Universal Screening and Tiered Behavior Systems

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Purpose

- In this presentation, we introduce comprehensive, integrated, three-tiered models of prevention, with an emphasis on behavior screenings.

Agenda

- Introduce a new three tiered model of prevention: Comprehensive, Integrated, Three-Tiered Models of Prevention
- Address the importance of systematic screening.
- Explore behavior screening tools
- Consider one system for using data to connect students to Tier 2 and Tier 3 supports
- Next Steps

Table 1*Overview of Existing Systematic Screening Tools with Cost Estimates*

Reference	Description	Target Group	Cost Estimates for One Time Point (Time and Money)	Yearly Costs: Three Screenings (Time per teacher, Money per school)
Systematic Screener for Behavior Disorders (SSBD; Walker,& Severson, 1992)	Used to identify students with internalizing and externalizing behavioral risk	Elementary School (Kindergarten – 6th grades)	Time: 45 min per class (25 students) Money: $150, Kit (manual and reproducible forms)	Time: 135 min Cost: ES $250.80
Student Risk Screening Scale (SRSS; Drummond, 1994)	Identify students with and at risk for antisocial behavior	Elementary School; Additional Evidence for grades 7 - 12	Time: 10 – 15 min per class (25 students) Cost: Free access; copies of one page per class	Time: 45 min Cost: ES $3.60 SS $6.15
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)	Used to assess students on five behavioral domains: conduct problems, hyperactivity, peer problems, emotional symptoms, and prosocial behavior.	Preschool – High School	Time: 45 min per class (25 students) Cost: Free access; copies of one page per student	Time: 135 min Cost: ES $71.25 SS $121.05
BASC – 2 Behavioral and Emotional Screening System (BASC2 BESS; Kamphaus & Reynolds, 2007)	Used to identify children who may be experiencing behavioral or emotional issues that negatively impact their academic achievement or social relationships.	Preschool (starting at age 3), School-age through 12th grade	Time: 5-10 min per student Cost: $1 per student per screening time point and $70 per school for one manual	Time: 600 min Cost: ES $1,495 (year 1), $1,425 (subsequent years) SS $2680
Social Skills Improvement System: Performance Screening Guide (SSiS-PGS; Elliott & Gresham, 2007)	Used to gather information about students in four domains: prosocial behavior, motivation to learn, reading skills, and math skills.	Preschool, Elementary School, Secondary School	Time: 5-10 min per student Cost: $5.00 per class per screening time point	Time: 600 min Cost: ES $360 SS $615

UNIVERSAL SCREENING AND TIERED BEHAVIOR SYSTEMS

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CI3T Models

Introduce a new three tiered model of prevention: Comprehensive, Integrated, Three-Tiered Models of Prevention

National Concerns

- **Administrators & educators are faced with a number of challenges:**
  - Increasingly diverse population – cultural background, academic, behavioral, social skill sets (Lane, Wehby, & Robertson, 2008)
  - Increasingly higher academic standards (e.g., No Child Left Behind Act [NCLB], 2002)
  - Accommodating students with exceptionalities in inclusive settings (MacMillian, Gresham, & Forness, 1996)
  - Preventing the development of antisocial behavior (Satcher, 2001; Walker, Ramsey, & Gresham, 2004)
  - Serving students with antisocial behavior (Walker, 2003)

Source: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* New York: Guilford Press.

Response

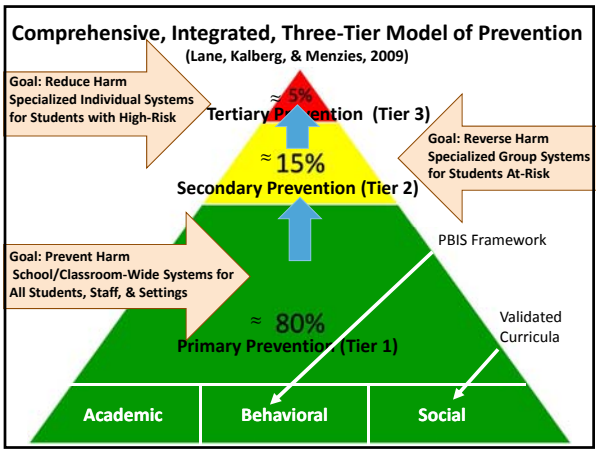
Many school systems are adopting comprehensive, integrated, three-tiered (CI3T) models of prevention to meet the academic, behavioral, and social needs of an increasingly diverse student population (Lane, Kalberg, & Menzies, 2009).

Such models provide a structure for identifying and supporting students with, or at risk for, learning and behavior problems that may impede school and long-term life success (Golly, Sprague, Walker, Beard, & Gorham, 2000).

Central to these models is accurate detection of students for whom primary prevention efforts may be insufficient (Lane, Menzies, Oakes, & Kalberg, in press).

Systematic, school-wide behavior screening procedures are available to schools for the early identification of students at risk for problem behaviors in an effort to provide them with the targeted supports they need.

Source: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* New York: Guilford Press.



Question:
What is your experience with three-tiered models of prevention?

00:00

Systematic Screening

Address the importance of systematic screening.

