A Look at Systematic Screening in Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Meeting Students’ Multiple Needs

Michigan Council for Exceptional Children
Grand Rapids, Michigan

Kathleen Lynne Lane, Ph.D., BCBA-D

Presentations

• Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
• The Importance of Systematic Screening
• Using Screening Data ...
  • implications for primary prevention efforts
  • implications for teachers
  • implications for student-based interventions at Tier 2 and Tier 3

Agenda
Thank you... Commitment to Students with and at risk for EBD

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
- Relied on reactive approaches to address these challenges (Horner & Sugai, 2015)

Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics”...

2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane, Kalberg, & Mensies, 2009

Goal: Reduce Harm Specialized individual systems for students with high-risk

Tertiary Prevention (Tier 3)

Goal: Reverse Harm Specialized group systems for students at-risk

Secondary Prevention (Tier 2)

Goal: Prevent Harm School/classroom-wide systems for all students, staff, & settings

Primary Prevention (Tier 1)

Validated PBIS Framework Curricula

Academic Behavioral Social
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Academic Behavioral Social
≈ 80%
≈ 15%
≈ 5%

Primary Prevention (Tier 1)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1) ≈ 80%
Secondary Prevention (Tier 2) ≈ 15%
Tertiary Prevention (Tier 3) ≈ 5%
Primary Intervention Plan

<table>
<thead>
<tr>
<th>Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Wide Expectations</td>
</tr>
</tbody>
</table>

Area I: Academic Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

*see Expectation Matrix

Area II: Behavior Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

Area III: Social Skills Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

Lane & Oakes 2012

Southwest Middle School Primary

Positive Behavior Interventions and Supports (PBIS)

What do I need to know?

Area I: Academic Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

Area II: Behavior Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

Area III: Social Skills Responsibilities
Students will:

Faculty and Staff will:
Parents will:
Administrators will:

Lane & Oakes 2012

Administrators will:

District & State Standards High Quality Instruction

Positive Behavior Interventions and Supports (PBIS)

What do I need to know?

Area II: Behavior Responsibilities
Faculty and Staff:
- Display posters with school wide expectations
- Foster a safe environment for all students
- Model, teach, and revisit school-wide expectations
- Provide behavior specific praise and reinforcement to students who display expectations
- Establish communication with parents
- Support Positive Behavioral Interventions and Support (PBIS) Framework
- Implement proactive and reactive plan with fidelity; use behavior specific praise with ROW WORPS, remember behavioral expectation, reteach expectation and follow rest of the plan
- Conduct, report, and use screening and assessments (see Assessment Schedule)
### What do I need to know?

**Sample Elementary**

**Area 1: Academics Responsibilities**

- **Faculty and Staff**
  - Teach the following academic and behavioral expectations:
    - Involvement in social-emotional learning (SEL) with teachers and students.
    - Develop and maintain a safe, supportive, and inclusive learning environment.
    - Conduct regular observations and assessments of student progress.
    - Facilitate the development of positive instructional practices.
    - Foster collaborative relationships with colleagues.

- **Students**
  - Actively participate in all academic and behavioral expectations.
  - Demonstrate self-regulation and self-awareness.
  - Establish clear communication with teachers.

- **Parents/Community**
  - Support the academic and behavioral expectations set by the school.
  - Provide feedback and assistance to teachers.
  - Engage in community-building activities.

**Area 2: Behavior Responsibilities**

- **Faculty and Staff**
  - Implement strategies to support student engagement, behaviors, and behaviors.
  - Monitor and document student progress.
  - Provide consistent feedback.
  - Develop positive behavior support plans.
  - Engage in ongoing professional development.

- **Students**
  - Demonstrate positive behaviors and attitudes.
  - Participate in classroom discussions.
  - Contribute to a safe and respectful learning environment.

- **Parents/Community**
  - Support the implementation of behavior plans.
  - Provide feedback and assistance to teachers.
  - Encourage ongoing professional development.

**Area 3: Social Skills Responsibilities**

- **Faculty and Staff**
  - Foster positive relationships with peers and adults.
  - Promote self-awareness and self-regulation.
  - Facilitate the development of social skills.
  - Provide opportunities for social interaction.

