B4: Systematic Screening …
The Practicalities of Using Screening Data to Inform Instruction

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**Topic:** Data-based decision making

**Key words:** Screening, Behavior, Tier 1
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>❧ Use a shared action plan for your team</td>
<td>❧ Post positive on-topic comments</td>
<td>❧ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>❧ Complete session evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>❧ Limit distractions</td>
<td>❧ Use inclusive language</td>
<td>❧ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>❧ Follow up on your assigned action items</td>
<td></td>
<td>❧ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>❧ Take movement breaks</td>
<td>❧ Engage in productive dialogue</td>
<td>❧ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>❧ Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>❧ Ensure Files Tab has current materials and related weblinks</td>
<td>❧ Monitor and remove inappropriate comments</td>
<td>❧ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants
Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants
Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls.
   Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted
Tips for Participants
Be careful of accidently navigating away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants
Support is Available

If at any time you need support as a participant, use the Help Desk:
Objectives of Today’s Session

1. Learn about the practicalities of screening to inform instruction
2. Describe the role of screening in shaping instruction at each level of prevention
3. Consider systematic screening in COVID-19 era
4. Learn about considerations at the district and school level
Systematic Screening

Systematic Screening: Considerations and Commitment to Continued Inquiry
We are fielding questions coming from across the United States about systematic screenings designed to detect students with initial signs of internalizing (e.g., extremely shy, anxious, and/or social withdrawn) and externalizing (e.g., noncompliant, aggressive, and/or defiant) behavior patterns. These data are used to plan positive instructional experiences, moving away from previous wait-to-fail approaches. We have provided guidance for selecting, installing, and using screening data within Comprehensive, Integrated, Three-Tiered (Ci3T) models of prevention on the page below and now, respectfully offer these considerations. Our sincere thanks to our trusted partners for engaging in this important inquiry with us for more than 15 years to date. — September 9, 2020

Screening Guidance in the COVID-19 Era

Considerations for Systematic Screening in the COVID-19 Era

Screening Protocols

Guidelines

Systematic Screening in the COVID-19 era

Considerations

- Continue screening and engage in professional learning opportunities.
- Use multiple sources of data to inform instruction.
- Screen responsibly.

Screening Protocols

STUDENT RISK SCREENING SCALE: INTERNALIZING (SRSS-I)
SETTING UP TO SCREEN IN YOUR DISTRICT

- Download MS-Word format (24 MB)
- Download PDF format (503 KB)

STUDENT RISK SCREENING SCALE: EXTERNALIZING (SRSS-E)
SITE-LEVEL, COACHING PROTOCOL

- Download MS-Word format (23 KB)
- Download PDF format (301 KB)

Screen responsibly. It is critical to consider the additional 3-min protocol and guide reports and respond to concerns in a timely manner.

If you screen, you must have a plan to intervene.

Guidelines

- All students
- 3-year cycle
- Teacher-completed

Fall - Winter - Spring

C3T.ORG/COVID
Thank you for your commitment

Shift to a systems level perspective

Internalizing

Externalizing

ED <1%

EBD 12-20%

Agenda

• The Practicalities of Screening to Inform Instruction
• The Role of Screening In Shaping Instruction
  o At Tier 1: Primary Preventions Efforts
  o At all Tiers: Teacher-delivered Strategies
  o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• A Look at Screening from the District Level
• A Look at Screening from the School-site Level
• Planning for Next Steps
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
Responding to COVID-19

At this time of uncertainty, with many schools closed due to the COVID-19 outbreak, the Ci3T Strategic Leadership Team and Ci3T Research Team are developing materials to support educators and families as we transition to a world of online and continuous learning. Our goal is to provide resources to assist you in using your Ci3T structures to facilitate positive, productive environments for students, families, educators, and administrators during the COVID-19 crisis. In the accordion below we will be uploading a series of brief practice guides that we hope you will find useful. Feel free to share these materials with fellow educators and families. We are sending positive thoughts to all our partners, colleagues, and the students you so tirelessly support.

With respect,
The Ci3T Strategic Leadership Team & Ci3T Research Team

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**Note:** This adapted exemplar provides an illustration of using Ci3T to support in-person and remote instruction at the elementary school level.

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.
Social Component: Examples of Schoolwide Programs

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

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

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**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.