Accurate Detection: Using Schoolwide Data

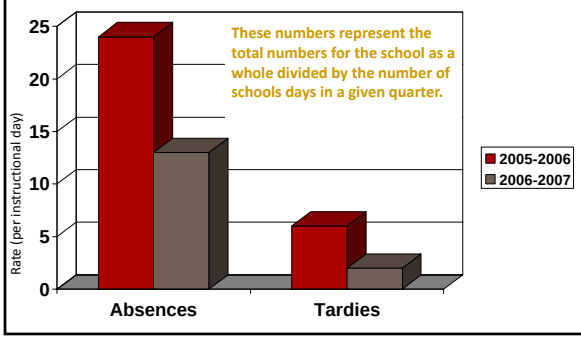
- Enables monitoring of the overall level of risk and progress in the school as a whole
- Allows teacher to identify students who may require additional supports in academic, behavioral, and social domains
- Facilitates accurate decision making

Building your CI3T Model of Prevention

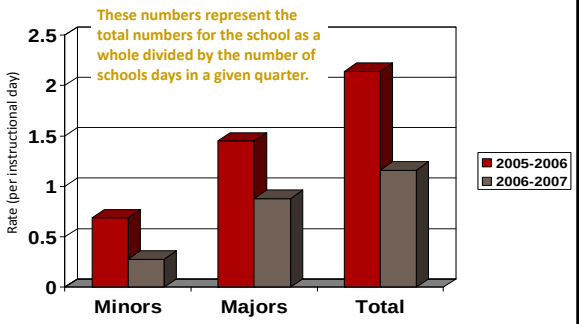
Building your CI3T Model of Prevention

Indicators of Behavior

SAMPLE DATA:
ELEMENTARY SCHOOL ATTENDANCE:
QUARTER 1 2005-2006 TO QUARTER 1 2006-2007



SAMPLE DATA:
ELEMENTARY SCHOOL DISCIPLINE: QUARTER 1 2005-2006 TO QUARTER 1 2006-2007



Building your CI3T Model of Prevention

HOW ARE THESE DATA LIMITED?

Limitations to current practices

- Response to Intervention models utilize curriculum-based measures, but not behavioral performance other than office discipline referrals (ODRs)
- ODR data suffer from poor reliability if the system used to collect these data is not implemented with consistent procedures across people and time
- Lack of systematic methods of monitoring behavioral performance

Solutions to the Problem

- Systematic Screening for Behavior Disorders (SSBD) (Walker & Severson, 1992)
- Early Screening Project: A Proven Child Find Process (ESP) (Walker, Severson, & Feil, 1995)
- Student Risk Screening Scale (SRSS) (Drummond, 1994)
- Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997)
- BASC™2 - Behavior and Emotional Screening System (BESS) (Kamphaus & Reynolds, 2007)
- Social Skills Improvements System - Performance Screening Guide (SSiS – PSG) (Elliott & Gresham, 2007)

Incorporate **SYSTEMATIC SCREENING TOOLS** to monitor the level of risk at a given school to identify students whose behavior patterns suggest the need for additional levels of support

Considerations

- Psychometrically Sound
- Socially Valid

If social validity is lacking, even psychometrically strong tools are likely to remain unused by practitioners.

Question:
How do you currently look for students for whom primary (Tier 1) efforts are insufficient?

00:00

Behavior Screening Tools

Explore behavior screening tools

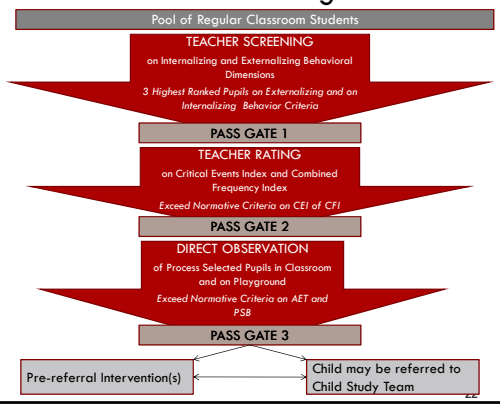
What screening tools are available?

A Review of Screening Tools

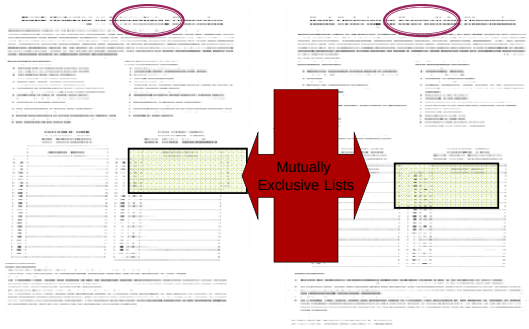
Systematic Screener for Behavior Disorders

(SSBD; Walker & Severson, 1992)

SSBD Screening Process



Stage 1: Rank order students who most closely match the description of each behavior pattern.



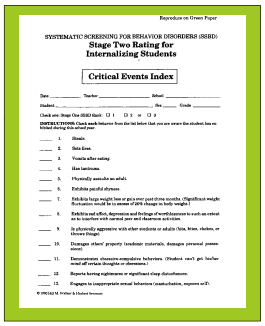
Stage 2: Externalizing - Teacher rating for high intensity low frequency behavior

- Critical Events Index completed for students ranked 1, 2, and 3 on Stage 1 for Externalizing
- So, 3 students per class
- 33 items mark as present or absence

And lower intensity, high frequency behaviors

- Combined Frequency Index for Adaptive and Maladaptive Behavior
- 12 items – Adaptive
- 11 items – Maladaptive
- 5-point Likert-type scale
- *1 = Never to 5 = Frequently*

Stage 2: Internalizing -Teacher rating for high intensity low frequency behavior



Reproduce on Green Paper

SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS (SSBD)
Stage Two Rating for Internalizing Students

Critical Events Index

- Critical Events Index completed for students ranked 1, 2, and 3 on Stage 1 for Externalizing
- So, 3 students per class
- 33 items mark as presence for absence