- **Students**
  - Demonstrate positive social behaviors.
  - Establish and maintain friendships.
  - Participate in group activities.

- **Parents/Community**
  - Support the development of social skills.
  - Encourage positive social interactions.
  - Provide opportunities for social interaction.

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**Lane & Oakes 2013**

https://www.youtube.com/watch?v=QKsaK4ontsE

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**Lane & Oakes 2013**

6
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/ Community:

Donation Coupon for:
1 box of Macaroni and Cheese to Community Food Drive
Ticket Examples

Reactive Plan

1. Teach, remind, and reteach appropriate behaviors “Teachable Moments” to students
2. Reinforce positive behaviors
3. Problem solve with students “More Teachable Moments”
4. Continue building relationships
5. Communicate with parents and elicit their support
Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening
  - Academic
  - Behavior

Critical Information for school and district teams

What screening tools are available?

Lane and Oakes 2013
**SSBD Screening Process**

**Stage 1: Teacher Screening**
- Externalizing and Internalizing Behavioral Disorders
- Identify 3 Highest-Ranked Pupils on Externalizing and Internalizing Behavior Criteria

**Stage 2: Teacher Rating**
- Critical Events Index and Combined Frequency Index
- Exceed Normative Criteria on CEI and CFI

**Stage 3: Direct Observation and/or SARS**
- Exceed Normative Criteria on AET and PSB

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**SSBD Results – Winter 2007 through Winter 2009**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-normative</td>
<td>13</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Normative</td>
<td>47</td>
<td>62</td>
<td>56</td>
</tr>
<tr>
<td>Internalizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-normative</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Normative</td>
<td>45</td>
<td>56</td>
<td>40</td>
</tr>
</tbody>
</table>

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**Source:** Lane, M., Menzies, C., Oakes, D., & Kalberg, 2012. Figure 2.2. Systematic Screening for Behavioral Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders over a three-year period.
The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior. It uses a 4-point Likert-type scale:
- Never = 0
- Occasionally = 1
- Sometimes = 2
- Frequently = 3
Teachers evaluate each student on the following items:
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection

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

(SRSS; Drummond, 1994)
Lane and Oakes 2013

Student Risk Screening Scale (Drummond, 1994)

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>Behavioral Problems</td>
<td>60</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Academic Problems</td>
<td>50</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Social Problems</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

SRSS Score: Sum Items 1-7 (Range 0 - 21)

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</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=M-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=M-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=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=M, H, M-H</td>
</tr>
</tbody>
</table>
STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS
Risk Groups
Non-Instructional Raters

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328)</th>
<th>Moderate (n = 52)</th>
<th>High (n = 35)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L &gt; M, H</td>
</tr>
</tbody>
</table>

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

Externalizing AUC 0.952

Elementary Level
Results: ROC Curves

Internalizing AUC 0.802

Elementary Level
Results: ROC Curves

STUDENT RISK SCREENING SCALE-IE

Teacher Name

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Use the above scale to rate each item for each student.

Student Name

Validation Study

- Original SRSS-IE 14
  - 12 items retained for use at the elementary level
  - 14 items under development in middle and high schools

Convergent Validity:
SRSS-E7, SRSS-I5, & SRSS-IE12 with the SSBD

<table>
<thead>
<tr>
<th>Target as Measured by the SSBD</th>
<th>Student Condition According to the SSBD</th>
<th>SRSS-IE Comparison</th>
<th>ROC Area Under the Curve (AUC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalizing</td>
<td>With Condition N</td>
<td>SRSS-I5</td>
<td>.849</td>
</tr>
<tr>
<td></td>
<td>Without Condition N</td>
<td>SRSS-IE12</td>
<td>.818</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalizing</td>
<td>With Condition N</td>
<td>SRSS-E7</td>
<td>.952</td>
</tr>
<tr>
<td></td>
<td>Without Condition N</td>
<td>SRSS-IE12</td>
<td>.921</td>
</tr>
</tbody>
</table>

Note: SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-I5 refers to the version with 5 items retained; SRSS-IE12 refers to the version with 12 items from the SRSS-E7 and the original 7 items from the SRSS-I5. SRSS-IE refers to the version with 12 items from the SRSS-I5.