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### Second Step® Elementary 2020–2021
**Suggested Implementation Plan At-a-Glance**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Activities</strong></td>
<td>Review Second Step Remote Class Meeting Guide</td>
<td>Review Second Step Remote Adaptaion Guide</td>
<td>Complete Units 1–3 of the Second Step SEL for Adults Resilience During Crisis Module</td>
<td>Complete Units 1–3 of the Second Step SEL for Adults Resilience During Crisis Module</td>
</tr>
<tr>
<td><strong>Remote Learning</strong></td>
<td>Community Building with Activities from the Second Step Remote Class Meeting Guide</td>
<td>Teach Second Step Lessons in Order</td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
</tr>
<tr>
<td><strong>Student Activities</strong></td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
</tr>
<tr>
<td><strong>Remote Learning</strong></td>
<td>Second Step Community Rebuilding Utikirs the Resource Library for library</td>
<td>Teach Second Step Lessons in Order</td>
<td>Teach Second Step Lessons in Order</td>
<td>Teach Second Step Lessons in Order</td>
</tr>
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<td><strong>Student Activities</strong></td>
<td>Supplement with Second Step SEL for Adults Module student activities</td>
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<td>Supplement with Second Step SEL for Adults Module student activities</td>
</tr>
</tbody>
</table>

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**Link to grade level instructional schedules**

**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 Professional Learning Series

Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)

Session 1: 2 hours
• Ci3T model overview

Session 2: Full day
• Building the primary prevention plan

Session 3: 2 hours
• How to monitor the plan
• Student team members attend

Session 4: Full day
• Building Tier 2 supports

Session 5: 2 hours
• Building Tier 3 supports
• Student team members attend

Session 6: Full day
• Preparing to implement

Implementation

Homework
Share overview with faculty and staff; Build reactive plan

Homework
Finalize and share expectation matrix and teaching & reinforcing components

Homework
Share screeners; Complete assessment schedule

Homework
Share Ci3T plan; Complete PIRS; Complete secondary grid

Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form
## Ci3T Primary Plan: Roles and Responsibilities

### School's Ci3T Primary (Tier 1) Plan

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### School-Wide Expectations

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Expectation Matrix*

### Area I: Academic Responsibilities

#### Students:

- [ ]

#### Faculty and Staff:

- Teach core program(s) and/or district standards with fidelity:
  1. [ ]
  2. [ ]
  3. [ ]

### Area II: Behavior Responsibilities

#### Students:

- [ ]

#### Faculty and Staff:

- Teach setting lessons according to school schedule:
  1. [ ]
  2. [ ]
  3. [ ]

### Area III: Social Skills Responsibilities

#### Students:

- [ ]

#### Faculty and Staff:

- Teach core program(s) with fidelity:
  1. [ ]
  2. [ ]
  3. [ ]

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**all stakeholder groups**
### Ci3T Primary Plan: Procedures for Teaching

<table>
<thead>
<tr>
<th>Area I: Academics Responsibilities</th>
<th>Area II: Behavior Responsibilities</th>
<th>Area III: Social Skills Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty and Staff:</strong></td>
<td><strong>Faculty and Staff:</strong></td>
<td><strong>Faculty and Staff:</strong></td>
</tr>
<tr>
<td>Teach core programs according to district and state standards with fidelity.</td>
<td>Implement the Positive Behavioral Intervention Plan.</td>
<td>Maintain a safe and supportive learning environment.</td>
</tr>
<tr>
<td>- English Language Arts</td>
<td>- Display and model school-wide expectations in classrooms and other key settings.</td>
<td>- Provide meaningful and appropriate practice opportunities.</td>
</tr>
<tr>
<td>- Differentiate instruction to meet the needs of all students.</td>
<td>- Be consistent with expectations and behavior-specific praise and consequences.</td>
<td>- Provide feedback in a timely manner to students and parents.</td>
</tr>
<tr>
<td>- Provide meaningful and appropriate practice opportunities.</td>
<td>- Ensure students engage in active learning experiences.</td>
<td>- Conduct report cards and assessments.</td>
</tr>
<tr>
<td>- Provide feedback in a timely manner to students and parents.</td>
<td>- Develop and implement a behavior intervention plan.</td>
<td>- Maintain confidentiality of student information.</td>
</tr>
</tbody>
</table>
| - Conduct report cards and assessments. | - Use a positive response to initial indicators of not meeting expectations. | Note: We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.
**Integrated Lesson Plan**

**Topic**

**Standards**

**Core Lesson Elements**

<table>
<thead>
<tr>
<th>Academic Objective(s)</th>
<th>Tier 1 (for all)</th>
<th>Equitable Access and Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Social Skills Objective(s)**

<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>Precorrection (PC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<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>

**Behavioral Expectation(s)**

<table>
<thead>
<tr>
<th>Implementation: 0=not at all, 1=limited, 2=partial, 3=full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met individual student plan for academic, social skill, and behavioral supports.</td>
</tr>
</tbody>
</table>

**Teacher Reflection**

- What went well?
- What did not go as expected?
- What would I change in the future?
Mr. B's PRIDE Ticket Form

Who do you want to receive a [enter name of ticket]?

