Identification & Screening
Snapshot

A systematic screening and early identification system should generate information for students at-risk for academic, behavior and social-emotional challenges.

Kent McIntosh and Steve Goodman, 2016

Tiered Fidelity Inventory

2.3 Screening Tier 2 team uses decision rules and multiple sources of data (e.g. ODR's academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.

2.4 Request for Assistance Tier 2 planning team uses a written request for assistance form and process that are available to all staff, families, and students.

System for Identification

T2 teams create a system to deliberately and purposefully identify students who may require more intensive intervention. The goal is to:

- ⚠ develop a clearly defined, methodical process allowing all students to be considered
- ⚠ promote early identification of students who are at-risk for poor outcomes
- ⚠ identify youth who may be experiencing internalizing and/or externalizing concerns

To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

- ⚠ **Universal Screeners** (measuring internalizing and externalizing behaviors)
- ⚠ **Requests for Assistance** (teacher, student, parent)
- ⚠ **Existing School Data** (Office Discipline Referrals, Attendance, Tardiness, Suspensions)

T2 Teams use screeners and 2 other sources 2 times per year for identification of students in need of Tier 2 supports.

Consider information that generates understanding for students experiencing EXTERNALIZING & INTERNALIZING Behaviors

EXTERNALIZING BEHAVIORS are behavior problems that are observable and overt, often directed toward people and/or objects in social environments. (Walker & Severson, 1991)	INTERNALIZING BEHAVIORS are behavior problems the student directs inwardly toward him or herself. (Walker & Severson, 1991)
⚠ Displaying aggression towards objects or persons ⚠ Arguing ⚠ Forcing the submission of others ⚠ Defying the teacher ⚠ Being out of seat ⚠ Not complying with teacher instructions ⚠ Having tantrums ⚠ Being hyperactive ⚠ Disturbing others ⚠ Stealing ⚠ Not following a school-imposed rule	⚠ 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 and activities ⚠ Being unresponsive to social initiations by others ⚠ Not standing up for one's self

⚠ CAUTION! ⚠

Use of existing school data tends to identify students with externalizing types of behaviors. Use of additional identification strategies (e.g., requests for assistance and/or screening instrument scores)likely will be needed to draw out students at risk because of internalizing characteristics.

Existing School Data

Data-Decision Making Rules

Schoolwide Information System (SWIS) Guidelines, (2010)

IF….	Focus on …
Δ More than 40% of students receive one or more office referrals Δ More than 2.5 office referrals per student	School-wide Systems
Δ More than 35% of office referrals come from non-classroom settings Δ More than 15% of students referred from non-classroom settings	Non-Classroom Systems
Δ More than 60% of office referrals come from the classroom Δ 50% or more of office referrals come from less than 10% of classrooms	Classroom Systems
Δ More than 10-15% of students receive 5 or more office referrals	Targeted Group Interventions/ Classroom Systems
Δ Less than 10% of students with 10 or more office referrals Δ Less than 10% of students continue rate of referrals after receiving Tier supports Δ Small number of students destabilizing overall function of school	Individual Student System

Screening Instruments is another process that can systematically identify students who may require additional support. Screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district. Use of a screening instrument at Tier 2 is designed for identification of students only and not for diagnostic purposes or progress monitoring.

"An effective comprehensive screening program requires a long-term investment of time, money, and personnel resources. Although the initial investment may be substantial, long-term benefits may include an overall decrease in costly special education referrals and grade retentions. Challenges of the 21st century require a systems approach to early intervention and prevention services informed by valid and reliable data collection. Universal screening programs are essential to ensuring that the children who need services earliest get just that." *Henderson and Strain, 2009, p. 4*
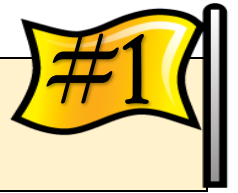
Social, Emotional & Behavior Screening Instruments

