An Overview of Behavior Screening Tools: Using Data to Inform Instruction

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

Agenda

• 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

Comprehensive, Integrated, Three-tiered Model of Prevention
(Lane, Kalberg, & Menzie, 2009)

Primary Prevention (Tier 1)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)

Goal: Reverse Harm
Specialized Group Systems for Students at Risk

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Goal: Reduce Harm
Specialized Individual Systems for Students with High Risk

Validated Interventions
PBIS Framework
Academic Component

• Coordinated instruction within and across grade levels
• Instruction linked to Common Core, state, or district standards
• Benchmarking student progress to inform instruction
• Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

Social Component:
… identifying a validated curriculum

– Violence Prevention
  • Second Step Violence Prevention (Committee for Children, 1992)
– Character Education
  • Positive Action (Positive Action, 2008)
  • Caring School Community (www.characterplus.org)
– Social Skills
  • Social Skills Improvement System – Classwide Intervention Program (Elliott & Gresham, 2007)

Social Skills Component:
Example Programs

Positive Action
www.positiveaction.net

• Improves academics, behaviors, and character
• Curriculum-based approach
• Effectively increases positive behaviors and decreases negative behaviors
• 6-7 units per grade
• Optional components:
  • Site-wide climate development
  • Drug education
  • Bullying / conflict resolution
  • Homework: parent and family classes
  • Community/coalition components

Social Skills Improvement System (SSIS)
• Elliott and Gresham, 2008
• www.pearsonassessments.com
• SSIS is an evidence-based tool for assessing and teaching social skills that lead to social and academic success

Lane & Oakes 2012
Behavioral Component:
Positive Behavior Interventions and Support

* a framework, not a curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress

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**ELEMENTARY**

**Settings**

- Classroom
- Hallway
- Cafeteria
- Playground
- Bathroom
- Bus

**Respect**

- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with others
- Use an inside voice

- Use a quiet voice
- Walk on the right side of the hallway
- Keep hands to yourself
- Use kind words
- Listen to and follow adult requests

- Use manners
- Listen to and follow todays

- Use the restroom and then return to class
- Stay in your own bathroom stall
- Little talking

- Use kind words towards the bus driver and other students
- Listen to and follow the bus drivers rules

**Responsibility**

- Arrive to class on time
- Remain in school for the whole day
- Bring your required materials
- Turn in finished work
- Exercise self-control

- Keep hands to yourself
- Walk in the hallway
- Stay in line with your class
- Make your choices quickly
- Eat your own food
- Choose a seat and stick with it
- Clean up after yourself

- Play approved games
- Use equipment appropriately
- Return equipment when you are done
- Line up when the bell rings

- Flush toilet
- Wash hands with soap
- Throw away any trash properly
- Report any problems to your teacher

- Talk quietly with others
- Listen to and follow the bus drivers rules
- Remain in seat after you enter the bus

**Best Effort**

- Participate in class activities
- Complete work with best effort
- Ask for help politely

- Walk quietly
- Walk directly to next location

- Use your table manners
- Use an inside voice

- Include others in your games
- Be active

- Follow the rules of the game

- Take care of your business quickly

- Keep bathroom tidy

- Listen to and follow the bus drivers rules

- Keep hands and feet to self

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Why Include Three Components?

- An instructional approach to behavior that teaches the behaviors (i.e., respect, responsibility, best effort) that give teachers the time to provide instruction in academics and social competencies (character education)

- A data-driven framework that can be used to
  - Monitor the overall level of risk and progress in the school as a whole
  - Identify students who may require additional supports in academic, behavioral, and social domains

- A social skills or character education program that is an evidence-based program

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Lane, Kalberg, & Menzies (2009)

Lane & Oakes (2013)
# Primary Intervention Plan

## Statement

<table>
<thead>
<tr>
<th>Purpose Statement</th>
</tr>
</thead>
</table>

## School-Wide Expectations

- Arrive on time and ready to learn
- Be respectful to both peers and adults
- Show school pride

*see Expectation Matrix

### Area I: Academics

**Responsibilities**

Students will:

- Arrive and leave school on time
- Participate in starting and closing activities
- Produce quality work
- Complete all work
- Bring all materials, including daily planners to class

### Area II: Behavior

**Responsibilities**

Students will:

### Area III: Social Skills

**Responsibilities**

Students will:

