

Using Systematic Screening Data to Inform Instruction (5D)

Presenters:

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Learning Objectives

1. *Describe Systematic Screening*
2. *Use Systematic Screening data to:*
 1. *Inform instruction*
 2. *Empower teachers with low-intensity strategies*
 3. *Connect students to Tier 2 and Tier 3 interventions*
3. *Identify resources to learn about screening*



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Agenda

1. **What is Systematic Screening?**
2. **Using Screening Data to Inform Instruction – Illustrations of using data to**
 1. Shape Tier 1 Efforts
 2. Empower Teachers with Low-intensity Strategies
 3. Connect Students to Tier 2 and Tier 3 Efforts
3. **Additional Resources and Wrap Up**



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What is Systematic Screening?



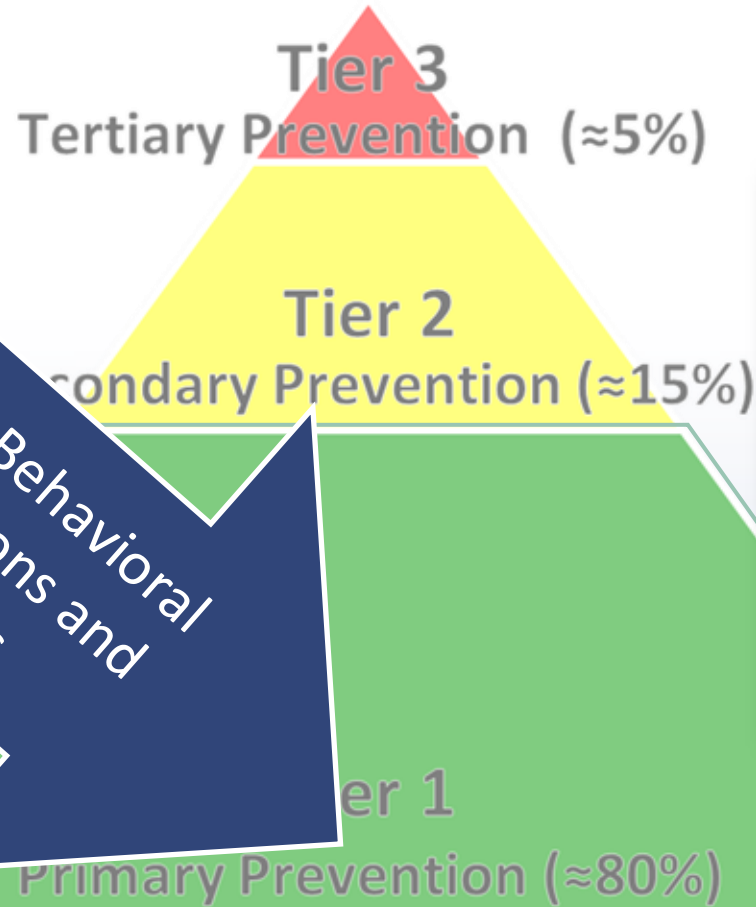
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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



District & State Standards Quality Instruction

Positive Behavioral Interventions and Supports

Validated Curricula and Resources

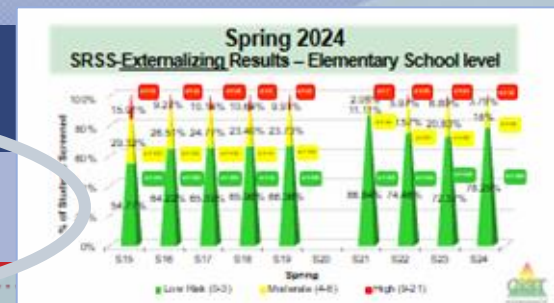
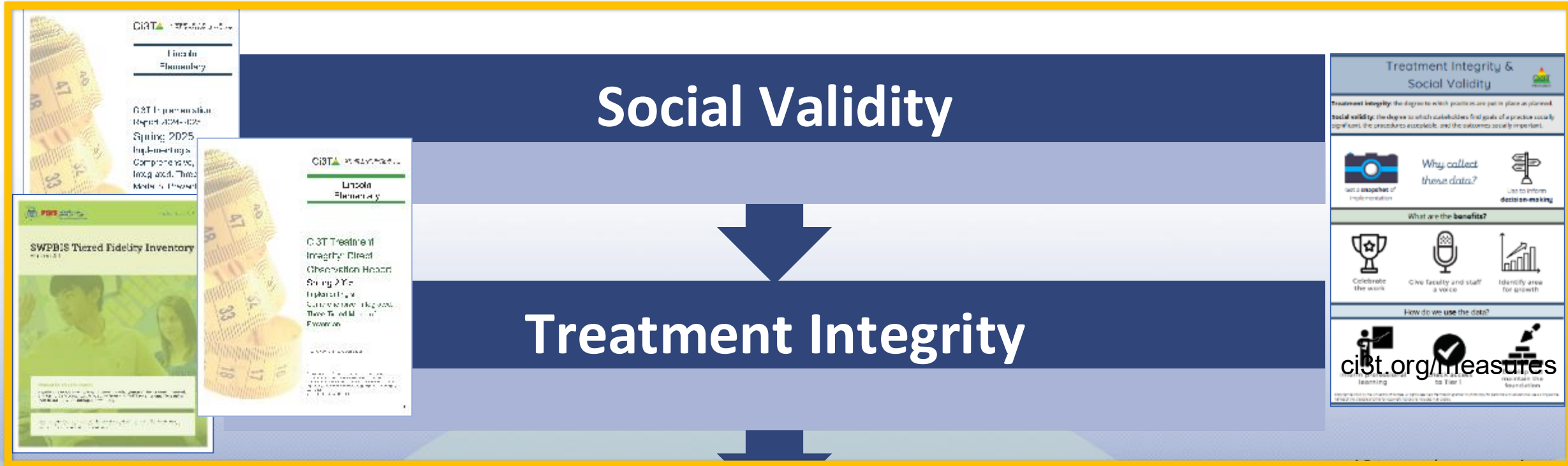
Academic
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula

Positive Behavioral Interventions & Supports

Essential Components of Primary (Tier 1) Prevention Efforts



Systematic Screening ... Logistics



Selecting

Installing

Analyzing



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

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE 12): Middle and High School Version

Note: Columns hidden. Please refrain from adding or deleting columns to this spreadsheet. Sheet is locked to prevent accidental editing. Contact school-site screening coordinator for assistance if needed. Sheet lock password is: unlock (all lower case). If you ever have trouble with the password, try UNLOCK (all capital).

Note: Free for use from ci3t.org/screening unless used for commercial purposes. If you are interested in using the SRSS-IE for commercial purposes or incorporating into a system, contact Kathleen.Lane@ku.edu to learn about the possibility of a licensing agreement.

