**TPS Middle School 6,051**
- 3,510: 58% Feel nervous/anxious
- 1,270: 21% Bullied at School or Social Media
- 908: 15% No adult to turn to when sad
- 545: 9% Attempted Suicide

- 54%
  - "There is at least one adult who cares about me"

- 69%
  - "Adults at my school greet me"

**Healthy Youth Survey 2021**

**TPS High School 8,945**
- 6,440: 72% Feel nervous/anxious
- 1,610: 18% No adult to turn to when sad
- 1,163: 13% Bullied at School or Social Media
- 895: 10% Attempted Suicide

- 52%
  - "I enjoy coming to this school"

- 66%
  - "I feel seen by my teacher during class"

- 33%
  - "I feel safe at this school"
Tacoma Public Schools
Strategic Plan Goals & Screening Alignment

1. **Academic Excellence**: We will support all students to perform at or above grade level and eliminate group disparities.

2. **Partnerships**: We will fully engage our parents, community and staff in the education of our children.

3. **Early Learning**: We will focus on early assessment and intervention at the PreK through 3rd grade levels to ensure early academic success.

4. **Health and Safety**: We will create and maintain healthy and safe learning environments that promote excellent academic achievement.

5. **Operations**: We will focus on effective and efficient business practices to ensure student academic success.
Tacoma Systematic Screening: Needs for a more robust system

We want a way to identify students who might need extra support with a system that includes multiple gating options so that we can best support our diverse communities in an equitable way by ensuring we’ve considered cultural components before intervening.
What we’ve learned...

**Keep**
- Internal data system/platform
- Validated measure
- Strengths-based tool

**Tweak**
- Who completes the screener
- Internal data platform (transition to Performance Matters)
- School onboarding process
- Tools for guiding and onboarding schools

**Toss**
- Microsoft SharePoint as our data platform
- Individual data reports built by coaches using raw data
- Lack of involving caregivers, families, students, and peers with mental health expertise
Tacoma Public Schools
Systems for Universal Screening

- Universal screener is built internally, with readily-available data, and aligned to district’s assessment master schedule (i.e., takes place when academic screening takes place)

- Data systems and follow-up procedures established and communicated prior to collecting SEB screening data

- Training and coaching for teams is available to support team-based collaboration and data analyzing
Fall Pilot Timeline

Initial implementation at 1-3 schools, problem solving and district team finalizing data protocol for Winter/Spring district-wide screener use

- **Oct. 24-28**
  - 1-3 schools who opt in
  - Coaches will reach out to find schools
  - Support with staff PD as needed

- **Nov. 17th**
  - District team uses pilot school(s) feedback to fine-tune data protocol and technical support

- **Oct-Nov**
  - Share plan with assessment team
  - Share team PD and timeline with all stakeholders
# District-Wide Winter/Spring Timeline

## Social Emotional Behavioral Screener PD and Windows

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial P.D.</strong></td>
<td><strong>Team Data PD</strong></td>
<td><strong>Winter Window</strong></td>
<td><strong>School PD Opt.</strong></td>
<td><strong>Spring Window</strong></td>
</tr>
<tr>
<td>• Offered to Tier 2 Teams/counselors/admin/instructional coaches</td>
<td>• Offered to Tier 1 &amp; 2/counselors/admin/instructional coaches</td>
<td>• Schools who opt in will complete with students</td>
<td>• Data Day - School staff review school-wide data from screener to problem solve</td>
<td>• Another round of introduction PD offered to schools?</td>
</tr>
<tr>
<td>• What and Why of screener</td>
<td>• How to use the data you will receive and answers logistics/technical questions</td>
<td>• And review with Tier 2 team within 10 days of completion</td>
<td>• School Teams create plan for spring window during</td>
<td>• Schools have opportunity at data day to look at school-wide data.</td>
</tr>
<tr>
<td>• Dec. 6</td>
<td>• Schools create screener plan for their school (build readiness, communication needs, pd, etc.)</td>
<td></td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
Tacoma Public Schools Practices for Universal Screening

• Use of a validated measure that identifies students who may benefit from early SEB intervention and monitors SEB health (i.e., high levels of SEB well-being and low levels of SEB problems)

• Supported and informed by youth and family (students complete the screener, families are informed about the purpose for systematic screening with opportunities to give feedback, ask questions, and opt out, etc.)

