

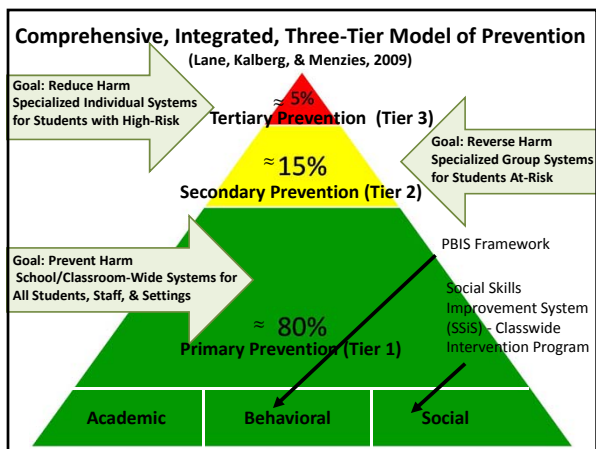
Comprehensive, Integrated, Three-tiered Models of Prevention: Integrating Response-to-Intervention and Positive Behavior Supports

We offer this session as a guide for using multiple sources of data to support students with reading and behavioral challenges

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Agenda

- Introduction
- Academic Screening Tools
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Good & Kaminski, 2002)
 - AIMSweb (Pearson)
 - Other Academic Performance Measures
- Behavior Screening Tools
 - Early Screening Project (ESP; Walker, Seversion, & Feil, 1994)
 - Social Skills Improvement System: Performance Screening Guide (SSIS; Elliott & Gresham, 2007)
 - Behavioral and Emotional Screening System (BESS; Kamphaus & Reynolds, 2007)
 - Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)
 - Student Risk Screening Scale (SRSS; Drummond, 1994)
 - Systematic Screener for Behavior Disorders (SSBD; Walker & Seversion, 1992)
- Logistical Considerations



Needs

- Accurate detection of students who need additional supports in the following areas
 - Academic
 - Behavior
 - Social

- Accurate measures to monitor performance in each area

Purpose

- Many school systems are adopting three-tiered models of prevention (e.g., Response to Intervention and Positive Behavior Support) to support an increasingly diverse student population (Sugai & Horner, 2002).
- A central feature of these models is that data are monitored to determine responsiveness.
- We offer this session as a guide for using multiple sources of data to support students with reading and behavioral challenges.

Academic Screening Tools

DIBELS
AIMSweb
Edusoft
Benchmark Assessment System
STAR

Curriculum-based Measurement (CBM)

- Allows teachers to identify students who may need to be monitored closely to be sure they are benefitting from instruction
- Should be:
 - Brief and easy to administer
 - Standardized
 - Reliable

Curriculum-based Measurement (CBM)

- Examples of commercially available data management tools include:
 - DIBELS (Good & Kaminski, 2002)
 - AIMSweb (Pearson)
 - Edusoft (Houghton-Mifflin)
 - Benchmark Assessment System (Fountas and Pinnell; Heinemann Publishers)
 - STAR (Renaissance Learning)

Dynamic Indicators of Basic Early Literacy Skills

(DIBELS; Good & Kaminski, 2002)

DIBELS (Good & Kaminski, 2002)

- DIBELS quickly assesses early reading skills identified by the National Reading Panel:
 - Phonemic Awareness
 - Phonics
 - Fluency

DIBELS (Good & Kaminski, 2002)

- A series of one-minute probes:
 - initial sound fluency (phonemic awareness),
 - naming the letters of the alphabet (phonics),
 - segmenting the phonemes in a word (phonemic awareness),
 - reading nonsense words (phonics),
 - oral reading of a passage (fluency)

DIBELS (Good & Kaminski, 2002)

- Measures include:
 - Benchmark assessment materials (administered 3x/ year)
 - Progress monitoring materials
- Measures are available for free
- Web-based data management system for sale
 - Reports are available at the student, class, school, district, and project level.

AIMSweb (Pearson)

AIMSweb (Pearson)

- AIMSweb was designed for use within a Response to Intervention model.
- Web-based benchmarking and progress monitoring system
- Measures available in language arts, reading, mathematics, and behavior.

AIMSweb (Pearson)

- Provides:
 - Benchmark assessments (screenings)
 - Progress monitoring assessments for frequent and continuous student assessment
- Results can be reported to students, parents, teachers, and administrators using its web-based data management and reporting system.

Curriculum-based Measurement (CBM)

- Teachers can also create their own assessment tools:
 - IRIS center (Vanderbilt University)
 - National Center on Student Progress

These resources offer information on how to construct and use CBM.

