Session 31– Systematic Screening in Tiered Systems: We’ve Got This!

Presenters:
Kathleen Lynne Lane, University of Kansas
Rebecca Sherod University of Kansas
Amber Smith, Fort Mill School District (SC)
Jessica Poppe, Sedro-Woolley School District (WA)

• **Topic:** Data-based Decision Making
• **Keywords:** Behavior, Screening, Tier 1
Learning Objectives

1. Use screening data to inform Tier 1 practices
2. Empower teachers with strategies to maximize engagement
3. Collaborate with families and other stakeholders to connect students to Tier 2 and Tier 3 interventions
4. Access freely available practice guides and briefs to select, install, and interpret screening data
Agenda

• Welcome and Introductions
• Starting with a Ci3T Framework
• The How and Why of Systematic Screening
• Illustrations
  o Fort Mill School District
  o Sedro-Woolley School District
• Closing Out and Moving Forward
Welcome and Introductions
Meet our Ci3T Partners!

Kathleen Lynne Lane  Rebecca Sherod  Amber Smith  Jessica Poppe
Starting with a Ci3T Framework
Thank you for your commitment

Shift to a systems level perspective

Internalizing

Externalizing

ED <1%

EBD 12-20%

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

Goal: Reduce Harm
Specialized individual systems for students with high risk

Goal: Reverse Harm
Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 3
Tertiary Prevention (∼5%)

Tier 2
Secondary Prevention (∼15%)

Tier 1
Primary Prevention (∼80%)

- Academic Validated Curricula
- Behavioral PBIS Framework
- Social Validated Curricula

(Tier 3: Tertiary Prevention, 5%)
(Tier 2: Secondary Prevention, 15%)
(Tier 1: Primary Prevention, 80%)

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Primary (Tier 1) Prevention

• All students are eligible for participation (Lane, Robertson et al., 2006)

• About 80% of students respond to this level (Gresham, Sugai, Horner, Quinn, & McInerney, 1998; Sugai & Horner, 2006)

• Examples of primary (Tier 1) prevention
  o Validated literacy curricula
  o Violence prevention
  o Conflict resolution programs
  o Anti-bullying programs
  o Schoolwide social skills instruction
  o Character education programs
Secondary (Tier 2) Prevention

- Students who need more than the primary prevention plan, 10-15% of students
- Focused intervention to address academic, behavior, and/or social concerns
  - Acquisition (can’t do)
  - Fluency (trouble doing)
  - Performance (won’t do)
- Examples of secondary (Tier 2) prevention
  - Small group instruction in anger management
  - Reading comprehension strategies
Tertiary (Tier 3) Prevention

• Students who need more than primary or secondary prevention, 5-7% of students
• Intensive individualized interventions
• Examples of tertiary (Tier 3) prevention
  o Functional assessment-based interventions  
    (Umbreit, Ferro, Liaupsin, & Lane, 2007)
  o Multisystemic therapy program  
    (Schoenwald, Brown, & Henggeler, 2000)
Core features of the Ci3T model of prevention
Academic Component

• Coordinated instruction within and across grade levels
• Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
• Benchmarking student progress to inform instruction
• Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports
Behavioral Component

• Positive Behavioral Interventions and Supports (PBIS)
  o Establish, clarify, and define expectations
  o Teach all students the expectations, planned and implemented by all adults in the school
  o Give opportunities to practice
  o Reinforce students consistently, facilitate success
  o Consider rules, routines, and physical arrangements
  o Monitor the plan using school-wide data to identify students who need more support
  o Monitor student progress

A Framework, Not a Curriculum
Social Component: Identifying a Validated Curriculum

- Violence Prevention
  - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
  - Positive Action (www.positiveaction.net)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)
<table>
<thead>
<tr>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose Statement</td>
</tr>
<tr>
<td>School-Wide Expectations</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3. *see Expectation Matrix</td>
</tr>
</tbody>
</table>

