

Driving PBIS: Using Screening Data to Make Intervention Decisions

**NeMTSS Summit
September 4-6, 2019**



About Westside

7 PreSchools

10 Elementary Schools

1 Middle School

1 High School + 1 Alt. High School

18-21 Transition Program

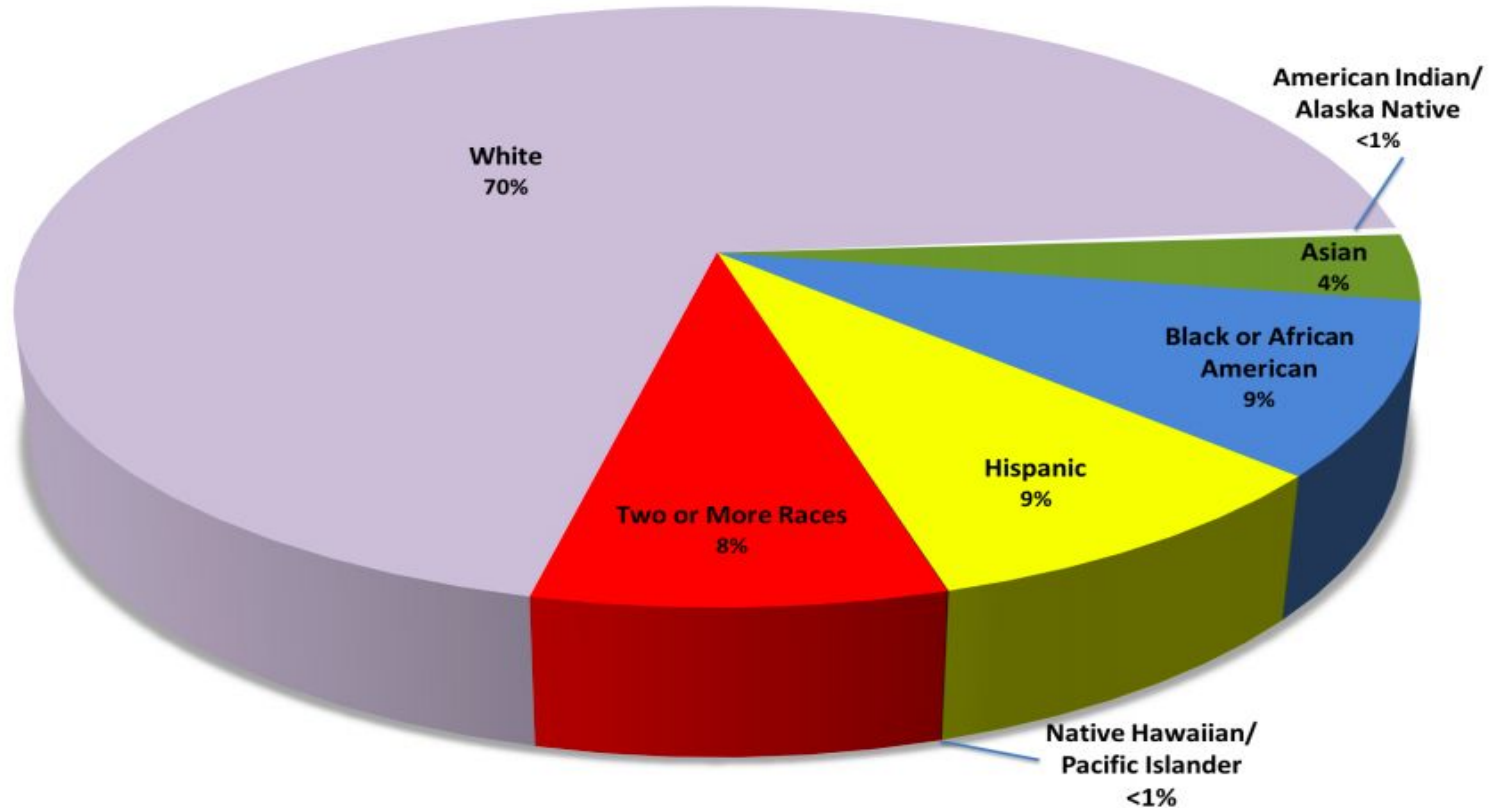
Enrollment by Grade Level (K-12 Students in our classrooms and all PK Students)