Instrument	Description	Method	Administration	Cost
Strengths & Difficulties Questionnaire (SDQ) Youthinmind.com Goodman, Steve	Grades K-12 Assesses conduct problems, hyperactivity, emotional symptoms, peer problems and pro-social behavior	Teacher or Parent Report (ages 2-4) Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report Report (ages 11-17)	45 min – 1 hour/class 25 items Online administration and scoring available Manual scoring = 10 minutes per student	No cost if administered and scored on line
Systematic Screening for Behavior Disorders (SSBD) Walker & Hill, 1977 Sopris West	Grades K-6 Uses 3-stage, multi-gate process to screen and identify students who may be at risk of developing behavioral disorders	Rank order students according to behavior. Top ranked students are individually rated.	45 min – 1 hour/class (stages 1 & 2) Scoring = 15-30 min per class	Manual w/video = $195 $550 per school for 12 month subscription
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Kilgus et al., 2014	Grades: K - 12 The SAEBRS is a screener which identifies behavioral and emotional risk.	Teachers evaluate students on 19 items: △ 6 Social Behaviors △ 6 Academic Behaviors △ 7 Emotional Behaviors	1-3 minutes per student Uses a 4-point Likert Scale 0=Never 1=Sometimes 2=Often 3=Almost Always Prior to scoring, negatively worded items are reverse scored.	No cost
Student Risk Screening Scale (SRSS) Drummond, 1994	Grades K – 6 The SRSS is a 7-item screener used to identify students who are at risk for antisocial behavior.	Teachers evaluate each student on the following items: △ Steal △ Lie, cheat, sneak △ Behavior problems △ Peer rejection △ Low academic achievement △ Negative attitude △ Aggressive behavior	Uses a 4-point Likert Scale 0=Never 1=Occasionally 2=Sometimes 3=Frequently Student Risk is divided into 3 categories: Low = 0 – 3 Moderate = 4 – 8 High = 9 - 21	No cost
Student Risk Screening Scale Internalizer/Externalizer (SRSS-IE) Lane et al. 2016	Grades K-6 & 7-12 The SRSS-IE is a 12-item screener for elementary and 13-item screener for secondary students who are at risk for antisocial behavior.	Teachers evaluate each student on the items indicated above for SRSS as well as the following internalizing behaviors: △ Emotionally Flat △ Shy, Withdrawn △ Sad, Depressed △ Anxious △ Lonely △ Peer Rejection (Secondary)	Same as SRSS above. Additionally, the Internalizing risk is divided into 3 categories: (Elementary) Low = 0 – 1 Moderate = 2 – 3 High = 4 - 15 (Secondary) Low = 0 – 3 Moderate = 4 – 5 High = 6 - 18	No cost

More information can be found at www.ci3t.org/screening

A. Strengths & Difficulties Questionnaire (SDQ)

youth*in*mind

| What is it? | Questionnaires etc. View & Download | Scoring the SDQ | Uses | SDQ vs other Q's | Articles | Norms |

SDQ

**Information for researchers
and professionals about the
Strengths & Difficulties Questionnaires**

⚠ Take 15 minutes with your team to explore the SDQ at http://www.sdqinfo.org/

⚠ Team will report out on three positive features of the questionnaire and three possible roadblocks or difficulties.

Positive Features	Roadblocks

INTERNALIZING BEHAVIORS

a. Read the definition for internalizing behaviors.
b. **Step One:** Review your class list and enter ten names for students who may exhibit characteristics for internalizing behaviors.
c. **Step Two:** Rank order from the list of ten; indicating the student with the greatest degree first and so on until all ten students are rank ordered.