<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>Students:</td>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach core programs and/or district standards with fidelity:</td>
</tr>
<tr>
<td>(1) List programs</td>
</tr>
<tr>
<td>(2)</td>
</tr>
<tr>
<td>(3)</td>
</tr>
<tr>
<td>Time (in min):</td>
</tr>
<tr>
<td>• Conduct, report, and use screening and assessments (see Assessment Schedule)</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach setting lessons according to school schedule:</td>
</tr>
<tr>
<td>Implement reactive plan as designed:</td>
</tr>
<tr>
<td>• Conduct, report, and use screening and assessments (see Assessment Schedule)</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

What are ALL students accessing?
<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>Faculty and Staff:</td>
<td>Faculty and Staff:</td>
<td>Faculty and Staff:</td>
</tr>
<tr>
<td>Teach core programs according to district and state standards with fidelity.</td>
<td>Implement the Positive Behavioral Intervention (PBIS) system.</td>
<td>Promote positive social skills and behaviors.</td>
</tr>
<tr>
<td>• English Language Arts (ELA)</td>
<td>• PBIS team meets weekly to discuss student progress and adjust strategies as needed.</td>
<td>• Model positive social skills and behaviors.</td>
</tr>
<tr>
<td>• Differentiate instruction to meet the needs of all students.</td>
<td>• Display and model school-wide expectations in classrooms and other key settings.</td>
<td>• Monitor and correct behaviors</td>
</tr>
<tr>
<td>• Provide learning opportunities that meet the needs of students at an individual and whole class level.</td>
<td>• Be consistent with expectations.</td>
<td>• Provide support and resources for students who are struggling with social skills.</td>
</tr>
<tr>
<td>• Active supervision</td>
<td>• Praise students meeting expectations.</td>
<td>• Intervene with students who are struggling with social skills.</td>
</tr>
<tr>
<td>• Pre-correction</td>
<td>• Redirect students who are struggling.</td>
<td>• Monitor and correct behavior.</td>
</tr>
<tr>
<td>• Instructional Feedback</td>
<td>• Reteach expectations.</td>
<td>• Maintain consistent and positive interactions with students.</td>
</tr>
<tr>
<td>• Instructional choice</td>
<td>• Allow student time to respond to request and re-engage.</td>
<td>• Encourage students to express their social skills.</td>
</tr>
<tr>
<td>• Increased opportunities to respond</td>
<td>• Demonstrate positive attitude.</td>
<td>• Provide feedback and support.</td>
</tr>
<tr>
<td>• Behavior specific praise</td>
<td>• Use a positive response to initial indicators of not meeting expectations.</td>
<td>• Provide feedback and support for students who are struggling with social skills.</td>
</tr>
<tr>
<td>• High-p requests</td>
<td>• Praise students meeting expectations.</td>
<td>• Maintain consistent and positive interactions with students.</td>
</tr>
</tbody>
</table>

**Ci3T Primary Plan: Procedures for Teaching**

- Demonstrate positive attitude.
- Use a positive response to initial indicators of not meeting expectations.
- Praise students meeting expectations.
- Redirect students who are struggling.
- Reteach expectations.
- Allow student time to respond to request and re-engage.
- Provide tickets paired with behavior specific praise when students meet expectations.
- Maintain consistent and positive interactions with students.

**Ci3T Primary Plan: Procedures for Reinforcing**

- Engage and support students with positive reinforcement.
- Use tokens or other rewards to reinforce positive behavior.
- Provide visual and verbal cues to reinforce positive behavior.
- Encourage students to express their social skills.

**Ci3T Primary Plan: Procedures for Monitoring**

- Regularly assess student progress using a variety of methods.
- Adjust strategies as needed based on student progress.
- Maintain consistent and positive interactions with students.

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.
Essential Components of Primary Prevention Efforts