Faculty and Staff will:

- Provide engaging lessons, linked to the KCCRS and district standards
- Monitor progress toward standards and AP completion and outcomes
- Differentiate instruction
- Include starter and closing activities as part of lesson plan
- Support students that miss instruction
- Engage in positive teacher-teacher and teacher-student interactions
- Encourage the use of daily planners
- Create clear routines within the classroom

Parents will:

- Provide a place, materials, and assistance to completed homework
- Sign daily planner
- Read newsletters from school
- Check websites for announcements
- Follow attendance policies
- Communicate with schools as requested
- Encourage students to give their best effort

Administrators will:

- Provide faculty and staff with materials to facilitate instruction

Lane & Oakes 2012
### Procedures for Teaching

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
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<table>
<thead>
<tr>
<th>Students:</th>
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<th>Parents/Community:</th>
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</tbody>
</table>

*Lane & Oakes 2012*

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### Procedures for Reinforcing

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<th>Parents/Community:</th>
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</table>

*Lane & Oakes 2012*
CI3T Primary Plan: Faculty and Staff
Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>Faculty</td>
<td>Teaching, research, administration</td>
</tr>
<tr>
<td>Staff</td>
<td>Administrative support, technical services</td>
</tr>
</tbody>
</table>

Have you reviewed the current plan? Are the details clear?
Importance of Unified Systems of Measurement

- Accurate measure of key variables to enable accurate decision making:
  - office discipline referrals (ODRs)
  - attendance
  - referrals to prereferral teams and special education
  - academic progress (e.g., curriculum-based measurement)
  - behavior screenings
- The ability to analyze academic and behavioral data in tandem
- Information sharing regarding
  a) progress for schools as a whole and
  b) identification and support of students who require additional supports in the form of secondary (Tier 2) and tertiary (Tier 3) levels of prevention

Monitor Procedures: Student Measures
- Academic:
- Behavior:
- Social Skills:

Program Measures:
- Social Validity:
- Treatment Integrity:
- Program Goals:
Procedures for Monitoring: Elementary

<table>
<thead>
<tr>
<th>Student Measures</th>
<th>Academic:</th>
<th>Behavior:</th>
<th>Social Skills:</th>
<th>Treatment Integrity:</th>
<th>Program Goals:</th>
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<tbody>
<tr>
<td>for 1st-6th graders</td>
<td>KAMM scores</td>
<td>(Student Risk Screening Scale – Internal/External)</td>
<td>(Student Risk Screening Scale – Internal/External)</td>
<td>Teacher Evaluations</td>
<td>Survey</td>
</tr>
<tr>
<td># of academic</td>
<td>SRSS-IE</td>
<td>Office Discipline</td>
<td>Counselor/Outside agency referrals</td>
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<td></td>
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<tr>
<td>Progress Team</td>
<td>(Student Risk Screening Scale – Internal/External)</td>
<td>Referrals (ODRs)</td>
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<td></td>
<td></td>
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<tr>
<td>Meetings</td>
<td></td>
<td>Suspensions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Attendance</td>
<td></td>
<td># of Behavior GIFTS Attendance</td>
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</tr>
</tbody>
</table>

KAP = Kansas Assessment Program - http://www.ksassessments.org/ (KCA = Kansas Computerized Assessment)
Essential Components of Primary Prevention Efforts:

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

What behavior screening tools are available?

See Lane, Menzies, Oakes, and Kalberg (2013).
SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS


SIMS Screening, Identification, and Monitoring Process

STAGE 1: TEACHER SCREENING
on Externalizing and Internalizing Behavioral Criteria

3 Highest ranked students pass to Stage 2

STAGE 2: TEACHER RATINGS
on Critical Events Index and Combined Frequency Indexes (Aggressive behavior and Social Interactions Scales for PK-K)

Students meeting criteria pass to Stage 3

STAGE 3: OBSERVATION CODES AND/OR School Archival Records Search

Referral

PASS GATE 1

PASS GATE 2

PASS GATE 3

Pool of Regular Classroom Students

60

SSBD Results – Winter 2007 through Winter 2009

Risk Status of Nominated Students

Source: Lane, Menzies, Oakes, & Kalberg, 2012. Figure 2.2 WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders across a three year period.
Student Risk Screening Scale
(Drummond, 1994)

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
- Low Academic Achievement
- Negative Attitude
- Aggressive Behavior