Internalizing Examples	Internalizing Non-Examples
➢ 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 and activities ➢ Being unresponsive to social initiations by others ➢ Not standing up for one's self	➢ Initiating social interactions with peers ➢ Having conversations ➢ Playing with others, having normal rates or levels of social contact with peers ➢ Displaying positive social behavior toward others ➢ Participating in games and activities ➢ Resolving peer conflicts in an appropriate manner ➢ Joining in with others

Step One: Review your class list and enter ten names of students who may exhibit characteristics for internalizing behaviors.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Step Two: Rank order from the list of ten; indicating the student with the greatest degree first and so on until all ten students are rank ordered.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

EXTERNALIZING BEHAVIORS

a. Read the definition for externalizing behaviors.
b. **Step One:** Review your class list and enter ten names for students who may exhibit characteristics for externalizing behaviors.
c. **Step Two:** Rank order from the list of ten; indicating the student with the greatest degree first and so on until all ten students are rank ordered.

Externalizing Examples	Externalizing Non-Examples
➢ Displaying aggression towards 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	➢ Cooperating, sharing ➢ Working on assigned tasks ➢ Making assistance needs known in an appropriate manner ➢ Listening to the teacher ➢ Interaction in an appropriate manner with peers ➢ Following directions ➢ Attending to task ➢ Complying with teacher requests

Step One: Review your class list and enter ten names of students who may exhibit characteristics for externalizing behaviors.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Step Two: Rank order from the list of ten; indicating the student with the greatest degree first and so on until all ten students are rank ordered.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

C. Social, Academic, & Emotional Behavior Risk Screener (SAEBRS) Kilgus et al., 2014

The SAEBRS is a brief universal screening tool for behavior and emotional risk. Grades: K -12	Teachers evaluate students on 19 items: Δ Social Δ Academic Δ Emotional	1-3 minutes per student Uses a 4-point Likert Scale 　　0=Never 　　1=Sometimes 　　2=Often 　　3=Almost Always Prior to scoring, negatively worded items are reverse scored.	Each subset rating is evaluated for risk: Social Behavior: 0-12 At Risk 13-18 Not at Risk Academic Behavior: 0-9 At Risk 10-18 Not at Risk Emotional Behavior: 0-17 At Risk 18-21 Not at Risk Total Behavior: 0-36 At Risk 37-57 Not at Risk

SAEBRS
Social, Academic, & Emotional Behavior Risk Screener

Teacher Rating Scale

Your Name: _____ Student Date of Birth: _____

Student Name: _____ Student Grade: _____

Today's Date: _____

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

Academic Behavior

Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3

Emotional Behavior

Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

D. Student Risk Screening Scale (SRSS) Drummond, 1994

The SRSS is a 7-item screener used to identify students who are at risk for antisocial behavior. Grades K - 6	Uses a 4-point Likert Scale 0=Never 1=Occasionally 2=Sometimes 3=Frequently	Teachers evaluate each student on the following items Δ Steal Δ Lie, cheat, sneak Δ Behavior problems Δ Peer rejection Δ Low academic achievement Δ Negative attitude Δ Aggressive behavior	**Student Risk** is divided into 3 categories Low 0 – 3 Moderate 4 – 8 High = 9 - 21

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total	Risk
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

E. Student Risk Screening Scale (SRSS-IE) Lane et al., 2016

The SRSS-IE is a 12-item screener for elementary and 13-item screener for secondary students who are at risk for antisocial behavior.
 	
Grades K – 6 & 7-12
	Uses a 4-point Likert Scale
	
	    0=Never
	    1=Occasionally
	    2=Sometimes
	    3=Frequently
		Teachers evaluate each student on the items indicated above for SRSS as well as the following internalizing behaviors:
		  Δ Emotionally Flat
		  Δ Shy, Withdrawn
		  Δ Sad, Depressed
		  Δ Anxious
		  Δ Lonely
		  Δ Peer Rejection (Secondary)
			Student Risk is divided into 3 categories
			
			Same as SRSS above. Additionally, the Internalizing risk is divided into 3 categories:
			
			(Elementary)
			Low = 0 – 1
			Moderate = 2 – 3
			High = 4 - 15
			
			(Secondary)
			Low = 0 – 3
			Moderate = 4 – 5
			High = 6 - 18

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
MIDDLE and HIGH SCHOOL USE 2016 - 2017

DATE:

TEACHER NAME:

Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.

Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.

PERIOD RATED:

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	*11111*	0	0	0	3	1	3	3	3	2	2	2	3	0	13	10	22
		1	0	0	3	1	3	3	3	0	0	1	2	0	13	4	16
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0
		6													0	0	0
		7													0	0	0
		8													0	0	0
		9													0	0	0
		10													0	0	0
		11													0	0	0
		12													0	0	0

http://www.ci3t.org/wp-content/uploads/2016/08/2016-2017_SRSS-IE_ES_MSHS_TO_BE_POSTED_2016_07_28.xls

Operational Definition of Terms (SRSS)

Define and review definitions with staff. Definitions can be supported using the operational definitions of the School Wide Information System (SWIS) and Social Emotional Learning (SEL).

Steal	Aggressive Behavior
Lie, Cheat, Sneak	Emotionally Flat
Behavior Problems	Shy/Withdrawn
Peer Rejection	Sad/Depressed
Low Academic Achievement	Anxious
Negative Attitude	Lonely

Request for Assistance process can be accessed at any time by a teacher, student or parent. The following considerations will help teams as they make decisions to develop a requesting process or to revise an existing procedure.

⚠ Designed for quick response; supports for classroom teacher and/or rapid access to intervention for student.

⚠ Short and simple, requires less than 10 min to complete.

⚠ Staff is trained to consider and nominate students with internalizing and/or externalizing characteristics.

⚠ Staff, students, and/or parents can make a request any time there is a concern.

*A staff request for assistance is scheduled at designated points across the school year during which teachers are provided with a description of risk characteristics and asked to review a list of students in their class. Names of students who meet risk criteria are submitted.

Request for Assistance Forms should be a quick and easy process addressing:

⚠ Student Strengths
⚠ Student Wellness Concerns
⚠ Operational Definition of Problem Behavior
⚠ Possible Function of Problem Behavior
⚠ Evidence-based Strategies Tried to Address Target Behavior

Existing School Data Is used to develop decision rules creating an entry point for access to the behavior support team. Data decision rules are criteria that when "triggered" automatically initiate discussion about a student who may be at risk. After reviewing student data, the Tier 2 Team can then determine if intervention is warranted.

ABC's of RISK INDICATORS	RISK INDICATORS	PREDICTORS OF SUCCESS
Attendance	Attendance/tardiness Chronic absenteeism Visits to the nurse's office	Engagement Participation
Behavior Social-Emotional	Office referrals Suspensions Internalizing behaviors Family stressor Behavioral screenings	Developmental assets At-risk support Behavior plan
Coursework	Academic screening Common assessments Standardized testing Grades Retention	Accelerated learning Interventions, Title I Summer School

Existing School Data Inventory

#2

Instructions: 1) Make a list of all behavior and academic data collected in your school. 2) Identify what measure is considered proficient, "at risk" and "high risk". 3) Determine your Risk Indicator Continuum

Existing School Data Inventory EXAMPLE

Measure	Proficient Score	At-Risk	High Risk
Office Discipline Referrals	0-1	2 or more	5 or more
Classroom Minors	2-4	5 0r more	15 or more
Absences	< 5/trimester	5+/trimester	10+/trimester
Tardy	< 4/trimester	4+/trimester	10+/trimester
In-School Suspension	0-1	2	4 or more
Out of School Suspension	0	1	2
Course Grades	2.5 GPA or higher	D or F in any course	Ds or Fs in multiple
Reading Inventory	800+	799 or lower	599 or lower
Writing Assignment	3 or more	2	1

Your School's Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk
Office Discipline Referrals			
Classroom Minors			
Absences			
Tardies			
In-School Suspensions			
Course Grades			
Reading Inventory			
Math Benchmark			
Writing Benchmark			

