PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Goals for Today

• Provide a rationale for universal screening
• Discuss how systematic assessment practices will lead to effective and sustainable behavior supports
• Explore different behavior screening tools
• Link universal screening data to interventions
Address the importance of systematic screening of all students...

**SYSTEMATIC SCREENING**

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**Multi-Tiered System of Support (MTSS)**
Comprehensive, Integrated, Three-Tier Model of Prevention (Lane, Kalberg, & Menzies, 2009)

- **Tertiary Prevention (Tier 3)**
  - Goal: Reduce Harm Specialized Individual Systems for Students with High-Risk
  - Approximately 5%

- **Secondary Prevention (Tier 2)**
  - Goal: Reverse Harm Specialized Group Systems for Students At-Risk
  - Approximately 15%

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm School/Classroom-Wide Systems for All Students, Staff, & Settings
  - Approximately 80%

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**PBIS Framework**
Validated Curricula
Multi-Tiered System of Support

Adapted from the OSEP TA Center for PBIS
Why Universal Screening for Behavior?

- Prevalence estimates of emotional and behavioral disorder range from 2% to 20% of the school-age population
- Only 1% of students receive special education services for emotional/behavioral disorders.
- Vast majority of students with emotional and behavioral disorders will be taught in a general education setting with a general education teacher. 
  (Walker et al., 2004)

Universal Screening: What does it provide?

- Examine if the universal level (core) is established
- Identify students in need of Tier 2 or Tier 3 support
- Inform tiered intervention efforts with an emphasis on supporting students whose behavior impedes their academic and social successes
- Analyze response to interventions in the winter and spring
- Identify professional development needs of adults
School Outcomes

• Schools design a systematic approach for supporting students who are detected as having elevated risk

• Complete and implement Secondary and Tertiary Intervention Grids

• Site-based leadership teams to review school level and student level data

• Schools will learn about the utility of screening measures in predicting students’ year-end behavioral and academic outcomes

What information will we learn?

• Teachers will leave the screening meeting with a list of students who need additional supports
  – Classroom profile is generated instantaneously with identification of students scoring no risk, moderate risk, and high risk. This information will later be assimilated by grade level for further data analysis

• The support team should plan to review student behavioral data with other data sources to determine appropriate response
  – ODRs, Attendance, GPA, courses passed/failed, NWEA scores, DIBELS, etc.
Office Discipline Referrals (ODR)

- Indicators used to determine when students are in need of services
  - Low Risk: 0-1 referrals
  - Moderate Risk: 2-5 referrals
  - High Risk: 6+ referrals

- Identifies students with externalizing behavior

- 3 ODRs by the end of October is an indication of a student being at risk
Office Discipline Referrals (ODR)

Concerns with ODR data:
1. Accuracy relies on teacher reporting behavior in a consistent manner
2. Students with internalizing behaviors are unlikely to earn ODRs

Systematic Screening at Tier 1

- Identifies students with internalizing and externalizing behavior
- Completed 3 times per year
  - 4-6 weeks after start of school
  - Before winter break
  - 4-6 weeks before/after school ends
- Completed by classroom teacher
- Takes between 15 and 75 minutes (depending on screening tool chosen)
Sample Data: SRSS – Middle School

Screening Readiness Protocol

Pennsylvania Positive Behavior Interventions and Supports
Systematic Screening for Behavior Protocol

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Key Questions</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The need for systematic screening to identify areas responsive to primary prevention has been established and is connected to the mission, priorities and school/program improvement plan.</td>
<td>• What is the current system for identifying at-risk students in need of additional supports? (Team, protocol, supports) • Is the system effective in identifying at-risk students in need of additional supports (external and internal)? • Are there any gaps of students who are not being consistently identified? Who are they?</td>
<td>In Place</td>
</tr>
<tr>
<td>2. The person or team who can authorize systematic screening has been identified and approval has been obtained to design and implement the process.</td>
<td>• Is it the district/school superintendent or program administrator? • School/District/Program Leadership team? • Building administrator?</td>
<td>In Place</td>
</tr>
<tr>
<td>3. A team exists that can support the student and family in determining what response, if any, should be taken for students who are identified as at-risk.</td>
<td>• Who is on the team? • What is the responsibility of the team? • Does the team meet regularly?</td>
<td>In Place</td>
</tr>
<tr>
<td>4. School/program and community-based support for responding to students identified have been identified and are adequate to serve the need.</td>
<td>• What supports are available for these students? • Are they adequate? How do we know?</td>
<td>In Place</td>
</tr>
</tbody>
</table>
Overview of Screening Activities

