

# The Role of Behavior Screening in Tiered Systems of Support

## Transcript

**[Slide 1 – The Role of Behavior Screening in Tiered Systems of Support]:** Amy Peterson: Alright, hi everyone. This is Amy Peterson and as Nick mentioned before if you were on, we're going to go ahead and get started.

**[Slide 2 – Webinar Format & Questions]:** The webinar today is the Role of Behavior Screening in Tiered Systems of Support. I am excited to have this opportunity to share a little bit more about behavior screening as well as the newest tools chart from NCII. And we're also excited to really share this webinar with the Division for Research as part of CEC's Division for Research. I'm sorry about that.

We've been doing some partnerships on webinar's with that team of researchers to really share some of the work that they have been doing in the field around different areas. Last year we had two webinars focused on writing and then this year we decided to have Kathleen Lane here to share with us about her work in behavior screening. So, go ahead and turn to the next slide.

**[Slide 3 – NCII & CEC's Division for Research]:** And you can skip one more.

**[Slide 4 – Webinar Format and Questions]:** So, just to start we'll share a little bit about the logistics and the format. So, if you have any questions or so on, you'll see on your side panel that there is an opportunity to ask questions or to submit questions. So, if you go ahead and submit those questions, we'll see them here on our screens. If there are quick questions for us to answer, we'll try to answer them right away or if you're having technical difficulties we'll try to address that right away. And if there are larger questions then we'll hold those until the end and then address them at that time.

You'll also see that in the pod that there's a handouts section where you can access the PowerPoint slides. And in the chat, we also share a link to where the PowerPoint is living on the website and where this webinar will be archived on the website as well. So, go ahead and flip over.

**[Slide 5 – Amy Peterson and Kathleen Lane]:** So, I'll introduce Kathleen in just one second. But again, my name is Amy Peterson and I coordinate the communications and collaboration work for NCII at AIR. I am excited to have this opportunity to just share about our work in Behavior Screening. But, I'm really more excited to have Kathleen Lane who is a professor in the Department of Education at the University of Kansas share about her work in behavior screening. So, now I'll turn it over to Kathleen.

**[Slide 6 – Today’s Webinar]:** And she’ll share different sections really about the overview of logistics for screening and behavior and then I’ll share about the behavior screening tools chart and the new tools chart on NCII.

**[Slide 7 – Systematic Screening: An Overview of the Logistics]:** Kathleen Lane: Great, thank you so much Amy. I appreciate the invitation to be here and representing the Council for Exceptional Children’s Division for Research. And I want to thank Nick as well, the man behind the scenes for doing a great job on the technology for today. So, in this time that we have today, my goal is to give you a brief introduction of systematic screening and talking a little bit about the process and the logistics involved in screening as well as different decision points.

**[Slide 8 – Thank You for Your Commitment]:** And as we launch this conversation today, right now we have ninety-seven people logged on at a very busy time of the day and I want to; oops, it’s looks like our PowerPoint just went down. I’m just going to restart that. I just wanted to thank each person for taking time out of their very busy schedules to come and to make this commitment to systematic screening.

And when we think about the work that’s being done right now in screening, it’s very encouraging. Because, up until this point a large part of our time has been dedicated to focus on academic screening rather than also looking at behavior screenings. And so, I celebrate the success today of so many professionals that are committed to exploring behavior screening because, it is indeed a priority if we are going to successfully meet student’s multiple needs in an integrated fashion. So, simply I begin by saying thank you.

And if we were to right now take a snapshot of the United States of America and look across today’s school systems, you would find that; in a picture you would find about twelve percent of school age youth struggle in some form with an emotional or a behavior disorder. Either having it or being at risk for it. So, about twelve percent of school aged children struggle in some capacity with moderate to severe challenges. And these are often most noticed by teachers when they are externalizing behavior patterns.

So, kids that struggle with acting out, non-compliance and aggression but also included in that population are honestly the kids that I worry a tremendous amount about both as a researcher and as a parent. And those are the kids with internalizing issues. These are the kids that struggle with being shy, anxious or socially withdrawn. And in that same picture looking across our United States schools, you would actually find that twenty percent of school aged children struggle with mild to severe emotional and behavior disorders.

So, when you stop and think about this. This is impacting a very large percentage of our student body. And many times, and historically, people have felt that kids with behavior challenges would be supported within the context of Special Education according to the Individuals with Disabilities Education Improvement Act currently dated 2004. But, the reality of it is that less than one percent of school aged youth will be supported in Special Education under the category of emotional disturbance.

So, when we think about that. That means that most children that are struggling with behavior challenges are going to be supported by a very talented General Education team. Ideally in

partnership with our Special Education teachers. So, our General Education teachers are managing a lot in the classroom. Now, the good news is in my view is that we have now seen a shift to a systems perspective.

And as a part of that systems perspective, we now have embraced this idea of shifting away from a within child challenge perspective. And instead, we are looking at it as in most cases a tiered system of support. And as part of these tiered systems of support, we have shifted to this idea that we want to be well prepared to both prevent the development of challenging behaviors as well as learning challenges from happening. But also, responding effectively when strategies indeed to occur.

**[Slide 9]:** And there was a wonderful keynote address made by Michael Yudin who was the Assistant Secretary for the Office of Special Education Programs and Rehabilitation in the United States Department of Education. And this was done in 2014 at the National PBIS Leadership Conference. And he stood up and gave a call to all General and Special Educators to pay as much attention to student's social and emotional and behavioral needs as we do their academics. And I think this was such a strong move in the right direction.

**[Slide 10 – Comprehensive, Integrate, Three-Tiered Model of Prevention]:** And we've now seen an even greater priority placed on this in terms of recent requests for applications by the Institute for Education Sciences. Where people are looking right now for our research leaders across the country to figure out how to best meet kid's multiple needs in an integrated fashion. And I don't think it was ever intended to be this way. But, in many school systems it is still that there is a team of people in a building that are looking at academic data.