Risk Indicator Continuum EXAMPLE

Risk Factors	ON TRACK	AT RISK FOR OFF TRACK	OFF TRACK	HIGH OFF TRACK	EXTREME OFF TRACK
1. Failed Courses 2. GPA less than 2.0 3. Below standards on _____ 4. Below standards on _____ 5. Absenteeism 10% per quarter 6. Three or more suspension days	No risk factors indicated	One risk factor indictor	Two risk factors Entering ninth grade *20% absenteeism *Failing grade in math, reading or English	3 or more risk factors	4 or more risk factors Limited change of graduation within four years

Your School's Risk Indicator Continuum

Risk Factors	ON TRACK	AT RISK FOR OFF TRACK	OFF TRACK	HIGH OFF TRACK	EXTREME OFF TRACK
1.					
2.					
3.					
4.					
5.					
6.					

Tier 2 Basic
Students Who May Benefit from Tier 2 Basic CICO

Name	Grade Level	Academic Scores	Behavior Referrals	Attendance	Screeners
1.					
2.					
3.					
4.					
5.					
6.					

Instructions: Review the form below. *"What stood out?"* *"What insights were triggered?"*
"What changes do we need to make to our request for assistance form?"

REQUEST FOR ASSISTANCE FORM (Student & Parent)

Student:
Classroom Teacher:
Grade:
Date:

Student Strengths:	What motivates POSITIVE BEHAVIOR for student?

Student Wellness Concerns (check all that apply)

Academic Concerns	☐ Does not master academics at same rate as peers ☐ Does not complete assignments/homework ☐ Overall G.P.A. ☐ Other _____
Social & Emotional Concerns	☐ Withdrawn and/or disengaged from school ☐ Socially isolated ☐ Experiencing circumstances that may impact performance (death in family, homelessness, abuse, recent divorce/life changes) ☐ Other _____

What is the target behavior?

___arguing with peers	___inappropriate language	____tattles
___tells wild stories	___verbal defiance	____says they are 'dumb'/won't try
___throws things/tantrums	___withdrawn	___acts fearful/panicky
___acts helpless	___physical aggression	____claims illness
___clings to adults	___other _____	

Clearly **define** the target behavior. (What do you see and hear child doing?)	
When, Where and **with Whom** Are Target Behaviors Most Likely?	

Possible Motivations of Behavior

___obtain adult attention	___escape/avoid adult attention
___obtain peer attention	___escape/avoid peer attention
___obtain tangible/activity	___escape/avoid tangible/activity
___obtain stimulation/sensory	___escape/avoid stimulation/sensory

Additional information:

REQUEST FOR ASSISTANCE FORM (Staff)

Student:
Classroom Teacher:
Grade:
Date:

Student Strengths:	What motivates POSITIVE BEHAVIOR for student?

Student Wellness Concerns (check all that apply)

Social Skills/ Behavior Concerns	☐ 2 – 5 ODRs per year ☐ 2 or more detentions ☐ Behavior interfering with friendships and academics ☐ Not engaged in school (frequent absences, tardies, fails to complete work)
Academic Concerns	☐ Does not master academics at same rate as peers ☐ Does not complete assignments/homework ☐ Overall G.P.A.
Social & Emotional Concerns	☐ Withdrawn and/or disengaged from school ☐ Socially isolated ☐ Experiencing circumstances that may impact performance (death in family, homelessness, abuse, recent divorce/life changes)

What is the target behavior?

(Example School's list of most common occurring problem behaviors)

___out of seat   ___inappropriate language   ___other
___talking out of turn   ___verbal defiance
___technology violation   ___tardy
___not following directions   ___physical aggression

Clearly **define** the target behavior. (What do you see and hear student doing?)	
What happens **right after** the target behavior? (What does the student get or avoid?)	
When, where and **with whom** are target behaviors most likely?	