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

Student Risk Screening Scale (Drummond, 1994)

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher Name</th>
<th>0 = Never</th>
<th>1 = Occasionally</th>
<th>2 = Sometimes</th>
<th>3 = Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Percentage of Students

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tbody>
<tr>
<td>2004</td>
<td></td>
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<td>2010</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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</tbody>
</table>

Lane & Oakes

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 = 22)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50</td>
<td>3.10</td>
<td>8.42</td>
<td>L&gt;M&lt;H</td>
</tr>
<tr>
<td>Absences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.38</td>
<td>0.35</td>
<td>1.71</td>
<td>L&gt;M&lt;H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35</td>
<td>2.63</td>
<td>2.32</td>
<td>L&gt;M, H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68</td>
<td>2.76</td>
<td>4.37</td>
<td>L&gt;M&lt;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 ± 0.53</td>
<td>8.27 ± 7.72</td>
<td>8.97 ± 0.59</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>SL</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>

L = Low, M = Moderate, H = High


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#### Elementary Level
Results: ROC Curves

**Externalizing AUC 0.952**

**Internalizing AUC 0.802**

STUDENT RISK SCREENING SCALE-IE
(Lane & Menzies, 2009)

**Teacher Name**

1 = Occasionally
2 = Sometimes
3 = Frequently
5 = Never

Aggressive Behavior
Emotionally Flat
Shy; Withdrawn
Sad; Depressed
Anxious

Student Name

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 With Condition N</th>
<th>Student Condition Without the Condition N</th>
<th>ROC Area Under the Curve (AUC)</th>
</tr>
</thead>
</table>
| Internalizing                   | 21                                 | 1026                                     | SRSS-I5: 849
|                                 |                                    |                                          | SRSS-IE12: 818                   |
| Externalizing                   | 51                                 | 1026                                     | SRSS-E7: 952
|                                 |                                    |                                          | SRSS-IE12: 921                   |

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

**Note.** SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-IE14 refers to the version with 14 items retained. SRSS-IE12 refers to the original 12 items from the SRSS developed by Drummond (1994) combined with the new five items constituting the SRSS-IE5. SRSS-E7 refers to the original 7 items constituting the SRSS.

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

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

Sample ... Winter
SRSS-E7 Results – All Students

School W14 School W15 School W16 School W17

% of Students Screens

Screening Time Point
High (9–21) Moderate (4–8) Low Risk (0–3)
N = 15 N = 66 N = 276

Sample ... Winter 2014
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>K</td>
<td>58</td>
<td>45 (77.59%)</td>
<td>10 (17.24%)</td>
<td>3 (5.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>48 (73.08%)</td>
<td>11 (18.64%)</td>
<td>3 (5.08%)</td>
</tr>
<tr>
<td>2nd</td>
<td>59</td>
<td>45 (76.17%)</td>
<td>11 (18.15%)</td>
<td>3 (5.08%)</td>
</tr>
</tbody>
</table>
### 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>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>62</td>
<td>51 (82.26%)</td>
<td>11 (17.74%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>55 (82.09%)</td>
<td>8 (11.94%)</td>
<td>4 (5.97%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>42 (71.19%)</td>
<td>15 (25.42%)</td>
<td>2 (3.39%)</td>
</tr>
</tbody>
</table>

### SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>School W14</th>
<th>School W15</th>
<th>School W16</th>
<th>School W17</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Screened</td>
<td>78.99%</td>
<td>13.45%</td>
<td>7.56%</td>
<td>15.46%</td>
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</table>

### SRSS-I5 Comparison by Grade Level

<table>
<thead>
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<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tbody>
<tr>
<td>K</td>
<td>8</td>
<td>46 (82.76%)</td>
<td>7 (12.07%)</td>
<td>3 (5.17%)</td>
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<tr>
<td>1st</td>
<td>52</td>
<td>37 (71.15%)</td>
<td>9 (17.31%)</td>
<td>6 (11.54%)</td>
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<tr>
<td>2nd</td>
<td>59</td>
<td>43 (72.88%)</td>
<td>12 (20.34%)</td>
<td>4 (6.78%)</td>
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### Sample … Winter 2014
#### SRSS-I5  Comparison by Grade Level