- [ ] Aldo Alderson
- [ ] Betsy Brown
- [ ] Carla Cane
- [ ] Donald Darby
- [ ] Edmund Ellington
Virtual Learning Incentives

FREE Incentives:

- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc.
  (check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student’s name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)

Personalized stickers in See Saw (2nd grade has been using this)
Essential Components of Primary Prevention Efforts

- Systematic Screening
  - Academic
  - Behavior
- Treatment Integrity
- Social Validity
## Secondary 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>Behavioral Club</td>
<td>Students identify behaviors that are not aligned with their academic and social goals.</td>
<td></td>
<td>Weekly progress reports for all student and staff academic behaviors.</td>
<td>Placing students in appropriate academic/commercial settings</td>
</tr>
<tr>
<td>BIP (Check In - Check Out)</td>
<td>Students check in and out with appropriate school expectations.</td>
<td></td>
<td>Treatment integrity: Ensures that students are appropriately addressed.</td>
<td>Students are monitored for improved attendance.</td>
</tr>
<tr>
<td>Lunch Bunch Social Skills Club</td>
<td>Students participate in group activities that promote social skills.</td>
<td></td>
<td>Treatment integrity: Ensures that students are appropriately addressed.</td>
<td>Social validation: Students are monitored for improved attendance.</td>
</tr>
<tr>
<td>Instructional Choice</td>
<td>Instructional choices include intervention activities that allow students to choose the type of task they complete.</td>
<td></td>
<td>Treatment integrity: Ensures that students are appropriately addressed.</td>
<td></td>
</tr>
<tr>
<td>Behavior Contracts</td>
<td>A written agreement between the student and teacher that specifies the consequences of behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Students monitor their academic and social behaviors and set goals to improve their performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

#### Tertiary Intervention Grids

<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>Functional Assessment-Based Intervention</td>
<td>A functional assessment is completed to develop an individualized intervention plan. Functional assessment reviews of student records, interviews, teacher reports, student and direct observation of the target behavior, SSIS Rating System, Functional assessment information is placed in the function matrix (Umberst, Ferro, Lindqvist, &amp; Lane, 2007). The Decision Tree Model (Umberst et al., 2007) is used to determine the method of the intervention. Intervention component categories: (A) emphasis, (B) resistance, (C) reinforcement, and (D) extinction.</td>
<td>Academic Progress Report with 2 or more areas of concern OR. Below grade level in reading or math AND Behavior: More than six office discipline referrals in the previous year AND OR SSIS-HI High Risk.</td>
<td>Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-B-C intervention tactics completed daily with 50% of sessions observed by another educator.</td>
<td>The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior continues without intervention.</td>
</tr>
</tbody>
</table>

#### Functional Assessment-Based Intervention

- **Description:**
  - A functional assessment is completed to develop an individualized intervention plan.
  - Functional assessment reviews of student records, interviews, teacher reports, student and direct observation of the target behavior, SSIS Rating System, Functional assessment information is placed in the function matrix (Umberst, Ferro, Lindqvist, & Lane, 2007). The Decision Tree Model (Umberst et al., 2007) is used to determine the method of the intervention. Intervention component categories: (A) emphasis, (B) resistance, (C) reinforcement, and (D) extinction.

#### Tertiary Intervention

- **Description:**
  - Lindamood Phoneme Sequencing®: Individual instruction with reading specialist; 30 min per day; 5 days per week.
  - Direct instruction in decoding and blending sight words, use of context clues.
  - Computer supported practice.
  - Addressing reading outcomes: alphabetics and reading fluency.

- **Data to Monitor Progress:**
  - Academic reading proficiency at or above grade level.
  - Behavior (consider) SSIS-HI Moderate or High Risk on screening OR Two or more office discipline referrals, indicating concerns with peer interactions.

- **Exit Criteria:**
  - Student measures: AIMSweb Reading CMI, weekly progress toward end of year grade level target.
  - Treatment integrity: Daily checklist completed by reading specialist, observed by teacher or assistant periodically.
  - Social validity: Student and teacher-completed surveys.