Grade Level	Count
PK	139
KG	386
01	384
02	402
03	395
04	413
05	477
06	444
07	476
08	475
09	493
10	477
11	482
12	499
Total, PK-12	5,942
Total, K-12	5,803

About Westside

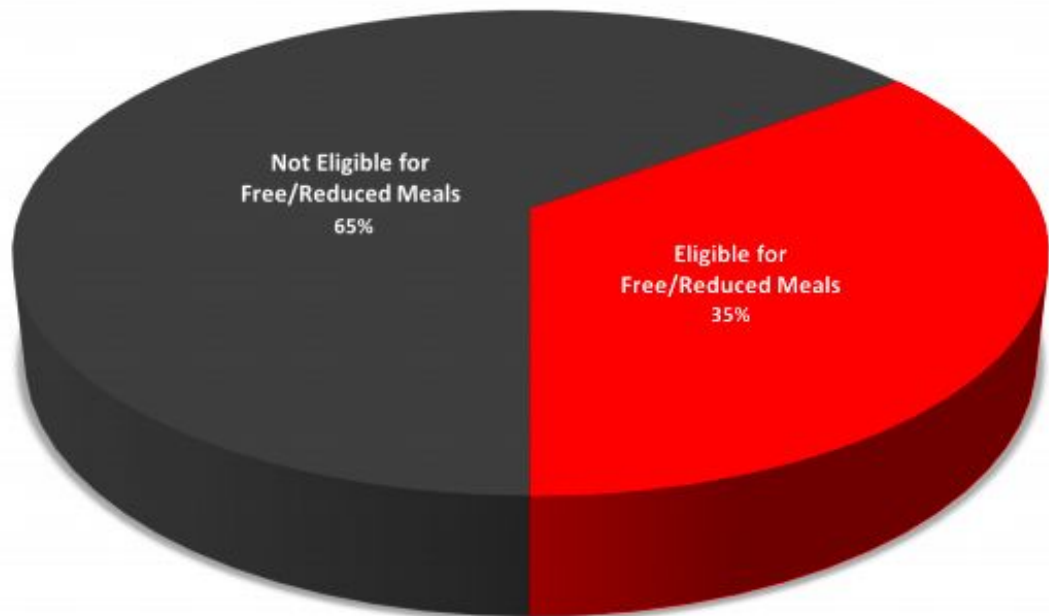
Westside Community Schools
2018-19 Demographic and Statistical Profile

K-12 Enrollment by Ethnicity



About Westside

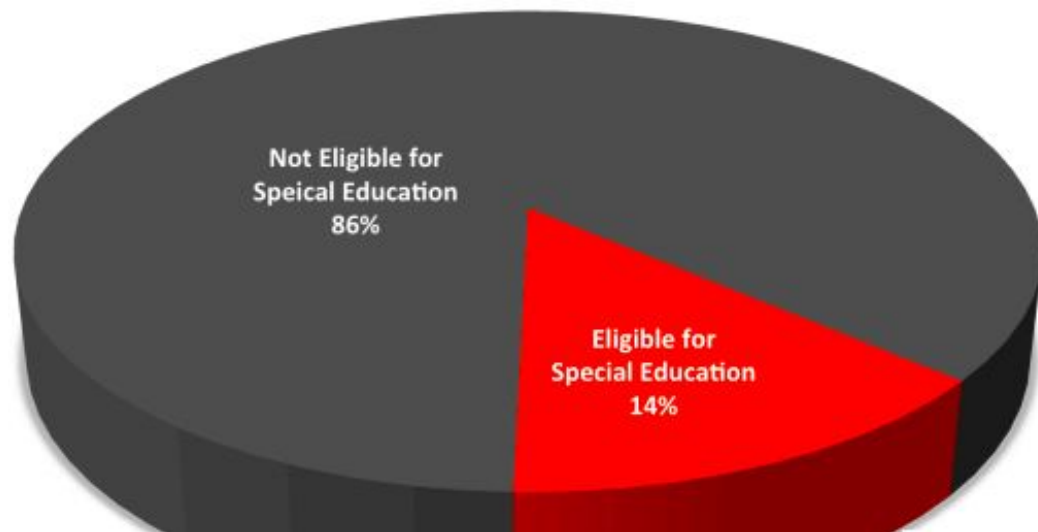
Westside Community Schools
2018-19 Demographic and Statistical Profile