• Screening data informs continuous problem solving (i.e., problem identification, analysis, intervention planning, and evaluation)

• Ongoing consultation with legal mandates and policies
Tacoma Public Schools
Data for Universal Screening

What data are collected and used at the district level to ensure students are healthy and safe?

- Screening data
- Exclusionary Discipline
- Attendance
- Climate Survey
- Healthy Youth Survey
Tacoma Public Schools
Data for Universal Screening

What data are used at the school level to ensure students are healthy and safe?

- SEL data
- Climate Survey
- Exclusionary discipline
- Attendance
Tacoma Public Schools
Data for Universal Screening

What data are used at the classroom level to ensure students are healthy and safe?

- Academic Progress
- iReady
Where do I begin? Planning for Next Steps
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
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula
Systematic Screening … Logistics

Fall → Winter → Spring

Selecting
Installing
Analyzing
R10 Behavior Screening Tools At-a-Glance

<table>
<thead>
<tr>
<th>Reference</th>
<th>Description</th>
<th>Cost and Retrieval Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, Academic, and Emotional Behavior Risk Screen (SAEBRS; Kilgus, 2015)</td>
<td>Differentiates between students with few behavioral concerns and those with moderate/high rates</td>
<td>About $225 for the SSBD portfolio</td>
</tr>
<tr>
<td>Social Skills Improvement System for Children 3rd ed. (SSiS-PSG; Elliott &amp; Tillman, 2013)</td>
<td>Assess students on five domains: prosocial behaviors, motivation to learn, reading skills, and math skills</td>
<td>About $10 per additional classroom screening</td>
</tr>
<tr>
<td>Student Risk Screening Scale (SRSS; Drummond, 1994)</td>
<td>Identify students at risk for secondary screeners</td>
<td>About $225 for the SSBD portfolio</td>
</tr>
<tr>
<td>Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Lane, Oakes, Swoger et al., 2015)</td>
<td>Can be created in a spreadsheet with automatic reverse scoring</td>
<td>About $50 per pack of 10 elementary or secondary screeners</td>
</tr>
<tr>
<td>Systematic Screening for Behavior Disorders - 2nd ed. (SSBD; Walker, Severson, &amp; Feil, 2014)</td>
<td>Used to identify students at risk for emotional behavior problems</td>
<td>About $20 per pack of 4 preschool screeners</td>
</tr>
</tbody>
</table>

Note: PK = prekindergarten, K = kindergarten

Cost and Retrieval Information:
- Free-access: miblsi.cenmi.org
- Free-access: www.ci3t.org
- Free-access: www.fastbridge.org/assessments/behavioral
disorders
- Free-access paper versions, online scoring at www.sdqinfo.com
- Can be set up in a class spreadsheet with automatic reverse scoring
- Can be created in a spreadsheet with automatic reverse scoring
- 1-3 min per student
- 10-15 min per class
- 30-45 min per class
- 40 min per class, plus optional automatic reverse scoring
- 30-45 min per class
- 1 sheet per student
- 1 sheet per class
- 1 sheet per class
- About $50 per pack of 10 elementary or secondary screeners
- About $5 per student per year
- About $70 for a single manual
- About $1.25 for individual web-based screener reports
- About $7 per 25 teacher, parent, and student forms with one-year subscription scoring


Screening tools:
- SRSS-IE
- SRSS-EC
- SRSS
- BASC-3 BESS
- SAEBRS
- SDQ
- SSBD
- SSIS

ci3t.org/building
Behavior Screening Tools
At-a-Glance
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Externalizing

<table>
<thead>
<tr>
<th>Year</th>
<th>Nominated</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>W07 E</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>W08 E</td>
<td>63</td>
<td>7</td>
</tr>
<tr>
<td>W09 E</td>
<td>57</td>
<td>9</td>
</tr>
<tr>
<td>W10 E</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>W11 E</td>
<td>78</td>
<td>14</td>
</tr>
</tbody>
</table>

Note. The numbers represent totals for the students for whom the SSBD was completed.
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students
Internalizing