START HERE: Please fill out red shaded fields below prior to screening

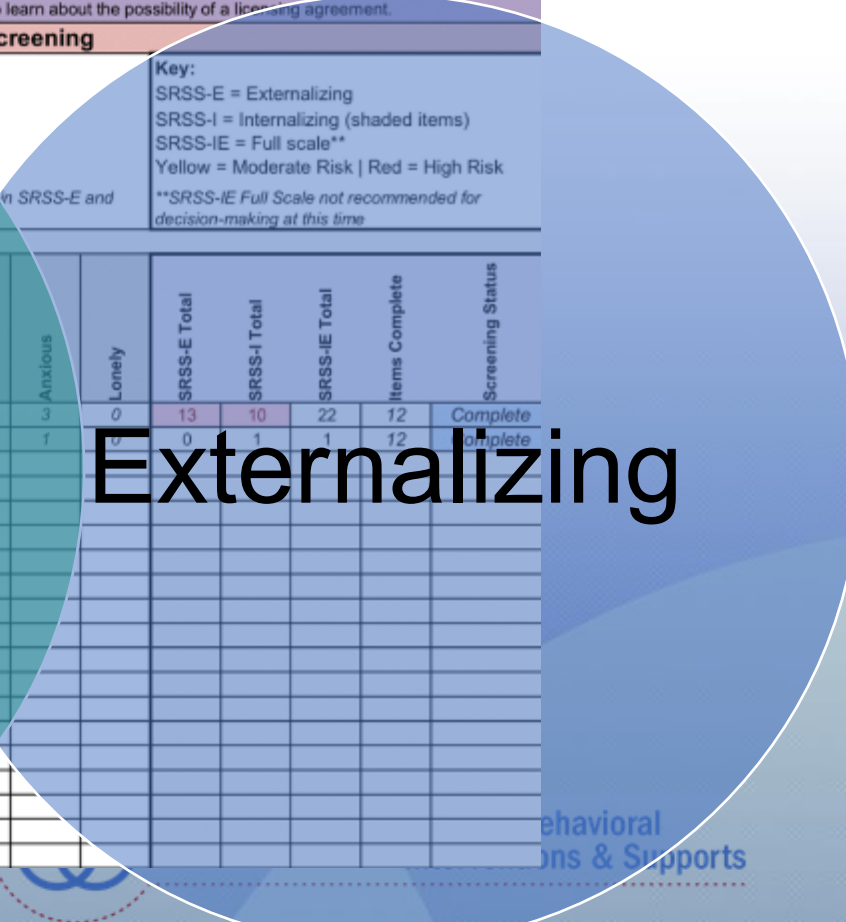
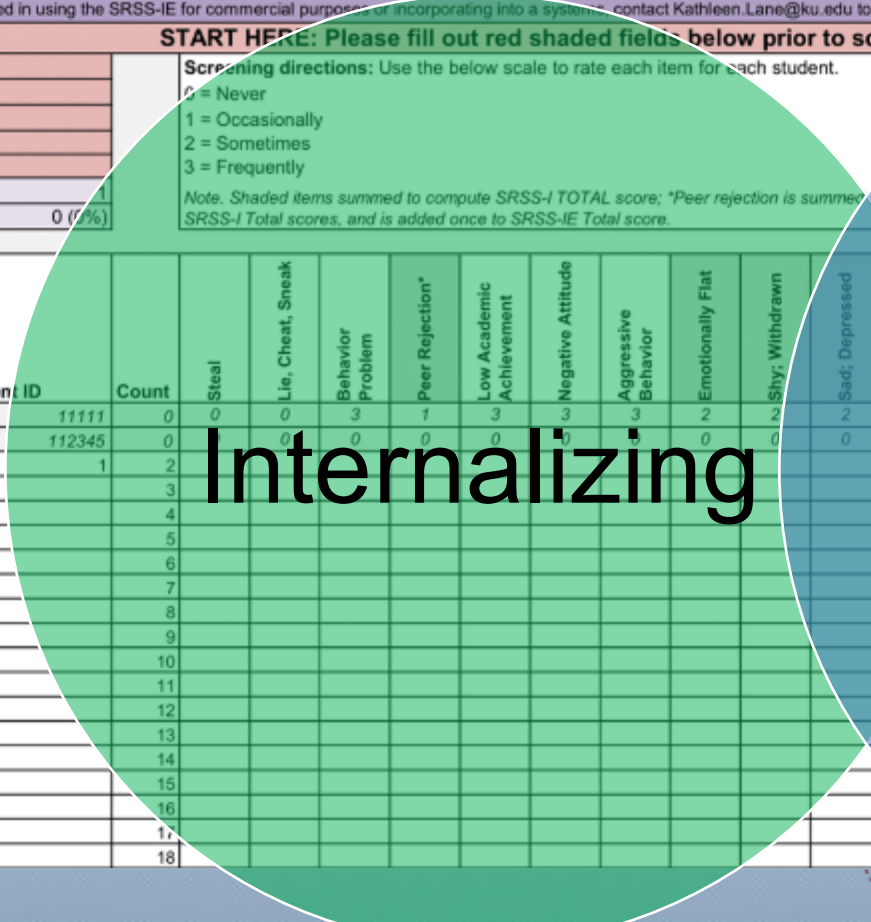
Teacher Name: _____
Date of screening: _____
Screening Course Name: _____
Screening Period Number: _____
Timepoint: _____
Students to be Screened: 1
Screenings Complete: 0 (0%)

Screening directions: Use the below scale to rate each item for each student.
 0 = Never
 1 = Occasionally
 2 = Sometimes
 3 = Frequently

Note: Shaded items summed to compute SRSS-I TOTAL score; *Peer rejection is summed in SRSS-E and SRSS-I Total scores, and is added once to SRSS-IE Total score.

Key:
 SRSS-E = Externalizing
 SRSS-I = Internalizing (shaded items)
 SRSS-IE = Full scale**
 Yellow = Moderate Risk | Red = High Risk
 **SRSS-IE Full Scale not recommended for decision-making at this time

Formula generated: Teacher Name	Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection*	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E Total	SRSS-I Total	SRSS-IE Total	Items Complete	Screening Status
Example: Adam Wallenburg	Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	10	22	12	Complete
Example: Adam Wallenburg	Example: Lane, Nathan	112345	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	12	Complete
		1	1	2																
				3																
				4																
				5																
				6																
				7																
				8																
				9																
				10																
				11																
				12																
				13																
				14																
				15																
				16																
				17																
				18																



SRSS-IE: Cut Scores

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

Elementary School Level:

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

Middle and High School Levels:

Lane, K. L., Oakes, W. P., Cartwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 43*(1), 271-294.



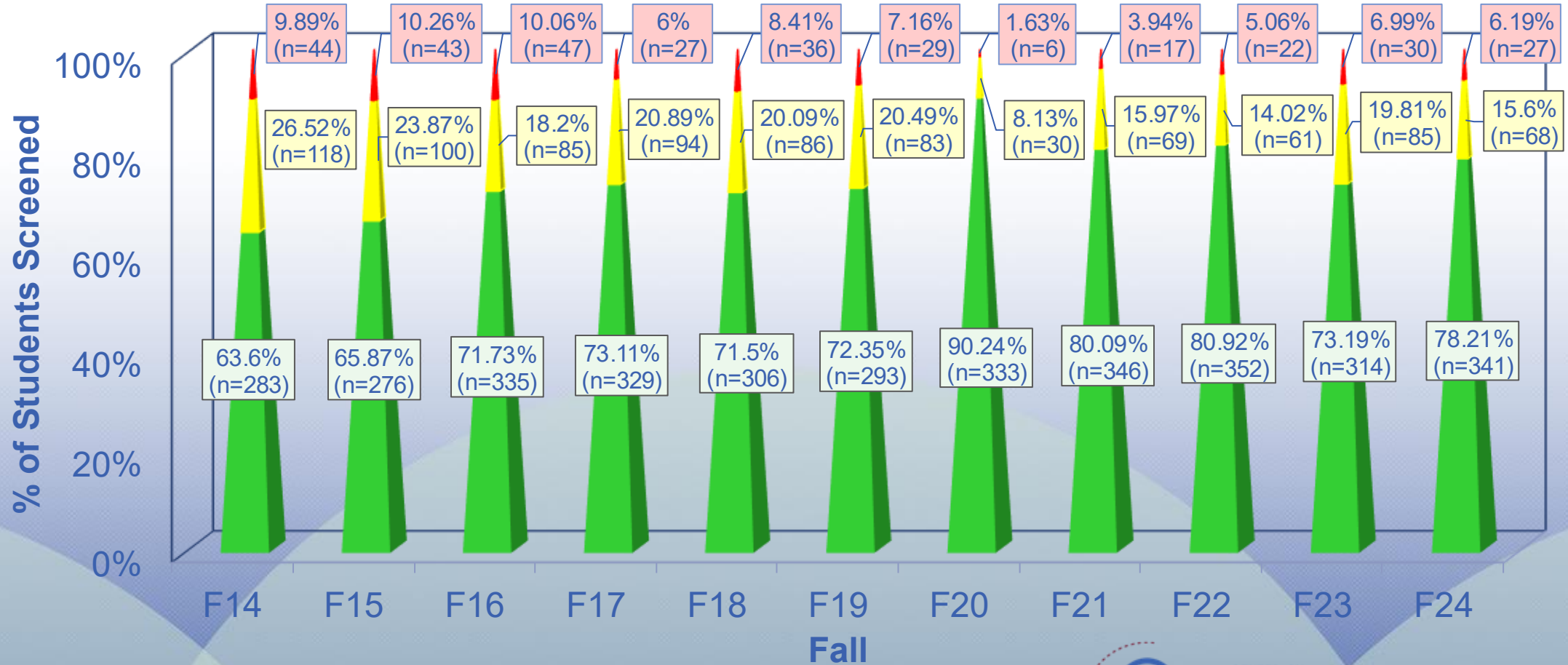
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Fall Over Time