1. Systematic Screening
2. Treatment Integrity
3. Social Validity

- Academic
- Behavior
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 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>Homework Club</td>
<td>Students who need support in one or more academic areas come to Intervention Tier 3 for additional specific instruction in the area of need.</td>
<td>Academic performance data monitored for growth in progress toward designated goals.</td>
<td>Student maintained academic performance at or above intervention Tier 3 level for a minimum of 1 year.</td>
<td>Student returned to or maintained at or above grade level.</td>
</tr>
<tr>
<td>Lunch Bunch Social Skills Club</td>
<td>Students in need of social skills training.</td>
<td>Student self-reported improvement in social skills.</td>
<td>Student achieved at least a 20% increase in social skill competency.</td>
<td>Student no longer needs social skills support.</td>
</tr>
<tr>
<td>Instructional Choice</td>
<td>Students who need additional instruction.</td>
<td>Student self-reported improvement in academic performance.</td>
<td>Student maintained at least a 10% improvement in academic performance.</td>
<td>Student no longer needs additional instruction.</td>
</tr>
<tr>
<td>Behavior Contracts</td>
<td>Students with behavior problems.</td>
<td>Student self-reported improvement in behavior.</td>
<td>Student achieved at least a 50% reduction in behavior problem.</td>
<td>Student no longer needs behavior support.</td>
</tr>
</tbody>
</table>

---

**Behavioral Validated Curricula**

PBIS Framework

---

**Social Validated Curricula**

---
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%)

Tier 1
Primary Prevention
- Academic: Reading with proficiency at 2 or more grade levels below or at grade level stable with Tier 2 intervention
- Behavioral: Student receives nonpunitive classroom management from teacher
- Social: Student engaged in peer interactions
- Exit criteria: Reading on grade level or making progress to read a full year level

Tier 2
Secondary Prevention
- Academic: Progress Report with 2 or more areas of concern or below grade level in reading or age-level math
- Behavioral: More than one office discipline referral in the previous school year
- Social: Student receives support from another educator
- Exit criteria: Student not making progress

Tier 3
Tertiary Prevention
- Academic: Progress Report with 2 or more areas of concern or below grade level in reading or age-level math
- Behavioral: More than one office discipline referral in the previous school year
- Social: Student receives support from another educator
- Exit criteria: Student not making progress

Academic Validated Curricula
Behavioral Validated Curricula
Social Validated Curricula
PBIS Framework
The How and Why of Systematic Screening
Essential Components of Primary Prevention Efforts

1. Systematic Screening
2. Treatment Integrity
3. Social Validity

- Academic
- Behavior
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%)

Tier 1 includes:
- Academic: Validated Curricula
- Behavioral: PBIS Framework
- Social: Validated Curricula
Systematic Screening … Logistics

Fall → Winter → Spring

Selecting → Installing → Analyzing
Considerations

If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.
SRSS-IE Scores Predict Student Outcomes

Fall
- Year End ODR
- Suspensions
- Nurse Visits
- Nurse Visits
- Course Failures

Winter
- ODR
- Suspensions
- Nurse Visits
- Course Failures
Data Sharing

• Schoolwide data decisions related to primary prevention efforts

• Grade / department / class implications for teachers’ practice

• Individual student decisions about student-based interventions
Using multiple data sources

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

AND/ OR

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>AIMSWeb Reading</th>
<th>AIMSWeb Math</th>
<th>SRSS-E7</th>
<th>SRSS-6</th>
<th>Office Discipline Referrals</th>
<th>Absences</th>
<th>Tears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton, Mike</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Cole, James</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ciani, Sue</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fox, Lucy</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Flaherty, Julia</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Gantt, Henry</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Greenwood, Jonny</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Gilbert, Jillian</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hale, Chad</td>
<td>3</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Heinz, Karl</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Lane, Carly</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Luck, Brad</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Miles, Dean</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mulder, Jill</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Phelps, Whitney</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Shaftoe, Robert</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Smith, David</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Smith, Kelthyn</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Waterhouse, Lawrence</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Xiao, Ivy</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
## Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

### Elementary

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
<th>Q</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER NAME:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Use the above scale to rate each item for each student.