Curriculum-based Measurement (CBM)

- Whether you use a commercial product or design your own assessment tools, the goal is to carefully evaluate student progress related to both academics and behavior to:
 - Monitor the level of risk in the school overtime,
 - Determine which students may need additional supports or instruction (Tier 2 or Tier 3)

Behavior Screening Tools

- Serve as a screening practice for identifying students who may require additional supports.
 - Early Screening Project (ESP; Walker, Severson, & Feil,1994)
 - Social Skills Improvement System: Performance Screening Guide (SSiS; Elliott & Gresham, 2007)
 - BASC2 Behavioral and Emotional Screening System (BESS; Kamphaus & Reynolds, 2007)
 - Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)
 - Student Risk Screening Scale (SRSS; Drummond,1994)
 - Systematic Screener for Behavior Disorders (SSBD; Walker & Severson, 1992)

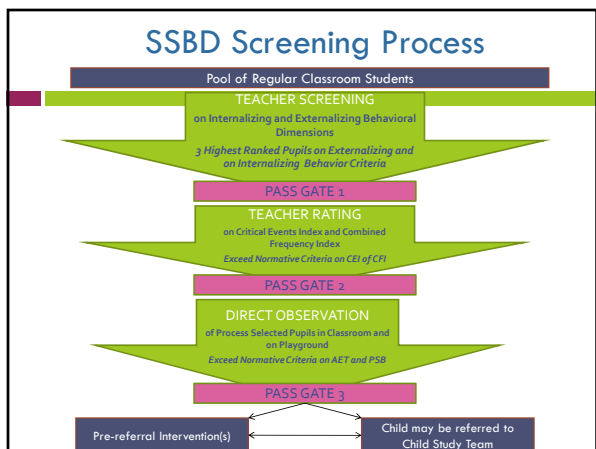
Behavior Screening Tools: A Closer Look

Elementary School Screening Tools

- *SSBD; Walker & Severson (1992)
- *SRSS; Drummond (1994)
- SSiS; Elliott & Gresham, (2007)
- SDQ; Goodman (1997)
- BESS; Kamphaus & Reynolds (2007)

Systematic Screener for Behavior Disorders (SSBD, Walker & Severson, 1992)

- Teacher completed
- Validated for the Elementary School
- Three Stage screening process
 - All students considered: teacher nomination and ranking
 - Some students considered: students ranked in the top three for internalizing and externalizing risk are further evaluated on the Critical Events Index and Combined Frequency Index for Adaptive and Maladaptive Behavior
 - Few Students considered: Direct Observation
- Students who meet the specified criteria for each stage move to the next stage.



Student Risk Screening Scale (Drummond, 1994)

TEACHER NAME		Student Risk Screening Scale (SRSS)									
0 = Never											
1 = Occasionally											
2 = Sometimes											
3 = Frequently											
Use the above scale to rate each item for each student											
Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total		
1111	Smith, Sally	0	0	2	1	2	2	2	9		

SRSS By Grade Level Fall 2010

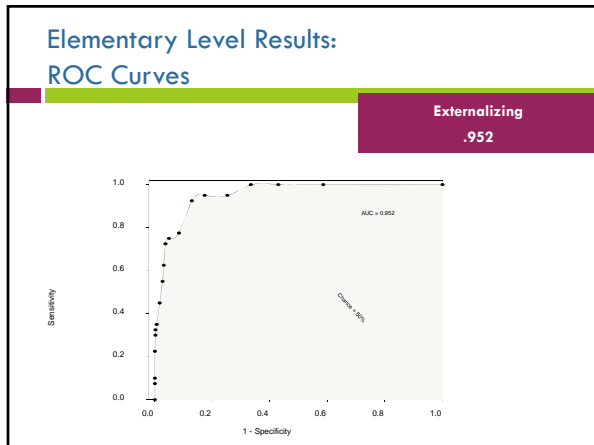
Grade Level	Number of Students Screened	Low	Moderate	High
3	N=	n (%)	n (%)	n (%)
4	N=	n (%)	n (%)	n (%)
5	N=	n (%)	n (%)	n (%)