Possible Function of the Target Behavior

___obtain adult attention   ___escape/avoid adult attention
___obtain peer attention   ___escape/avoid peer attention
___obtain tangible/activity   ___escape/avoid tangible/activity
___obtain stimulation/sensory   ___escape/avoid stimulation/sensory

Evidence-based Strategies Tried to Address Target Behavior

	Implemented Yes/No	Successful	Somewhat Successful	Not Successful
FOUNDATIONS - Setting				
FOUNDATIONS – Teaching Expectations				
FOUNDATIONS – Teaching Routines				
PREVENTION PRACTICES – Supervision				
PREVENTION PRACTICES – Acknowledgement				
PREVENTION PRACTICES – Prompts and Precorrections				
RESPONSE PRACTICES – Brief, contingent and specific error correction				
RESPONSE PRACTICES – Planned Ignoring				
RESPONSE PRACTICES – FAST (Functional, Accurate, Specific and Timely)				
INSTRUCTIONAL PRACTICES – Choice				
INSTRUCTIONAL PRACTICES – Sequencing				
INSTRUCTIONAL PRACTICES – Task Difficulty				

<u>Additional evidence-based strategies:</u>

STUDENT DATA

ATTENDANCE	Grade	Grade	Grade	Grade	Total Days
Tardy					
Absent					

ACADEMIC SCORES	Grade/Score	Grade/Score	Grade/Score	Grade/Score
Reading/Language Arts				
Math				

BEHAVIORAL REFERRRALS	Number since	Patterns
Office Discipline Referrals Minors/Majors		
Anecdotal		
In-house Suspensions		
Out-of-school Suspensions		

HEALTH CONCERNS	

SOCIAL EMOTIONAL BEHAVIOR	Who does the student's target behavior(s) affect? ____him/herself ___peers ____teacher ____others

Internalizing		**Externalizing**	
____sadness or depression	____shy or timid	____aggression to others	____defiance
____sleeps a lot	____teased/bullied	____hyperactivity	____stealing
____self-injury	____non-participant	____non-compliance	____calling out
____withdrawn	____nervous/afraid	____disruptive	____arguing
		____not following directions	

SUMMARY STATEMENT / HYPOTHESIS OF TARGET BEHAVIOR	
Define Target Behavior *Observable* *Measurable* *Clearly defined*	Student's behavior is: During:
Problem Analysis (Antecedent) *What happens immediately before the target behavior?* *What happens immediately before instances of positive behavior?*	When: Student Does:
Problem Analysis (Outcome, Function) What happens immediately after the target behavior? What happens immediately after instances of positive behavior? Does the target behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation?	As a result: Therefore:

PROBLEM SOLVING QUESTIONS FOR PREVENTION OF TARGET BEHAVIOR	
1. Describe the student's behavior or concern and the replacement behavior you would like the student to demonstrate. 2. What can be done to PREVENT the target behavior? (antecedent strategies) 3. What skills should we TEACH the student? (matching function of behavior and social skill) 4. What environmental changes can we make to encourage the appropriate behavior? (Classroom Behavior Support Practices Self-Assessment Survey) 5. What should we do if the target behavior occurs? (CONSEQUENCES *re-engaging the student minimize reinforcement of problem behavior*) 6. How can we recognize the student for displaying the replacement behavior skill from our School-wide and/or Classroom-wide teaching matrix? (reinforcement) 7. How will we know if implementing the above prevention steps resolves the target behavior?	

Student Identification Systems

Instructions: Create system for how to identify students in need of Tier 2 supports
Consider the following:
⚠ Determine at least two times per school year when universal screeners are used to identify students
⚠ Determine, minimally, monthly times to examine existing school data to be used to identify students
⚠ Determine staff, family, and student training process for student identification
⚠ Process for communicating to staff making request for assistance of decision of supports

Dates for Universal Screeners

Dates to Examine Existing School Data

Training Process of Student Identification for Staff
How? When? By whom?

Training Process of Student Identification for Families
How? When? By whom?

Training Process of Student Identification for Students
How? When? By whom?

Process for Communicating to Staff Making Request for Assistance of Decision of Supports
How? When? By whom?