SRSS-Externalizing Results – Elementary School Level (1 of 2)



■ Low Risk (0-3)
 ■ Moderate (4-8)
 ■ High (9-21)



Fall Over Time

SRSS-Internalizing Results – Elementary School Level (1 of 2)



■ Low Risk (0-1)
 ■ Moderate (2-3)
 ■ High (4-15)



Fall 2024

SRSS-Internalizing Results – Elementary School Grade Level

Grade Level	N Screened	Low <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

SRSS-IE Scores Predict Student Outcomes

Predictive Validity of Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools

Kathleen Lynne Lane¹, Wendy Peia Oakes², Emily D. Cantwell¹, Eric A. Common³, David J. Royer⁴, Melinda M. Leko¹, Christopher Schatschneider⁵, Holly Mariah Menzies⁷, Mark Matthew Buckman⁶, and Grant Edmund Allen¹

Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools

Kathleen Lynne Lane, PhD, BCBA-D¹, Wendy Peia Oakes, PhD², Emily D. Cantwell, M.Ed¹, David J. Royer, PhD¹, Melinda M. Leko, PhD¹, Christopher Schatschneider, PhD³, and Holly Mariah Menzies, PhD⁷

Predictive Validity of the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) Scores

Camara Gregory, MPH¹, Emily C. Graybill, PhD, NCSP¹, Brian Barger, PhD¹, Andrew T. Roach, PhD¹, and Kathleen Lane, PhD, BCBA-D²

Abstract

In this article, we examined predictive validity of SRSS-IE scores for use at the elementary school level. Results indicated that students with high levels of risk scores were more likely to have lower oral reading fluency scores, more nurse visits, and more days of internalizing behaviors. Educators should consider these scores as part of a comprehensive assessment system to identify students who may need additional supports. Many schools rely on discipline referrals, universal screening, and teacher-identified students at risk for ODR or suspension. As such, these students may go undetected in school settings. The Student Risk Screening Scale (SRSS-IE) is a universal behavior screener that identifies students at risk for ODRs. The Student Risk Screening Scale (SRSS-IE) was used for 1,201 elementary students in 3 elementary schools. SRSS-IE predicted ODRs, nurse visits, and course failures. However, internalizing scores (SRSS-IE) on the SRSS-IE may not be an effective data source for identifying students at risk for ODRs.

Keywords

systematic screening, externalizing, internalizing, ODRs, nurse visits, course failures, predictive validity.

Year End ODR Suspensions Nurse Visits Course Failures

Fall

Winter

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What is Behavior Screening?

What are features of systematic behavior screening?



Reliable and valid



Completed for ALL students



Conducted in Fall, Winter, and Spring

What are the benefits?



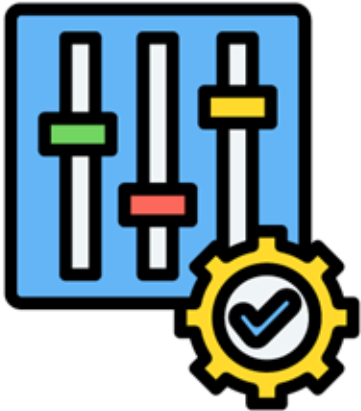
Data are used to shape instruction to meet students' multiple needs

What are the benefits?



Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1
Instruction



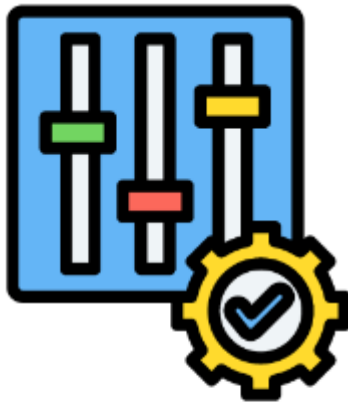
Identify opportunities for
teacher-delivered, low-
intensity strategies



Connect students to
Tier 2 and Tier 3
interventions

Using Academic and Behavior Screening Data

These academic and behavior screening data are then reviewed alongside other data collected as part of typical school practices (e.g., attendance, office discipline referrals, grades) to:



Inform Tier 1
Instruction



Identify opportunities for
teacher-delivered, low-
intensity strategies



Connect students to
Tier 2 and Tier 3
interventions

Systematic Screening Resources

PBIS Positive Behavioral Interventions & Supports

Resources to Support Systematic Screening in K-12 Schools

Systematic screening is a proactive way to identify students in a school who might be in need of additional support beyond what is offered at Tier 1 and to assess overall levels of student performance at the school. Resources have been developed for district leaders, educators, communities, and families who are involved in the screening process. Check out the comprehensive list of resources available on this web page!

Resources about universal behavior screening

Systematic Screening Tools: Universal Behavior Screeners A compilation of evidence screening tools used to assess behavior, social, and/or academic risk.	Screening Resources A list of presentations, videos, webinars, articles, and webinars.
Psychometric Properties of Behavior Screeners A list of presentations, videos, webinars, articles and webinars.	Webinars for Systematic Screening: Lessons Learned from Practitioners 3 Presentations from district leaders who shared their stories about screening and how to be the systematic screening process.

Lessons Learned from District and School-site Leaders Conducting Systematic Screening
Results of an online survey from three geographic regions across the United States.

Resources to inform the screening process

1. **Selecting a Universal Behavior Screener**
2. **Installing a Universal Screening Screener**
3. **Informing Universal Screening**

Resources for families and communities

Communicating with Your Community What does your district and school leadership team need to know?	The Values and Hopes of Suspicious, Fragility, and Overwhelm: The Families
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Lessons learned from implementing screening

Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level	Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level
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This document is a compilation of all resources available on the Systematic Screening website. It is intended to provide a comprehensive list of resources for district leaders, educators, communities, and families who are involved in the screening process. The information is provided for informational purposes only and does not constitute an endorsement of any specific product or service. The information is provided for informational purposes only and does not constitute an endorsement of any specific product or service. The information is provided for informational purposes only and does not constitute an endorsement of any specific product or service.

Selecting and Installing Behavior Screeners

Supports and Structures for Behavior Screening




Enhancing Ci3T Module 1.2
Ci3T Project ENHANCE Research Team

SCREEN Ci3T + ENHANCE

Selecting and Installing Behavior Screeners

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



Enhancing Ci3T Module 1.3
Ci3T Project ENHANCE Research Team

SCREEN Ci3T + ENHANCE

Resources for screening: PBIS.org...

Resources to Support Systematic Screening in K-12 Schools

Systematic screening is a proactive way to identify students in a school who might be in need of additional support beyond what is offered at Tier 1 and to assess overall levels of student performance at the school. Resources have been developed for district leaders, educators, communities, and families who are involved in the screening process. Check out the comprehensive list of resources available on pbis.org below!