**Free/Reduced-Price
Meal Eligibility**

About Westside

Westside Community Schools
2018-19 Demographic and Statistical Profile

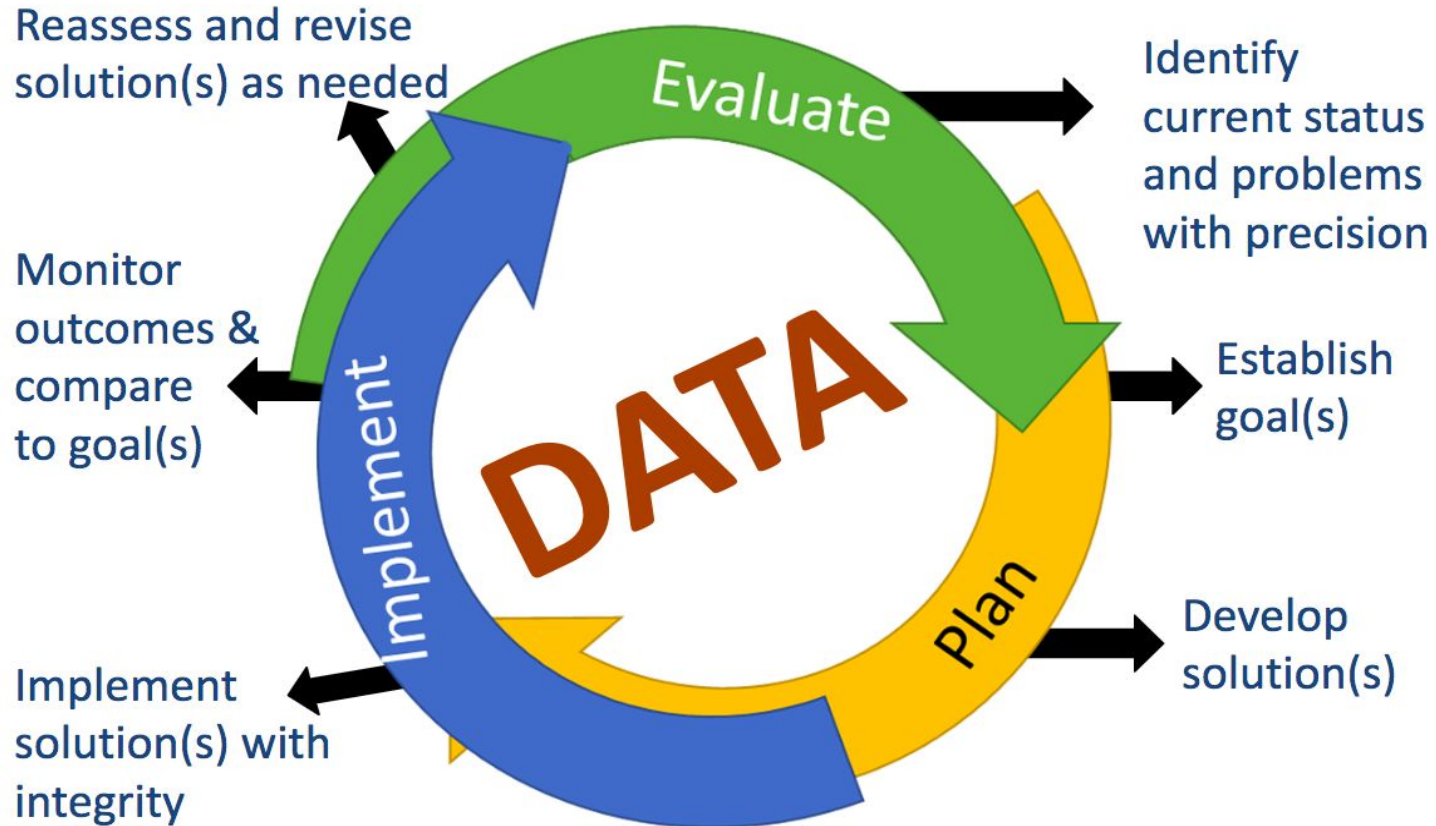


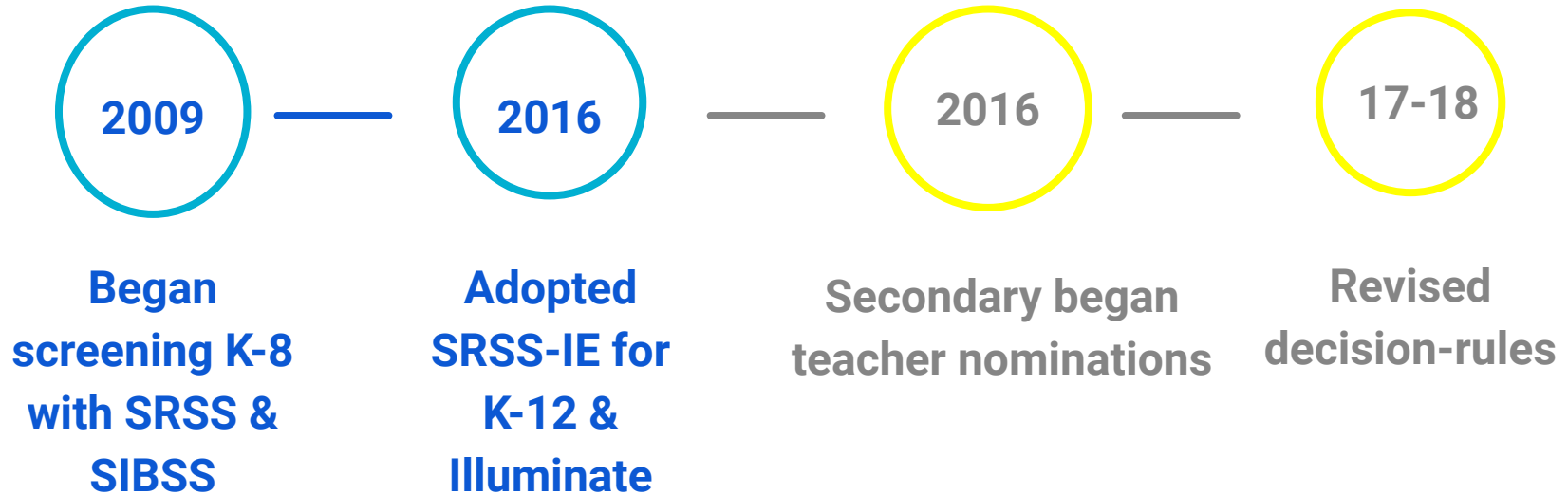
Special Education
Eligibility

About Westside

MTSS

Continuous Quality Improvement







2016-2017 Administration Windows

October
3-10

February
13-20

May
1-5

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



Completed 3 times a year: Fall, Winter, & Spring

- Elementary = Classroom teacher
- Middle School = Core Subject Area Teacher & Teacher Nomination form
- High School = Homeroom Teacher & Teacher Nomination form

Note. The following preliminary cut scores are now available for the SRSS-I (elementary: SRSS-I5, middle and high: SRSS-I6). Please note the item peer rejection is included in the SRSS-E7 and SRSS-I6 when used at the middle and high school level. The two subscale scores are used for decision making.