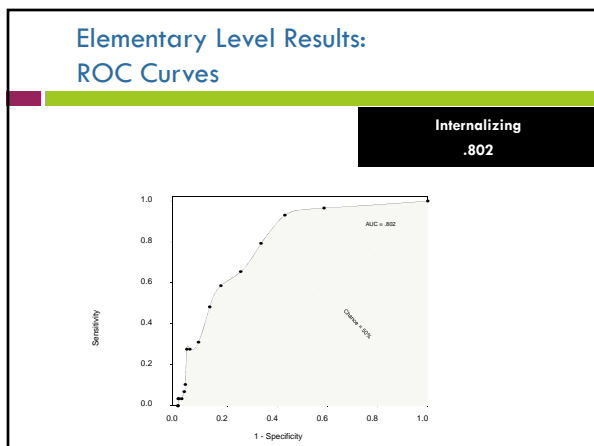
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Use the above scale to rate each item for each student											
Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total		
Samson, Sally	1111	0	0	2	1	2	2	2	9		
Abby, Alison	2310	0	0	0	0	0	0	0	0		
Acost, Marisa	2313	0	0	0	0	0	0	0	0		
Banda, Peter	2031	0	0	1	1	1	1	0	4		
Booker, Abbie	2001	0	0	0	0	0	0	0	0		
Cartright, Ashley	2152	0	0	0	0	0	0	0	0		
Coz, Lucille	2002	0	0	0	0	0	0	0	0		
Hankins, Erin	2017	0	0	0	0	0	0	0	0		
Julius, O'Em	2132	0	0	0	1	2	2	2	7		
Justice, Jesse	2003	1	1	2	2	2	2	2	13		
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0		
Parker, Stephanie	2004	0	0	0	2	1	1	1	5		
Paul, Timothy	2090	0	2	1	1	0	0	1	5		
Rand, Amanda	2005	1	1	2	2	2	2	2	13		
Tomco, Blake	2138	0	0	0	0	0	0	0	0		
Willington, Jasper	2205	1	1	2	2	2	2	2	12		

Low Intensity Behavioral Support Enrichment/ Behavioral Support Reading Instruction/ Behavioral Support

Student Risk Screening Scale
(Drummond, 1994)

How reliable and valid is the SRSS for use at the elementary school?





Student Risk Screening Scale
(Drummond, 1994)

How reliable and valid is the SRSS for use at the middle school?

Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

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

Urban Middle School: Behavioral & Academic Characteristics of SRSS Risk Groups

Variable	Risk		Significance Testing
	Low (n = 82) M (SD)	Moderate/High (n = 30) M (SD)	
ODR (rate)	0.001 (0.005)	0.006 (0.009)	L < MH
Course Failures	91.51 (4.40)	82.99 (4.38)	L > MH

(Lane, Bruhn, Eisner, & Kalberg, 2010)

Student Risk Screening Scale
(Drummond, 1994)

How reliable and valid is the SRSS for use at the high school?

High School: Behavioral & Academic Characteristics of SRSS Risk Groups Using SRSS Time 1 to Year 2 Instructional Rater

Variable	Risk			Significance Testing
	Low (n = 348) M (SD)	Moderate (n = 54) M (SD)	High (n = 19) M (SD)	
ODR	3.87 (6.27)	6.89 (6.34)	9.89 (8.23)	L < M, H M = H
GPA	3.10 (0.86)	2.51 (0.80)	2.16 (0.83)	L > M, H M = H

(Lane, Kalberg, Parks, & Carter, 2008)

High School: Behavioral & Academic Characteristics of SRSS Risk Groups Using SRSS Time 1 to Year 2 Non-Instructional Rater

Variable	Risk			Significance Testing
	Low (n = 328) M (SD)	Moderate (n = 52) M (SD)	High (n = 35) M (SD)	
ODR	3.53 (5.53)	8.27 (7.72)	8.97 (9.39)	L < M, H M = H
GPA	3.10 (0.82)	2.45 (0.84)	2.38 (0.88)	L > M, H M = H

(Lane, Kalberg, Parks, & Carter, 2008)

High Schools: Behavioral & Academic Characteristics of SRSS Risk Groups
 Winter Year 1 Screening Predicting Year 1
 2nd Period Raters

Variable	Risk			Significance Testing
	Low (n = 1454) M (SD)	Moderate (n = 162) M (SD)	High (n = 38) M (SD)	
ODR	0.0059 (0.01)	0.0199 (0.03)	0.0293 (0.03)	L<M<H
GPA	3.25 (0.74)	2.27 (0.76)	1.96 (1.01)	L > M, H; M = H
Course Failures	1.13 (2.50)	4.64 (4.45)	7.03 (7.06)	L<M<H

(Lane, Oakes, Parks, & Cox, in press)

High Schools: Behavioral & Academic Characteristics of SRSS Risk Groups
 Spring Year 1 Screening Predicting Spring Year 2
 7nd Period Raters