Note. The numbers represent totals for the students for whom the SSBD was completed.
**SRSS-IE: Cut Scores**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
</tr>
</tbody>
</table>

**Elementary School Level:**

**Middle and High School Levels:**
Fall 2021
SRSS-Externalizing Results – School level

% of Students Screened

Fall
Low Risk (0-3)  Moderate (4-8)  High (9-21)
F14  F15  F16  F17  F18  F19  F20  F21
Fall 2021
SRSS-Internalizing Results – School level

Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)
### Results:

**SRSS-IE: Externalizing Subscale**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Externalizing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>163.23</td>
<td>138.62</td>
<td>115.82</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>66.54</td>
<td>42.91</td>
<td>33.32</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>6.14</td>
<td>9.18</td>
<td>11.83</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0052</td>
<td>0.0427</td>
<td>0.1080</td>
<td>L &lt; M &lt; H</td>
</tr>
</tbody>
</table>

## Results:

**SRSS-IE: Internalizing Subscale Elementary**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M (SD) n</td>
<td>M (SD) n</td>
<td>M (SD) n</td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>159.04 (41.45) 459</td>
<td>150.59 (45.76) 88</td>
<td>139.18 (46.53) 74</td>
<td>L &gt; H</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>63.38 (28.32) 2,070</td>
<td>53.93 (32.15) 356</td>
<td>43.57 (30.47) 263</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>6.84 (7.37) 3,387</td>
<td>7.59 (8.05) 628</td>
<td>9.33 (10.81) 450</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0142 (0.15) 3,387</td>
<td>0.0510 (0.36) 628</td>
<td>0.0311 (0.20) 450</td>
<td>L &lt; M, H</td>
</tr>
</tbody>
</table>

*Spring ORF* MAP Reading Nurse Visit Suspensions

---

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (SD)</th>
<th>Moderate</th>
<th>High (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>3.04 (0.82)</td>
<td></td>
<td>2.44 (0.83)</td>
<td>L &gt; M, H M = H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>1.25 (2.17)</td>
<td></td>
<td>2.59 (2.66)</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>1.43 (3.33)</td>
<td></td>
<td>3.54 (6.05)</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.11 (0.57)</td>
<td>0.41 (1.36)</td>
<td>0.42 (1.28)</td>
<td>L &lt; M, H M = H</td>
</tr>
</tbody>
</table>

Systematic Screening … Logistics

- Fall
- Winter
- Spring

Selecting | Installing | Analyzing
Manual

SRSS-IE Installation Resources

For more information about launching and conducting systematic screening efforts with the SRSS-IE, we invite you to access the Screening Coordinator Training Manual: A Guide for Installing the SRSS-IE in your School or District (available as downloadable PDF or browser-based eBook), as well as two accompanying screening protocols:

- Systematic Screen
- Systematic Screen

**STUDENT RISK SCREENING SCALE — INTERNALIZING AND EXTERNALIZING (SRSS-IE)**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SRSS-IE7</strong></td>
<td><strong>SRSS-IE5</strong></td>
</tr>
<tr>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
<td>(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
</tr>
</tbody>
</table>

0-3 = low risk
4-8 = moderate risk
9-21 = high risk

School-level teams use these scores along with other school-collected data (e.g., curriculum-based measures of reading, math, and writing; course failures; office discipline referrals; attendance patterns) to inform instruction and make decisions regarding student needs for more intensive supports (i.e., Tier 2 or Tier 3; see Lane, Oakes, Ennis & Hirsh, 2014).

Download the SRSS-IE in MS-Excel format.

Note: This file has been updated to include two recommended additional questions related to instructional delivery (in-person, hybrid, and remote) and attendance when screening in the COVID-19 era. These are not items. But two questions to consider when analyzing and interpreting your screening data (see the last two columns).
### Protocols

**SRSS-E Screening Protocol: Setting up Screening**

#### Student Risk Screening Scale – Internalizing Externalizing (SRSS-E)

**Systematic Screening Protocol: Setting up to Screen in Your District or School**

**Note:** Customize this protocol for your district according to your state and local laws and guidelines.

This protocol provides considerations for district-level (or school-level) leaders who are setting up structures to conduct systematic screening using the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-E; Schonholtz, 1994; Luna & Mandler, 2009). In optional conditions, these steps would be completed at the district level. However, school-site leaders may establish screening protocols with district permission. Please visit [SRSS-E](https://www.scrs-e.org) to access the most up-to-date version of the SRSS-E and updated guidance on scoring and interpretation.