- **Tertiary (Tier 3) Intervention Grids**
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
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools

<table>
<thead>
<tr>
<th>DATE:</th>
<th>TEACHER NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Steal</th>
<th>Lie, Cheat, Steal</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Styd. Withdrawn</th>
<th>Sad, Depressed</th>
<th>Anxious</th>
<th>Loney</th>
<th>SRSS TOTAL</th>
<th>SRSS-I TOTAL</th>
<th>SRSS-IE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Middle and High Schools

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Steal</th>
<th>Lie, Cheat, Sneak</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Shy, Withdrawn</th>
<th>Stated Depressed</th>
<th>Lonely</th>
<th>SRSS-IE TOTAL</th>
<th>SRSS-I TOTAL</th>
<th>SRSS-IE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Example: Lane, Scarlett</td>
<td>112341</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
## 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>
<tr>
<td>SRSS-I5</td>
<td>SRSS-E7</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 1-7</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-8 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>9-21 = high risk</td>
</tr>
<tr>
<td>SRSS-I6</td>
<td>SRSS-I6</td>
</tr>
<tr>
<td>Items 4, 8-12</td>
<td>Items 4, 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-5 = moderate risk</td>
<td>4-5 = moderate risk</td>
</tr>
<tr>
<td>6-18 = high risk</td>
<td>6-18 = high risk</td>
</tr>
</tbody>
</table>

Elementary School Level:

Middle and High School Levels:
Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

Screening Time Point

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

% of Students Screened

- F14: 69.25% Low Risk, 4.56% Moderate, 5.25% High
- F15: 23.82% Low Risk, 9.97% Moderate, 17.59% High
- F16: 6.93% Low Risk, 4.56% Moderate, 5.25% High
- F17: 3.96% Low Risk, 11.88% Moderate, 15.77% High
- F18: 3.79% Low Risk, 4.56% Moderate, 5.25% High

Sample Elementary School Fall
Sample Elementary School Fall
SRSS-I5 (internalizing) Results - All Students

Screening Time Point

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

% of Students Screened

- N = 72
- N = 85
- N = 204
- N = 289
- N = 261
- N = 231
- N = 248

N = 24

F14: 56.51%
F15: 82.34%
F16: 80.56%
F17: 76.24%
F18: 78.23%
### Fall 2018

#### SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>51 (87.93%)</td>
<td>6 (10.34%)</td>
<td>1 (1.72%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>40 (76.92%)</td>
<td>8 (15.38%)</td>
<td>4 (7.69%)</td>
</tr>
<tr>
<td>2nd</td>
<td>61</td>
<td>51 (83.61%)</td>
<td>6 (9.84%)</td>
<td>4 (6.56%)</td>
</tr>
</tbody>
</table>
Student Risk Screening Scale Fall 2004 – 2012 Middle School

Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. Preventing School Failure, 58, 143-158. doi: 10.1080/1045988X.2014.893978 [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.]
### Middle School

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
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<tr>
<td></td>
<td>Low $(n = 422)$</td>
<td>Moderate $(n = 51)$</td>
</tr>
<tr>
<td></td>
<td>$M$ (SD)</td>
<td>$M$ (SD)</td>
</tr>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
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<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

(Lane, Parks, Kalberg, & Carter, 2007)
## Screening Data: High School Years 1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall SRSSIE-I</th>
<th>Fall SRSSIE-E</th>
<th>Winter SRSSIE-I</th>
<th>Winter SRSSIE-E</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Low</td>
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<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>89.56%</td>
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<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>91.29%</td>
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<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>92.22%</td>
</tr>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>87.25%</td>
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<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>86.14%</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>88.79%</td>
</tr>
</tbody>
</table>
Agenda

• The Practicalities of Screening to Inform Instruction

• The Role of Screening In Shaping Instruction
  o At Tier 1: Primary Preventions Efforts
  o At all Tiers: Teacher-delivered Strategies
  o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts

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• A Look at Screening from the School-site Level

• Planning for Next Steps
Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

Subscales:
- Reading Skills
- Math Skills
- Prosocial Behavior
- Motivation to Learn

- Significant Difficulties
- Moderate Difficulties
- Adequate progress

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.]
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• A Look at Screening from the School-site Level

• Planning for Next Steps
### Examining Academic and Behavioral Data: Elementary School Level