ELEMENTARY SCHOOL		MIDDLE AND HIGH SCHOOL	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely	(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

From the teacher's perspective

Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achi	Negative Attitude
	0	0	0	0	0	0
	0	1	0	0	1	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	1	1	0	0	1
	0	0	0	0	0	0
	0	1	0	0	1	0
	0	1	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	1	0	1	0	1
	0	0	0	0	0	2
	0	1	0	0	1	0

1 Teacher completes screener 3 times/year

2 Team meets to process the data

- District results
- School results
- Individual results discussed as grade level PBIS teams or with PBIS team member

Behavior Screener Summary

Subtitle

Filters:

Enrollment/Rostering Date: Control Panel (05-20-2019)
Site: Paddock Road Elementary
Student Group:
Course(s):
Section(s):
Teacher(s):
Program(s):

English Proficiency:
SED Status: SED & Not SED
Special Ed Status: Special & Non-Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s):
Additional Student Group: All Students
Gender: Male & Female



Missing Data



Low Risk

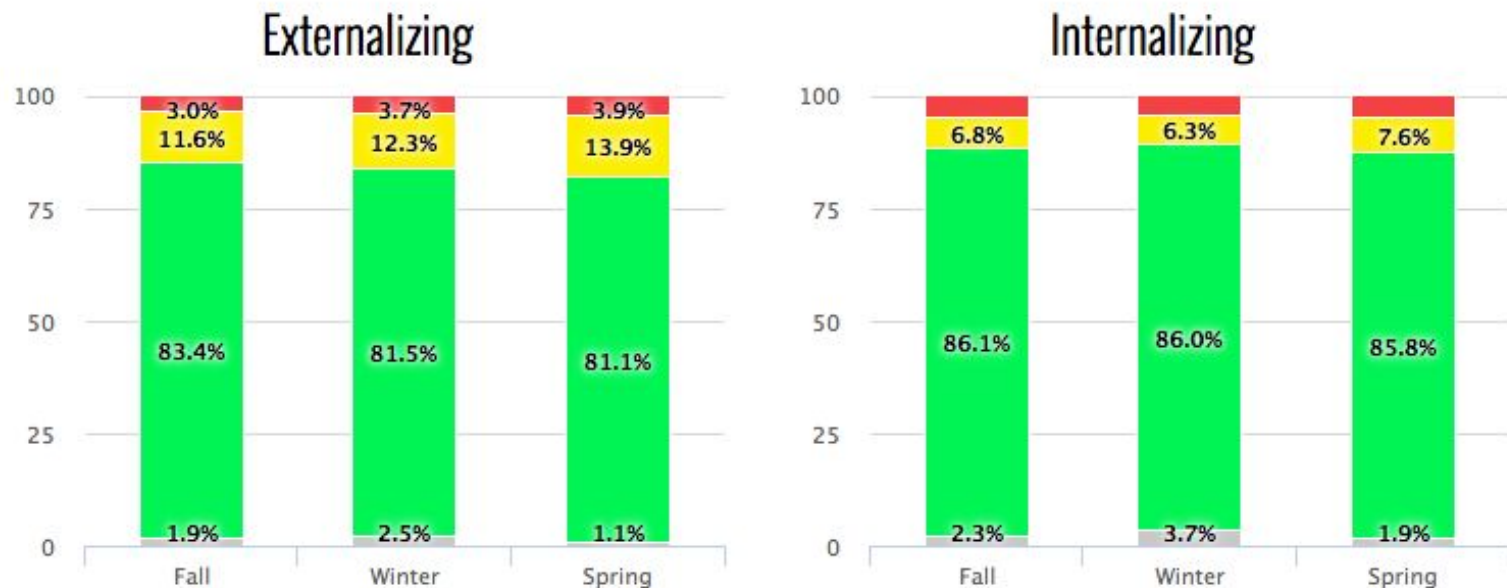


Moderate Risk



High Risk

Total District-Wide Summary (All Students) Year: 2018-2019





Behavior Screener GK-6 Y18-19 (PBIS) Custom Report

Displaying 1 to 50 of 457

[More...](#)