<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>Sad, Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
<th>SRSS TOTAL</th>
<th>SRSS-45 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>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>
<td></td>
</tr>
<tr>
<td>Example: Lane, Scarlett</td>
<td>112341</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Example: Lane, Nathan</td>
<td>112345</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></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><strong>SRSS-E7</strong></td>
<td><strong>SRSS-I5</strong></td>
</tr>
<tr>
<td><strong>Items 1-7</strong></td>
<td><strong>Items 8-12</strong></td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
</tr>
</tbody>
</table>

**Elementary School Level:**

**Middle and High School Levels:**
Fall 2022
SRSS-Externalizing Results – Elementary School level

% of Students Screened

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

Fall

F14  F15  F16  F17  F18  F19  F20  F21  F22

n = 44  n = 43  n = 47  n = 27  n = 36  n = 29  n = 6  n = 17  n = 22

9.89%  10.26%  10.06%  6.00%  8.41%  7.16%  1.63%  3.94%  5.06%

26.52%  23.87%  18.20%  20.89%  20.09%  20.49%  14.02%  15.97%  8.13%

63.60%  65.87%  71.73%  73.11%  71.50%  72.35%  90.24%  80.09%  80.92%
Fall 2022
SRSS-Internalizing Results – Elementary School level

Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)
## Fall 2022
### SRSS-Internalizing Results – Elementary School 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>64</td>
<td>52 (81.25%)</td>
<td>7 (10.94%)</td>
<td>5 (7.81%)</td>
</tr>
<tr>
<td>1</td>
<td>81</td>
<td>69 (85.19%)</td>
<td>9 (11.11%)</td>
<td>3 (3.70%)</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>44 (78.57%)</td>
<td>11 (19.64%)</td>
<td>1 (1.79%)</td>
</tr>
</tbody>
</table>
Fall 2022
SRSS-Externalizing Results – Middle School level

% of Students Screened

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

F15  F16  F17  F18  F19  F20  F21  F22

85.20%  85.59%  87.04%  90.91%  85.69%  94.85%  85.90%  85.96%
Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)
## Fall 2022
### SRSS-Internalizing Results – Middle School 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>6</td>
<td>176</td>
<td>151 (85.80%)</td>
<td>15 (8.52%)</td>
<td>10 (5.68%)</td>
</tr>
<tr>
<td>7</td>
<td>176</td>
<td>141 (80.11%)</td>
<td>17 (9.66%)</td>
<td>18 (10.23%)</td>
</tr>
<tr>
<td>8</td>
<td>177</td>
<td>158 (89.21%)</td>
<td>10 (5.65%)</td>
<td>9 (5.08%)</td>
</tr>
</tbody>
</table>
Fall 2022
SRSS-Externalizing Results – High School level

<table>
<thead>
<tr>
<th>Fall</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F15</td>
<td>8.02%</td>
<td>2.42%</td>
<td>89.56%</td>
</tr>
<tr>
<td>F16</td>
<td>6.18%</td>
<td>2.54%</td>
<td>91.29%</td>
</tr>
<tr>
<td>F17</td>
<td>1.58%</td>
<td>1.58%</td>
<td>92.22%</td>
</tr>
<tr>
<td>F18</td>
<td>6.17%</td>
<td>6.17%</td>
<td>91.95%</td>
</tr>
<tr>
<td>F19</td>
<td>3.79%</td>
<td>3.79%</td>
<td>87.48%</td>
</tr>
<tr>
<td>F20</td>
<td>4.19%</td>
<td>4.19%</td>
<td>94.27%</td>
</tr>
<tr>
<td>F21</td>
<td>6.83%</td>
<td>6.83%</td>
<td>91.30%</td>
</tr>
<tr>
<td>F22</td>
<td>9.16%</td>
<td>2.70%</td>
<td>88.15%</td>
</tr>
</tbody>
</table>

n = Number of Students Screened
Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)
## Fall 2022

**SRSS-Internalizing Results – High School 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>9</td>
<td>367</td>
<td>308 (83.92%)</td>
<td>30 (8.17%)</td>
<td>29 (7.90%)</td>
</tr>
<tr>
<td>10</td>
<td>375</td>
<td>308 (82.13%)</td>
<td>35 (9.33%)</td>
<td>32 (8.53%)</td>
</tr>
<tr>
<td>11</td>
<td>367</td>
<td>321 (87.47%)</td>
<td>24 (6.54%)</td>
<td>22 (5.99%)</td>
</tr>
<tr>
<td>12</td>
<td>300</td>
<td>275 (91.67%)</td>
<td>17 (5.67%)</td>
<td>8 (2.67%)</td>
</tr>
</tbody>
</table>