And they are committed to meeting kid's academic needs. And there's yet another team, that is looking at office discipline referral data focused on meeting kids' behavioral needs. And yet still another team of well-intended adults that are looking at meeting kids' social and emotional learning needs. And instead, we want to encourage an approach in which we develop comprehensive and integrated three-tier models of prevention which our team refers to as CI3T Models of Prevention.

So that in a district and in a building, there is one integrated approach for meeting student's multiple needs. The triangle that you see in front of you was developed based on work that actually began in nineteen ninety-six on the West Coast. And it has; now that it has been developed through partnerships with a number of very highly talented districts and educators and families and students. And we're grateful for those partnerships that we've had.

And as a part of this, we've introduced this model of CI3T to make sure that the base experience for kid's primary prevention efforts indeed is access by all students including those on an IEP. As a part of it, you would have defined academic roles and responsibilities for students. There's clarity and transparency made for faculty and staff and families and administrators as well. At the heart of this model is positive behavior intervention and support following the same guides as the National Center on Positive Behavior Interventions and Support.

One difference in this model however is that instead of it just being a small group of people defining the expectations, we actually have a tool called the SESS. It's schoolwide expectations

for specific settings. And that's a tool in which all of the adults in the building are surveyed to find out what they believe what kids need to know to be successful in meeting expectations in classrooms, in hallways, in cafeteria's, during arrival and dismissal, etcetera. And then as a part of this model, teams; the CI3T leadership teams in each building work with their district leaders to make sure that we're addressing our students social and emotional needs.

That's often done by selecting a validated curriculum that is actually taught at Tier One. And rather than that being like a home grown set of social skills lessons, we work with people to access resources such as SAMHSA, What Works Clearinghouse and the like. To actually look at the literature to see which particular programs have sufficient evidence to suggest that if implemented with fidelity that they are likely to get the shifts in student performance that they're looking for. Now, in any tiered system, the idea would be that you're going to implement Tier One which is a primary prevention effort for all with fidelity. And even with the most optimal conditions, we can count on the fact that there will be some students that require Tier Two and Tier Three supports.

And I want to be clear that that is not a tragedy. That is an expectation that there will be some students who will need more intensive support. And we can think about Tier Two supports as low intensity supports. And Tier Three supports as reserved for students with the most intensive intervention needs. And when we think about this important work that we're gathered here today to talk about as a part of this Webinar is accurate detection as to who needs more.

**[Slide 11]:** And the reason why we start by talking about this idea of working in a tiered system is that there needs to be clarity on what is happening at Tier One. Because, we want to make sure that when we bring in systematic screenings, we have a very strong source of information about what is taking place at Tier One. And ideally, we need to know the fidelity with which Tier One is happening. Because, we do not want to be the adults that come in to say your child needs more than Tier One has to offer when we don't even know what Tier One is happening or taking place. As part of our partnership work with Lawrence Public School Systems. Which was funded in a Practitioner Researcher Partnership Grant a couple of years ago through the Institute of Education Sciences.

**[Slide 12 – Ci3T Primary Plan: Roles and Responsibilities]:** This very progressive district had the opportunity to help each school in their district build a blueprint that for each school that included district priorities in an academic, behavior and social and emotional day domains. And it's all intended to meet their Board goals of academic excellence, engagement in the community and equity. So, in this blueprint as a part of this planning process that they went through, they started with a blank template such as the one that you're seeing below. And this is just one element of defining the Tier One experiences for students.

**[Slide 13]:** And as a part of the process, they went on to develop; each school with clarity of what's happening at the Tier One process. So, for example, some of it might be; and this is just looking at faculty and staff components. When we think about what we want to have in place across our schools. Say for example, an elementary school we want clarity from the faculty and staff on what is the Tier One experience in terms of students accessing English and Language Arts or Mathematics instruction. As a part of this work, Educators are taught to prioritize research-based and ideally evidence-based practices. So that they can embed proactive strategies

within their academic instruction that supports students being engaged and minimizing disruption.

In terms of behavioral elements in addition to idea of positive behavior intervention support that is focused on teaching the expectations and allowing students the opportunity to practice and receive reinforcement for meeting expectations. We also want to have plans to responding positively and constructively when students do struggle. So, these PBIS elements have both the proactive and a reactive component. Many schools based some of their work on how to manage acting out behavior with great lessons that we've learned from Geoff Colvin and Terry Scott and others.

And also, in these blueprints there are priorities placed on actually explicitly teaching social skills. So, just like we would teach academics, these lessons are taught schoolwide. And this is true from pre-school to high school in a way that is allowing every student to have the playing field leveled for them so that they get an opportunity to learn some of the soft skills that they need to build self-determined behaviors and become self-regulated lifelong learners. And so, as a part of that, there is clarity of what those expectations are at Tier One.

Now, once the entire blueprint is built; and again, this is just an element of it. There are plans for teaching Tier One experiences to all students, all faculty and staff. Letting families know what is taking place and making sure that Administrators are clear in terms of what they need to offer in terms of Professional Learning and time and other resources to make sure that there's clarity and consistency regarding the Tier One experience.

Another important procedure at this base experience is prioritizing procedures for reinforcement. Because, part of shaping student behavior is going to be making sure that we're acknowledging the good work that the adults in their building are doing. About not even just having these blueprints in place but implementing them with fidelity. And really teaching in a way that fosters this integration.

So, it might be for example in a high school class. When they are doing a lesson in a Social Studies class. That before that conversation begins on a conflict in time and history, the good strong educator might pre-prepare the students in the classroom and say you know, we're going to be engaging in some conversations today where people are going to share some ideas that may be different from their own. I want to remember that we want to be respectful of other people's ideas and you might recall from our social skills lessons the importance of showing empathy. And you can remind people of how and why and when to use those different skill sets that they are requiring.