SRSS-IE: SRSS-E7, SRSS-I5 Cut Scores

- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Items 1-7 (The SRSS externalizing scale)
  - 0–1: low risk
  - 2–3: moderate risk (yellow)
  - 4–5: high risk (red)

- Items 8-12 (The SRSS-IE internalizing items, preliminary cut scores for elementary only)
  - 0–1: low risk
  - 2–3: moderate (yellow)
  - 4–5: high (red)

- Confirm the "Count" column is completed (students’ numbered sequentially). Formulas are anchored by the "Count" column; it must contain a number for each student listed for accurate total formulas.

How do we score and interpret the SRSS-IE at the Elementary Level?

• All scores will be automatically calculated.
• SRSS scores are the sum of items 1–7 (range 0–21)
• Internalizing scores are the sum of items 8–12 (range 0–15)

**SRSS-E7 Results – All Students**

<table>
<thead>
<tr>
<th>School</th>
<th>F14</th>
<th>F15</th>
<th>F16</th>
<th>F17</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Screened</td>
<td>69.25%</td>
<td>85.47%</td>
<td>23.82%</td>
<td>9.97%</td>
</tr>
<tr>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Screening Time Point**
- Low Risk (0–3)
- Moderate (4–8)
- High (9–21)

**Sample Elementary School ... Fall 2015**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65</td>
<td>54 (83.08%)</td>
<td>7 (10.77%)</td>
<td>4 (6.15%)</td>
</tr>
<tr>
<td>1st</td>
<td>53</td>
<td>45 (84.91%)</td>
<td>3 (5.66%)</td>
<td>5 (9.43%)</td>
</tr>
<tr>
<td>2nd</td>
<td>46</td>
<td>31 (67.39%)</td>
<td>8 (17.39%)</td>
<td>7 (15.22%)</td>
</tr>
</tbody>
</table>
Sample Elementary School ... Fall 2015
SRSS-E7 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>68</td>
<td>64 (94.12%)</td>
<td>4 (5.88%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>4th</td>
<td>57</td>
<td>52 (91.23%)</td>
<td>5 (8.77%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5th</td>
<td>62</td>
<td>54 (87.10%)</td>
<td>8 (12.90%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Sample Elementary School ... Fall
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65</td>
<td>49 (75.38%)</td>
<td>9 (13.85%)</td>
<td>7 (10.77%)</td>
</tr>
<tr>
<td>1st</td>
<td>53</td>
<td>40 (75.47%)</td>
<td>9 (16.98%)</td>
<td>4 (7.55%)</td>
</tr>
<tr>
<td>2nd</td>
<td>46</td>
<td>36 (78.26%)</td>
<td>6 (13.04%)</td>
<td>4 (8.70%)</td>
</tr>
</tbody>
</table>
Sample Elementary School ... Fall 2015
SRSS-I5 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>68</td>
<td>60 (88.24%)</td>
<td>6 (8.82%)</td>
<td>2 (2.94%)</td>
</tr>
<tr>
<td>4th</td>
<td>57</td>
<td>51 (89.47%)</td>
<td>5 (8.77%)</td>
<td>1 (1.75%)</td>
</tr>
<tr>
<td>5th</td>
<td>62</td>
<td>53 (85.48%)</td>
<td>8 (12.90%)</td>
<td>1 (1.61%)</td>
</tr>
</tbody>
</table>

Sample High School ... Fall
SRSS Results – All Students

Sample High School ... Fall 2015
SRSS Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N = 1197 Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>327</td>
<td>287 (87.77%)</td>
<td>32 (9.79%)</td>
<td>8 (2.45%)</td>
</tr>
<tr>
<td>10th</td>
<td>318</td>
<td>271 (85.22%)</td>
<td>34 (10.69%)</td>
<td>13 (4.09%)</td>
</tr>
<tr>
<td>11th</td>
<td>289</td>
<td>264 (91.35%)</td>
<td>19 (6.57%)</td>
<td>6 (2.08%)</td>
</tr>
<tr>
<td>12th</td>
<td>263</td>
<td>250 (95.06%)</td>
<td>11 (4.18%)</td>
<td>2 (0.76%)</td>
</tr>
</tbody>
</table>
Screening ...
Considering the Logistics & Ci3T in Action
Examining your screening data ...  
... implications for primary prevention efforts  
... implications for teachers  
... implications for student-based interventions

See Lane, Meneses, Bruhn, and Crnobori (2011)
Examining your screening data ...