*Note: \( n\) refers to the number of students and its percentage.
Resources for screening available on PBIS.org…

Resources to Support Systematic Screening in K-12 Schools

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

Resources about universal behavior

Psychometric Properties of Behavior Screeners

Guidance for Systematic Screening: Lessons Learned from Practitioners

Lessons Learned From District- and School-Site Leaders Conducting Systematic Screening

Resources to inform the screening process

1. Selecting a Universal Behavior Screening Tool
2. Implementing a Universal Behavior Screening Tool
3. Interpreting Universal Behavioral Screening Data

Resources for families and communities

Communicating with Your Community

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

The Whys and Hows of Screening: Frequently Asked Questions About Systematic Behavioral Screening

Don't know what kind of publication you're looking for? Start here. Publications include monograph, brief, and guide written by the PBIS technical assistance team.
Resources About the Screening Process: Questions to consider for....

Selecting a Tool

Installing a Tool

Interpreting Data
Screening Guidance in the COVID-19 Era

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


The above 3-min excerpt is from a longer presentation — see below to watch more!

Screening Tools

- SRSS-IE
- SRSS-EC
- SRSS
- BASC-3 BESS
- SAFBRS
- SDQ
- SSBD
- SSS

SCREENING PROTOCOLS

STUDENT RISK SCREENING SCALE - INTERNALIZING AND EXTERNALIZING (SRSS-IE)
SETTING UP TO SCREEN IN YOUR DISTRICT OR SCHOOL
- Download MS-Word format (24 KB)
- Download PDF format (53 KB)
Illustration 1

Amber Smith – A journey with Ci3T Emphasizing: screening, integration at Tier 1, and professional learning
One District’s Journey

• In September 2020, the South Carolina Department of Education hosted a virtual showcase highlighting nine commonly used behavior screeners. One of those screeners, the Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009), was presented within the Ci3T model by Dr. Kathleen Lane.

• Intrigued by the design of the Ci3T model, the district engaged in a book study for Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems. This book study resulted in the decision to move forward with Ci3T implementation. The district reached out to Dr. Lane with questions and a research partnership was born.
# Implementation Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual-Building &amp; Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain &amp; Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle &amp; High Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual-Building &amp; Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain &amp; Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations from South Carolina Legislation

- **Act 195 (2016)** declares the Profile of the South Carolina Graduate to be the standard by which the state’s high school graduates should be measured. It focuses on three core areas:
  - World Class Knowledge
  - World Class Skills
  - Life & Career Characteristics

- **Act 213 (2018)** directs districts to implement a multi-tiered system of supports (MTSS) beginning in the 2019–20 school year. MTSS addresses the needs of the whole child — academically, behaviorally, socially, and emotionally — through a framework of increasing supports in the areas of academics, social emotional learning and behavior.
Making a Case for Ci3T: It’s the Plate!
The Profile Fills the Plate

World-Class Knowledge

Life & Career Characteristics

World-Class Skills
The district commonly ranks at the top of the state for academic achievement as measured by state assessments.

Despite being a high achieving district, prior to Ci3T, state testing scores indicated approximately 65-75% of students tested met or exceeded state expectations. This leaves about 25-35% of students falling below benchmark.
## Tier 1 Academic

### Validated Curricula
- State Standards
- PLC-Created Units of Instruction

### Universal Screeners
- K-8: STAR
- 9-12: Course Failures by Marking Period

### High Quality Instruction
- Practices identified in South Carolina Teaching Standards
- Integration of STEAM principles, differentiation, PBL, and other evidence-based practices
Professional Learning Needs: Academic

• Understanding the Ci3T model in each grade band
• Removing data silos and analyzing it holistically
• Using universal screeners to look at the “health” of instruction (sending boats instead of life preservers)
• Establishing entry and exit criteria for more equitable access to tiered supports
Behavior Develops World-Class Skills

Data from 2021-22 indicate that the district declined in daily attendance increased in chronic absences, increased office referral rates, and increased in suspension rates.
## Tier 1 Behavior