And lower intensity, high frequency behaviors

- Combined Frequency Index for Adaptive and Maladaptive Behavior
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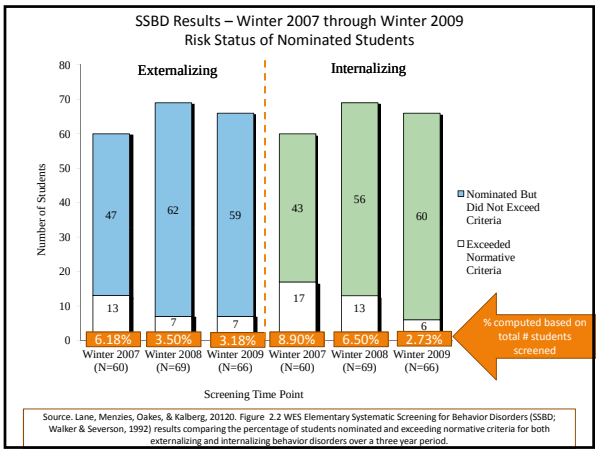


Source. Lane, Menzies, Oakes, & Kalberg, 20120. Figure 2.2 WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders over a three year period.

SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

Grade Level	Total Number of Students Screened	Students Nominated	Students w/ Critical Need	Critical Internalizing	Critical Externalizing
K	72 *5	24	4 (5.56%)	1 (1.39%)	3 (4.17%)
1st	66 *9E/ 8I	24	1 (1.54%)	0 (0.00%)	1 (1.54%)
2nd	60 *10	18	3 (5.00%)	2 (3.33%)	1 (1.67%)

* Students missing

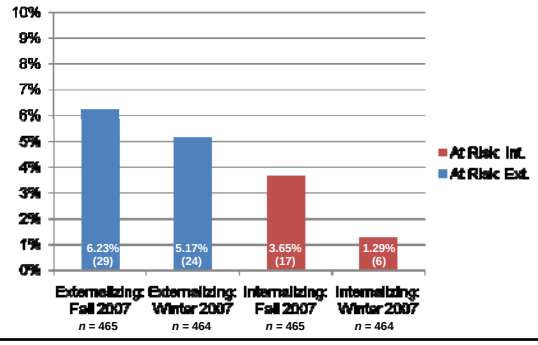
SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

Grade Level	Total Number of Students Screened	Students Nominated	Students w/ Critical Need	Critical Internalizing	Critical Externalizing
3rd	80 *6	24	2 (2.50%)	1 (1.25%)	1 (1.25%)
4th	78 *17	24	3 (3.84%)	1 (1.28%)	2 (2.56%)
5th	60 *17	18	2 (3.34%)	1 (1.67%)	1 (1.67%)

* Students missing

SSBD Data Over Time

Comparing Fall 2007 to Winter 2007



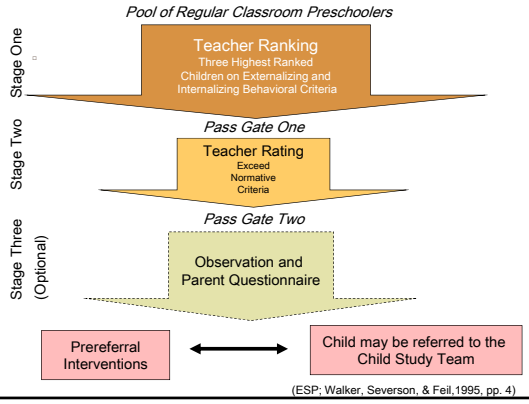
Early Screening Project:

A Proven Child Find Process

(ESP; Walker, Severson, & Feil, 1994)

Building your CI3T Model of Prevention

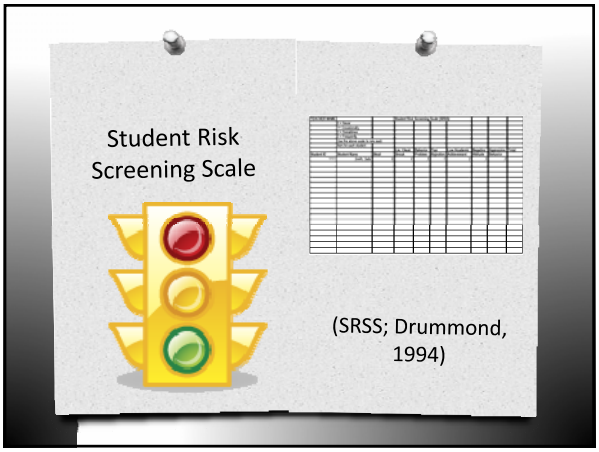
Early Screening Project Procedures



(ESP; Walker, Severson, & Feil,1995, pp. 4)

Question:
What do you think about the feasibility and usefulness of the SSBD and ESP?

00:00



Student Risk Screening Scale (Drummond, 1994)

- The SRSS is 7-item mass screener used to identify students who are at risk for antisocial behavior.
- Uses 4-point Likert-type scale:
  - *never* = 0, *occasionally* = 1, *sometimes* = 2, *frequently* = 3
- Teachers evaluate each student on the following items
  - - Steal
  - - Lie, Cheat, Sneak
  - - Behavior Problems
  - - Peer Rejection
  - - Low Academic Achievement
  - - Negative Attitude
  - - Aggressive Behavior
- Student Risk is divided into 3 categories
  - Low 0 – 3
  - Moderate 4 – 8
  - High 9 - 21

(SRSS; Drummond, 1994)

Student Risk Screening Scale
(Drummond, 1994)

TEACHER NAME			Student Risk Screening Scale (SRSS)						
	0 = Never								
	1= Occasionally								
	2 = Sometimes								
	3 = Frequently								
	Use the above scale to rate each item for each student								
Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total
1111	Smith, Sally	0	0	3	1	3	3	3	