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<th>High (4-15)</th>
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<tr>
<td>3rd</td>
<td>62</td>
<td>57 (91.94%)</td>
<td>4 (6.45%)</td>
<td>1 (1.61%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>52 (77.61%)</td>
<td>7 (10.45%)</td>
<td>8 (11.94%)</td>
</tr>
<tr>
<td>5th</td>
<td>50</td>
<td>45 (76.27%)</td>
<td>9 (15.25%)</td>
<td>5 (8.47%)</td>
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### Fall to Fall data

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### Student Risk Screening Scale – Early Childhood (SRSS-EC)

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

More information can be found at: www.SDQinfo.com
Strengths and Difficulties Questionnaire (Goodman, 1997)

- 2 versions
  - (elementary T4-10 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
- These 25 items are divided between 5 scales:
  - Emotional Symptoms
  - Conduct Problems
  - Hyperactivity / Inattention
  - Peer Relationship Problems
  - Prosocial Behavior
- Total Difficulties (sum of first 4 scales)

SDQ: Screening Results by Domain
Elementary School Winter 2009

Sample Data: Middle School SDQ
Core and Related Arts Teachers
Total Difficulties

Winter 2010 Core
Rater
According to Cohen’s (1992) correlations of .1, .3, and .5 may be considered small, medium, and large, respectively.

### SDQ Scale Correlation

<table>
<thead>
<tr>
<th>SDQ Scale</th>
<th>M</th>
<th>SD</th>
<th>Correlation</th>
<th>p</th>
<th>p value</th>
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<tr>
<td>Total</td>
<td>6.85</td>
<td>6.69</td>
<td>0.75</td>
<td>&lt;.0001</td>
<td>1241</td>
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<td>Emotional Symptoms</td>
<td>1.25</td>
<td>1.81</td>
<td>0.33</td>
<td>&lt;.0001</td>
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<tr>
<td>Conduct Problems</td>
<td>1.10</td>
<td>1.91</td>
<td>0.82</td>
<td>&lt;.0001</td>
<td>1310</td>
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<td>Hyperactivity</td>
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<td>3.23</td>
<td>0.66</td>
<td>&lt;.0001</td>
<td>1321</td>
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<td>Peer Problems</td>
<td>1.41</td>
<td>1.75</td>
<td>0.44</td>
<td>&lt;.0001</td>
<td>1271</td>
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<tr>
<td>Prosocial Behavior</td>
<td>7.95</td>
<td>2.88</td>
<td>-0.58</td>
<td>&lt;.0001</td>
<td>1244</td>
</tr>
</tbody>
</table>

Convergent Validity: SRSS-E7, SRSS-I5, and SRSS-IE12 with the SDQ BASC2 Behavioral and Emotional Screening Scale (BASC2 BESS; Kamphaus & Reynolds, 2007)

BASC² Behavioral and Emotional Screening Scale  
(Kamphaus & Reynolds, 2007)

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

- Includes 3 forms that can be used individually or in combination:
  - Teacher-Preschool and Child/Adolescent
  - Student self-report- Child/Adolescent
  - Parent-Preschool and Child/Adolescent

**BASC² – Behavior and Emotional Screening Scale**  
Spring 2012

- Percent of Students
  - Normal
  - Elevated
  - Extremely Elevated

- Total Students: 624
- Subgroup:
  - N = 219 (Sixth Grade)
  - N = 202 (Seventh Grade)
  - N = 203 (Eighth Grade)

- Percentages:
  - Sixth Grade:
    - Total: 85.42%
    - Elevated: 10.74%
    - Extremely Elevated: 3.85%
  - Seventh Grade:
    - Total: 87.67%
    - Elevated: 8.68%
    - Extremely Elevated: 3.65%
  - Eighth Grade:
    - Total: 82.18%
    - Elevated: 12.38%
    - Extremely Elevated: 5.45%

- N = 24
- N = 67
- N = 533
- n = 219
- n = 202
- n = 203
Social Skills Improvement System – Performance Screening Guide

(SSiS-PSG; Elliott & Gresham, 2007)

• Four key areas are assessed:
  • Prosocial Behavior
  • Motivation to Learn
  • Reading Skills
  • Math Skills

• Three levels:
  • Preschool
  • Elementary
  • Secondary

SSiS - PSG

A comprehensive, multi-tiered program for improving social behavior. Focuses on keystone classroom behaviors and skills.