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)

Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies
Despite the presence of tables and graphs, the text remains consistent with the mentioned research works:


Further elaboration on the findings and implications from the Student Risk Screening Scale—Internalizing & Externalizing (SRSS–IE) would be beneficial for a comprehensive understanding of the presented data.
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Assess, Design, Implement, and Evaluate

Basic Classroom Management Efforts includes Low-Intensity Strategies

Behavior Contracts - Self-Monitoring

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Assessment

Low-Intensity Strategies

Opportunities to Respond
- Behavior Specific Praise
- Active Supervision

Supporting Behavior for School Success
- Instructional Feedback
- High P Requests
- Pre-correction
- Incorporating Choice

Self-monitoring

Behavior Contracts

Consider a book... 

Build school site capacity

Examining your screening data...

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Tertiary Prevention (Tier 3)
Specialized individual systems for students with high-risk

Goal: Reverse Harm
Secondary Prevention (Tier 2)
Specialized group systems for students at-risk

Goal: Prevent Harm
Primary Prevention (Tier 1)
School/classroom-wide systems for all students, staff, & settings

PBIS Framework
Validated Curricula

Academic Behavioral Social

≈80%
≈15%
≈5%

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)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support
Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective Instruction
Low Intensity Strategies
Behavior Contracts
Self-Monitoring -- Functional Assessment-Based Interventions

Schoolwide Positive Behavior Support

BASC² – Behavior and Emotional Screening Scale
Spring 2012

N = 624
n = 219
n = 202
n = 203

Percent of Students

Total 6th 7th 8th
Normal 85.42 87.67 82.18 86.21
Elevated 3.85 10.74 8.68 12.38
Extremely Elevated 5.45 12.38 2.46 11.33

N = 67
n = 24

N = 533
n = 219

N = 624
n = 202

N = 624
n = 203

Lane and Oakes 2013
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
  • Academic screening scores, progress data, 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

Examining Academic and Behavioral Data:
Elementary School Level

Examining Academic and Behavioral Data:
Middle and High School Level
<table>
<thead>
<tr>
<th><strong>Support</strong></th>
<th><strong>Description</strong></th>
<th><strong>Schoolwide Data: Entry Criteria</strong></th>
<th><strong>Data to Monitor Progress</strong></th>
<th><strong>Exit Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Contract</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td>Successful completion of behavior contract</td>
</tr>
<tr>
<td><strong>Self-monitoring</strong></td>
<td>Students self-monitor and record their academic production (completeness/accuracy) and on-task behavior each day.</td>
<td>Students who score in the abnormal range for H and CP on the SDQ, course failure or at risk on OBM</td>
<td></td>
<td>Passing grade on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

**An illustration**

<table>
<thead>
<tr>
<th><strong>Support</strong></th>
<th><strong>Description</strong></th>
<th><strong>Schoolwide Data: Entry Criteria</strong></th>
<th><strong>Data to Monitor Progress</strong></th>
<th><strong>Exit Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small group reading instruction with self-monitoring</strong></td>
<td>Small group reading instruction (30 min., 3 days per week). Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating. K - 1.</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>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>
</tr>
</tbody>
</table>

First Grade Students’ Self Monitoring Form

![Form Image]