Variable	Risk			Significance Testing
	Low (n = 954) M (SD)	Moderate (n = 115) M (SD)	High (n = 37) M (SD)	
ODR	0.0074 (0.02)	0.0300 (0.04)	0.0496 (0.06)	L < M < H
GPA	3.22 (0.72)	2.43 (0.75)	1.76 (0.84)	L > M > H
Course Failures	1.10 (2.40)	3.10 (3.79)	5.62 (6.05)	L < M < H

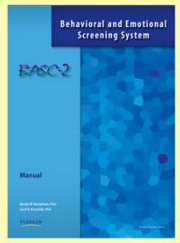
(Lane, Oakes, Parks, & Cox, in press)

Measure	Authors	Ordering Information
Early Screening Project	Walker, Severson, & Feil (1994)	Available for purchase from Sopris West
Systematic Screening for Behavior Disorders	Walker & Severson (1992)	Available for purchase from Cambium Learning/ Sopris West
Student Risk Screening Scale	Drummond (1994)	Free
Strengths and Difficulties Questionnaire	Goodman (1991)	Free online at http://www.sdqinfo.com/
Behavior and Emotional Screening System	Kamphaus & Reynolds (2007)	Available for purchase from Pearson/ PsychCorp
Social Skills Improvement System: Performance Screening Guide	Elliott & Gresham, (2007)	Available for purchase from Pearson/ PsychCorp

BASC-2

Behavior and Emotional Screening System

(Kamphaus & Reynolds, 2007; Pearson)



Behavioral and Emotional Screening System

- Features
 - Systematic
 - Comprehensive
 - Identifies strengths in addition to weaknesses
 - Grades preK-12
 - Reliable
 - Quick and easy to complete
 - Rating forms range from 25-30 items
 - Takes about 5 minutes to rate each student
 - 45 min- 1 hr per class

(Kamphaus & Reynolds, 2007; Pearson)

Behavioral and Emotional Screening System

- Screening Indicates overall risk level
 - Normal
 - Elevated
 - Extremely elevated
- The BASC-2 Rating Scales can then be used for students above Normal Risk to further determine areas of need.
 - Internalizing problems
 - Externalizing problems
 - School problems
 - Adaptive skills
- Reported results include a single total score
 - Reliable and accurate predictor of a broad range of problems

(Kamphaus & Reynolds, 2007; Pearson)

A Systematic Approach to Designing a Secondary Intervention Plan

- Step 1: Construct your assessment schedule
- Step 2: Identify your secondary supports
 - Existing and new interventions
- Step 3: Determine entry criteria
 - Nomination, academic failure, etc.
- Step 4: Identify outcome measures
 - Pre and post tests, CBM, etc.
- Step 5: Identify exit criteria
 - Reduction of discipline contacts, academic success, etc.
- Step 6: Consider additional needs

Procedures for Monitoring: Assessment Schedule

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
#Student Demographics	X	X	X			X		X		X
Student Outcome Academic Measures										
Report Card (MS/HS)			X			X		X		X
*GPA										
*Course Failures										
Student Outcome Behavior Measures										
*SRSS - Screener		X			X				X	
Discipline *ODR			X			X		X		X
*Attendance (Tardies/Unexcused Absences)			X			X				X
Referrals										
SPEP and S-TEAM			X			X			X	
Program Measures For Consented Teachers Only										
*Social Validity (PIRS)	X					X				X
*SET/Treatment Integrity (TI) Interval						X				
*TI-Observations								X		

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Secondary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria

Using the SDQ to Identify Supports

Subscales	Levels	Possible Supports
emotional symptoms	borderline or abnormal	Guide counselor led groups
conduct problems	borderline or abnormal	Anger management Conflict Resolution Skills
hyperactivity	Borderline or abnormal	Self-regulation strategies Behavioral Contracting
peer problems	abnormal	Friendship groups
prosocial behavior	abnormal	Social Skills training

Sample Secondary Intervention Grid: Elementary

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Project WRITE	Improving the writing skills of students with behavioral concerns and poor writing skills	Behavior: (SRSS: SSBD) – high or moderate risk and Academic: TOWL (<25)	Weekly Writing probes	Story elements of 5+ more (stable)
Self-monitoring	Improving the academic production (completion/accuracy) and engagement of students with high hyperactivity (H) and conduct problems (CP) who also are not achieving academically.	Behavior: SDQ - abnormal range on Hyper, and Conduct Problem scales Academic: 1 or more course failure; or at risk on CBM (math or reading)	Work completion and accuracy of the academic area of concerns: passing grades	Passing grade on report card in the academic area of concern