And then a third very important piece also of implementation is making sure that we have procedures for monitoring this implementation. Because, most of us; of the one hundred and twenty-three of you logged in at this point. There are plans in place that you want to happen at Tier One but, you need to know that they are happening and that those are being taught, they're being reinforced and indeed that they're actually working.

**[Slide 14 – Communication: Soliciting Feedback, Sharing Progress, Providing Professional Learning]:** As a part of this work; I mean before we even think about screening we want to

make sure that we have information on what is happening at Tier One in terms of social validity. So, when we are implementing a primary prevention effort we want to have an opportunity for stakeholders to give voice to what they think about the goals, the procedures and the outcomes. As a part of CI3T implementation it is routine in the buildings that we support that twice a year, faculty and staff actually give input using a tool called the primary intervention rating scale. And one thing that was a really good lesson learned in 2008 is that we learned that when schools are going through this building process of building their CI3T blueprint. We found that the buildings main scores on this social validity measure actually predicted how well they implemented. Which is important and that leads us to treatment integrity.

As a part of this model, we want to have actual information to know what implementation looks like in classrooms and in the building. Because, if we do not collect information on treatment integrity when frankly it's just like a guy talking about his dating life in high school. Maybe it happened, maybe it didn't. You have to have the data behind it. And when we think about this great work that's being done on behavior screenings, we want to make sure that that is actually prioritizing accurate implementation of screening.

And I want to check in right now and I know that we have had some tech challenges. Would you if at all possible just give me a quick thumbs-up if you are able to see this PowerPoint? Okay, thanks for the feedback.

As we launch into this discussion of behavior screening, we again want to make sure that we have information on what people think about the goals, the procedures and the outcomes of what you're doing at Tier One. We want to make sure that we have implementation on fidelity. And then we want to begin to see how students are responding to this feedback. So, as a part of that, this is where we enter behavior screening.

And I want to be clear that behavior screenings should not be; the data in my view should not be analyzed in isolation from these other points of data. Because, we want to have these multiple sources of information to inform decision making at the school site. So, let's talk a little bit now about behavior screenings in general.

**[Slide 15 – What Screening Tools are Available?]:** When we think about behavior screenings the first think that I want to make clear is that there are a number of tools available. And we will not have sufficient time today to walk through each tool but, I do want to put it on everybody's punch list. To make sure that you take the time to go and explore the different options that are there. When you're looking at screening tools, one of the biggest decisions that a district of a school site is going to make is making certain that they're picking a screening tool that has adequate psychometric properties. Meaning that it's working to detect the students that you're hoping to support and secondly that it is a feasible tool. Meaning that it is one that you can implement with procedural integrity and that you can sustain it over time.

Because, just like the academic screening tools, you cannot interchange these scores. So, when you pick a screening tool, stick with it and implement it. But, be cautious of your decision-making process for when you are putting this in place. Now, as for screenings it is very comparable; when doing behavior screenings its very comparable to academic screenings in a sense where they happen three times a year and you screen every single student.

So, you do not suggest; we are not going with the approach that there is a problem and so you screen. The screening is a part of primary prevention efforts. So, if you have one hundred and nine kids in your school or if you have two thousand kids in your school, they are all screened three times a year in the fall, winter and spring. Now, there are two important distinctions between behavior screenings and academic screenings.

First of all, is the timing of the fall time point. For academic screenings like when you're doing things like AimsWeb or DIBELS, those screenings can be done as soon as students return to the school year like from their summer break. With behavior screenings, you'll need to read the technical manuals for each. But, in general you wait four to six weeks after the school year begins and then you screen every student. So, the timing is different for fall.

The next thing is that fact that during behavior screenings as we're talking about today. There are different types of screenings. There's teacher completed ones, parent completed ones, student completed ones. We're talking about teacher completed screenings tools today. And these teachers completed tools do not require time with students.

So, I'm not approaching a student and saying Grant, are you internalizing today or Paloma, you know tell me how aggressive you're feeling today. Instead, these are independent ratings that are completed by the teacher. And as part of our goal of respecting teacher time, we encourage CI3T Leadership Teams to actually calendar out the dates for systematic screenings. And we encourage people to conduct these as a part of regularly scheduled faculty meetings so that all adults are there and are able to screen the students.

And this is important that all students that have been there for at least thirty days; have been enrolled for at least thirty days are screened at each time point. So, we do not encourage rolling screening when kids are coming in.

**[Slide 16 – Systematic Screening]:** Now, as I mentioned there are multiple different sources of; or different options for screening. Some, you'll find on the NCII site. I also want to make you aware that on this website CI3T.org that there is a tab on systematic screening. And there are several YouTube videos and other points of reference like this little handout. If you wanted to, you could download it.

And there's other resources as well. You can find similar products on PBIS dot org as well. But, do yourself a favor and do due diligence to make sure that you're looking at the psychometrics and you're looking at who the intended students are that are being screened. And at this time, when we're starting to really gain some traction and when there was for a period of time in the early years more training tools available at the elementary than at the other levels like pre-school or middle of high school. But, we're starting to see some breath of screening tools over time.

So, if you do have time following this webinar you might make yourself a note to log into CI3T.org and check out that systematic screening tab. And on that, you'll also find another tab called CI3T in action. And there are some videos from elementary, middle and high school site leaders and district leaders actually who have been involved in systematic screening. And if you are someone that is screening in the high school level or the middle school level, one thing that I

want to just pre-correct for now is at the elementary level it's typically the home room teacher that does the screening.

At the middle and high school levels, it is not every teacher screening every kid in every period. One of the conversations that had during the planning process is which period; you know like if it's first, second, third, fourth, etcetera. What period during the day do you want the screenings to take place? And there are a number of logistical concerns that you want to think about. The biggest being in the high school that you want to pick a time where all students are present.