How much time will screening take?
When will it occur?
How do we fit this process into our schedules?
How do we prepare for administration?
Who participates?
What information will we learn?
What is the benefit to our school and students?
What interventions are there at the advanced tiers?
How will we facilitate the completion of the intervention grids?
How will we monitor progress on the intervention grid?

Explore Behavior Screening Tools

BEHAVIOR SCREENING TOOLS
Considerations

Psychometrically Sound

Socially Valid

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

Technically Sound Screening Tools

- Systematic Screening for Behavior Disorders (SSBD) (Walker & Severson, 1992)
- Student Risk Screening Scale (SRSS) (Drummond, 1994)
- Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997)
- BASC™2 - Behavior and Emotional Screening System (BESS) (Kamphaus & Reynolds, 2007)
- Social Skills Improvements System - Performance Screening Guide (SSiS – PSG) (Elliott & Gresham, 2007)
**Systematic Screener for Behavior Disorders**

(SSBD; Walker & Severson, 1992)

Systematic Screener for Behavior Disorders (SSBD)

- Considered to be the “gold standard”
- Identifies students in first through sixth grade
  - Preschool (age 3-5) version is Early Screening Project (ESP)
- Limited initial validation for use in middle and junior high schools
- Identifies both internalizing and externalizing behaviors
- A multi-gated system that relies on teacher judgment and observation
- 45 minutes for a classroom of 25
Multi-gated System

Stage 1
- Teachers identify top 10 students who match the descriptors for internalizing and externalizing behaviors
- Lists are mutually exclusive

Stage 2
- Top 3 students from each list
- Checklists of low-frequency, high intensity and high-frequency, low intensity behaviors

Stage 3
- Direct observation of student

SSBD Screening Process

Pool of Regular Classroom Students

TEACHER SCREENING
on Internalizing and Externalizing Behavioral Dimensions
3 Highest Ranked Pupils on Externalizing and on Internalizing Behavior Criteria

PASS GATE 1

TEACHER RATING
on Critical Events Index and Combined Frequency Index
Exceed Normative Criteria on CEI and CFI

PASS GATE 2

DIRECT OBSERVATION
of Process Selected Pupils in Classroom and on Playground
Exceed Normative Criteria on AET and PSB

PASS GATE 3

Pre-referral Intervention(s) → Child may be referred to Child Study Team
Stage One
Nominating Externalizing Students

- Displaying aggression towards objects or persons
- Forcing submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions/directives
- Arguing
- Having tantrums
- Being hyperactive
- Disturbing others
- Stealing
- Not following teacher/school-imposed rules

Stage One
Nominating Internalizing Students

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games or activities
- Being unresponsive to social initiations by others and not standing up for oneself
Universal Screening: SSBD

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Nonexamples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:
- Displaying aggression toward objects or persons
- Arguing
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Having tantrums
- Being hyperactive
- Disturbing others
- Stealing
- Not following teacher- or school-imposed rules

Nonexamples include:
- Cooperating, sharing
- Working on assigned tasks
- Making assistance needs known in an appropriate manner
- Listening to the teacher
- Interacting in an appropriate manner with peers
- Following directions
- Attending to task
- Complying with teacher requests

<table>
<thead>
<tr>
<th>COLUMN ONE</th>
<th>COLUMN TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Externalizers</td>
<td>Rank Order Externalizers</td>
</tr>
<tr>
<td>Student Name</td>
<td>Student Name</td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Critical Events Index

Date  Teacher  School  
Student  Sex  Grade  

Check one: Stage One SSBD Rank: 1  2  3

INSTRUCTIONS: Check each behavior from the list below that you are aware the student has exhibited during this school year.