Student Risk Screening Scale-IE
Currently Under Development

TEACHER NAME

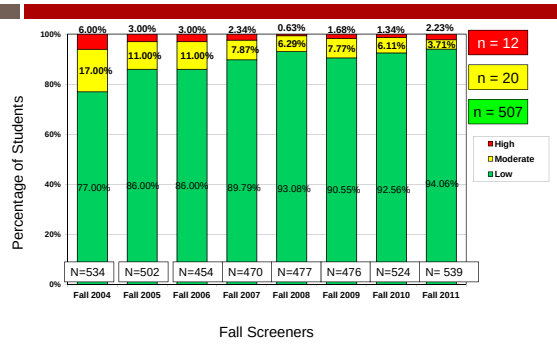
0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently

Use the above scale to rate each item for each

Validation Study

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Obsessive-Compulsive Behavior	Lonely	Self-Inflicts Pain

Student Risk Screening Scale
Middle School
Fall 2004 - Fall 2011

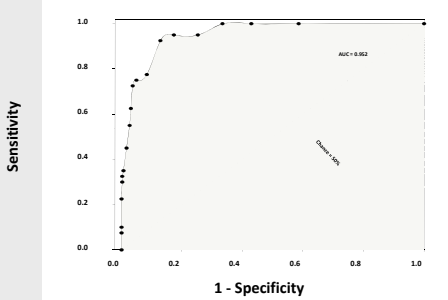


Building your CI3T Model of Prevention

HOW RELIABLE AND VALID IS THE SRSS FOR USE AT THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL?

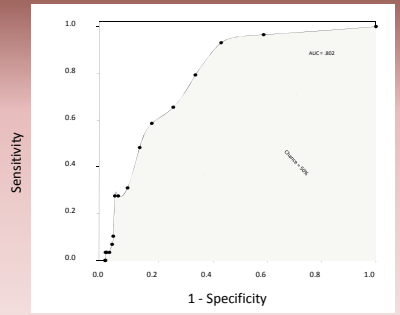
Elementary Level Results: ROC Curves

- Externalizing AUC 0.952



Elementary Level Results: ROC Curves

- Internalizing AUC .802



SAMPLE DATA: SRSS

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

Variable	Risk			
	Low (*n* = 422) *M (SD)*	Moderate (*n* = 51) *M (SD)*	High (*n* = 12) *M (SD)*	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

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

SAMPLE DATA: SRSS

High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Time 1 to Year 2
Instructional Rater

Variable	Risk			
	Low (*n* = 348) *M (SD)*	Moderate (*n* = 54) *M (SD)*	High (*n* = 19) *M (SD)*	Significance Testing
ODR	3.87 (6.27)	6.89 (6.34)	9.89 (8.23)	L < M, H M = H
GPA	3.10 (0.86)	2.51 (0.80)	2.16 (0.83)	L > M, H M = H

(Lane, Kalberg, Parks, & Carter, 2008)

SAMPLE DATA: SRSS

High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Time 1 to Year 2
Non- Instructional Rater

Variable	Risk			
	Low (*n* = 328) *M (SD)*	Moderate (*n* = 52) *M (SD)*	High (*n* = 35) *M (SD)*	Significance Testing
ODR	3.53 (5.53)	8.27 (7.72)	8.97 (9.39)	L < M, H M = H
GPA	3.10 (0.82)	2.45 (0.84)	2.38 (0.88)	L > M, H M = H

(Lane, Kalberg, Parks, & Carter, 2008)

High Schools: Behavioral & Academic Characteristics of SRSS Risk Groups

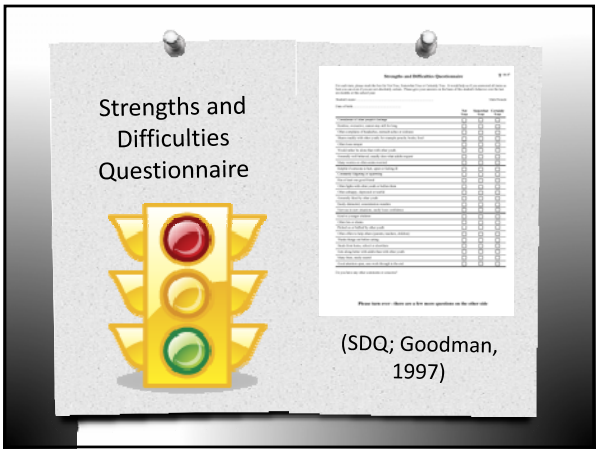
Spring Year 1 Screening Predicting Spring Year 2 7nd Period Raters

Variable	Risk			
	Low (*n* = 954) *M (SD)*	Moderate (*n* = 115) *M (SD)*	High (*n* = 37) *M (SD)*	Significance Testing
ODR	0.0074 (0.02)	0.0300 (0.04)	0.0496 (0.06)	L < M < H
GPA	3.22 (0.72)	2.43 (0.75)	1.76 (0.84)	L > M > H
Course Failures	1.10 (2.40)	3.10 (3.79)	5.62 (6.05)	L < M < H

(Lane, Oakes, Ennis, Cox, Schatschneider, & Lambert, 2011)

Question:
What do you think about the feasibility and usefulness of the SRSS?