Resources about universal behavior screening

<p>Systematic Screening Tools: Universal Behavior Screeners</p> <p>A compilation of various screening tools used to assess behavior, social, and/or academic risk.</p>	<p>Screening Resources</p> <p>A list of presentations, videos, webinars, articles and websites.</p>
<p>Psychometric Properties of Behavior Screeners</p> <p>A list of presentations, videos, webinars, articles and websites.</p>	<p>Guidance for Systematic Screening: Lessons Learned from Practitioners</p> <p>5 lessons learned from district leaders are shared for those already involved and new to the systematic screening process.</p>
<p>Lessons Learned from District- and School-site Leaders Conducting Systematic Screening</p> <p>Results of an online survey from three geographic regions across the United States.</p>	

Resources to inform the screening process

- Selecting a Universal Behavior Screening Tool**
- Installing a Universal Behavior Screening Tool**
- Interpreting Universal Behavior Screening Data**

Resources for families and communities

<p>Communicating with Your Community</p> <p>What does your district and school leadership team need to know?</p>	<p>The Whys and Hows of Screening: Frequently Asked Questions for Families</p>
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Lessons learned from implementing screening

<p>Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level</p>	<p>Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level</p>
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Prepared by Center for the Publication
 Mia S. Shattell, B. L., Laura E. A. S. Green, M. P., EdD, 2022. Resources to Support Systematic Screening. Center for PBIS, University of Oregon. www.pbis.org

The screenshot shows the pbis.org website. The main heading is "All Publications". A dropdown menu is open, listing various topics such as Bullying Prevention, Classroom PBIS, Coaching, Data-based Decision Making, Disability, District & State PBIS, Early Childhood PBIS, Equity, Family, High School PBIS, Juvenile Justice, Mental Health/Social-Emotional-Behavioral Well-Being, School PBIS, School-Wide, Opioid Crisis and Substance Misuse, Restraint/Seclusion, School Climate Transformation Grant (SCTG), Social skills, Special education, and School-Wide. Below the menu, there are sections for "TOPICS" and "KEYWORDS". A featured article titled "The Whys and Hows of Screening: Frequently Asked Questions for Families" is visible, with a "Download" button and a "PDF" label.

Resources about universal behavior screening

Systematic Screening Tools: Universal Behavior Screeners

A compilation of various screening tools used to assess behavior, social, and/or academic risk

Screening Resources

A list of presentations, videos, webinars, articles and websites



Psychometric Properties of Behavior Screeners



A list of presentations, videos, webinars, articles and websites

Guidance for Systematic Screening: Lessons Learned from Practitioners

5 lessons learned from district leaders are shared for those already involved and new to the systematic screening process

Lessons Learned from District- and School-site Leaders Conducting Systematic Screening

Results of an online survey from three geographic regions across the United States

Resources to inform the screening process

1

Selecting a Universal
Behavior Screening
Tool



2

Installing a Universal
Behavior Screening
Tool



3

Interpreting Universal
Behavior Screening
Data



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Resources to inform the screening process

1

Selecting a Universal Behavior Screening Tool



2

Installing a Universal Behavior Screening Tool



3

Interpreting Universal Behavior Screening Data



Resources for families and communities

Communicating with Your Community

What does your district and school leadership team need to know?



The Whys and Hows of Screening: Frequently Asked Questions for Families



Lessons learned from implementing screening

Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level



Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level

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Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

Shape Tier 1 Efforts



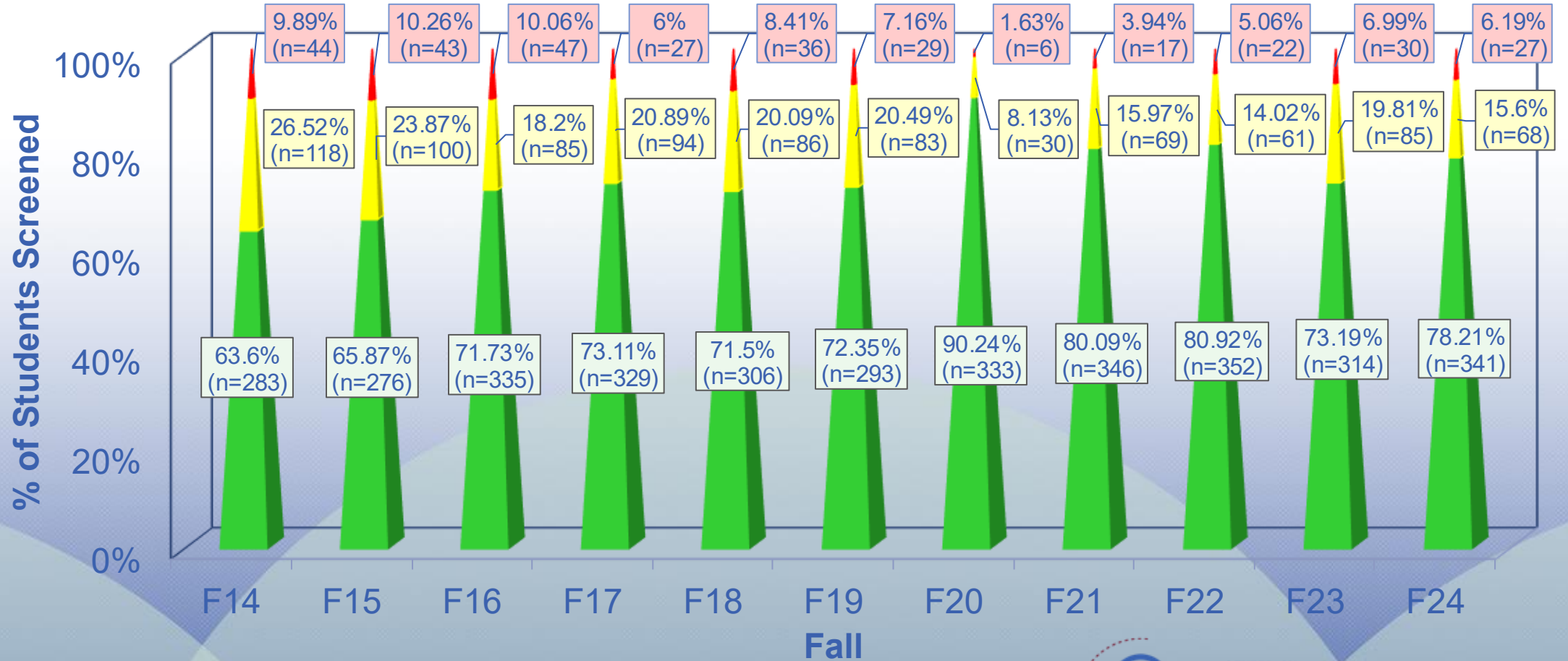
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Fall Over Time

SRSS-Externalizing Results – Elementary School Level (2 of 2)