### Validated Curricula
- PBIS Framework

### Universal Screeners
- School-wide expectation matrix
- Common plan for minor & major discipline, Educator’s Handbook

### High Quality Instruction
- Instructional Approach to Behavior
- Active Supervision
- Behavior-Specific Praise
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection
Professional Learning Needs: Behavior

• Teaching behavioral expectations
• Low-intensity strategies
• Responding to behavior using an instructional approach
• Examining beliefs and practices related to consequences & punishment
Social-Emotional Well-Being Develops Life & Career Characteristics

Risk assessment data collected in 2021-22 indicated an increase in risk. Suicidal ideation and self injury doubled in number of reports at all levels. Threat screeners and assessments tripled. The rate of increase outpaces the rate of student growth, indicating that “new” students that are not accounting for this increasing risk.
# Tier 1 Social-Emotional Well-Being

## Validated Curricula
- Based on CASEL 5 Core Competencies (Harmony, Character Strong, Second Step)

## Universal Screeners
- All Levels: The Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

## High Quality Instruction
- Integrates CASEL 5 Core Competencies
  - Self-Awareness
  - Self-Management
  - Responsible Decision-Making
  - Relationship Skills
  - Social Awareness
Professional Learning Needs: Social-Emotional

- Understanding SEL as it relates to Tier 1 by teaching skills for social-emotional well-being
- Low-intensity strategies
- Communicating with families about SEL and what it looks like in school
Looking Back and Looking Ahead

Preparing
- Strategic Planning Goals
- Staggered Implementation
- Laser focus on purpose and intent

Implementing
- Interconnected System
- Interdepartmental Collaboration
- Research Partnership

Sustaining
- Consistency & Predictability
- Responding to Data
Illustration 2
Jessica Poppe - Sedro-Woolley School District Journey with Ci3T
It all started at a conference....

- In 2018 SWSD sent a team of educators to the state’s MTSSfest. During a breakout session one of our team members sat in on a presentation on the Ci3T framework. She gathered all the information she could bring it back to our Assistant Superintendent. After a few phone calls with Dr. Lane and district leadership Sedro-Woolley was ready to start the work. We strategically worked with Dr. Lane and her team to focus on four schools to begin the learning year in 2019. From here our journey has grown into all SWSD schools (7 elementary, 1 middle school, 2 high schools) having implementation plans. We have worked through district level leadership changes, building level leadership changes, a pandemic, and many revised implementation plans to support our school community.
Washington Office of Superintendent of Public Instruction’s (OSPI) MTSS Values 2019

• To ensure every student has equitable access to the instruction and supports they need to thrive, district and school teams:
  
  1. Identify and address biases and systemic barriers that drive inequitable access and disparate outcomes for Black, Indigenous, and students of color, students experiencing poverty, students receiving special education or English learner services, students who identify as LGBTQ+, and highly mobile student populations.

  2. Collaborate with students, families, and community partners to leverage the unique cultural and linguistic assets of their communities in order to provide every student an inclusive and responsive learning environment.

  3. Deliver comprehensive supports that consistently meet every student’s needs and accelerate student academic, social, emotional, and behavioral learning.

      • https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss
## SWSD Implementation Timeline

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Schools (2 elementary, 1 Middle, 1 High School)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual Building and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 Elementary Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual Building and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7 Elementary Schools (Project Enhance)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual Building and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle and High Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Manual Building and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Screening

### Academic
- 2020 SWSD Implemented iReady for grades K-8
- 2021 SWSD Implemented NAVVY for grades 9-12

### Behavior
- 2020 SWSD resurrected PBIS frameworks in all buildings, aligning the work with Ci3T evidence based structure and strategies.
- 2020 SWSD Integrated Attendance and Office Referrals into proactive strategies to support students
- 2020 Building Teams K-12 were redesigned to address all student needs within the tiered level of proactive support.