Elliott & Gresham, 2007; Copyright NCS Pearson, 2007

Adequate progress
Moderate Difficulties
Significant Difficulties

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

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

Assess, Design, Implement, and Evaluate

Behavioral Classroom Behavior Support

Basic Classroom Management: Effective Instruction

Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assessment

Higher Intensity Strategies

Low Intensity Strategies
Consideration #1: Essential Components of Classroom Management

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

Consideration #2: Instructional Considerations

- How motivating is my classroom?
- Control – Challenge – Curiosity – Contextualization
- Am I using a variety of instructional strategies?
- How am I differentiating instruction?
  - Content – Process – Product

Consideration #3: Low-Intensity Strategies

- Active Supervision
- Proximity
- Pacing
- Appropriate use of Praise
- Opportunities to Respond
- Instructive Feedback
- Incorporating Choice
Self-Assessment

How am I doing with...
- basic classroom management strategies?
- instructional considerations?
- low-intensity strategies?

Consider a book study...
Build school site capacity

Choice
Active Supervision
Behavior Specific Praise
Increased O'Thrs

Lane and Oakes
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies

Low-Intensity Strategies for Academics and Behavior

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice

Strategy Agendas

- What is instructional Choice?
- Why is instructional effective?
- What does the supporting research for instructional choice say?
- What are the benefits and challenges?
- How do I implement instructional choice in my classroom?
- Checklist for Success
- How well is it working?
How well is it working? Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Integrity: How is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
</tr>
</tbody>
</table>

Expanding Your Tool Kit ....

<table>
<thead>
<tr>
<th>Support</th>
<th>Descriptions</th>
<th>Early Criteria</th>
<th>Data to Monitor Program</th>
<th>End Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Climates</td>
<td>Write and present clear, consistent, and understandable messages</td>
<td>Behaviors: Risk and Reward Costs; Work Completion; Independent; Work habits (need improvement)</td>
<td>Student Performance: - Engaged</td>
<td>Treatment Integrity: component checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Validity: state/weighted survey</td>
</tr>
</tbody>
</table>

Lane, Menzies, Ennis, & Oakes, 2015

1. Plan how these strategies will be shared with faculty and staff.
2. Determine which areas of your CI3T plan will be supported with the strategy use. Examine screening data for target areas (grades or classes).
3. Who is going to be in charge of teaching these strategies? (at least 2 people)
4. Calendar the professional learning times and assign responsibilities.
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-Tier Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

- Goal: Reduce Harm
  - Specialized Individual Systems for Students with High-Risk

= 80%
Primary Prevention (Tier 1)

= 15%
Secondary Prevention (Tier 2)

- Goal: Reverse Harm
  - Specialized Group Systems for Students At-Risk

- Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings

Academic Behavioral Social

PBIS Framework
Validated Curricula

≈
≈
≈

Composite, 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

Assess, Design, Implement, and Evaluate
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

Procedures for Monitoring: Assessment Schedule

<table>
<thead>
<tr>
<th>School Demographics</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Demographics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Subtotal Outcome: Academic Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmarking: AIMSweb</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier I IEP/504 Status Follow-up</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Subtotal Outcome: Behavior Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance: ODR</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Attendance (Teacher/Unexcused Absences)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>Referrals</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CBDA Civil Support/TSAI</td>
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<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Program Measures</td>
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<td>PAPI District Integrity</td>
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</tr>
</tbody>
</table>
Examining Academic and Behavioral Data: Elementary Level

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Attendance</th>
<th>Math</th>
<th>Reading</th>
<th>Behavior</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>97</td>
<td>85</td>
<td>92</td>
<td>7</td>
<td>88</td>
<td>350</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>99</td>
<td>90</td>
<td>98</td>
<td>5</td>
<td>92</td>
<td>377</td>
</tr>
</tbody>
</table>


Examining Academic and Behavioral Data: Middle and High School Levels

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Attendance</th>
<th>Math</th>
<th>Reading</th>
<th>Behavior</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Lee</td>
<td>98</td>
<td>87</td>
<td>91</td>
<td>6</td>
<td>93</td>
<td>369</td>
</tr>
<tr>
<td>Susan Smith</td>
<td>99</td>
<td>92</td>
<td>98</td>
<td>4</td>
<td>95</td>
<td>383</td>
</tr>
</tbody>
</table>


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
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.