00:00

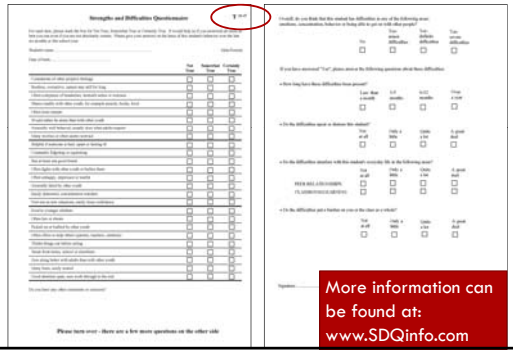


Strengths and Difficulties Questionnaire (Goodman, 1997)

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

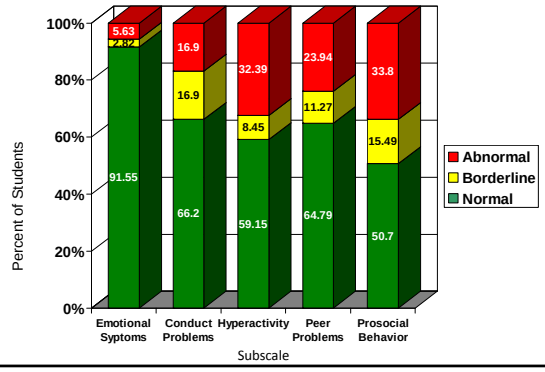
www.SDQinfo.com

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (GOODMAN, 1997)

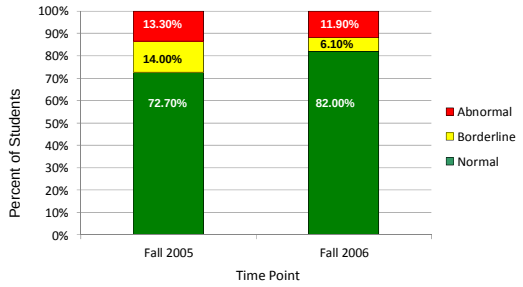


More information can be found at: www.SDQinfo.com

SDQ: Screening Results by Domain Elementary School Winter 2009



SAMPLE DATA: SDQ OVER TIME FALL 2005 TO FALL 2006 PROSOCIAL BEHAVIOR



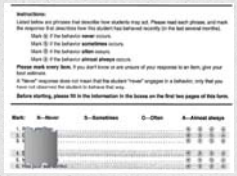
Using the SDQ to Identify Supports

Subscales	Levels borderline or abnormal	Possible Supports
emotional symptoms	abnormal	Guidance-counselor led groups
conduct problems	borderline or abnormal	Anger management Conflict Resolution Skills
hyperactivity	Borderline or abnormal	Self-regulation strategies Behavioral Contracting
peer problems	abnormal	Friendship groups
prosocial behavior	abnormal	Social Skills training

Question:
What do you think about the feasibility and usefulness of the SDQ?

00:00

BACS^2 Behavioral and Emotional Screening Scale



(BASC^2 BESS; Kamphaus & Reynolds, 2007)

Copyright NCS Pearson, 2007)

BASC^{TM}2 - BESS

A brief, universal screening system for measuring behavioral and emotional strengths and weaknesses in children and adolescents.

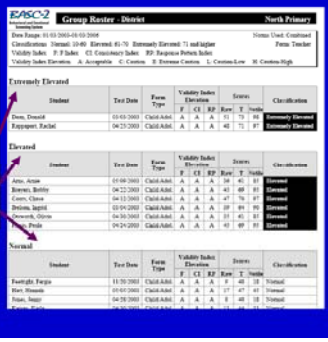
- Behavioral areas assessed include:
  - Internalizing problems
  - Externalizing problems
  - School problems
  - Adaptive skills
- Includes 3 forms that can be used individually or in combination:
  - Teacher- Preschool and Child/ Adolescent
  - Student self-report- Child/ Adolescent
  - Parent- Preschool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

(Kamphaus & Reynolds, 2007; Copyright NCS Pearson, 2007)

Group: Roster Report

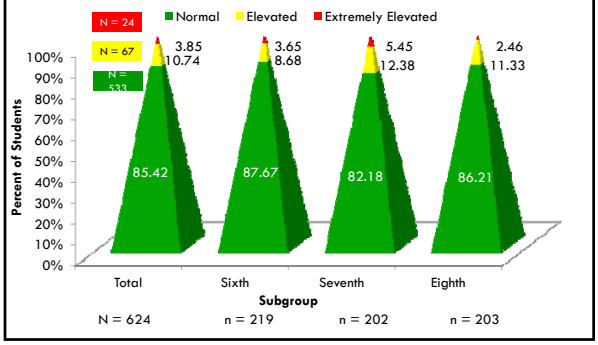
Can sort by level

- Extremely Elevated
- Elevated
- Normal



Source: Neithercott & Hanken (2008). Behavioral and Emotional Screening System: A Tier 1 Solution. Presented at the Kansas Association of School Psychologists/ Council for Exceptional Children Conference.

BASC^2 – Behavior and Emotional Screening Scale Spring 2012



Question:
What do you think about the feasibility and usefulness of the BESS?

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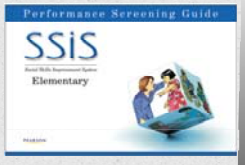
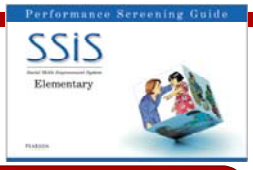
Social Skills Improvement System – Performance Screening Guide



(SSiS- PSG; Elliott & Gresham, 2007)

SSIS-PSG



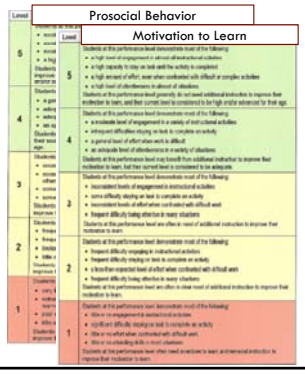
- Four key areas are assessed:
  - Prosocial Behavior
  - Motivation to Learn
  - Reading Skills
  - Math Skills
- Three levels:
  - Preschool
  - Elementary
  - Secondary

A comprehensive, multi-tiered program for improving social behavior.