### Social Emotional
- 2020 SWSD Implemented the SRSS-IE grades K-8, and at Alternative High school
- 2021 SWSD Screened all students K-12 with the SRSS-IE
**Professional Learning: Integrating at Tier 1**

### Academic
- Priority Standards
- School Board Adopted Curriculum
- Analyzing iReady Data at the building level, classroom level, student level in teams

### Behavior
- Aligned School-Wide Expectations: Teaching, Monitoring and Reinforcing
- Analyzing School-Wide ODR Data to inform instruction

### Social Emotional
- SRSS-IE
- Adoption of Second Step K-8, Spark 9-12, Give Thx
- Alternative High School
- Integrating SRSS-IE Data with SEL Curriculum

---

**Comprehensive Tiered Level of Prevention and Low-Intensity Strategies**
Closing Out and Moving Forward
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tier 1
Primary Prevention (≈80%)
- Academic
  - Validated Curricula
- Behavioral
  - PBIS Framework
- Social
  - Validated Curricula

Tier 2
Secondary Prevention (≈15%)
- Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings

Tier 3
Tertiary Prevention (≈5%)
- Goal: Reduce Harm
  - Specialized individual systems for students with high risk
- Goal: Reverse Harm
  - Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 1
Primary Prevention (≈80%)
- Academic
  - Validated Curricula
- Behavioral
  - PBIS Framework
- Social
  - Validated Curricula
Website
www.ci3t.org

Screening Tools
- SRSS-IE
- SRSS-E
- SRSS
- BASC-3 BRSS
- SEABRS
- SDQ
- SSB
- SSBD
- SSIS

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

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

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

This protocol provides considerations for district-level (or school-level) leaders who are setting up structures to conduct systematic screening using the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). In optimal conditions, these steps would be completed at the district level. However, school-site leaders may establish screening protocols with district permission. Please visit ci3t.org/screeningtools to access the most up-to-date version of the SRSS-IE and updated guidance on scoring and interpretation.

Setting up Screening Structures

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

<table>
<thead>
<tr>
<th>Time Point</th>
<th>Screening Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

* 7 days prior to the open date, allows building-level leaders or their designee the opportunity to verify screening files are accurately prepared and ready for use.
** Confirm the fall screening is between 4-6 weeks after the start of your school year.

- Prepare screening structures (data management system and procedures) for establishing secure log in access or folders on the secure teacher drive, populating screeners for each teacher with student names and district ID numbers, and capturing data at the school and district level for review and use. Use guidance on scoring provided by ci3t.org/screeningtools (NOTE: scoring procedures are different based on school-level; see below)

- Each year verify SRSS-IE items, scoring, and procedures are aligned with most up-to-date version. Visit ci3t.org/screeningtools to find information on updates as they occur.

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

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

Preparation and Preview Action Plan

<table>
<thead>
<tr>
<th>STEPS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access designated screening file location to confirm the correct number of screening files have been set up (e.g., one file per educator, labeled with the teacher ID) and that all educators have access to the screening file location.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open a sampling of educator’s screening file to confirm:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) correct student list is populated in the file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) correct anchors appear at the top-left corner of the file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) conditional formatting works as expected when the practice data is entered (e.g., scores capture the correct items, low risk scores are formatted to green; see cut scores below)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If an error is detected, contact your district screening coordinator (name and phone number).
# Screening Coordinator Training Manual

A guide for installing the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) in your school or district

By:
Jennifer Rollenhagen
Mark Matthew Buckman
Wendy Pela Oakes
Kathleen Lynne Lane

ci3t.org

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R334A190013 to the University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute of Education Sciences or the U.S. Department of Education.

## SRSS-IE Installation Resources

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

- Systematic Screening: A guide for conducting systematic screening efforts for students at risk.
- Systematic Screening: A guide for conducting systematic screening efforts for schools and districts.

We also encourage you to visit the [ci3t.org](http://ci3t.org) website for additional resources and support.

## SRSS-IE Screens

We also encourage you to visit the [ci3t.org](http://ci3t.org) website for additional resources and support.

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

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
<th>SRSS-IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
<th>SRSS-IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
<td>(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
<td>(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
</tr>
</tbody>
</table>

## School Level Teams

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

Download the SRSS-IE in MS-Excel format.

**Note:** This file has been updated to include two recommended additional questions related to instructional delivery (in-person, hybrid, and remote) and attendance when screening in the COVID-19 era. These are not items, but two questions to consider when analyzing and interpreting your screening data (see the last two columns).
Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

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

Materials

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

Rebecca Berson, University of Kansas, Wendy Poyo-Dallas, Arizona State University, Karie Scarlett Lane, Vanderbilt University, and colleagues online via.