1. Steals.

2. Sets fires.

3. Vomits after eating.

4. Has tantrums.
Universal Screening: SSBD

Combined Frequency Index for Adaptive and Maladaptive Behavior

Instructions: The numbers 1 through 5 are a continuous scale and are used to indicate your estimate of the frequency with which each item occurs for a given student. Circle a number between 1 and 5 to represent the frequency of a given item. Complete the scale in relation to your observations of the student during the past 30 days.

Adaptive Student Behavior

Never Sometimes Frequently

1 . . 2 . . 3 . . 4 . . 5 (1) Follows established classroom rules.
1 . . 2 . . 3 . . 4 . . 5 (2) Is considerate of the feelings of others.
1 . . 2 . . 3 . . 4 . . 5 (3) Produces work of acceptable quality given her/his skill level.
1 . . 2 . . 3 . . 4 . . 5 (4) Gains peers' attention in an appropriate manner.
1 . . 2 . . 3 . . 4 . . 5 (5) Expresses anger appropriately (e.g., reacts to situation

Systematic Screener for Behavior Disorders (SSBD)

Two concerns:

1. Does not allow for students with both internalizing and externalizing behaviors
2. Since only 3 students in each category are considered for Stage 2, some may be missed
### Your thoughts about the tool...

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### Student Risk Screening Scale

(SRSS; Drummond, 1994)
Student Risk Screening Scale-IE (SRSS-IE)

- Identifies students with externalizing and internalizing problems
  - 7 items for externalizing behaviors
  - 5 items for internalizing behaviors

- Teachers evaluate a broad range of socially validated behaviors—behaviors that affect teacher-student relationships, peer acceptance, academic performance, and more.

Student Risk Screening Scale-IE (SRSS-IE)

- Conducted 3 times per year
  - fall-winter-spring
- Grades K-6
- Evidence that it can be used in grades 7-12
- No cost; free
- Efficient and time effective
Student Risk Screening Scale-IE (SRSS-IE)

Uses 4-point Likert-type scale: 
never = 0, occasionally = 1, sometimes = 2, frequently = 3

Externalizing Items
- Steals
- Lies, Cheats, Sneaks
- Behavior Problems
- Peer Rejection
- Low Academic
- Achievement
- Negative Attitude
- Aggressive Behavior

Internalizing Items
- Emotionally flat
- Shy, Withdrawn
- Sad, Depressed
- Anxious
- Lonely

Student Risk is divided into 3 categories:
- Low 0 – 3
- Moderate 4 – 8
- High 9 - 21

Student Risk is divided into 3 categories:
- Low 0 – 1
- Moderate 2 - 3
- High 4 - 15

SRSS-IE as a School Wide Practice

Time for the screening:
- Look over the spreadsheet and check that each student is entered
- Rate each student moving horizontally across the row on the spreadsheet (complete all items on each student)
- Rate each student on each item using the scale (Do not change the items)
- Make sure you have entered only a 0, 1, 2, or 3 per cell
- Are all of the items completed?
- If a student has been enrolled in your class fewer than 30 days, do not rate the student – simply indicate he/she is newly enrolled
- Do not discuss the items and scoring with others while completing the SRSS-IE
### Student Risk Screening Scale-IE

**Teacher Name:**

**Date completed:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</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>Sleep/Wake</th>
<th>Sad/Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 = Occasionally</td>
<td>2 = Sometimes</td>
<td>3 = Frequently</td>
<td>Use the above scale to rate each item for each student.</td>
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</tbody>
</table>

**SRSS-IE**
- 12 items total
  - 7 externalizing items
  - 5 internalizing items

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**Teacher Name:** Missy Hall - September 15, 2014

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>SRSS-IE</th>
<th>SRSS-I5</th>
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<tbody>
<tr>
<td>11111</td>
<td>Anderson, Trent</td>
<td>1</td>
<td>2</td>
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<td>11112</td>
<td>Bunnion, Steve</td>
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<td>Dennis, Kevin</td>
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<td>Jones, Abby</td>
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<td>Smith, Rudy</td>
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<td>Washington, Jared</td>
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</table>

**Risk Status Category**

- **SRSS-E7**
  - Original 7 items; cut scores developed by Dymond (1984)
- **SRSS-I5**
  - New 5 items developed to measure internalizing behaviors