Focuses on keystone classroom behaviors and skills.

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

PSG: Performancee Areas

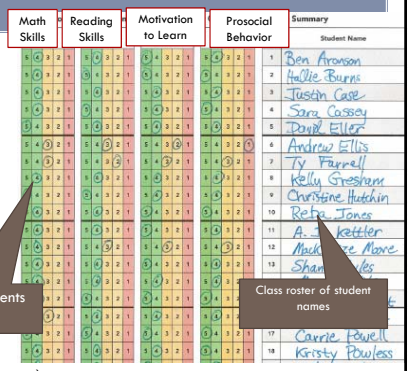


Four pages with performance descriptors for each area:

1. Reading Skills
2. Math Skills
3. Motivation to Learn
4. Prosocial behavior

(Elliott & Gresham, 2007; Pearson)

PSG: Roster



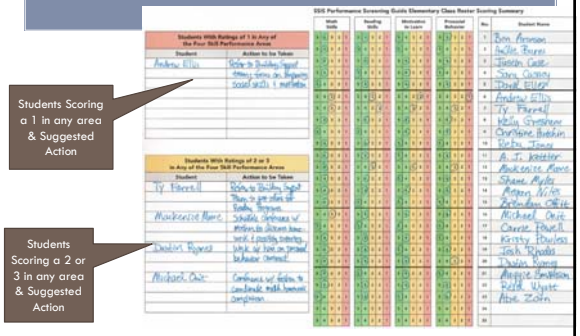
Pages and descriptors align with rating scales and student names

Check to see if students scored a 1 or 2

Class roster of student names

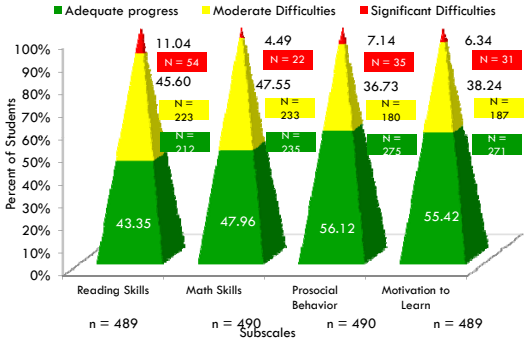
(Elliott & Gresham, 2007; Pearson)

PSG: Actions



(Elliott & Gresham, 2007; Pearson)

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



Question:
What do you think about the feasibility and usefulness of the SSiS-PSG?

00:00

Building your CI3T Model of Prevention

HOW DO WE CHOOSE THE BEST SCREENING TOOL FOR OUR SCHOOL?

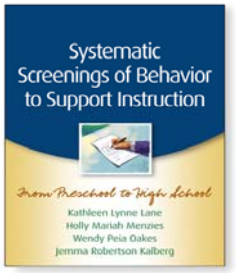
HO

Measure	Authors	Ordering Information
Systematic Screening for Behavior Disorders (SSBD)	Walker & Severson (1992)	Available for purchase from Cambium Learning/ Sopris West
Early Screening Project (ESP)	Walker, Severson, & Feil (1995)	Available for purchase from Applied Behavior Science Press
Student Risk Screening Scale (SRSS)	Drummond (1994)	Free
Strengths and Difficulties Questionnaire (SDQ)	Goodman (1997)	Free online at http://www.sdqinfo.com/
BASC™2Behavior and Emotional Screening System (BASC™2-BESS)	Kamphaus & Reynolds (2007)	Available for purchase from Pearson/ PsychCorp
Social Skills Improvement System – Performance Screening Guide (SSiS-PSG)	Elliott & Gresham, (2007)	Available for purchase from Pearson/ PsychCorp

Question:
Which screening tool(s) are you considering?

00:00

An New Tool to Help You Decide …



Logistical Considerations for Screening

Questions …

Questions to Consider

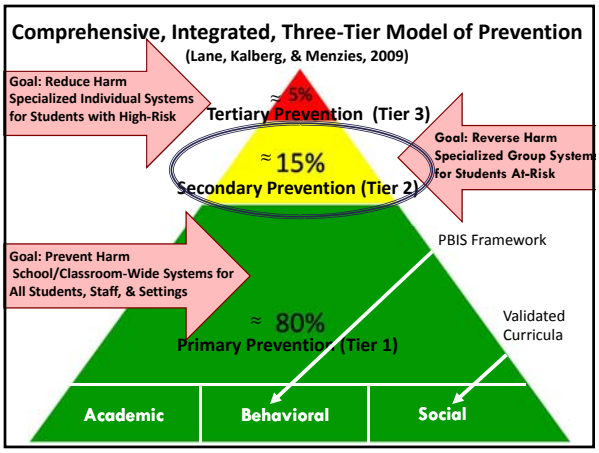
- When to do them?
- Who should prepare them?
- Who should administer them?
- Who completes them?
- Who should score them?
- When and how should the results be shared?

Question:
What are some of your logistical concerns?