#### Setting up Screening Structures

- Set screening windows (including a hard close date) for schools for fall, winter, and spring screening times and place dates on district/school assessment schedules. When establishing screening windows, consider a time frame to accommodate any faculty who might be absent for the screening meeting. This will support your efforts to ensure all students enrolled in your school for at least 4 weeks are screened at each time point.

<table>
<thead>
<tr>
<th>Time point</th>
<th>Screening Window</th>
<th>Preview Date*</th>
<th>Open Date**</th>
<th>Close Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 7 days prior to the open date, allows building-level leaders or their designee the opportunity to verify screening files are accurately prepared and ready for use.

**Confirms the fall screening is 6 weeks after the start of your school year.**

- Prepare screening structures (data management system and procedures) for establishing secure log-in access for teachers on the secure teacher drive, populating screeners for each teacher with student names and district ID numbers, and capturing data at the school and district level for review and use. Use guidance on scoring provided by [SRSS-E](https://www.scrs-e.org) to find information on updates as they occur.

- Each year verify SRSS-E items, scoring, and procedures are aligned with most up-to-date version. Visit [SRSS-E](https://www.scrs-e.org) to find information on updates as they occur.

- In the COVID-19 era (2020-2021 academic year), indicate the type of instructional format for each student at the time of screening (e.g., in-person, remote, or hybrid). Indicate if the student was a regular attendee (relative to the district process for evaluating attendance). These additional columns have been added to the SRSS-E screening template.

- District information technology services personnel test the SRSS-E screening data capture tool for accuracy, at the district level.

**Systematic Screening Protocol: Site-level Preparation Protocol**

**Note:** Customize this protocol for your district according to your state and local laws and guidelines.

This protocol provides recommendations for school-level leadership teams in preparing to facilitate completion of the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-E; Schonholtz, 1994; Luna & Mandler, 2009) once files have been set up for each educator who will complete the screening tool. If you require assistance in setting up screening files, please access the resource Systematic Screening Protocol: Setting up to Screen in your School or District via [SRSS-E](https://www.scrs-e.org).

Blue text is intended to be edited to correspond to your district's procedures for sharing and saving screening files in accordance with your state and local laws and guidelines. Screening data should be handled with all other protected student information.

**Screening File Locations:**

T-Drive > Share with Staff > Screeners > <employee ID number> > 2020-21 > ScreenFall > SRSS-E.xlsx

**Preparation and Review Action Plan**

<table>
<thead>
<tr>
<th>STEPS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TASK DATE</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access designated screening file location to confirm the correct number of screening files have been set up (e.g., one file per educator, labeled with the teacher ID) and that all educators have access to the screening file location.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open a sampling of educator's screening file to confirm:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) correct student list is populated in the file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) correct educators appear at the top left corner of the file (ID, Name, 1=Occasional, 2=Sometimes, 3=Inconsistent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) conditional formatting works as expected when practice data are entered (e.g., scores capture the correct icons, low risk icon is shown in green, see cut scores below)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If an error is detected, contact your District's screening coordinator (name and phone number)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Updated July 2020*
Data sharing…

• Schoolwide data
  …decisions related to Tier 1 prevention efforts

• Grade / Department / Class
  …implications for teachers’ practice

• Individual student
  …decisions about student-based interventions
### Screening Data: High School Years 1-3

<table>
<thead>
<tr>
<th></th>
<th>Fall SRSSIE-I</th>
<th></th>
<th></th>
<th>Fall SRSSIE-E</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>91.29%</td>
<td>6.18%</td>
<td>2.54%</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter SRSSIE-I</th>
<th></th>
<th></th>
<th>Winter SRSSIE-E</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
</tr>
<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
</tr>
</tbody>
</table>

Partner school data chart. Used with permission.
Communication and Continuous Improvement