Support Description
Behavior: SRSS - mod to high risk
Academic: 2 or more missing assignments with in a grading period

Entry Criteria
Work completion, or other behavior addressed in contract

Data to Monitor
Treatment Integrity

Progress
Social Validity

Exit Criteria
Successful Completion of behavior contract

Self-monitoring
Students self-monitor and record their academic production (completion/accuracy) and on-task behavior each day.

Support Description
Students who score in the abnormal range for T and CP on the SDQ; course failure or at risk on CBM

Data to Monitor
AIMSweb reading PSF and NWF progress monitoring probes (weekly).

Progress
Daily self-monitoring checklists

Exit Criteria
Meet AIMSweb reading benchmark at next screening time point.

Lan, Kalberg, & Mendes (2006). pp. 131 - 137, Boxes 6.1 - 6.4

Secondary Intervention Grid
Support Description
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.

Entry Criteria
AIMSweb reading PSF and NWF progress monitoring probes (weekly).

Progress
AIMSweb reading benchmark at next screening time point.

Exit Criteria
AIMSweb reading PSF and NWF progress monitoring probes (weekly).

First Grade Students' Self Monitoring Form

Lane and Oakes 33
Treatment Data Collection Form

Collected by the teacher daily.
Collected by the RA as a second observer 25% of the time for reliability.

<table>
<thead>
<tr>
<th>Item</th>
<th>Teacher: ____</th>
<th>Date: ____</th>
<th>Time: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did student come to the reading table when the teacher called him?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>2. Did student read his book?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>3. Did student hand sounds or practice sounds with the teacher?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>4. Did student step letters sounds to read or spell words?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>5. Did student practice trick words?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>6. Did student follow teacher's direction?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>7. Did parent the student to complete the checklist after each activity?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>8. Did teacher add checklist to the student at the end of the intervention period?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>9. Did reward the student appropriately for completing the checklist?</td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>


Illustration:
Conflict Resolution and Study Skills at Tier 2 for Middle School Students

Lane and Oakes
Secondary Intervention Grid

**Support** | **Description** | **Schoolwide Data** | **Data to Monitor** | **Exit Criteria**
--- | --- | --- | --- | ---
Study Skills | Study skills curriculum of skills and strategies used to gain and demonstrate knowledge. | **Academic:** (1) Low GPA (≤ 2.7); (2) 1 or more course failures in a quarter (D or F); (3) 1 or more office discipline referrals (ODR). **Behavior:** (1) SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk. **ODR:** (2) 1 or more ODR within the quarter. | **Academic:** (1) Grade Point Average (GPA) ≤ 2.7; (2) 1 or more course failures in a quarter (D or F). **Behavior:** (1) SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk. | **Data to Monitor** | **Progress:** | **Exit Criteria** | **Data to Monitor** | **Academic:** (1) Grade Point Average (GPA) < 2.7; (2) 1 or more course failures in a quarter (D or F). **Behavior:** (1) SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk. **ODR:** (2) 1 or more ODR within the quarter. | **Exit Criteria** | **Data to Monitor** | **Academic:** (1) Grade Point Average (GPA) < 2.7; (2) 1 or more course failures in a quarter (D or F). **Behavior:** (1) SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk. **ODR:** (2) 1 or more ODR within the quarter. | **Exit Criteria** | **Data to Monitor** | **Academic:** (1) Grade Point Average (GPA) < 2.7; (2) 1 or more course failures in a quarter (D or F). **Behavior:** (1) SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk. **ODR:** (2) 1 or more ODR within the quarter. | **Exit Criteria**

**Scheduling:** 50 min class (30 min instruction; 20 min applied practice). 56 Lessons

**Academic:** (for the quarter)

- Low GPA (≤ 2.7)
- No Course Failures (D or F/E)
- Not participating in Read 180 reading intervention

**Behavior:**

- SRSS (Drummond, 1994) score in the Moderate (4–8) or High (9–21) Risk
- 1 or more office discipline referrals (ODR)

**Random Assignment** N = 74

**Focus** n = 25

**Conflict Resolution** n = 24

7th grade students

- Academic: Low GPA (≤ 2.7) or 1+ D/F List
- Behavior: Mod & High Risk SRSS or 1+ ODR