Search

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Grade Level	Last Name	First Name	Fall TOTAL	FALL Externalizing Score	FALL Internalizing Score	Winter TOTAL	WINTER Externalizing Score	WINTER Internalizing Score	Spring TOTAL	Spring EXTERNALIZING Score	Spring INTERNALIZING Score	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Neg Att
K			4	3	1	3	3	0	3	3	0	0	0	0	0	3	0
2			5	5	0	5	5	0	5	5	0	1	2	1	0	1	0
5			6	1	6	0	0	0	2	0	2	0	0	0	0	0	0
4																	
2						4	4	0									
2			9	9	0	4	3	1	3	3	0	0	0	1	0	0	1
4			3	1	2	2	1	1	2	1	1	0	0	1	0	0	0
6			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5			10	10	0	15	13	2	17	17	0	0	3	3	3	3	3
6			10	7	3	6	5	1	3	3	0	0	1	0	0	2	0
4																	
5			10	6	4	3	2	1	11	4	7	0	0	1	1	1	1
2			8	6	2	5	4	1	10	6	4	0	3	1	1	0	1
4			2	0	2	1	0	1	2	0	2	0	0	0	0	0	0
6			1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
1			1	1	0	1	1	0	6	3	3	0	0	1	0	1	1
5			9	4	6	3	1	2	7	4	3	0	0	1	1	1	1
K			0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
2			7	7	0	6	6	0	8	8	0	0	1	3	0	0	2



Search



Assessments



Reports



Students

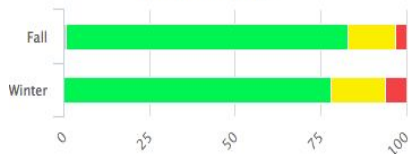


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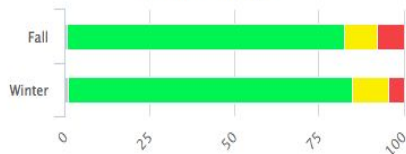
District PBIS Decision Rules

includes only students that you have access to in summative.

Externalizing

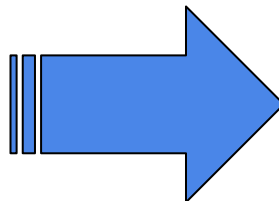
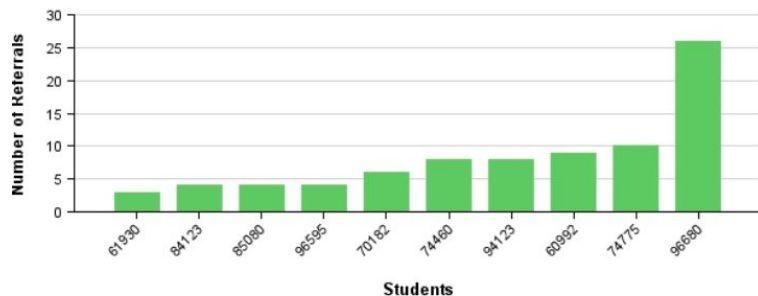


Internalizing



Referrals by Student

Major, Aug 1, 2017 - Feb 13, 2018, At Least 3 Referrals



Decision Making Rules

A Guide for
teams when
using screener
and other data

PBIS Decision Rules

IDENTIFYING STUDENTS FOR INTERVENTION

Why: To prevent the onset and/or escalation of mental/behavioral health problems, we must identify those at-risk and intervene. We know that about 1 in 5 students receives or would need mental health supports, so let's identify these 20% of students and work to minimize or rectify the impact of these mental health needs. In addition, there is a strong correlation between academic failure and mental/behavioral health problems, so in order to further our goals towards preparing all students to be college/career ready, then we must address both aspects of development.

When: Scheduled by building teams after screening and as concerns arise

PBIS Teams meet to review behavior screen data in the fall, winter, and spring after the universal screening has occurred (in accordance with the district assessment calendar). It is a team decision for how and when these meetings occur. Teacher input is essential and may occur by having the teacher attend the meeting or by having a designated team member seek input from teachers prior to the meeting. Additional meetings to discuss students in need of intervention may occur throughout the year with the PBIS Team and/or Problem-Solving Teams (i.e. SAT).