Ci3T District Leadership Team

Ci3T School Leadership Team

Effective Teams

College & Career

Elementary

Middle

High
Systematic Screening … Logistics

- Fall
- Winter
- Spring

Selecting  Installing  Analyzing
Student Risk Screening Scale Fall 2004 – 2012 Middle School


[Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 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. Guilford Press.]
Examining Academic and Behavioral Data

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>R. Collins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: December 2014</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
<th>SRSS-E7 Behavior</th>
<th>SRSS-I5 Internalizing</th>
<th>ODR</th>
<th>Total Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alley, Allison</td>
<td>2310</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Atwell, J'Monte</td>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds, Peter</td>
<td>2031</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Booker, Abbie</td>
<td>2001</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Cartright, Ashely</td>
<td>2152</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Cox, Lucille</td>
<td>2002</td>
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<td>3</td>
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Ci3T: Integrated Lesson Planning

<table>
<thead>
<tr>
<th>Core Lesson Elements</th>
<th>Tier 1 (for all)</th>
<th>Equitable Access and Inclusion</th>
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<tbody>
<tr>
<td>Academic Objective(s)</td>
<td></td>
<td></td>
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<tr>
<td>Social Skills Objective(s)</td>
<td></td>
<td></td>
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<tr>
<td>Behavioral Expectation(s)</td>
<td></td>
<td></td>
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</tbody>
</table>

**Teacher Reflection**
Implementation: 0 = not at all, 1 = limited, 2 = partial, 3 = full

<table>
<thead>
<tr>
<th>Active Supervision (AS)</th>
<th>Behavior Specific Praise (BSP)</th>
<th>High-P Request Sequence (HRS)</th>
<th>Instructional Choice (IC)</th>
<th>Instructional Feedback (IF)</th>
<th>Opportunities to Respond (OTR)</th>
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<tbody>
<tr>
<td>0 1 2 3</td>
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<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

- Met individual student plan for academic, social skill, and behavioral supports.
- What went well?
- What did not go as expected?
- What would I change in the future?

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-p Requests
- Precorrection
- Incorporating Choice
Professional Learning Resources

Ci3t.org/pl

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP)/ Check In- Check Out (CICO)
- Behavior-Specific Praise (BSP)
- Direct Behavior Rating (DBR)

Instructional Choice

- PowerPoint presentation
- Intervention grid: PDF or MS-Word
- Implementation checklist
- Treatment integrity checklist
- Social validity: student forms
- Social validity: adult forms
- Resource guide
- Tic-tac-toe choice template

Tiered Intervention Library

Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/ or Microsoft Word documents of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

- Instructional Feedback
- Opportunities to Respond (OTR)
- Precorrection
- Repeated Readings
- Self-Monitoring
- Self-Regulated Strategies Development (SRSD) For Writing
Choice

Materials to support remote learning

Step-by-step Checklist

www.ci3t.org/covid

Step-by-step Video

Infographic
Building a Ci3T Tier Library

- Teacher Delivered Strategies
- Tier 1
- Tier 2
- Tier 3
## Sample Elementary Intervention Grid: SSiS

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Improveme nt System (SSiS) – counselor-led small group</td>
<td>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).</td>
<td><strong>Behavior</strong>&lt;br&gt; □ SRSS-E7 score: Moderate (4-8) and/or&lt;br&gt; □ SRSS-I5 score: Moderate (2-3) <strong>AND</strong>&lt;br&gt; □ 2 or fewer absences in first 3 months of school <strong>AND</strong>&lt;br&gt; □ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]&lt;br&gt; <strong>AND</strong>&lt;br&gt; □ Parent permission&lt;br&gt; <strong>AND</strong>&lt;br&gt; <strong>Academic</strong>&lt;br&gt; □ Student is in grade 2 or 3</td>
<td><strong>Student measures</strong>&lt;br&gt; • SSiS-Rating Scale (Pre/Post)&lt;br&gt; • Skills for Greatness (Pre/Post)&lt;br&gt; • Daily behavior report (DBR; daily)&lt;br&gt; • Attendance and tardies&lt;br&gt; <strong>Social validity</strong>&lt;br&gt; • Teacher: IRP-15&lt;br&gt; • Student: CIRP&lt;br&gt; <strong>Treatment integrity</strong>&lt;br&gt; • Tier 2 treatment integrity measures&lt;br&gt; • Ci3T TI: Direct observation (30 min if needed)</td>
<td>□ Review student progress at end of 24 sessions&lt;br&gt; □ Team agrees goals have been met or no further SSiS small group sessions are warranted&lt;br&gt; □ SRSS-E7 and I5 scores are in the low risk category</td>
</tr>
</tbody>
</table>
Building a Ci3T Tier Library