<table>
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<tr>
<th>Teacher Name</th>
<th>R. Collins</th>
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<tbody>
<tr>
<td>Date</td>
<td>December 2014</td>
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<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-E7 Internalizing (Preliminary)</th>
<th>ODR</th>
<th>Total Days</th>
<th>Absent</th>
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<tr>
<td>Alley, Allison</td>
<td>2310</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>0</td>
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<tr>
<td>Atwell, J’Monte</td>
<td>2013</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Bonds, Peter</td>
<td>2031</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Booker, Abbie</td>
<td>2001</td>
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<td>0</td>
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<td>1</td>
<td>3</td>
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<td>Cartwright, Ashley</td>
<td>2152</td>
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<td>3</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>8</td>
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<td>Cox, Lucille</td>
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<td>3</td>
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<td>10</td>
<td>0</td>
<td>8</td>
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<tr>
<td>Hankins, Erin</td>
<td>2017</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td>Julius, O’Tam</td>
<td>2132</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>7</td>
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<tr>
<td>Justice, Jesse</td>
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<td>3</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Ochoa, Kelly</td>
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<td>0</td>
<td>5</td>
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<tr>
<td>Parker, Stephanie</td>
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<tr>
<td>Paul, Timothy</td>
<td>2010</td>
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<td>3</td>
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<td>0</td>
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<tr>
<td>Reed, Kendra</td>
<td>2022</td>
<td>3</td>
<td>0</td>
<td>16</td>
<td>2</td>
<td>23</td>
<td>3</td>
<td></td>
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<tr>
<td>Toms, Blake</td>
<td>2018</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
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<tr>
<td>Wellington, Jasper</td>
<td>2215</td>
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<td>3</td>
<td>14</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

Professional Learning

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP) Check In - Check Out (CICO)
- Behavior-Specific Praise (BSP)
- Direct Behavior Rating (DBR)
- High-P Request Sequence (HIGH-P)
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond (OTR)
- Pre-correction
- Repeated Readings
- Self-Monitoring
Agenda

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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%)

Secondary (Tier 2) Intervention Grids

Academic
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula

Validated Curricula
PBIS Framework
Validated Curricula
(Lane, Kalberg, & Menzies, 2009)
<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>Self-monitoring</td>
<td>Strategy implemented by student and teacher to improve academic performance (completion/accuracy), academic behavior, or other target behavior.</td>
<td><strong>Behavior:</strong> □ SRSS-E7 score: Moderate (4-8) or □ SRSS-E7 score: High (9-21) or □ 2 or more office discipline referrals (ODR) or □ Skyward: 2 or more missing assignments</td>
<td>Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan)</td>
<td>SRSS-E7 score: Low (1-3)</td>
</tr>
</tbody>
</table>
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

### 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>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>A functional assessment is completed to develop an individualized intervention plan. Functional assessment reviews of student records, interviews, teacher-parent-student observations of the target behavior; SSIS Rating System. Functional assessment information is placed in the function matrix (Umbreit, Perros, Linquist, &amp; Lane, 2007). The Decision Model (Inn et al., 2007) is used to determine the method of intervention.</td>
<td>Academic Progress Report with 2 or more areas of concern OR. Below grade level in reading or math AND Behavior: More than six discipline referrals in the previous school year AND OR SSIS IE High Risk</td>
<td>Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-B-E intervention tactic completed daily with 15% of sessions observed by another educator (social validity).</td>
<td>The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.</td>
</tr>
<tr>
<td>Lindamood Phoneme Sequencing®</td>
<td>Individual instruction with a reading specialist, 30 min per day; 5 days per week. Direct instruction in decoding and blending, sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabetics and reading fluency.</td>
<td>Academic reading proficiency at 2 or more grade levels below or trajectory stable with Tier 2 Intervention Behavior (consider) SSIS IE Moderate or High Risk on screening OR Two or more office discipline referrals, indicating concerns with peer interactions.</td>
<td>Student measures: AML/ieb progress report weekly progress toward end of year grade level target. Treatment integrity: Daily checklist completed by reading specialist observed by teaching assistant periodically. Social validity: Student and teacher-completed surveys.</td>
<td>Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AML/ieb reading probes. Monitor progress bi-weekly once established.</td>
</tr>
</tbody>
</table>

Tertiary (Tier 3) Intervention Grids
Functional Assessment-Based Interventions (FABI; Umbreit, Ferro, Lüpke & Lane, 2007):
Agenda

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Considerations for Systematic Screening PK-12 in the COVID-19 Era

Recommendations to Consider: Pre-COVID-19

• 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

(Lane & Oakes, 2012)
Recommendations to Consider: Screening in the COVID-19 Era

• Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities

• Recommendation 2: Use Multiple Sources of Data to Inform Instruction

• Recommendation 3: Screen Responsibly

Setting up for Success at Home

Resources for Educators
- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Setting up for Success at Home Resource 1: Plan for Safety First: Set Routines
- Setting up for Success at Home Resource 2: Schedule for Success
- Setting up for Success at Home Resource 2.1: Schedule Template (editable)
- Setting up for Success at Home Resource 3: Set and Teach Expectations
- Setting up for Success at Home Resource 3.1: Expectation Matrix Template (editable)
- Setting up for Success at Home Resource 4.1: Behavior Specific Praise Checklist
- Setting up for Success at Home Resource 4.2: Choice Checklist
- Setting up for Success at Home Resource 4.3: Precorrection Checklist
- Setting up for Success at Home Resource 4.4: Active Supervision Checklist
- Setting up for Success at Home Resource 5: Emotional Well-being