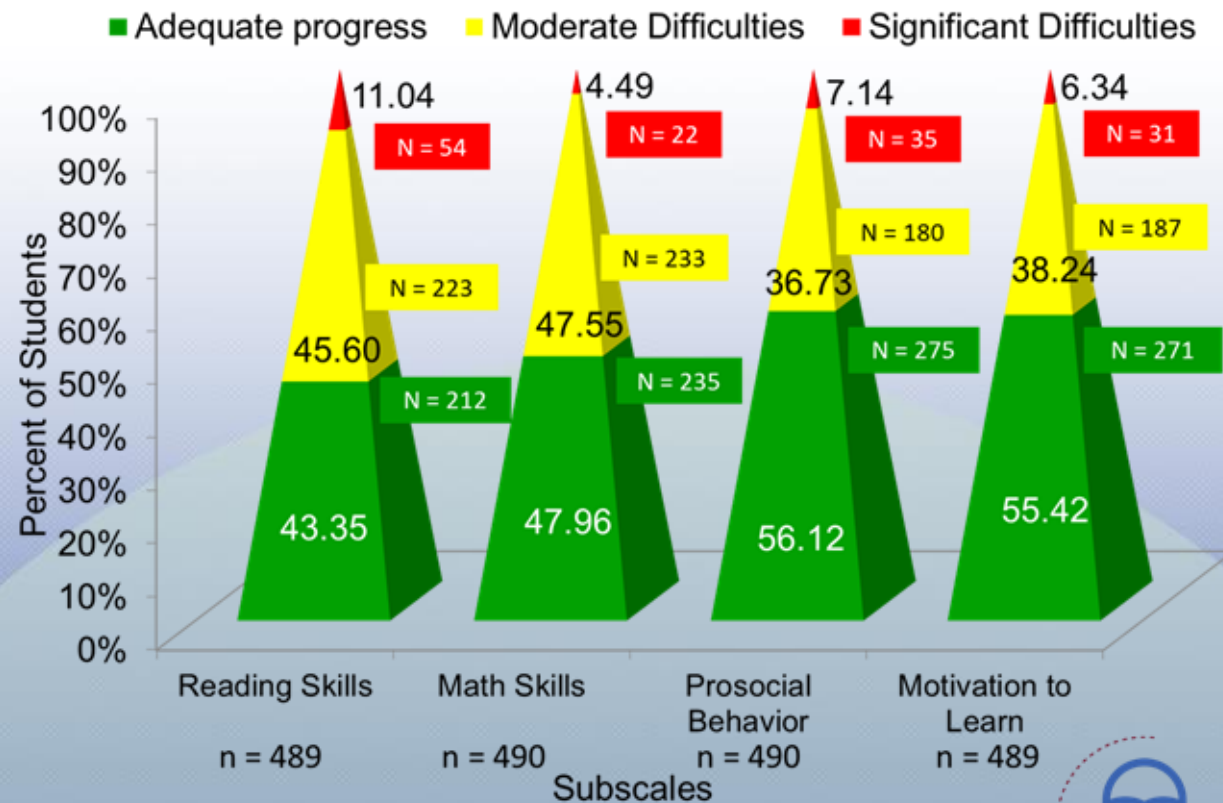


■ Low Risk (0-3)
 ■ Moderate (4-8)
 ■ High (9-21)

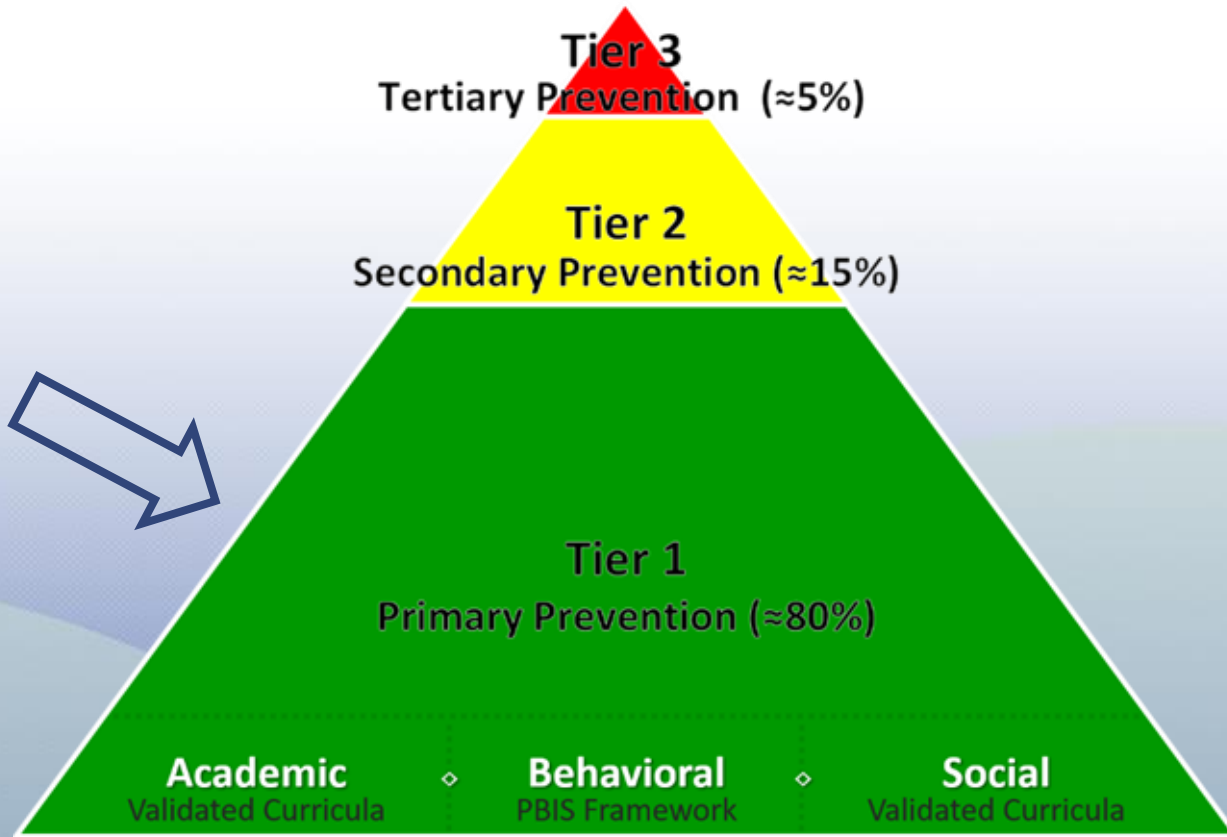


Data to Indicate a Focus on Tier 1: School Level

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



Ci3T Integrated Lesson Planning



Date:		Class:		Unit:								
Integrated Lesson Plan												
Topic	Standards	Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion	Differentiated Objectives	Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Pre-correction
Academic Objective(s)												
Social Skills Objective(s)												
Behavioral Expectation(s)												
Materials & Technology				Adapted or Assistive Technologies								
Opening Activity (Independent)				Instructional Choices								



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Date:

Class:

Unit:

Integrated Lesson Plan

Topic

Standards

Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
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Core Lesson Elements

Tier 1 (for all)

Equitable Access and Inclusion

Differentiated Objectives

Academic Objective(s)

Social Skills Objective(s)

Behavioral Expectation(s)

Teacher Reflection

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

Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Precorrection (PC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Met individual student plan for academic, social skill, and behavioral supports.