And that is more complicated than it sounds because you have to think of some students being off site for; maybe like taking a college class or maybe leaving for a vocational elsewhere. So, in some of the high schools that we've worked with there was only one option. It was fifth period, the period that surrounded lunch was the only time that every student was in the building. So, that was their time that they chose to screen. And there are a number of psychometric studies for a whole range of different tools that have been conducted to look at inner rater reliability and test, re-test ability over time. Which are points that Amy will talk about in a little bit in just a few moments.

**[Slide 17 – Considerations]:** Now, when we think about screening. I want to just show you just few practical examples from actual screening tools. But again, the overarching considerations that you want to have as you're listening to this is that you want to make sure that you find something that accurately detects students. And it's something that it is feasible for your students; for your teachers to do. This is not a committee decision, these are independent ratings.

When I think about it being psychometrically sound; and listen to this one piece because, this is important. Every screening tool is going to have some margin of error. And some of the mistakes that get made are called false positives. Which means that the screening tool suggest that there is a challenge when in actuality there is not.

Now, the consequence of a false positive in screening is that that student gets extra help. They might get a low intensity support like more instructional choice or Check-In Check-Out. That is actually not a bad thing because, they're getting extra assistance. My concern as a researcher and as a practitioner would be missing kids that did need help. And that is referred to as a false negative.

So, when you're trying to pick out a screening tool you want to minimize that. You want to have a fine balance there. You want to make sure that we are not overlooking kids that need actual assistance. And there's more information on that on the websites.

**[Slide 18 – Systematic Screener for Behavior Disorders]:** Right now, I'd like to show you for just a couple of minutes and talk to you about some of the screening tools that are out there. And I'm just going to feature two and it's not like I'm saying these are the best in the world. But, I am saying that these are ones that we've interacted with faculty and staff with and worked with districts on. And I do want to start with the systematic screening for behavior disorders. The second edition came out from Hill Walker and his colleagues in two thousand and fourteen. And in my view, I actually do view this to be like the gold standard for systematic screening.



**[Slide 19 – SSBD Results – Winter 2007 through Winter 2009 Risk Status of Nominated Students]:** There are currently two different versions of this when you purchase this very reasonable kit. There is a Pre-K and K version and then there is first through ninth grade version. Now, you'll notice that these data in front of you; these are older data. And I want to show you these specifically because I want to make it clear that screening is not new. Screening has been around for a while and it is gaining traction in schools. But, we also want you to know that there is still room to grow.

So, as we're thinking about screening I want to walk you through how this is used. These are data from an actual elementary school. And on the left-hand side of that dotted line that you see there are; you'll see three blue bars. So, they first screened in the winter of two thousand and seven. And when they did the screening with SSBD; and this is a tool that begins with nomination and rank ordering.

So, essentially there is a definition for externalizing like more boisterous, acting out, non-compliance, aggressive, being defiant. And teachers rank order kids from most like to least like on that particular dimension. And in the first versions of this, they took their whole classes and sorted them into most like externalizing or most like internalizing and then they rank ordered them from most to least. In the current version, teachers read the definitions and then they pick the top five students whose characteristic behavior patterns most closely match externalizing. And then they rank order them from one to five.

The top three kids pass through that first state. And then teacher fill out additional information on just those three students. And there is some flexibility if you thought there was a fourth or fifth student that really does need to be considered further. You can pass them through that first state. But, there is a minimum of three students.

So, they fill out two tools. One is called the Critical Events Index and the other called the Combined Frequency Index. And in this particular graph, when you look at two thousand seven there were sixty students that passed through those first gates. There were thirteen of those students who exceeded normative criteria. That means they had higher than average acting out behavior. And that represented six percent; actually, six-point one eight percent of the entire school.

Now if you look at the next winter time point. So, it's a year later and so remember that you're Kindergarten kids have moved up to first grade your fifth graders have gone onto middle school and now that school has grown. So, the enrollment grew; the enrollment increased and so now there were sixty-nine teachers; the number of kids screened that were; that passed through that first gate. It increased to sixty-nine because there was an extra teacher added. And of those sixty-nine students that passed through the first gate, there were seven that exceeded normative criteria which leaves us with three-point five percent of the entire student body as having more than average externalizing behavior.

And that stayed pretty stable that next year. Now, when you think about this, it's creating transparency as to who might need extra assistance. So, if I'm a school psychologist or a social worker rather than going to a teacher and saying to you have anybody that needs any help. I can use screening data to help connect kids to the supports.

To the right of the dotted line, I see the same thing with internalizing behavior patterns. So, at the same time in the winter of two thousand and seven when kids were screened in that building again, sixty kids passed through that first gate. There were seventeen students which represented almost nine percent of the student body that had higher than average internalizing issues. So, the next year even though the school grew when they again screened, the percentage of kids that had internalizing issues was decreasing. And you see a pretty steady decrease in that.

But remember, this is not a randomized control trial. So, you shouldn't draw any causal conclusions. This doesn't say that implementing CI3T caused this because this is just descriptive information. That by screening, this gives me a picture of what's happening in terms of overall risk in the building. And it allows me to look to see which specific school kids might need additional support. And this is a very low-cost screening tool.

**[Slide 20 – Student Risk Screening Scale for Internalizing and Externalizing]:** Another screening that was originally developed in Oregon and was developed by Tom Drummond in nineteen ninety-four and it was referred to as the student risk screening scale. And our colleagues with permission from Tom Drummond added some additional guidance.

**[Slide 21 – Student Risk Screening Scale - IE]:** To begin the use of expanding this tool to also detect kids that had not just acting out but also more internalizing issues. So, there is now; now this tool called the student risk screening scale and it is referred to as the SRSS-IR for internalizing and externalizing. And this is just twelve items that teachers again independently look at each student's behavior and they rank order; there's not rank ordering here. But, they simply score students using a four-point type scale. In which teachers indicate anywhere from never, occasionally, sometimes or frequently with which students demonstrate these specific behaviors.