Resources for Families

Resources for Administrators

http://www.ci3t.org/covid

A Look at Expectations
Agenda

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TPS - Data Consult:

Topeka Custom

Demographics

TOPEKA ATTENDANCE

ATN - Student Attendance List
ATN - Consecutive Absences
ATN - Absences Prior to Exit Date

ATN - School Monthly Attendance Summary
ATN - Student Attendance by Month
ATN - Chronically Absent

TOPEKA DISCIPLINE

DIS - List of All Discipline Events
DIS - Event Totals by Student
DIS - Analysis by Ethnicity

DIS - Students with Zero Referrals
DIS - Analysis by Grade Level
DIS - School Discipline Analysis

DIS - School Discipline Analysis

TOPEKA GRADES

Current Grades:

These grades are the current grades found in the grade book. (Updated last night)

GR - Current Grades
GR - Grade Count Current Term
GR - Current Grades (1 Student Per Row)

GR - Date Grades Last Updated by Teacher
GR - Current Term Failing Grades
GR - Current Term Grade Distribution by Teacher

GR - Current Term Grade Distribution by Course
GC - Risk Analysis:
This module takes into consideration several factors from attendance, discipline, demographics, assessment and other categories to compute a risk analysis score for each student. The weights and conclusions for each sub-factor are user-controlled via a user-managed table. Risk is calculated by school and by grade level within school.

<table>
<thead>
<tr>
<th>Risk Number</th>
<th>Risk Percentile</th>
<th>Missing Marks</th>
<th>Consecutive Abs</th>
<th>Tardies</th>
<th>Total Disciplines</th>
<th>Action Days</th>
<th>Mobility</th>
<th>SpecEd</th>
<th>Gifted</th>
<th>Title1</th>
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<tbody>
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<td>40.00</td>
<td>30.00</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>10.00</td>
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<td>8</td>
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<tr>
<td>English Lang Arts</td>
<td>315</td>
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<td>310</td>
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Elementary SRSS -IE Externalizing results

Elementary Math Scantron Performance
**CI3T IMPLEMENTATION SUPPORT: RE-ENTRY TIPS**

**OPTIONAL SESSION FOR ALL PK-12 TEACHERS**

Session Description: Participants will gain the ability to identify Social Emotional Learning in the current climate that students will have previously experienced trauma and coping during the COVID-19 pandemic. Identify strategies for easing students back into school.

Pre-Recorded Link: [https://www.gopi.com/YAHi/gentlyP2Z9oGh](https://www.gopi.com/YAHi/gentlyP2Z9oGh)

**CI3T PROFESSIONAL LEARNING PRESENTATION: FACILITATING POSITIVE, PRODUCTIVE, CONTINUOUS LEARNING OPPORTUNITIES**

**OPTIONAL SESSION FOR ALL PK-12 TEACHERS**

Session Description: Participants will gain the ability to design personalized learning experiences that support all students and educators to implement CI3T professional learning opportunities for PK-12.

Pre-Recorded Link: [https://www.gopi.com/YAHi/gentlyP2Z9oGh](https://www.gopi.com/YAHi/gentlyP2Z9oGh)

**CI3T LOW-INTENSITY STRATEGIES: ACTIVE SUPERVISION, PRECORRECTION, BEHAVIOR-SPECIFIC PRAISE, INSTRUCTIONAL CHOICE (PK-2)**

**Presenters:** Lagan Baxter, Bria Collins, Andrea Graham

**Session Resources:** [https://slides.gopi.com/YAHi/gentlyP2Z9oGh](https://slides.gopi.com/YAHi/gentlyP2Z9oGh)

**Session Link:** [https://forms.glcY/80oC9z4ScY-A9FpL](https://forms.glcY/80oC9z4ScY-A9FpL)

**Description:** Participants will gain familiarity with CI3T, identify low-intensity strategies to engage students in the classroom, and implement research-based methods to teach, reinforce, and monitor students.
Agenda

• The Practicalities of Screening to Inform Instruction
• The Role of Screening In Shaping Instruction
  o At Tier 1: Primary Preventions Efforts
  o At all Tiers: Teacher-delivered Strategies
  o At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• A Look at Screening from the District Level
• **A Look at Screening from the School-site Level**
• Planning for Next Steps
How: Ci3T Plan
AVID Strategies
Low-Intensity Strategies
Instructional Framework/Playbook

Why and What: District and School Vision/ Mission and Strategic Plan

Act, Think & Communicate - from the INSIDE OUT

WHY - your Purpose
Your motivation. What do you Believe?