Sample Secondary Intervention Grid: Middle School

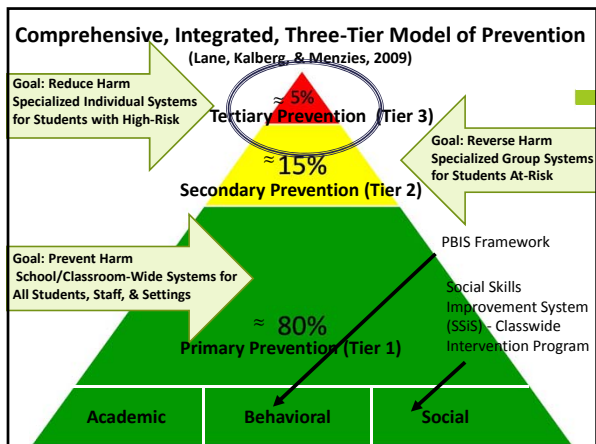
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check, Connect, and Expect	This program involves checking in with a mentor at the beginning and end of the day to receive a performance goal for the day.	Behavior: SRSS Moderate or High Risk on screening Academic: overall GPA < 2.5 or 2 or more course failures at any report card	Daily BEP Progress Reports	Students who have met there goal consistently for 3 weeks will move to the self-monitoring phase.
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract	Successful Completion of behavior contract

Sample Secondary Intervention Grid: High School

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Mentoring Program	Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Solicit teachers (volunteers) to serve as mentors.	10th/11th graders Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2 nd or 7 th period teacher; ODR ≥ 2 Academic: GPA ≤ 2.75	Increase of GPA Decrease of ODR	Yearlong support Students who no longer meet criteria next fall
Enrichment Clusters	Direct instruction related to specific content area with the intent being exposure, depth and performance in a specific field. <i>Type I: Initial exposure</i> <i>Type II: The how to of the trade</i> <i>Type III: Performing like a practicing professional</i>	Student must meet criteria for fieldtrip criteria Self selected enrichment cluster (Writing, Science, et cetera)	Participation in Cluster	Self-selection

Sample Secondary Intervention Grid: High School

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Star Counseling	Individual or group counseling (as deemed appropriate by STARS Specialist) to focus on skills to create school success. Counseling services will be determined by STARS intake paperwork and individual specific needs.	9 th -12 th graders Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2 nd or 7 th period teacher; ODR ≥ 2 Academic: GPA ≤ 2.75	Participation in interventions recommended by the STARS counselor.	STARS counselor determination
Community Talent Pool	Group of local community members facilitating individual or group relationships with students to explore professional interests, personal talent and various other opportunities relevant to student interest.	Self-selection	Club/ Organization involvement	Self-selection



Sample Tertiary Intervention Grid

Support	Description	Method Currently Used to Identify Students	Schoolwide Data: Entry Criteria	Data to Monitor Progress: School wide data? Other?	Exit Criteria
1:1 Peer Tutoring	Reading between younger student and older student or higher level and lower level	Based on needs represented in individual classroom DRA level reaches point of concern Benchmarks not met	Based on needs represented in individual classroom DRA level reaches point of concern Benchmarks not met	Classroom teacher progress notes Systematic Reading Recovery program testing	Passing grades in all subjects
Intensive Evidence based reading instruction	1:1 between reading specialist and individual student	IAI scores TCAP DIBELS, DRA	IAI scores TCAP DIBELS, DRA	IAI scores (Winter) Teacher constructed tests Teacher observations	Continual instruction throughout year. Reach mastery criteria.
Academic Homework Club	Academic support dropping recess time between teacher and student (1:1)	Missing homework Failure to follow behavior contract	Missing homework Failure to follow behavior contract	Informal observation Rate of homework completion	Completion of contract successfully Turning in all homework
FBA/ BIP	Consultation with the behavior specialist to conduct a FBA, BIP and strategies	Unsuccessful with SAT interventions Prior 504 data Data from SAT team meetings	Unsuccessful with SAT interventions Prior 504 data Data from SAT team meetings	Data collection on replacement behavior (method to be determined based on behavior)	Consistent pro-social behavior and academic success.

Sample Tertiary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: Behavior : 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 Academic : identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments	Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly	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.

A Systematic Approach to Designing a Tertiary Intervention Plan

- Step 1: Construct your assessment schedule
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Logistical Considerations for Screening

Questions to Consider for Screening

- When to conduct the screenings?
- Who should prepare them?
- Who should administer them?
- Who completes them?
- Who should score them?
- When and how should the results be shared?

Contact Information

Thank you for your time!

Questions?

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