**Treatment Integrity Social Validity**

<table>
<thead>
<tr>
<th>Monitor student progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Lane, K. L.</td>
</tr>
<tr>
<td>Item</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1. Students in grades 9 – 12.</td>
</tr>
<tr>
<td>2. Reading performance basic to below basic on state assessment (out above 4th grade reading level).</td>
</tr>
<tr>
<td>3. Students monitor progress.</td>
</tr>
<tr>
<td>4. Students use a progress management system to monitor and track their own progress.</td>
</tr>
<tr>
<td>5. Instruction is taught by special education teachers and general education teachers with training in the READ 180 curriculum.</td>
</tr>
</tbody>
</table>

**Support Description Schoolwide Data:**

- **Entry Criteria:**
  - 1) Students in grades 9 – 12.
  - 2) Reading performance basic to below basic on state assessment (out above 4th grade reading level).
  - 3) SRSS-risk scores in the moderate range (4 – 8).

- **Data to Monitor Progress:**
  - 1) Students may afford READ 180 reading goals.
  - 2) Progress Monitoring with Scholastic Reading Inventory.
  - 3) Writing Assessments (vocabulary, comprehension and writing).
  - 4) Curriculum-based Assessment (vocabulary, comprehension and writing).
  - 5) Attendance in class.

- **Exit Criteria:**
  - Students must instructional reading goals.
  - SRSS score in the low risk category (1 – 3) on the next screening time point.

<table>
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<tbody>
<tr>
<td>Mentoring Program (Sophomores/ Juniors/Seniors)</td>
<td>Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors; meeting weekly (30 – 50 min) with students during the school day.</td>
<td>1) DBH/15% DBH+ grades</td>
<td>1) Increase of GPA at mid-term and semester report cards</td>
<td>Yearlong support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Behavior:</td>
<td>2) Decrease of ODR for monitored weekly.</td>
<td>Students who no longer meet criteria next fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MRS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher</td>
<td>3) Reduced absence (fewer than one per quarter)</td>
<td>Seniors: graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ODR ≥ 2</td>
<td>Treatment Integrity: Munson complete weekly monitoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors.</td>
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<td>Absences ≥ 5 days in one grading period</td>
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<td>3) Academic:</td>
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<td>GPA ≤ 2.75</td>
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<td>1st to 12th graders</td>
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<td>Targeted Algebra II Study Hall</td>
<td>Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-to-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.</td>
<td>1) DBH grades 2) Algebra II grade drops below a 75 at any point in the semester 3) Have study hall time available and permission of 5th period teacher 4) Self-selecting to engage in study hall</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
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<td>Treatment Integrity: Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys</td>
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Ci3T.org
Comprehensive, Integrated, Three-Tiered Model of Prevention  
(Lane, Kalberg, & Menzies, 2009)

**Goal: Reduce Harm**
Specialized individual systems for students with high-risk

**Tertiary Prevention (Tier 3)**
≈15%

**Goal: Reverse Harm**
Specialized group systems for students at-risk

**Secondary Prevention (Tier 2)**
≈80%

**Goal: Prevent Harm**
School/classroom-wide systems for all students, staff, & settings

**Primary Prevention (Tier 1)**
≈80%

**Academic**

**Behavioral**

**Social**

---

**Changes in Harry’s Behavior**

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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

Getting Started with Systematic Screening …
Recommendations to Consider

- Recommendation #1: Build Stakeholders’ Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications - know your state laws

Lane and Oakes, 2012
Positive Behavioral Interventions and Supports (PBIS) Framework

Primary Support (Tier 1)

Secondary Support (Tier 2)

Tertiary Support (Tier 3)

High Support Intensity

Low Support Intensity

Validated Core Resource 2015-2016 Professional Learning Offerings

Monthly Faculty Presentations

For Faculty & Staff During the Work Day

Lane and Oakes 2013
PBIS.org

- Very useful to find research on specific interventions
- PowerPoint presentations are available for some interventions
- Training modules are available on PBIS aspects and interventions
- Some tools and measures are available to be viewed
- Quick FAQs on secondary and tertiary interventions

Moving Forward ... thank you!

Learning outcomes:
Participants will learn how systematic screening data can be used to:
1. examine students’ overall performance
2. inform low-intensity teacher-level interventions
3. connect students to Tier 2 and 3 supports.

Kathleen.Lane@ku.edu