**[Slide 22 – SRSS-IR: Cut Scores]:** Now in this particular screening tool, there are two total scores that are created. I'm going to focus over here for just a moment on the elementary side. So, at the elementary level, items one through seven are added up and if a student's total score is zero to three then they are considered in the low-risk category. A student's score at four to eight is considered at the moderate risk category. And a score from nine to twenty-one is at the high-risk category.

The other five items are those reflecting internalizing behavior patterns. And you'll notice here that the range is really low for low risk. So, zero to one is low-risk. Two to three is moderate and four to fifteen is high. Which means you need very little internalizing issues to suggest that there is a concern.

And on the right-hand side, you'll see preliminary cut scores on the middle school level. And I want to mention something about the middle school which also compliments Tom Farmer's work quite nicely. We've actually learned that peer rejection actually become more characteristic of internalizing issues as kids move into the middle and high school years. So, it's important to note that it's the same twelve items completed for all students at the elementary level, middle and high school. But, how they're scored in the middle and high school is different than how they're scored at the elementary level.

**[Slide 23 – Sample Elementary School Fall (Externalizing) SRSS-E7 Results – All Students]:** And I want to show you now. These are again data from real school’s screening. These are from an elementary school and they screened for the first time in the fall of two thousand fourteen, two thousand fifteen and two thousand sixteen. And this is the first seven items on the internalizing issues. And what you’ll see are that over time, the percentage of kids scoring in the low risk category increased to just over eighty percent.

So, it’s like eighty-two percent. And that is like; our target goal is to have that be moved to about eighty percent. And when we look at that yellow scores, we’re looking that student’s scoring in the four to eight range. So those are suggesting moderate risk. And then the percentage of students in the red at the top is also shrinking. And again, the same messaging about please don’t draw causal conclusions because these are just descriptive data. But, we see this trend time and again.

**[Slide 24 – Sample Elementary School Fall (Internalizing) SRSS-I5 Results – All Students]:** Here is the same school and looking at their internalizing issues. So again, the green bars are getting larger. And the percentage of kids in the yellow is getting smaller. As is the percentage of kids scoring in the red range. And again, this allows you to be able to get an objective measure in terms of screening for soft signs of challenging behavior

**[Slide 25 – Examining your Screening Data]:** And then these data can be used in several ways. Three of which I want to highlight here for you now. And so, I’ll just do this briefly so that we have a little bit more time to talk about how the evaluation of these tools looks. But, whether it’s the SRSS or the SSBD or the Strength and Difficulties Questionnaire or the SAEBRS or any of them. You want to make sure that you’re looking at your data through multiple lenses.

**[Slide 26 – Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School]:** So, one of the first things that we encourage people to do is to take a snapshot of their schools as a whole. These are data from a school on the West; on the East coast. And this is from the Social Skills Improvement System Performance Screening Guide. And this screener gives you information on reading skills, math skills, prosocial behavior and motivation to learn.

Now, these data suggests it’s actually not close yet. There’s eighty percent of the students that score in the low-risk category. And I give total props to this Principal. They had reached out for support feeling like they needed help with Tier Two and Tier Three supports.

But, when we looked at their screening data that they were collecting. You see very clearly that the challenge is not a Tier Two issue. If you have that many kids screening in at Tier Two and Tier Three, then we have a challenge with core. Which means that we need to start by intervening at Tier One so that we can create a base learning experience for students.

**[Slide 27 – Student Risk Screening Scale Middle School Fall 2004 - Fall 2011]:** That is very different than this middle school. And this school started training in two thousand and four and they used the Student Risk Screening Scale developed by Tom Drummond. And you see over here that over time from two thousand and four to two thousand eleven those green bars getting bigger over time. That the percentage of students in the low risk category is increasing over

time. And I do want to point out that in two thousand eight; it's like those weight loss commercials. That says less than one percent, those results are not typical.

Most schools would have about three to five percent of their student body screening in the high-risk category. Now, that next year in two thousand nine when their risk increased a bit, what they did is they went back, and they looked at treatment integrity data. And they realized that through the years as they had been implementing the CI3T that they had hired new teachers and they realized that they hadn't onboarded them in a way that gave them enough training with what the Tier One experiences are. So, they did a booster session and then we again saw shifts in student performance. And I mention this because we want to be looking at multiple sources of data in tandem.

**[Slide 28 – Examining your Screening Data]:** That is also true in terms of how we want to look at student's data with not just behavior screening but other data.

**[Slide 29 – Examining Academic and Behavioral Data: Elementary School Level]:** So, for example, these are hypothetical kids, and these are not actual student names. But, this is a summary of their Reading, Math, their SRSS E7 which is the acting out, the internalizing, office discipline referrals and absenteeism's. And we encourage you to look at multiple sources of data together. Because, you will see things like you see here.

If you were to look across some of these rows of data. When a child is struggling behaviorally, we also want to look at other important indicators. Like, are they struggling to read? Are they struggling with numeracy? And I really encourage you to start by looking at your attendance data.

School is one hundred percent; a must be present to win gain. And so, if kids are not coming to school it is not surprising to us that they are struggling. And some kids may act up to get out because it is too difficult or it's too easy. And some kids; you know if we were only relying on office disciplinary referral to detect which kids need more then quite frankly, we would miss kids with internalizing issues.

Now, I want to mention that if this was my classroom as a former fifth grade teacher. If that's what my data looked like, for my student body.

**[Slide 30 – Low-Intensity Strategies]:** I'm not going to start by putting all kids into Tier Two and Tier Three. I'm going to begin by looking at simple shifts that I can make in how I'm teaching to support engagement and minimize disruption. So, I might employ strategies like active supervision or instruction choice or pre-correction. And there's more you can read about. CEC's division for research a few years ago put out a whole research-based strategies for improving behaviors in schools.