HOW - your Process
Specific actions taken to realize your WHY.

WHAT - your Result
What do you do? The result of WHY. Proof.

Golden Circle Simon Sinek

Why and What: District and School Vision/ Mission and Strategic Plan

Sunflower Elementary Mission
At Sunflower we ENGAGE, PREPARE and EMPOWER every scholar for a lifetime of learning and success!

USD497 Mission
Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.
Backwards Plan

- Begin with the end in mind
- What do you want to accomplish by the end of the quarter, trimester, semester, year?
- Add your PLC, PD, staff meeting, Ci3t team meetings
- Add your hard deadlines for screening
- Add your follow-up plan for after you conduct your screening
- Every meeting (staff/GEI/Data/PLC) - must have their Ci3t binder for reference
Tab 6: Secondary (Tier 2) Intervention
Pages 52-57

What is the purpose of this part of the plan?
The purpose of this part of the plan is that this is only for some students. Less than 15% of students at risk is the specialized group. This plan is geared towards the beginning of reading, math, and behavioral strategies.

How will you use this during the school day?
Along with Tier 1 interventions that are in place, these Tier 2 Interventions support Tier 2 students. With these scaffolded interventions in place, ideally, these students will phase out, the Tier 2 supports.
# Moderate Risk

<table>
<thead>
<tr>
<th>External (Items 1-7) - Moderate = 4-8 total score</th>
<th>Internal (Items 8-12) - Moderate = 2-3 total score</th>
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**External (Items 1-7)** - Moderate = 4-8 total score

**Internal (Items 8-12)** - Moderate = 2-3 total score
# High Risk

**External (Items 1-7) - High Risk = 9-21 total score**

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**Internal (Items 8-12) - High Risk = 4-15 total score**

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SRSS-IE: Classroom Level

**List students who scored in the High Risk Categories.**

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**List students who scored in the Moderate Risk Categories.**

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**List students who scored in the Moderate Risk Categories.**

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Use Your Data and Your Tiered Menus

• What does the data tell me about my students and my class as a whole?

• Do I have a majority of scholars in one quadrant?

• Do I have any students who are outliers?

• What tier one approach/strategy could I focus on for all scholars?

• Do I have a student or students who could benefit from tier 2 interventions? Document any interventions.
# Tier 2 Interventions

## Sunflower Elementary Secondary (Tier 2) Intervention Grid

<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>
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</thead>
</table>
| Targeted Skill Instruction: Reading | Tier 2 instruction in reading will focus on guidance from the National Reading Panel by targeting the big 5 areas of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. | At least one of the following:  
- AMSWeb Early Literacy Composite (K-2) Score: Tier 2  
- AMSWeb Reading Composite (K-3) Score: Tier 2  
- District Common Assessments (DCAs): Near Mastery on 3 or more standards | Student Performance: AMSWeb Progress Monitoring Probes related to specific instructional targets (e.g., Oral Reading Fluency, Phoneme Segmentation, Reading Comprehension)  
Formative assessments | Meets the following criteria:  
- District Common Assessments: Mastery on most recent DCA AND  
- AMSWeb Early Literacy Composite (K-2) Score: Tier 1 OR  
- AMSWeb Reading Composite (1-3) Score: Tier 1 |

**Resources**  
- Reading Intervention Skills group  
  (FCRR.org, Sounds in Action, etc.)  
- Words Their Way  
- RAZ-Kids  
- LLI (Levelled Literacy Intervention)  
- Flying Start  

Available resources are listed in the first column of this grid. Resources in blue (Words Their Way, FCRR.org, Sunday) are available for classroom teachers to use to supplement Reading Street Tier 1 core reading instruction. To use these resources, use District Common Assessments (DCAs), AMSWeb, and diagnostic assessments to inform intervention efforts (e.g., identifying which of big 5 areas of reading to target). Resources in orange (LLI, Flying Start) are used for Title I/JISA Tier 2 reading interventions. Interventionists will follow district guidance to determine which interventions and diagnostic assessments will be used to inform intervention efforts.
Grade Level: What is your approach based on this data?
Ashley,
I really enjoyed visiting your class yesterday! Your scholars were already learning the routines and procedures and following directions so well. I attribute this to all your hard work and planning to insure systems are in place and expectations are taught and reinforced. You gave your scholars amazing think time and choice, your directions were clear and explicit and the check in using the air hug gave a great visual of who is feeling what and let students know their feelings are normal and valid. Keep up the great work!
Agenda

• The Practicalities of Screening to Inform Instruction
• The Role of Screening In Shaping Instruction
  o At Tier 1: Primary Preventions Efforts
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• A Look at Screening from the School-site Level
• Planning for Next Steps
Resources for Responding to COVID-19

For guidance on systematic screening in the COVID-19 era, please visit our new resources on the Systematic Screening tab.