<table>
<thead>
<tr>
<th>Category</th>
<th>SRSS-E7</th>
<th>SRSS-I5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0-3</td>
<td>0-1</td>
</tr>
<tr>
<td>Moderate</td>
<td>4-6</td>
<td>2-3</td>
</tr>
<tr>
<td>High</td>
<td>9-21</td>
<td>4-15</td>
</tr>
</tbody>
</table>

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20
### SAMPLE DATA: SRSS
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low $(n = 422)$ M (SD)</th>
<th>Moderate $(n = 51)$ M (SD)</th>
<th>High $(n = 12)$ M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L&lt;M&lt;H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L&lt;M&lt;H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L&gt;M, H M=H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>L&lt;M, H M=H</td>
</tr>
</tbody>
</table>

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

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**Your thoughts about the tool...**

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<tr>
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</table>
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

• 2 versions
  • (elementary T3-10 and middle/high T11-17)
• One page is completed on EACH student
• All versions of the SDQ ask about 25 attributes, both positive and negative

• 3 point Likert
  • not true, somewhat true, certainly true
• Requires 60-75 minutes for a classroom of 25

www.SDQinfo.com
Strengths and Difficulties Questionnaire (Goodman, 1997)

- These 25 items are divided between 5 scales:
  - Emotional Symptoms
  - Conduct Problems
  - Hyperactivity / Inattention
  - Peer Relationship Problems
  - Pro-social Behavior
- Total Difficulties (sum of first 4 scales)

SDQ: Screening Results by Domain
Elementary School Winter 2009
Strengths and Difficulties Questionnaire (Goodman, 1997)

Concerns
- Completion time
  - Requires 60-75 minutes for a classroom of 25
- Additional scoring time
- Online version requires entering scores one at a time

Your thoughts about the tool…

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BASC² Behavioral and Emotional Screening Scale

(Kamphaus & Reynolds, 2007)

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

- Behavioral areas assessed include:
  - Internalizing problems
  - Externalizing problems
  - School problems
  - Adaptive skills

- Includes 3 forms that can be used individually or in combination:
  - Teacher: Grades Pre-K-12
  - Student self-report: Grades 3-12
  - Parent: Grades Pre-K-12
Group Roster Report


BASC² Behavioral and Emotional Screening Scale

- 4-point Likert-scale
  - \( N = \text{never}, S = \text{sometimes}, O = \text{often}, A = \text{almost always} \)
- 25 items
- 5 minutes/student
Your thoughts about the tool...

<table>
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<tr>
<th>Screening Tool</th>
<th>Reasons to Consider Tool</th>
<th>Concerns About Tool</th>
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<tbody>
<tr>
<td>Systematic Screening for Behavior Disorders</td>
<td></td>
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<tr>
<td>Student Risk Screening Scale</td>
<td></td>
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<tr>
<td>Strengths and Difficulties Questionnaire</td>
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<tr>
<td>BASC Behavioral and Emotional Screening Scale</td>
<td></td>
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</tr>
<tr>
<td>Social Skills Improvement System – Performance Screening Guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Skills Improvement System – Performance Screening Guide

(SSiS- PSG; Elliott & Gresham, 2007)
Social Skills Improvement System – Performance Screening Guide

- Evaluates 4 skill areas
  - Prosocial behaviors
  - Motivation to learn
  - Reading skills
  - Math skills
- 5-point rubric
- Cut scores
- 30 mins/class of 25
  - One protocol/class

PSG Actions

Students Scoring a 1 in any area & Suggested Action

Students Scoring a 2 or 3 in any area & Suggested Action
Social Skills Improvement System – Performance Screening Guide

Concerns

• Cost
  – $17 [preschool—pkg. 4] to $42 [elem/sec—pkg. 10]

Your thoughts about the tool…

<table>
<thead>
<tr>
<th>Screening Tool</th>
<th>Reasons to Consider Tool</th>
<th>Concerns About Tool</th>
</tr>
</thead>
<tbody>
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<tr>
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<tr>
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<td></td>
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</tbody>
</table>
Data Based Decisions Leads to Interventions