There's other books that operationally define these and there's free access professional learning materials to go with many of these strategies on CI3T.org. If you click on the that professional learning tab. And it might also might be that if it is a smaller percentage of students then I might want to do something where I am connecting students to a Tier Three or a Tier Two support.

**[Slide 32 – Examining your Screening Data]:** A point that I want to mention now. Another huge benefit of doing screening is that it allows you to look at Tier One practices. It allows you to think about how you can empower teachers by putting more tools in their tool kits to better manage challenging behaviors in their classroom.

**[Slide 33 – Comprehensive, Integrated, Three-Tiered Model of Prevention]:** And then lastly, I can use this information to connect students to Tier Two or Tier Three supports. In our CI3T work with schools, we help school sites to actually make a grid similar to what you're seeing here. That actually lists out secondary Tier Two intervention grids. And over time, our goal is to make sure that these are evidence-based practices. And in these grids, we name the support.

And please remember, a support is not a person. It's what the person does. There's a description of it and now, here is the game changer. Instead of it being teacher nomination to connect a student to a support, it would be the screening data that would be used to connect them to these additional supports.

**[Slide 33 – Comprehensive, Integrated, Three-Tiered Model of Prevention]:** And the same is true for kids requiring intensive intervention efforts. And it's not that it's that a student needs to go always from Tier One to Tier Two to Tier Three. There are absolutely times where they will go directly to Tier Three based on the level of intensity.

**[Slide 34 – Sample Tertiary (Tier 3) Intervention Grid]:** To give you a closer look at a Tier Three support, you might look at a functional support-based intervention. And there is clear entry criteria as for who; for whom this might be a good idea. And then any time that we're doing something extra with students. Any Tier Two or any Tier Three, we want to have parent permission or at a minimum, inform parents.

And then you still need to know three things. Is it happening, treatment integrity? We want to know socially are people on board with the procedure and the intended outcomes? And then, we need to have a reliable way of measuring if it's working. And then so that it doesn't become like the Hotel California where kids are put in these interventions and left there forever, there has to be an exit criteria.

**[Slide 36]:** And so, I show you these just briefly as a thumbnail overview of screening. Screening is important. It allows you to get multiple looks at what's happening in your building. For anybody that's written a school improvement plan, these are very valuable data.

They need to be dealt with securely though. We would not e-mail data that had screening. You want to make sure that how you're sharing it is appropriate to protect you know each individual's personal rights. We want to make sure that we're aggregating as I've shown you in some places. We want to make sure that the appropriate people have the total scores.

I want to emphasize that the decision making is not made based on item level data, it is based on the composite scores. So, it's important to learn more about each tool. And then, as you're collecting screening data, you want to make sure that you have appropriate coaching materials so that it is set up for success. And so that it is administered correctly. And on that same website; on CI3T.org, you will find coaching protocols for both the district level and the school site level.

But, again I just want to thank you so much for considering screening. Accurate detection as to who needs more is indeed an important step. And now, we're going to turn it over to Amy who is going to share with us a little bit about the NCII's Behavior Screening Tools Charts.

**[Slide 37 – NCII's Behavior Screening Tools Chart]:** and then conclude with an opportunity for questions.

Amy Peterson: Great, thanks so much Kathleen. So again, we're going to start by just talking a little bit about; giving you a little bit of context on NCII and then; and the tools charts. And then jumping into the behavior screening charts specifically. I'm going to spend the most time on the Behavior Tools Charts specifically because there's other places to learn more about NCII and what we're doing. As well as a little bit about the history of the charts. So, Kathleen if you want to flip to the next slide?

**[Slide 38 – National Center on Intensive Intervention]:** One of the things that we're really thinking about for NCII is this idea of supporting students with the most intensive needs. Which is really our mission with this work and really our work with states and LEAs and schools and universities and practitioners and others to really support that implementation. And one of the things that Kathleen really mentioned and that we're also focused on.

**[Slide 39 – What is Intensive Intervention?]** Is that integration between academic and behavior and making sure that we're thinking about that. And we're also really focused on looking at; can you click two times so that you can pull up those bubbles on the screen? This intensive intervention being driven by data and then really thinking about the increased intensity and the individualization of the supports for the students with the most intensive needs. So, that's really how we see intensive intervention.

**[Slide 40 – What is NCII's Approach to Intensive Intervention?]:** Targeted for students that have the most severe and persistent needs and really this combination of data and intensification. And the process that NCII uses is DBI. And I'm not going to spend a lot of time on DBI. But, I will reference you to a lot of resources on the website to really get more information. There's a self-paced learning module and a number of other tools and resources so that you can learn a lot more there. But, it's really; again, really integrating that data piece and that intensification and adaptation of interventions to better meet student's needs.

**[Slide 41 – Multi-Tiered Systems of Support (MTSS)]:** And as we mentioned before, it's really integrated in MTSS and also in the Special Education services that were provided to students. So, really thinking about where intensive interventions fit.

**[Slide 42 – What Does Screening Have to do With Intensive Intervention?]:** But as we're focused on in this session today, we're really looking at that role of screening. What does screening look like? And why are we talking about screening? And so, as Kathleen mentioned we're really thinking about screening in the context of tiered systems of support and all of the resources that we're providing there. As well as the idea that often times interventions provide kind of a package of assessments.

And so, we might be looking at screening and progress monitoring and other assessment data. And screening is just one of the pieces in that. But, we want to make sure that that screening;

that really important screening piece is a part of the conversation. And as Kathleen also mentioned, there is increasing research around the idea that we can fast track students often times.

**[Slide 43 – History of Tools Chart]:** If students have that very intensive need then we might be able to use some of that information to help them to get to some of the supports that they need sooner. So, a little bit about the history of the charts. You can see them kind of growing over time. And so, we started off with some charts around academic progress monitoring in the Student Progress Monitoring Center. At the Center on RTI; the National Center on Response to Intervention we added academic screening and academic intervention.