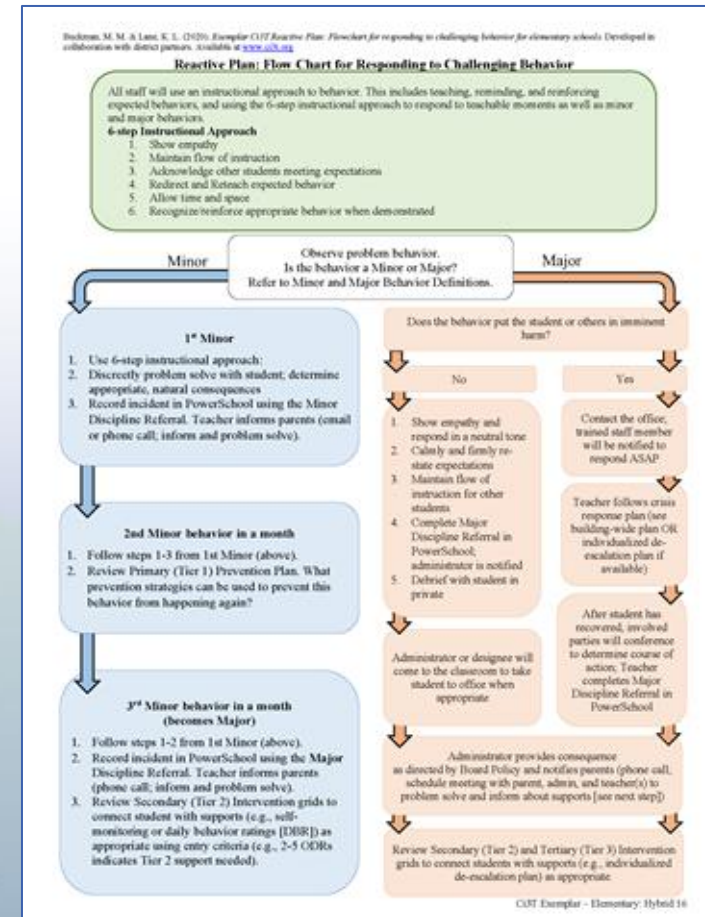
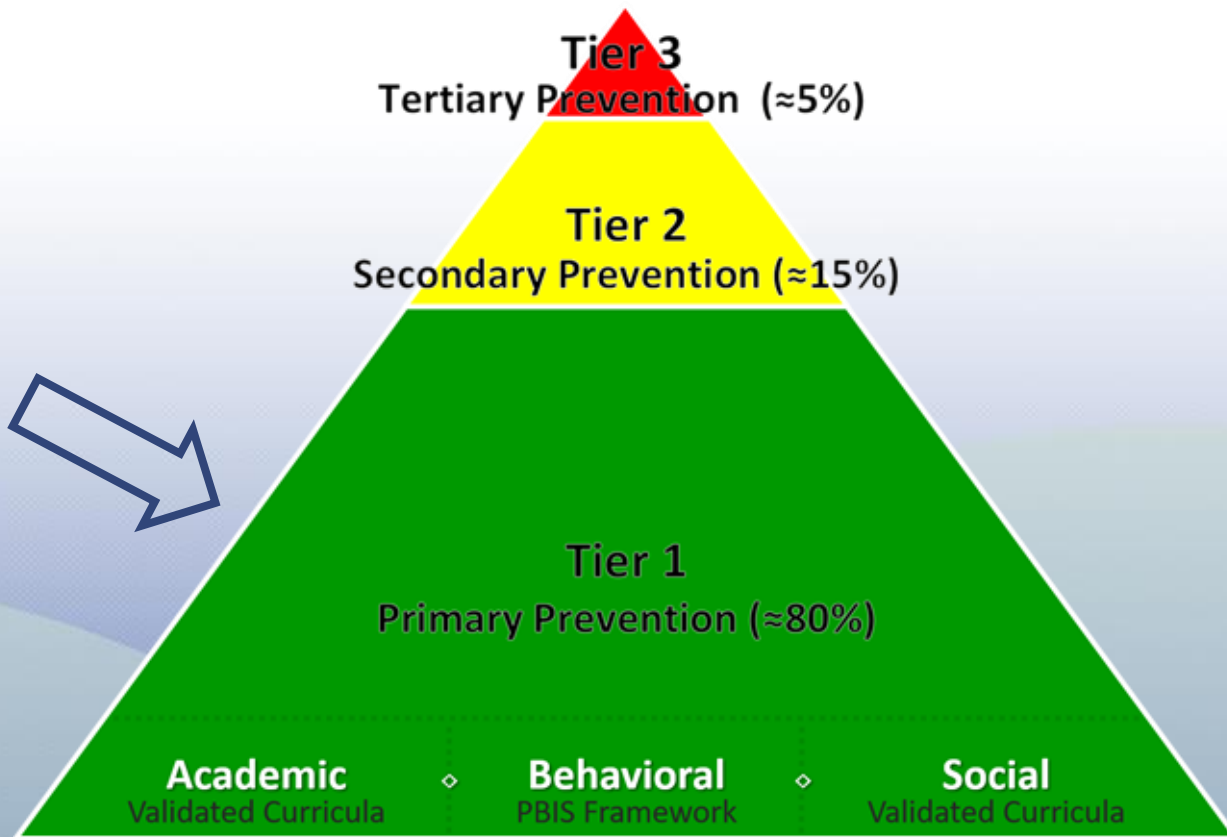
0 1 2 3

What went well?

What did not go as expected?

What would I change in the future?

A Focus on: Responding to Challenging Behavior



CI3T as a Structure to Create Positive, Productive, Safe Learning Environments

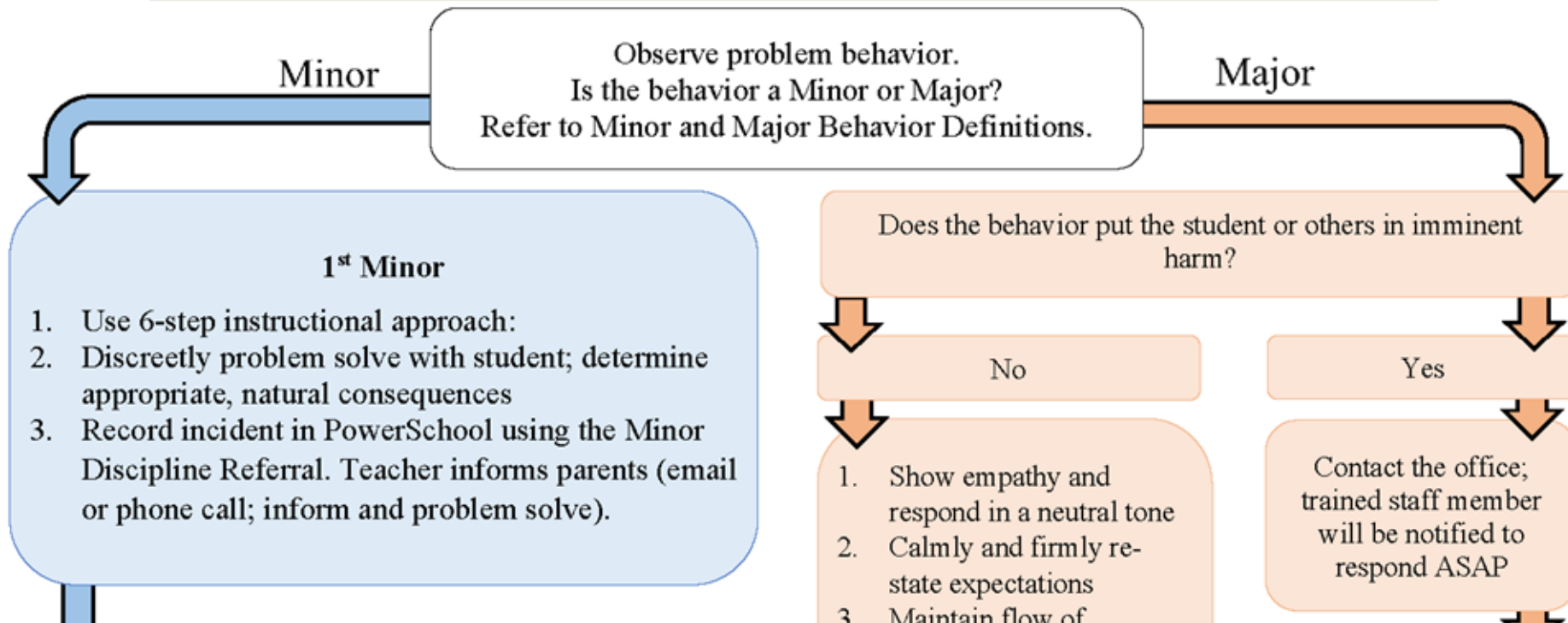
Buckman, M. M. & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

1. Show empathy
2. Maintain flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and Reteach expected behavior
5. Allow time and space
6. Recognize/reinforce appropriate behavior when demonstrated



6-Step Instructional Approach for Responding to Challenging Behavior

Step 1

Show empathy

Step 2

Maintain the flow of instruction

Step 3

Acknowledge other students meeting expectations

Step 4

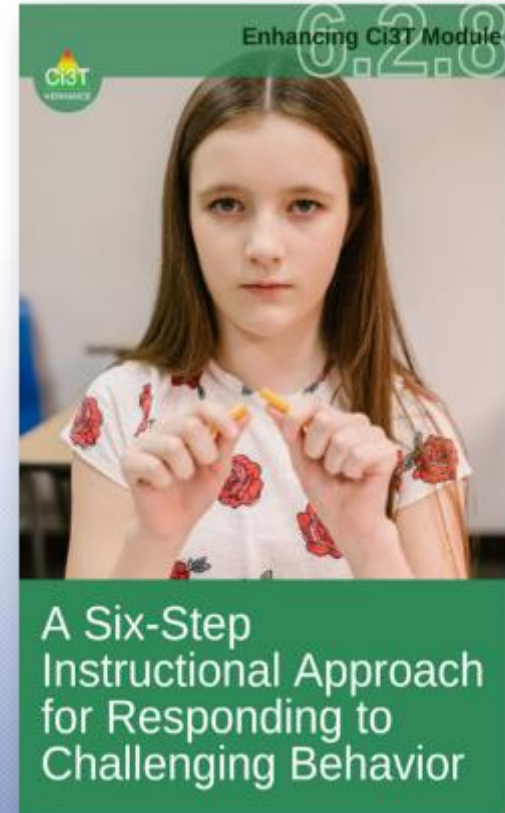
Redirect and reteach expected behavior

Step 5

Allow time and space

Step 6

Recognize and reinforce



Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

Empower Teachers with Low-Intensity Strategies

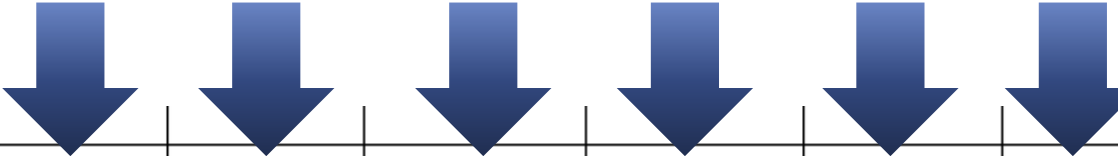


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Examining Academic and Behavioral Data