INDIVIDUAL STUDENT CONSIDERATIONS

Schoolwide Positive Behavior Support

Multi-tiered System of Support
Basic Classroom Management
Effective Instruction

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Higher Intensity Strategies

Assess, Design, Implement, and Evaluate

Assessment
Next Steps

- Take the screening data and organize per classroom by risk level
  - Moderate vs High Risk
  - Externalizing items
  - Internalizing items
- Compare with other data sources
- Develop an intervention grid per student need

A Step-By-Step Process

**Step 1**: Construct your assessment schedule

**Step 2**: Identify your secondary supports
  Existing and new interventions

**Step 3**: Determine entry criteria
  Nomination, academic failure, behavior screening scores, attendance data etc.

**Step 4**: Identify outcome measures
  Pre and post tests, CBM, office discipline data, GPA etc.

**Step 5**: Identify exit criteria
  Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

**Step 6**: Consider additional needs
### Examples of Interventions and Supports

- Check In/Check Out
- Tardy call group (using auto-call in the morning)
- Mentoring
- Small instructional groups: anger management, organization, coping skills, life skills
- Counselor collaboration with special education case manager
- Check and Connect
- Referral to SAP
- Relaxation group conducted by PE teacher
- Individualized supports
- RENEW
Data Based Decision Making: Decision Rules

- What students need to continue in the current intervention?

- What students need to be added into an intervention? For what purpose/outcome?

- What students need to be exited to the “watch” list?

- From the “watch list,” what students need to be added, continued or exited?
Triangulation of Behavioral and Academic Data

Sample 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>Small group Reading instruction with Self-Monitoring</td>
<td>Students who: <strong>Behavior:</strong> Fall SRSS at moderate (4-8) or high (9-21) risk <strong>Academic:</strong> Fall AIMSweb LNF at the strategic or intensive level</td>
<td>AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists</td>
<td>Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.</td>
<td></td>
</tr>
</tbody>
</table>
Triangulation of Behavioral and Academic Data

<table>
<thead>
<tr>
<th>TEACHER NAME</th>
<th>0 = Never</th>
<th>1 = Occasionally</th>
<th>2 = Sometimes</th>
<th>3 = Frequently</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Item for each student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Steal</th>
<th>Sneak</th>
<th>Problem</th>
<th>Rejection</th>
<th>Peer</th>
<th>Low Academic</th>
<th>Achievement</th>
<th>Attitude</th>
<th>Behavior</th>
<th>SRSS</th>
<th>GPA</th>
<th>ODR</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelo, Julio</td>
<td>2210</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>Akins, Jamey</td>
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<td>0</td>
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</tr>
<tr>
<td>Baccar, Brent</td>
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<td>2</td>
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</tr>
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<td>Bonnell, Kyle</td>
<td>2001</td>
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<td>Cox, Lucie</td>
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<td>Fankins, Erin</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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<td>Stirling, Michael</td>
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<td>Walsh, Carter</td>
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</tbody>
</table>

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<tbody>
<tr>
<td>Study Skills</td>
<td>Content: Study skills curriculum of skills and strategies used to gain and demonstrate knowledge. Goals: Gain knowledge from text, class discussions, and teacher-led instruction. Demonstrate knowledge on formal and informal assessments (test, quizzes, homework, presentations, and projects)</td>
<td>Academic: (1) Grade Point Average (GPA) ≤ 2.7; OR (2) 1 or more Course Failures in a quarter (D or F/E) AND (3) Not participating in Read 180 reading intervention AND Behavior: (1) Student Risk Screening Scale (SRSS; Drummond, 1994) score in the Moderate (4 – 8) or High (9 – 21) Risk; OR (2) 1 or more office discipline referral (ODR) within a four month time period</td>
<td>Schoolwide Data: GPA Course Grades (9-weeks) SRSS ODRs Proximal Measures: (1) Criterion Referenced Assessment – Acquiring Knowledge, Demonstrating Knowledge, and Conflict Resolution (Lane, 2003) (2) Knowledge of Study Skills (KSS) (3) Knowledge of Conflict Resolution Skills (KCRS) Distal Measures: (1) Study Habits Inventory (SHI; Jones &amp; Slate, 1990) (2) ConflictTalk (Kimsey &amp; Fuller, 2003)</td>
<td>Academic: (for the quarter) (1) Grade Point Average (GPA) &gt; 2.7; OR (2) No Course Failures (D or F/E) AND Behavior: (1) SRSS screening low risk (0 – 3) OR (2) No ODRs within the quarter Students would participate in this class for one semester. If exit criteria are not meet further interventions would be considered for the following semester.</td>
</tr>
</tbody>
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<td>Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period</td>
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<td>Self-monitoring</td>
<td>Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day.</td>
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Multi-tiered System of Support

- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies

Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions

Higher Intensity Strategies

Assessment

Assess, Design, Implement, and Evaluate
Essential Components of Classroom Management

• Classroom Climate
• Physical Room Arrangement
• Routines and Procedures
• Managing Paper Work

Resource:  http://www.papbs.org/ContentLoader.aspx?PageID=32d80a60-4cc7-4091-afab-fc1b7a35378

Instructional Considerations

• How motivating is my classroom?
  – Control – Challenge – Curiosity –
  Contextualization

• Am I using a variety of instructional strategies?

• How am I differentiating instruction?
Low-Intensity Strategies

- Active Supervision
- Proximity
- Pacing
- Appropriate use of Praise
- Opportunities to Respond
- Instructive Feedback
- Incorporating Choice
### Triangulation of Behavioral and Academic Data

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<thead>
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<th>TEACHER NAME</th>
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<th>1 = Occasionally</th>
<th>2 = Sometimes</th>
<th>3 = Frequently</th>
<th>4 = At Benchmark</th>
<th>5 = At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 (some risk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item for each student</th>
<th>Lie, Cheat, Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Steal</td>
<td>Sneak</td>
<td>Behavior</td>
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<td></td>
<td>AIMSweb-Reading</td>
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<td>Booker, Abbe</td>
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<td>Cartwright, Ashley</td>
<td>2012</td>
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<td>0</td>
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</tr>
<tr>
<td>Cox, Lucile</td>
<td>2002</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Hankins, Erin</td>
<td>2017</td>
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<td>0</td>
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<td>Julius, O’Tam</td>
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<td>Orta, Kyle</td>
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<td>Parker, Stephanie</td>
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<td>0</td>
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<td>Paul, Timothy</td>
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<td>1</td>
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<td>Scott, Kendra</td>
<td>2022</td>
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<td>3</td>
<td>3</td>
</tr>
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<td>Toms, Blake</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Wellington, Jasper</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Small group Reading Instruction with Self-Monitoring**

---

**Schoolwide Positive Behavior Support**

- Multi-tiered System of Support
- Basic Classroom Management
- Effective Instruction

**Low Intensity Strategies**

- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies

**Behavior Contracts**

- Self-Monitoring
- Functional Assessment-Based Interventions

**Higher Intensity Strategies**

**Assessment**

**Assess, Design, Implement, and Evaluate**

- Schoolwide Positive Behavior Support

- Multi-tiered System of Support
- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies

- Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions

- Assessment
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</thead>
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<tr>
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<tr>
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<td>Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day.</td>
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<td>Work completion and accuracy in the academic area of concern; passing grades</td>
<td>Passing grade on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

Multi-tiered System of Support

Schoolwide Positive Behavior Support

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Higher Intensity Strategies

Assess, Design, Implement, and Evaluate

Assessment
### Tertiary Prevention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based</td>
<td>Individualized interventions developed by the behavior specialist and PBS team</td>
<td>Students who: <strong>Behavior</strong> scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, earned more than 5 office discipline referrals (ODR) for major events during a grading period or <strong>Academic</strong> identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an ongoing basis. Weekly teacher report on academic status ODR data collected weekly</td>
<td>The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
</tr>
</tbody>
</table>

### Comprehensive, Integrated, Three-Tier Model of Prevention

- **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

- **Primary Prevention (Tier 1)**: ≈ 80%
- **Secondary Prevention (Tier 2)**: ≈ 1%
- **Tertiary Prevention (Tier 3)**: ≈ 5%

---

(Lane, Kalberg, & Menzies, 2009)

PBIS Framework

Validated Curricula

Academic | Behavioral | Social
Resources

www.papbs.org

www.pattan.net

Contact Information

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(412) 826-6863

Shanna Bradfield
sbradfield@pattan.net
(412) 826-6862

Commonwealth of Pennsylvania
Tom Wolf, Governor