And then, under NCII as I mentioned before, the importance of behavior was also an important key factor. And so, we decided to expand the charts to really look at behavior as well. So, you'll see the addition of behavior progress monitoring, behavior intervention and now behavior screening.

**[Slide 44 – About the Tools Charts]:** I'll also note that the Academic Screening Chart moved over to the NCII website this year as well to enhance that connection that we were just talking about. About the importance of screening. As a little bit about the charts, one of the things that I really wanted to iterate was the idea that they were; they are done as reviews of resources and tools. And as Kathleen mentioned, there's a lot of resources and tools out there. And so really providing you with a review of those resources.

A technical review committee reviews the technical adequacy of those tools and we will look at some of those components in just a second. And then we'll go ahead and think about some of the other factors as well. And looking at those different criteria and information that's available. The charts only include tools that have been submitted for review.

So, they are not comprehensive. So, they provide information about tools that have been voluntarily submitted. So, if you don't see a tool that you're using on the chart and some of those tools that Kathleen mentioned are not on the behavior chart. We'll see that in just a second. They might not have been ready to submit at that stage.

**[Slide 45 – Spotlight on the Behavior Screening Tools Chart]:** We're hoping that they submit in the future. But, one of the things that we have seen over time; often times is putting out the charts and this information and being able to capture this information for users really helps to drive the field in providing this information and resources. So, currently we only have one tool up on the Behavior Screening Tools Chart. And again, that does not mean that there is only one Behavior Screening tool out there. It is the one that was submitted for the initial; that first annual review.

We're hoping that more will be submitted in the future. But, this really provides the flavor for the kinds of information that are on the charts. So, you can go ahead on to the next slide.

**[Slide 46 – Definition of Screening]:** So, as we think about screening. What do we think about for NCII's definition of screening? And these are really the kinds of pieces that are really focusing our conversation here. So, we're talking about classification accuracy. We're talking about reliability. We're talking about validity. How are we using that information to identify

students who may require intensive supports? Both academically; on the academic side as well as social, emotional and behavioral needs on the Behavior Tools Chart.

**[Slide 47 – Tools Chart Structure & Review Criteria]:** The charts themselves include three different tabs. Again, really matched to that definition. One on classification accuracy, one on technical standards and the next on usability features. And they all have this similar legend that you can see up on the screen. So, there's information about whether there was convincing evidence that was submitted, partially convincing evidence or unconvincing evidence.

And one thing that we'll also see sometimes is that the data is not available. And that means that maybe that piece hasn't been studied yet. They weren't able to submit that information. Hopefully it will be submitted in future reviews. But that bar there shows that information. So, go ahead to the next chart.

**[Slide 48 – Classification Accuracy]:** So, the first tab is the classification accuracy tab. And this is where we're really getting to that idea that Kathleen was mentioning around the errors. Right, so we're really making sure that we're identifying the right students. The students; in thinking about the sensitivity and the specificity of the tool to make sure that we aren't missing students. That we're not over identifying students but also making sure that we're not under identifying students.

So, that's what we're really thinking about when we think about our classification accuracy. And one of those things that you can see up here again; Kathleen mentioned that you often screen. And we should screen in the fall, winter and spring. So, on the charts you see information for a fall, winter and spring measure on the criteria and the classification accuracy for that.

**[Slide 49 – Technical Standards]:** You can click on the headers on any of these charts. Both on this tab as well as the classification accuracy tab to see more about the specific definition of each of those tools that are used to rate each of those indicators. So, if you're interested in learning more for example on this tab about what reliability is. If you click on the link under reliability. You'll learn the definition that the reviewers used for reliability.

And then up at the top, you see which tab you're on by that orange indication there. Here you're on the technical standards tab. You can click back over and see the classification accuracy and so on.

**[Slide 50 – Usability Features]:** So, under the technical adequacy, we're thinking about the reliability, validity and so on. Under usability, it's where we get into some of those ideas about administration format. How do we do this screening measure? Is it individually or is it as a group? How long does it take? How is scoring occurring? What decision rules do we have available? And was a usability study conducted or not? So, that gives us some good information there about the usability of the chart; of the screening measure.

**[Slide 51 – Implementation Information]:** The charts are also all interactive and have a lot of information on there. So, if you click on the header as the title for the tool you can learn a lot about the implementation. The cost, the training requirements, the different types of supports that are available, contact information for the vendor and so on.



**[Slide 52 – Dig Deeper Into the Data]:** And we really encourage you if you have specific questions about a specific tool, reach right out to the vendor and ask them those questions. They often have a lot more information. And then we can also click on any of the bubbles on the charts themselves to learn more about the data that was submitted to the reviewers for review. So, you can see how those ratings were conducted and the background data that was used for those reviews.

**[Slide 53 – Advanced Filtering]:** So again, all of this chart is interactive to really gather that initial information about what was used for the review. We've also included on all of the charts now an advanced filtering feature. And that allows you to really get down to the nitty gritty of you know finding tools and resources that really meet your needs. Of course, on the Behavior Screening Tools Chart with only one tool at the moment; that's not really as critical.

But, as more tools get added, you might want to filter down to specific resources. And so, this is advanced filtering will allow you to do that. And another piece that's up there is just the ability to print out any of that information that's on the chart. So, if you're going to a meeting and you want to have that in front of you and you might not have a computer. You can go ahead and click on that print chart feature.

**[Slide 54 – Call for Behavior Screening Tools Now Open]:** One of the things that I wanted to emphasize again is that we are always looking to improve the number of tools and resources that are on the chart. Because, they are only as helpful as the information that's there for you. So, currently there is a call for behavior and academic screening that is open now through the end of the month. Through September twenty-fifth. And so, vendors can submit for reviews of the chart and then those tools will be added to the chart during the next review cycle.