00:00

Using Screening Data to Support Students

Secondary Interventions



A Systematic Approach to Designing a Secondary Intervention Plan

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

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4

Secondary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4

ILLUSTRATIONS

Secondary Supports – Tier 2
Kindergarten through High School

Secondary Intervention Grid

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 monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers' rating. K – 1.	Students who: **Behavior:** Fall SRSS at moderate (4 -8) or high (9 – 21) risk **Academic:** Fall AIMSweb LNF at the strategic or intensive level	AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists	Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

TEACHER NAME

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate item for each student

1 (at benchmark)
2 (some risk)
3 (at risk)

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	AIMSweb-Reading
Sample, Sally	↑↑↑↑	0	0	3	1	3	3	3	12	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, JMonte	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
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, OTam	2132	0	0	0	1	2	2	1	6	3
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3
Toms, Blake	2018	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	1	2	2	3	3	3	14	3

Small group Reading Instruction with Self-Monitoring

Lane, K.L., & Oakes, W. P. (2012). Identifying Students for Secondary and Tertiary Prevention Efforts: How do we determine which students have Tier 2 and Tier 3 needs? *In preparation.*

First Grade Students' Self Monitoring Form

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

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	

Treatment Data Collection Form

Collected by the teacher daily.

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

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

Illustration #3:

ΠΒΣ POSITIVE BEHAVIOR SUPPORT
VANDERBILT UNIVERSITY PROJECT PBS (OSEP)

Conflict Resolution and Social Skills at Tier 2 for Middle School Students

Kalberg, J. R., Lane, K. L., & Lambert, W. (2012). The utility of conflict resolution and social skills interventions with middle school students at risk for antisocial behavior: A methodological illustration. *Remedial and Special Education, 22*, 23-38. doi: 10.1177/0741932510362514

Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Study Skills	**Content:** Study skills curriculum of skills and strategies used to gain and demonstrate knowledge. Goals: Gain knowledge from a text, class discussions, and teacher-led instruction. Demonstrate knowledge on formal and informal assessments (test, quizzes, homework, presentations, and projects) Topics include: Note-taking strategies Use of graphic organizers Organization Goal setting Test taking strategies Writing process (planning/ drafting/ editing) **Scheduling:** 50 min class (30 min instruction; 20 min applied practice) 56 Lessons	**Academic:** (1) Grade Point Average (GPA) ≤ 2.7; *OR* (2) 1 or more Course Failures in a quarter (D or F/E) AND (3) Not participating in Read 180 reading intervention AND **Behavior:** (1) Student Risk Screening Scale (SRSS; Drummond, 1994) score in the Moderate (4 – 8) or High (9 – 21) Risk; *OR* (2) 1 or more office discipline referral (ODR) within a four month time period	**Schoolwide Data:** GPA Course Grades (9-weeks) SRSS ODRs **Proximal Measures:** (1) Criterion Referenced Assessment – Acquiring Knowledge, Demonstrating Knowledge, and Conflict Resolution (Lane, 2003) (2) Knowledge of Study Skills (KSS) (3) Knowledge of Conflict Resolution Skills (KCRS) **Distal Measures:** (1) Study Habits Inventory (SHI; Jones & Slate, 1990) (2) ConflictTalk (Kimsey & Fuller, 2003)	**Academic:** (for the quarter) (1) Grade Point Average (GPA) > 2.7; *OR* (2) No Course Failures (D or F/E) AND **Behavior:** (1) SRSS screening low risk (0 – 3) *OR* (2) No ODRs within the quarter Students would participate in this class for one semester. If exit criteria are not meet further interventions would be considered for the following semester.

(Table 4.7; Lane, Menzies, Oakes, & Kalberg, 2012)

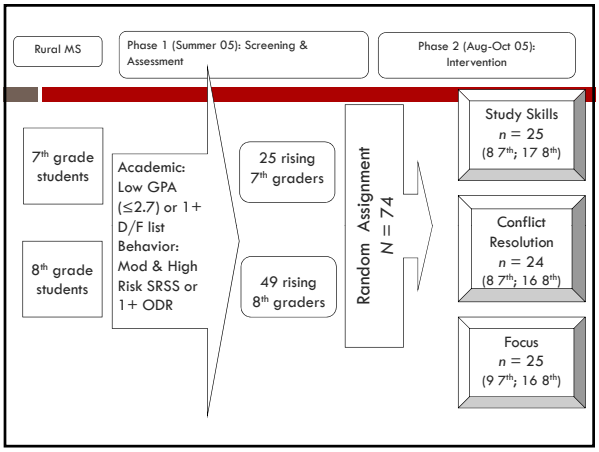
TEACHER NAME

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	GPA	ODR	Course Failures
Angel, Julio	2310	0	0	0	2	0	0	1	3	3.1	0	0
Akins, J'Monte	2013	0	0	0	0	0	0	0	0	4.1	0	0
Backer, Brent	2031	0	1	2	1	2	2	1	9	2.3	3	2
Boswell, Kylie	2001	0	0	0	1	1	0	0	2	2.5	0	1
Cartright, Ashley	2152	0	1	1	1	0	1	0	4	3.2	0	0
Cox, Lucille	2002	0	0	0	0	0	0	0	0	3.9	0	0
Hankins, Erin	2017	0	0	0	0	0	2	0	2	3.7	0	0
Illio, Helen	2132	0	0	0	0	0	0	0	0	2.9	0	0
Jackson, Ronald	2003	0	1	2	2	3	2	2	12	1.7	5	3
Kemp, Patrice	2009	0	0	1	0	0	0	0	1	3.3	0	0
Parker, Stephanie	2004	0	0	0	0	1	2	0	3	2.7	0	0
Reed, Kent	2010	0	0	0	0	0	0	0	0	3.6	0	0
Sterling, Michael	2022	0	0	1	0	3	1	1	6	2.4	1	1
Thomas, James	2018	0	0	0	0	0	0	0	0	3.8	0	0
Walsh, Carter	2215	0	0	0	1	0	1	0	2	3.5	0	0