Teacher Name	R. Collins						
Date: December 2014							
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Well Below Average		9-21 High	4-15 High	6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0





Low-Intensity Teacher-Delivered Strategies

Area I: Academics Responsibilities

Faculty and Staff:

- Teach core programs according to district and state standards with integrity
- Use teacher-delivered, low-intensity strategies to support students' active engagement

Area II: Behavior Responsibilities

Faculty and Staff:

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

- Teach all setting Expectations the first week of school and Expectations (monthly).
- Display and model school expectations in classroom and other key settings.
- Implement the reactive process with integrity.

Area III: Social Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with

CI3T: Low-Intensity Teacher-Delivered Strategies



Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Active Supervision

Intentional, specific, and overt behaviors educators use such as:

- Establishing expectations
- Frequently scanning the context
- Engaging in positive interactions (verbal and nonverbal precorrections and prompts, listening and offering feedback as appropriate)
- Reinforcing desired behavior
- Correction or redirection (when needed)

In the classroom, you would notice the teacher is scanning the classroom, moving between students or groups, praising on-task behavior and correct work, providing feedback to fine tune understanding, using precorrection and prompts to prevent anticipating issues and minimize any potential challenges.



Low-Intensity Strategy	Franklin High School On-Site Expert
<p>Behavior-Specific Praise: Identifying the specific expectation the student met.</p> <ul style="list-style-type: none"> ○ “Niama, I noticed you outlined your paper and used the graphic organizer to draft your essay. Well done!” ○ “Justice, thank you for pushing in your chair to keep the walkway safe.” 	<ul style="list-style-type: none"> • Eric Common, Behavior Specialist • Mark Buckman, Special Education • Grant Allen, Parent Volunteer • Paloma Pérez-Clark, School Psychologist
<p>Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol.</p> <ul style="list-style-type: none"> ○ “Show me thumbs or thumbs down if...” ○ “Show me on your white board what...” ○ “Turn to your elbow partner and say...” ○ “All together now, what is...” 	<ul style="list-style-type: none"> • David Royer, Administration • Emily Cantwell, 12th Grade • Scarlett Lane, 11rd Grade • Mallory Messenger, Counselor
<p>Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation.</p> <ul style="list-style-type: none"> ○ “Ronaldo, our of our 3 learning objectives today, which would you like to work on first?” ○ “Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?” 	<ul style="list-style-type: none"> • Abbie Jenkins, 10th Grade • Scarlett Lane, 11th Grade • José Sousa, PE • Liane Johl, 9th Grade

Using Systematic Screening Data to Inform Instruction – Illustrations of Using Data to...

Connect Students to Tier 2 and Tier 3 Efforts



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Data Reporting: Integrated Data Dashboards (1)

Student ID	Last Name	First Name	Attendance		Nurse Visits	Behavior			Academic Screening										Notes
			Days Missed	Tardies		Office Discipline Referrals (Major)	Fail SRSS-Externalizing (SRSS-ET)	Fail SRSS-Internalizing (SRSS-IS)	Fail Oral Reading Fluency (%tile)	Fail Nonsense Word Fluency (%tile)	Fail Reading Comprehension (%tile)	Fail Vocabulary (%tile)	Fail Reading Composite (%tile)	Fail Reading Composite Risk Level	Fail Concepts & Applications (%tile)	Fail Mental Computation Fluency (%tile)	Fail Number Comparison Fluency (%tile)	Fail Math Composite (%tile)	
122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	96	LOW	57	68	68	65	LOW
122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	54	LOW	42	72	56	54	LOW
122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	21	MODERATE	47	96	14	67	LOW
122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	43	LOW	47	59	14	45	LOW
122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	42	LOW	26	38	14	21	MODERATE
122313	Watts	Deshaun	0	1	2	0	0	0	60	90	93	96	91	LOW	88	90	88	90	LOW
122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	79	LOW	62	74	14	62	LOW
122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	76	LOW	42	24	14	32	MODERATE
122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	80	LOW	80	99	98	95	LOW
122352	Cole	James	5	7	3	1	4	0	1	31	16	27	13	HIGH	8	38	34	6	HIGH
122363	Hill	Tyrez	2	0	1	0	1	0	48	76	84	75	72	LOW	88	92	14	86	LOW
122366	Shafte	Robert	5	2	6	0	12	5	1	42	8	5	3	HIGH	5	44	46	4	HIGH
122371	Flaherty	Julia	1	3	1	0	0	0	35	65	51	13	30	MODERATE	57	84	14	63	LOW
122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	27	MODERATE	22	91	76	55	LOW
122395	Xiao	Iy	0	1	3	0	1	0	24	76	51	27	34	LOW	47	84	56	63	LOW
122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	20	MODERATE	8	54	34	7	HIGH
122445	Bevins	William	3	2	6	1	13	3	78	96	56	49	61	LOW	88	93	97	94	LOW
122447	Reed	Fenton	3	0	2	0	0	0	27	94	56	49	46	LOW	88	99	68	93	LOW
122461	Greenwood	John	2	0	11	0	2	3	44	94	62	19	39	LOW	52	84	98	82	LOW
122581	Ferguson	Ada	2	1	4	0	0	0	68	85	96	96	94	LOW	88	96	14	88	LOW
122608	Dixon	James	1	1	4	0	0	0	63	72	72	61	66	LOW	62	80	51	69	LOW
122633	Martin	Reid	0	0	1	0	0	0	52	38	56	27	43	LOW	32	7	68	32	MODERATE
122643	Myers	Edith	4	11	1	0	0	0	66	22	62	19	45	LOW	32	38	14	27	MODERATE
122802	Perry	Lily	3	3	6	0	5	1	20	4	51	5	18	MODERATE	12	7	14	5	HIGH

attendance

behavior screening

academic screening

Tier 2 and Tier 3 Intervention Grids



Secondary (Tier 2) Intervention Grid

Self-monitoring

Elementary

Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	Behavior: <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p style="text-align: center;">AND/OR</p> Academic: <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <i>or</i> <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Progress report: Targeted for growth in academic enabling behaviors 	Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan Passing grades on progress reports Social Validity: <ul style="list-style-type: none"> • Intervention Rating Profile-15 (IRP-15; teacher and family) • Children's Intervention Rating Profile (CIRP) Treatment Integrity: Implementation & treatment integrity checklist	Behavior: <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) Academic: Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

Tier 2: Recognize. Relax. Record



Elementary Secondary (Tier 2) Intervention Grid

Recognize. Relax. Record.

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR) (Project ENGAGE)	<p>RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over the course of 15 lessons of 20-30 min each (RRR Instruction).</p> <ol style="list-style-type: none"> Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons). Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). RRR Ready-Go!: After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson). Optional Review: This lesson can be used as a booster lesson or following an extended break or absences from school (1 lesson). <p>The teacher provides a self-monitoring form for the student to use, and selects a time of day (RRR Rating Period) when the student could benefit from self-monitoring (see Record). Teachers collect data to monitor progress throughout the intervention using Direct Behavior Rating.</p>	<p>Behavior*</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-I5 score: Moderate (2-3), or <input type="checkbox"/> SRSS-I5 score: High (4-15) <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. <p>Grade Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> Third-, fourth-, or fifth-grade <p>*Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion</p>	<p>Student Performance</p> <p>Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by:</p> <ul style="list-style-type: none"> • RRR Teacher Recoding Form to measure engagement and internalizing behaviors • RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <p>Social Validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment Integrity</p> <ul style="list-style-type: none"> • RRR Implementation Checklist • RRR Treatment Integrity Checklist 	<p>Reduced internalizing behaviors as measured by the SRSS-I5 score: Low (1-2)</p> <p>Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level).</p> <p>Increased Engagement consistently meeting goal set (as measured by the DBR)</p>

Recognize. Relax. Record.