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

A central feature of any tiered system of support is its ability to identify and efficiently screen for groups of students (e.g., Tier 3) who are at high risk of not meeting academic needs. Universal screening typically involves selecting a sample of students who meet criteria for Tier 3. Students who meet criteria for Tier 3 are then referred for additional assessment to determine whether they might benefit from Tier 2 or Tier 3 support. In this webinar, team leaders will learn about two universal screening tools: Social Skills Assessment Program (SSAP) and Social Skills Rating System (SSRS). This webinar will cover the results of a recent study that examined the relationship between teacher-reported social skills and peer-rated social skills for students in kindergarten through fifth grade. This webinar will also discuss the relationship between teacher-rated social skills and peer-rated social skills for students in kindergarten through fifth grade. The webinar will provide an overview of the Social Skills Assessment Program (SSAP) and Social Skills Rating System (SSRS) and how they can be used to identify students who need additional support in the areas of social skills.
The Whys and Hows of Screening: Frequently Asked Questions for Families

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice helps families understand the logic and steps taken as part of school-wide universal screening, and answers some frequently asked 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 total system of support. Educators use screening data along with other data sources (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 screens are based on the teacher’s experiences with your child. The teacher completes the screening independently, based on their current knowledge of each student. Student-level state law requires all students in Oregon to participate in a student-completed screening tool at each grade level.
Guidance for Systematic Screening: Lessons Learned from Practitioners

A Tale of Three Districts

We highlight the stories of three school districts. These stories are based on research and field work with school districts in various contexts: urban, suburban, and rural; with different PBIS Administrators and practices, and across local, state, and national contexts. These districts are all unique, but they share common themes and challenges.

1. A District with Well-Established Systems

   - District A
   - PBIS Coordinator
   - PBIS Team
   - School Climate
   - Classroom Environment

2. A District with Emerging Systems

   - District B
   - PBIS Coordinator
   - PBIS Team
   - School Climate
   - Classroom Environment

3. A District with Challenging Systems

   - District C
   - PBIS Coordinator
   - PBIS Team
   - School Climate
   - Classroom Environment

Experiences from the Field

1. Take the time to prepare.
2. Set clear goals.
3. Find a data system that works for you.

Final Thoughts

- Systematic screening is a data-driven process that requires the collection, analysis, and storage of data for accountability.
- It is important to involve all stakeholders in the process to ensure buy-in and support.
- The success of a systematic screening process depends on the commitment of all its participants.
Come Join Us! Professional Learning Offerings

Project EMPOWER

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

Location: KU via Zoom
Information: See flyer below
Registration: Follow links in flyer

2023-2024 EMPOWER Zoom

Setting Up for Success with C3T

Systematic Screening: What Do I Need to Know?
# 2023-2024 EMPOWER Zoom

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Up for Success with C3T</td>
<td></td>
</tr>
<tr>
<td>Systematic Screening: What Do I Need to Know?</td>
<td></td>
</tr>
<tr>
<td>Practical Strategies to Maximize Engagement and Limit Disruption</td>
<td></td>
</tr>
<tr>
<td>Secondary (Tier 2) Interventions in C3T Models: Logistics and Illustrations</td>
<td></td>
</tr>
<tr>
<td>Tertiary (Tier 3) Interventions in C3T Models: Logistics and Illustrations</td>
<td></td>
</tr>
<tr>
<td>Closing Out and Moving Forward</td>
<td></td>
</tr>
</tbody>
</table>

---

**2023-2024 C3T Trainers and Coaches Calls**

The purpose of our coaching calls is to provide ongoing support for C3T District Leaders, C3T Trainers, C3T Coaches, and other individuals supporting the design and implementation of C3T. We offer these calls as a service activity to support those committed to meeting students' multiple needs in academic, behavior, and social domains. Open to all interested parties — to join these calls, please [register here](#)!
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 3I - Systematic Screening in Tiered Systems: We’ve Got This!

Four options, pick one!

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

2. QR Code
   Scan the code on this slide.

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

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

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

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