Project ASSIST: Study Skills/ Conflict Resolution Class

Lane, K.L., & Oakes, W. P. (2012). Identifying Students for Secondary and Tertiary Prevention Efforts: How do we determine which students have Tier 2 and Tier 3 needs? *In preparation.*

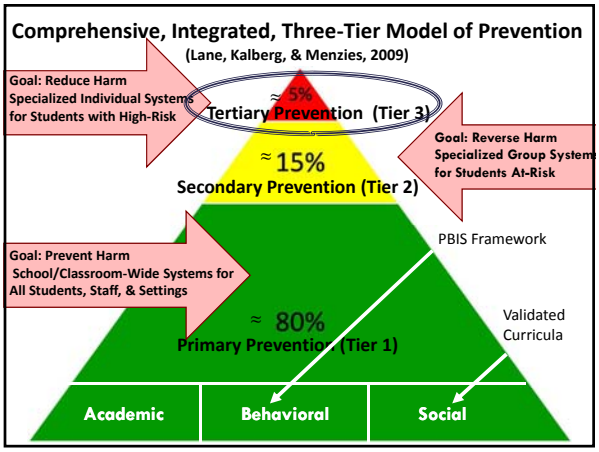


Please record any questions or concerns regarding using multiple sources of data to connect students to secondary (Tier 2) supports.

00:00

Using Screening Data to Support Students

Tertiary Interventions



Sample Tertiary Intervention Grid

Support	Description	Method Currently Used to Identify Students	Schoolwide Data: Entry Criteria	Data to Monitor Progress: School wide data? Other?	Exit Criteria
1:1 Peer Tutoring	Reading between younger student and older student or higher level and lower level	Based on needs represented in individual classroom DRA level reaches point of concern Benchmarks not met	Based on needs represented in individual classroom DRA level reaches point of concern Benchmarks not met	Classroom teacher progress notes Systematic Reading Recovery program testing	Passing grades in all subjects
Intensive Evidence based reading instruction	1:1 between reading specialist and individual student	IAI scores TCAP DIBELS, DRA	IAI scores TCAP DIBELS, DRA	IAI scores (Winter) Teacher constructed tests Teacher observations	Continual instruction throughout year. Reach mastery criteria.
Academic Homework Club	Academic support dropping recess time between teacher and student (1:1)	Missing homework Failure to follow behavior contract	Missing homework Failure to follow behavior contract	Informal observation Rate of homework completion	Completion of contract successfully Turning in all homework

Sample Tertiary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment -Based Intervention	Individualized interventions developed by the behavior specialist and PBIS team	Students who: **Behavior** 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 **Academic** identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments	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	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.

Adapted from Lane, Menzies, Oakes, & Kalberg (2012), pp. 126 Table 4.8

Function Matrix

	Positive Reinforcement (Access something)	Negative Reinforcement (Avoid something)
Attention		
Tangible Activities		
Sensory		

(Umbreit, Ferro, Liaupsin, & Lane, 2007)

Function-Based Intervention Decision Model

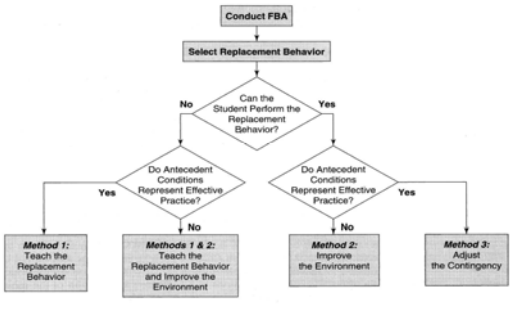
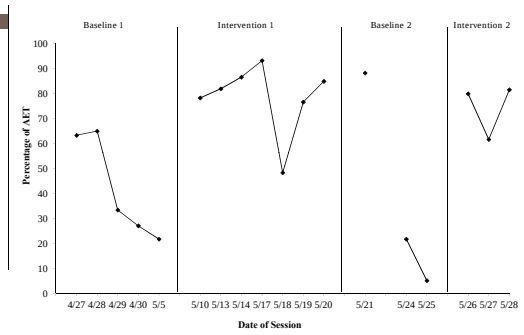


Figure 6.1
Function-based Intervention Decision Model
(Umbreit, Ferro, Liaupsin, & Lane, 2007)

Intervention Components

- A • Adjust the Antecedents
- R • Rates of Reinforcement
- E • Extinction Procedures

Changes in Harry's Behavior



Please record any questions or concerns regarding using multiple sources of data to connect students to secondary (Tier 2) supports.

Please record any questions or concerns regarding using multiple sources of data to connect students to tertiary (Tier 3) supports.

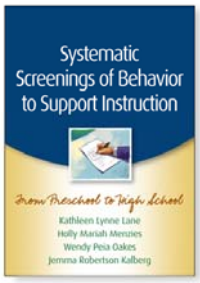
Wrap Up

Address the Importance of Systematic Screening within CI3T Models

Illustrations:

1. Project WRITE: Tier 2 Writing Instruction (2nd)
2. Tier 2 Conflict Resolution and Social Skills (7th – 8th)
3. Functional Assessment-based Interventions (7th)

Concluding Thoughts



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

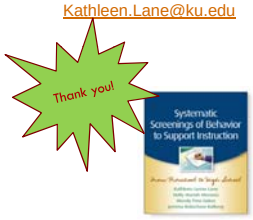
Wrap up

Today's Review

✓Examined CI3T models of prevention

✓Examined the use of Systematic Behavior Screening Tools.

✓Introduced a systematic approach to using school-wide data to identify and students for Tier 2 and Tier 3 Supports

☐Questions?

Kathleen Lane
Kathleen.Lane@ku.edu