What is *Recognize. Relax. Record.*?

An intervention package containing three components:



- **Recognize:** identify thoughts and feelings related to being anxious
- **Relax:** manage anxious thoughts and feelings using relaxation strategies
- **Record:** self-monitor thoughts and feelings, use of relaxation strategies, and engagement (social or academic)

Resources to Support Screening



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Systematic Screening Resources (PBIS)

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Resources to Support Systematic Screening in K-12 Schools

Systematic screening is a proactive way to identify students in a school who might be in need of additional support beyond what is offered at Tier 1 and to assess overall levels of student performance at the school. Resources have been developed for district leaders, educators, communities, and families who are involved in the screening process. Check out the comprehensive list of resources available on pbis.org below!

Resources about universal behavior screening

Systematic Screening Tools: Universal Behavior Screeners A compilation of various screening tools used to assess behavior, social, and/or academic risk.	Screening Resources A list of presentations, videos, webinars, articles, and webinars.
Psychometric Properties of Behavior Screeners A list of presentations, videos, webinars, articles and webinars.	Guidance for Systematic Screening: Lessons Learned from Practitioners 3 lessons learned from district leaders are shared for those already screening and new to the systematic screening process.

Lessons Learned from District and School-Led Leaders Conducting Systematic Screening
 Reports of an online survey from three geographic regions across the United States.

Resources to inform the screening process

- Selecting a Universal Behavior Screener Tool
- Installing a Universal Behavior Screener Tool
- Informing Universal Behavior Screeners Tools

Resources for families and communities

Communicate with Your Community What does your district and school leadership team need to know?	The Whys and Hows of Screening: Frequently Asked Questions for Families
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Lessons learned from implementing screening

Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level	Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level
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The Whys and Hows of Screening: Frequently Asked Questions for Families

Educational systems continually grow and improve to meet the educational needs of students. Students bring diverse strengths and educational needs, and the expectation is that some students will need more instruction or support than others. **Tiered systems of support** are designed to meet students' educational needs in the areas of academics, behavior, and social and emotional well-being. Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. Screening data are used by teachers for promoting positive, productive, and safe school environments. While there are many approaches to screening, one approach is for teachers to independently complete a screening tool for all students within their classroom. These data are used with other information (e.g., attendance, nurse visits, office discipline referrals) so teachers can efficiently and effectively examine multiple sources of information to prevent learning and behavioral challenges from occurring and then respond effectively when difficulties do arise. Below we offer families and community members answers to some common questions about systematic behavior screening.

What is Systematic Behavior Screening?

Answer
 Systematic behavior screening is a proactive process often using a valid and reliable screening tool. Educators use screening data to inform decisions about appropriate supports for students at the earliest sign of concern. This process is similar to screening your child for potential hearing and vision concerns.

What is the purpose of systematic behavior screening?

Answer
 Screening data are one source of information to help teachers understand how well they are meeting students' educational needs—academically, behaviorally, and socially—through their tiered system of support. Educators use screening data along with other school data (e.g., nurse visits, attendance) to aid in the selection of additional academic, behavioral, or social supports for students.

How will behavior screening impact my child's instructional time?

Answer
 Your child's instructional time is not impacted by the use of behavior screening. Teacher-completed screeners are based on the teacher's experiences with your child. The teacher completes the screening tool independently based on their current knowledge of each student. Student time is not required unless your child's school is using a student-completed screening tool. In this case, you would receive additional information from your child's school about your child's participation. Your child's school might also be using

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Psychometric Properties of Behavior Screening Tools

Psychometric properties reflect the overall quality of behavioral screening tools. Understanding such concepts helps you select a behavioral screener that best fits your district or school context and provides accurate and valuable information for data-based decision-making. Some psychometric characteristics of screeners, and the questions they address, are listed below. Click the titles below to check detailed information at the National Center on Intensive Intervention (NCII) website.

Content Validity

Is there evidence to suggest the screener measures the behavior of interest?
 Select a screener that experts in the field agree meaningfully assesses the behaviors of interest (e.g., internalizing, externalizing). Content Validity provides the evidence needed to make this decision.

Convergent Validity

Is there information to specify whether the results from the screening tool are highly correlated with those from other well-established screening tools?
 Newly designed behavior screening tools are compared with other criterion screeners to establish convergent validity. You will have more confidence in the validity of the screener if outcomes suggest strong correlation with another well-established behavior screening tool.

Internal Consistency

Do the screening items appear to measure the same construct by showing strong correlations with each other (are they internally consistent within a construct)?
 Choose a screener whose items will provide consistent and useful information about student behavioral needs. High internal consistency indicates the items are highly correlated and measure a similar construct.

Inter-Rater Reliability

Will different teachers rate the same student similarly using the screening tool?
 Choose a screening tool with high inter-rater reliability to increase your confidence that different teachers will provide consistent ratings on the same student.

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Enhancing Ci3T Modules

- 40+ free-access professional learning modules available at ci3t.org/enhance
- Topic areas:
 - Serving as a Ci3T Leader
 - Selecting and Installing Behavior Screeners
 - Primary (Tier 1) Prevention efforts
 - Low-intensity, Teacher-delivered Strategies
 - Implementing Secondary (Tier 2) Strategies
 - Implementing Tertiary (Tier 3) Strategies
 - Foundational Knowledge




Ci3T EMPOWER Sessions

- Free-access, standalone professional learning sessions for any interested person (implementers, community members)
- Content focused on building knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being needs

Ci3T Project EMPOWER + Professional Learning Series 2025-2026

Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team

Audience: This professional learning series is offered at no charge to preK-12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic methods of looking for and assisting students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being learning needs in the context of a Comprehensive, Integrated, Tiered (Ci3T) Model of Prevention.



Register here or scan the QR code →
In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can also register there to earn professional learning credits.

Expectations: Each online 2-hr session includes interactive whole-group instruction and small-group breakout discussion time. Please come prepared to engage with presenters and fellow educators via Zoom chat and working audio/video technology (e.g., able to have your webcam on, type in Zoom chat, join small-group discussions with microphone).

BCBAs: This professional learning series also covers behavior analytic content to meet requirements for Board Certified Behavior Analysts (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr and meet expectations above to earn two (2) learning CEUs per session, at no cost.

Location: Zoom **Cost:** Free **Learn more information about Ci3T:** ci3t.org

Date	Session Description
September 24, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	Starting Strong: Effective Tier 1 Practices for Educators We focus on Tier 1 strategies to start the year strong, including how to provide integrated instruction across academic, behavior (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from faculty and staff including treatment integrity (how well the plan is in place) and social validity (views about the plan's goals, procedures, and outcomes). Learn how to begin the year headed toward sustainable, high-fidelity implementation of your schoolwide plan!
October 08, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	From Data to Action: Using Systematic Screening to Inform Instruction We describe how systematic academic and behavior screening occurs within tiered models of prevention to inform instruction for students and professional learning for adults. Learn how to use systematic screening data alongside other data collected as part of regular school practices to (a) inform instruction at Tier 1, (b) empower teachers with low-intensity strategies (e.g., instructional choice), and (c) connect students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional assessment-based interventions) supports.
November 18, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	Ci3T in Action: Integrated Lesson Planning for Enhanced Instruction We introduce a practical tool—the Ci3T Integrated Lesson Plan—designed to support teachers in setting the stage for students to be productively engaged across academic, behavior, and social domains. We will move from planning to practice,

[Sign-up at ci3t.org/pl](http://ci3t.org/pl)



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Let's talk! Screening to Inform Instruction



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