Teacher Delivered Strategies

Tier 1

Tier 2

Tier 3
### SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>Individualized interventions developed by the behavior specialist and PBS team</td>
<td>Students who: <strong>Behavior</strong>-scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, -earned more than 5 office discipline referrals (ODR) for major events during a grading period OR <strong>Academic</strong> identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly Treatment Integrity Social Validity</td>
<td>The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
</tr>
</tbody>
</table>
Resources for screening available on PBIS.org...
Tips for Communicating with Your Community about Systematic Screening

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Materials

Share information about universal behavior screening to keep your community informed.

A central feature of any tiered system of support is accurate detection of which students might need more than Tier 1 efforts to offer, even when universal components are implemented with adequate levels of treatment integrity. Systematic screening is a proactive way to examine overall levels of risk in a school and determine which students might benefit from Tier 2 or Tier 3 support. Ideally, psychometrically sound, practical screening tools are selected and installed to detect students with concerning (e.g., aggressive, disruptive, and noncompliant) and interfering (e.g., painfully shy, socially withdrawn, and anxious) behaviors at the first sign of concern. When a student’s screening scores indicate an increased level of risk, screening data can be analyzed with other data (e.g., attendance, fidelity of Tier 1 practices) to make informed decisions about which supports or adjustments to instruction that students might benefit from. It is important to note that this brief focuses on systematic screening designed to inform instruction for students, using screening data with other data collected as part of regular school practice. Screening data are not intended for use to identify students who may benefit from special education services nor are those data intended to exclude students (e.g., this student is screening in as high-risk and will therefore not go on the field trip).

Screening data are intended for use in informing daily instructional practices with a goal of supporting essential to learning – and using – behaviors needed to meet school expectations and facilitate positive, productive learning environments. Sharing information about this process can help the community feel confident that systematic screening is a beneficial process that is in place to support students. In this practice brief, we provide tips that can be considered when your district and school leadership teams plan for sharing information about systematic screening. We provide a framework for doing so with inclusion of tips for District and School Leadership Teams.
Session 1:
Overview of CI3T Prevention Models
Setting a Purpose
Establish team meetings and roles

Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching
Procedures for Reinforcing Reactive Plan

Session 3:
Procedures for Monitoring

Session 4:
Revise Primary Plan using Stakeholder feedback
Prepare presentation

Session 5:
Overview of Teacher focused Strategies
Overview of Student Focused Strategies
Using data for decision making
Draft the Secondary Intervention Grid based on existing supports

Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents

Additional Professional Development on Specific Topics

Core Content Curriculum
Check In - Check Out
Functional Assessment-based Interventions

Reading, Math, Writing Benchmarking and Progress Monitoring Tools
Student Driven Interventions, Strategies, & Practices
Additional Tier 3 Supports

Teacher Drive Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

MTSS: CI3T Training Series

Implementation Stages of Tier 2 and 3 within CI3T
Accessing Project EMPOWER Professional Learning

EMPOWER Sessions have space for 200 people on Zoom! These 2-hour stand-alone sessions will be held from 5:00-7:00 PM.
Sustaining and Disseminating Professional Learning

Designate two staff to attend trainings to become on-site coaches

10 min @ next Faculty and Staff meeting
Ci3T Trainer and Coaches Calls

2022-2023 Ci3T Trainers and Coaches Calls

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Ci3T. We offer these calls as a service activity to support those committed to meeting students’ multiple needs in academic, behavior, and social domains. Open to all interested parties — to join these calls, please register here!
Please Complete this Session’s Evaluation

10/28/22

4i – Moving Forward with Systematic Screening: What Do I Need to Know?

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.

National PBIS Leadership Forum