At this time of uncertainty, with many schools closed due to the COVID-19 outbreak, the CIST Strategic Leadership Team and CIST Research Team are developing materials to support educators and families as we transition to a world of online and continuous learning. Our goal is to provide resources to assist you in using your CIST structures to facilitate positive, productive environments for students, families, educators, and administrators during the COVID-19 crisis. In the accordions below we will be uploading a series of brief practice guides that we hope you will find useful. Feel free to share these materials with fellow educators and families. We are sending positive thoughts to all our partners, colleagues, and the students you so tirelessly support.

With respect,
The CIST Strategic Leadership Team & CIST Research Team

Videos for Educators

Behavior Specific Pr

Instructional Choo

Zoom In the Virtual Environment
### Example Remote Learning Matrix - Elementary

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<th>Entering Class</th>
<th>Teacher-led Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities (Breakout Rooms)</th>
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</table>
| **Safe**  | • Choose a distraction-free space  
            • Use equipment as intended  
            • Use kind words and faces | • Ask in chat if you need help  
                                         • Use kind words and faces | • Use kind words and faces | • Use “stop-and-talk” when you hear disrespect  
                                         • Encourage others to participate  
                                         • Use kind words and faces |
| **Respectful** | • Video on at all times  
                • Audio off  
                • Use chat with classmates for first 5 minutes | • Video on at all times  
                                                            • Audio off  
                                                            • Answer questions in chat box on cue  
                                                            • Answer polls promptly | • Video on at all times  
                                                                             • Audio on  
                                                                             • Listen attentively  
                                                                             • Answer questions out loud on cue | • Video on at all times  
                                                                                 • Audio on  
                                                                                 • One speaker at a time; wait or use chat to respond when others are talking  
                                                                                 • Respect others’ cultures, opinions, and viewpoints |
| **Responsible** | • Be on time and ready to learn  
                       • Start class charged or plugged in  
                       • Have materials ready | • Ask questions (even or chat) when you have them  
                                          • Be present – avoid multitasking | • Ask questions out loud when you have them  
                                                                 Try your best  
                                                                 Be present – avoid multitasking | • Encourage each other to stay on topic  
                                                                       • Complete the work together  
                                                                       • Use “Ask for Help” button if you have questions  
                                                                       • Be present – avoid multitasking |

Positive Behavioral Interventions & Supports (PBIS)
Ci3T: Monitoring for Success: Using Data to Inform Instruction

... Action Planning

### SCHOOL NAME Assessment Schedule

<table>
<thead>
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<th>Aug</th>
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## Ci3T Monthly Leadership Team Meetings

### Ci3T MEETINGS SCHEDULE

Please list your scheduled Ci3T Leadership Team meetings and faculty and staff meetings.

<table>
<thead>
<tr>
<th>School name:</th>
<th>Date completed:</th>
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<table>
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<tr>
<th>Month</th>
<th>Ci3T Leadership Team Meetings</th>
<th>Faculty and Staff Meetings</th>
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<tbody>
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Date and Time of Ci3T Faculty and Staff Rollout (August): ____________________________
Resources for Responding to COVID-19

Getting Ready for 2020-2021!

2020-2021 Professional Learning Opportunities

EMPOWER Sessions now have space for 200 people on Zoom!
These five 2-hour stand-alone sessions will be held from 5:00-7:00 PM central time.

Kansas
- Location: Zoom
- Information: See flyer below
- Registration: Please click links in flyer.

Hawai'i
- Location: Zoom and Hi DOE OSSS
- Information: See flyer below
- Registration: Click to register

EMPOWER Session Resources

- EMPOWER Session 1
- EMPOWER Session 2
- EMPOWER Session 3
- EMPOWER Session 4
- EMPOWER Session 5

KUALIMA Session Resources

- KUALIMA Session 1
- KUALIMA Session 2
- KUALIMA Session 3
- KUALIMA Session 4
- KUALIMA Session 5

2020-2021 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 interested parties — to join these calls, please register here!