So, if you have a question about a specific screener or if you want a specific screener to be reviewed for the chart. We definitely encourage you to tell the vendor that. So that they will be encouraged to submit their resources. So that we have more resources out there for you to look at and review.

**[Slide 55 – Other Tools Charts]:** And up here are just some links to the other tools charts that are available on the Center's site. Again, we have one on academic screening. Ones on both academic and behavior progress monitoring. And then academic and behavior intervention as well. So, again all structured very similarly so you can get similar kinds of information about tools but with different criteria that the different folks looked at.

**[Slide 56 – Questions]:** So, I realized that was a quick overview of those charts. And we welcome any questions. If you have questions, you can submit them to the NCH e-mailbox at any point but, I'll also pull up the questions in the pod here. And see if we have had any questions specific to either of the two presentations.

**[Slide 57 – National Center on Intensive Intervention]:** So, one of the things Kathleen that I saw in the list was just an idea of expanding on the idea of social validity? So, I'm wondering if you just wanted to share a little bit more about what you were thinking about social validity? As I look and see if there are some other ones as well. And Kathleen, we might have you on mute; so, you may want to unmute yourself.

Kathleen Lane: Okay, as you think about social validity, one of the things that you want to think about is basically getting people's input on the screening tool that they're about to use. Often times schools when they have narrowed the choices down to perhaps two different screeners. We've worked with several school systems where they have short listed two different screening tools that they're interested in exploring and they'll actually have their entire group of students screened using both screening tools.

So, for example in some of the earlier studies that were done. You saw schools that would have used the SSBD; the systematic screening for behavior disorders and the Student Risk Screening Scale. So, teachers get an opportunity to test out and explore those screening tools. So, a part of the thing that they typically look for is the amount of time it might take, the reliability and validity as you've already talked about. And then also the functional utility of the tool.

There are wonderful tools like the BASC, Three Best and the Assist Performing Screening Guide that also carry companion intervention materials. And so, if schools are resourced such that they can screen and then also have access to a family of tools to support using those data, that may impact teacher's views of it. Some people might have input on screeners that take a longer period of time. Cost, is certainly a factor. Some screening tools are free access and others that are not necessarily free being in the sense that there's personnel time.

But, there's no monetary cost. Like for example, the Strength and Difficulties Questionnaire, the Student Risk Screening Scale and the SRSS IE. Those are all free access tools that you can get of course you still need to build District systems that support that. But, we want to be cautious about not adopting or implementing a screener that cannot be sustained.

Because, even if it's wonderful. If people think that it's too cumbersome to either complete it or score it or interpret it then they are less likely to sustain it.

Amy Peterson: Great, thanks so much. And one other question that we got was about the availability of some of the tools and resources. And just.

Kathleen Lane: Sure

Amy Peterson: Particularly in some of the earlier screen shots that you had on some of the resources that you used. And are those all available on the CI3T site?

Kathleen Lane: Yes, they're all.

Amy Peterson: And is that the best place for people to look?

Kathleen Lane: Yes, on CI3T.org you; and they are all free access. So, please help yourself. Some of the tools that were up there like the handout on I think on the comparison of different screening tools that are available. You can find that under a resource of building your CI3T model. There are coaching protocols to help Districts make decisions as to which screening tool to pick and how to install it. And that's on the screening tab.

And then there's also resources on the professional learning tab. Where we were talking about what to do with your screening data. Like if teachers; if they're screenings suggest that more

than twenty percent of kids in their classrooms are struggling. A teacher's first line of defense is often to adopt a new strategy that they can use. And in many of the buildings that we support, Principals will support adults in the building becoming on-site Coaches for how to do behavior specific praise or how to do active supervision or how to do instructional choice.

And there's little how to PowerPoints. Like step by step processes to do that strategy and implement it with fidelity. So that you can make sure that teachers are getting strategies they need along with the professional learning and the onsite coaching to make that happen. But yes, that's all on that website. And there's others as well. Like, you could go to PBIS.org and there are a number of free resources available on the National Center as that are there too.

Amy Peterson: Great, thanks so much. Well, I don't see any other questions. The one other one that I just wanted to make sure. I think I; we answered it in the question and answer but make sure that everyone got it and Kathleen confirmed. That she was talking about just Colvin and I can put that in the chat for everyone in case you haven't had a chance to see that as well. But when she was mentioning some folks we just had some clarification on that name.

Kathleen Lane: Sure

Amy Peterson: And unless I have missed any, I think we have gotten most of the questions. But, if there are any additional ones, please feel free to pop them in the Q and A. And if not, we really appreciate you guys taking the time out of a busy Wednesday. We know that it's the start of the school year and that's always a challenging time for folks. But, we really appreciate you coming on board and hope that you're coming on board to screening if you're not doing it already.

**[Slide 59 – NCII Disclaimer]:** And so, thank you so much and feel free to reach out to us if you have any questions. We really appreciate your time today.

Kathleen Lane: Yeah thank you. And Amy, thanks to you and Nick today. And I apologize to everyone for the challenges regarding the technology. If you do have questions that you didn't feel comfortable posing to the group, my e-mail is Kathleen dot lane like the little street at KU.edu. So again, our sincere thanks and have a great afternoon.

Amy Peterson: And just one question that I see coming in about when the Webinar will be posted. We do our best to post it within the next day or so. It will depend a little bit on if we have any technical challenges. But, it should be up in a day or so on the NCII website at that link that I shared at the beginning of the presentation. So, hopefully just by the end of the week at the latest. It should be up and ready for you.

Kathleen Lane: Thanks Amy and thanks Nick.

Amy Peterson: Thank you

Kathleen Lane: You guys have a great afternoon. Bye-bye

Amy Peterson: Bye

**[End of Transcript]**