How: Filter and sort students to consider for intervention by:

Criteria

How: Filter and sort students to consider for intervention by:

Universal Behavior Screen (SSRS) Results	SWIS Behavior Logs
<ul style="list-style-type: none">● Externalizing (cut-score = 9 ↑)● Internalizing (cut-score = 4 ↑)*● Total Score● WMS & WHS Teacher Nomination● Click here for SRSS-IE Guidance	<ul style="list-style-type: none">● Number of Major Office Referrals (ODR)● Number of Minor Behavior Logs

* Note: use screener to discuss internalizing behaviors because these students tend to be overlooked.

Decision Making Rules - Secondary

Due to the large population, “ranking” students identified through the Universal Screener process can be helpful for secondary team to triage interventions

Externalizing

For students that fall in the red »Rank by number of office referrals (SWIS data)

Internalizing

For students that fall in the red for internalizing »Rank by teacher nomination

Consider Capacity

Always comes back to, “*What can be done with fidelity?*”

- Of core meeting needs of most students AND
- Within interventions

How you triage may be based on building needs:

- Classroom or school-wide interventions
- Most intensive – need reactive approach
- Borderline risk – take preventative approach
- Number & types of interventions (individual, small group)

1 Teacher completes screener 3 times/year

2 Team meets to process the data

3 Intervention identification

Intervention Matrix

- Resource for teams to identify evidence-based interventions
- District approved interventions by grade level
- Summary of key components, research-base, delivery method

Targeted Interventions

Comprehensive (E/I)

Check In - Check Out

Targeted function(s): multi; Target behaviors (general school rules or intensify with specific behaviors) are pretaught and reviewed before/after each time interval and monitored on a daily point sheet. The student also checks in/out with a daily mentor to receive unconditional positive regard. Combines elements/benefits of mentoring, behavior contract, and school-home note interventions into one comprehensive targeted intervention.

Function of Escape

Class Pass

Documentation

Intervention
Documentation Logs
(IDLs)

Attendance and
Accountability Logs

Date	Decision	Focus	Program/Strategy	Sessions
2018-09-10	Start	Ex/Int	CICO	10
2018-11-29	Start	Ex/Int	CICO	10
2018-09-12	Start	Escape	CICO	2
2018-10-26	Start	Attention	CICO	
2018-11-29	Start	Ex/Int	Class Pass	
2018-08-14	Start	Externalizing	Class Pass	5
2018-09-20	Change/Modify	Attention	Class Pass	5
2018-09-20	Start	Externalizing	Class Pass	5
2018-09-18	Start	Escape	Class Pass	5
2018-12-14	Fade	Skill Deficit	Counseling	1
2018-12-14	Fade	Skill Deficit	Counseling	1
2018-12-14	Fade	Skill Deficit	Counseling	1
			Counseling	
2018-12-14	Fade	Skill Deficit	Counseling	1
2018-11-05		Internalizing	Counseling	1
2018-12-17	Start	Externalizing	data collection	5
2018-08-14	Maintain	Externalizing	Individualized CICO	10
2018-08-14	Maintain	Externalizing	Individualized CICO	10

1 Teacher completes screener 3 times/year

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3 Intervention identification

4 Progress monitoring

Data Review of Progress Monitoring

- Baseline, goal, select measure
 - CICO point cards
 - Direct Behavior Ratings
 - pre/post tests; in-program assessments
 - PCOMS
 - Self-monitoring
 - Direct observation
- Decision rules
- Check fidelity on intervention and data entry
- Evaluate responsiveness for responders and nonresponders

Lessons Learned

- Higher completion of screener if done at a staff meeting
- Provide resources for evidence-based interventions & decision making rules
- Provide training on progress monitoring tools
- Provide time for teams to analyze the data using the decision rules
- Continue to remind staff of the importance of this screening

Now it's your turn...

- What were your needs/ motivation in selecting this session?
- How might decision rules around universal screening be a solution for you?
- One take-away from Westside's implementation is...
- I think they were crazy for doing _____ because _____.
- I need to learn more about...
- Something I will do next is ...