25 rising 7th graders

Rural MS

Phase 1 (Summer m ij): Screening & Assessment

Phase 2 (Aug-Oct m ij): Intervention

8th grade students

- Academic: Low GPA (≤ 2.7) or 1+ D/F List
- Behavior: Mod & High Risk SRSS or 1+ ODR

49 rising 8th graders

Study Skills n = 25

(8 th; 17 8th)

Conflict Resolution

(8 th; 16 8th)

Random Assignment

N = 74

Focus

n = 25

(9 th; 16 8th)
**Support** | **Description** | **Schoolwide Data/Entry Criteria** | **Data to Monitor/Progress** | **Exit Criteria**
--- | --- | --- | --- | ---
**READ 180 (Stage C)** | Reading Intervention | (1) Students in grades 9 – 12. (2) Reading performance basic or below basic on fourth grade reading level. (3) SRSS risk score in the moderate range (4 – 8). | Students meet individual READ 180 goals. | Students meet instructional reading goals.

**Determination Project Self** | Social Skills Training Group | (1) Students in grades 9 – 12. | Students self-assess the need for social skills training. | Students meet exit criteria.

**Exit Criteria** | **Description** | **Schoolwide Data/Entry Criteria** | **Data to Monitor/Progress** | **Exit Criteria**
--- | --- | --- | --- | ---
**READ 180 (Stage C)** | Reading Intervention | (1) Students in grades 9 – 12. | Students meet individual READ 180 goals. | Students meet instructional reading goals.

<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><strong>Project Self</strong></td>
<td>Determination Project Self</td>
<td>(1) Students in 10th or 11th grades. (2) Academic: 2 + Course Failures (D or F) in first semester. (3) Behavior: SRSS – Moderate (4 – 8) or High (9 – 21) Risk. (4) Schedule: Enrolled in a Study Hall Period.</td>
<td>Students complete Project Self exit criteria.</td>
<td>Completion of Project Self Determination (8 weeks course – one quarter).</td>
</tr>
</tbody>
</table>

**Exit Criteria** | **Description** | **Schoolwide Data/Entry Criteria** | **Data to Monitor/Progress** | **Exit Criteria**
--- | --- | --- | --- | ---
**Project Self** | Determination Project Self | (1) Students in 10th or 11th grades. (2) Academic: 2 + Course Failures (D or F) in first semester. (3) Behavior: SRSS – Moderate (4 – 8) or High (9 – 21) Risk. (4) Schedule: Enrolled in a Study Hall Period. | Students complete Project Self exit criteria. | Completion of Project Self Determination (8 weeks course – one quarter). |

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--- | --- | --- | --- | ---
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**Exit Criteria** | **Description** | **Schoolwide Data/Entry Criteria** | **Data to Monitor/Progress** | **Exit Criteria**
--- | --- | --- | --- | ---
**Project Self** | Determination Project Self | (1) Students in 10th or 11th grades. (2) Academic: 2 + Course Failures (D or F) in first semester. (3) Behavior: SRSS – Moderate (4 – 8) or High (9 – 21) Risk. (4) Schedule: Enrolled in a Study Hall Period. | Students complete Project Self exit criteria. | Completion of Project Self Determination (8 weeks course – one quarter). |
**Support Description Schoolwide Data:**

**Entry Criteria**

<table>
<thead>
<tr>
<th>Support</th>
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<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| Targeted Algebra II Study Hall   | Direct, targeted instruction of Algebra II learning targets by math teachers.  
|                                  | Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater support for students struggling to pass the graduation requirement course.  
|                                  | 50 min per day until exit criteria is met.                                 |                 |                       |                   |

**Data to Monitor: Progress:**

- (1) 12th graders
- (2) Algebra II grade drops below a 75 at any point in the semester
- (3) 50 min study hall time available and permission of 5th period teacher
- (4) Self-selecting to engage in study hall

**Student Measures:**

- Algebra II Grade increases to satisfactory level (above 75%).

---

**Support Description Schoolwide Data:**

**Entry Criteria**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| ACT Intervention                 | Depending on GPA and PLAN test, student will receive targeted intervention related to achieving the HOPE college scholarship.  
|                                  | Direct instruction on test taking strategies and skills for achieving a 21 on the ACT or increasing GPA to 3.0 on Tennessee Uniform GPA (not county calculations) |                 |                       |                   |

**Data to Monitor: Progress:**

- (1) 11th graders
- SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher
- GPA ≤ 2.50-3.20 and/or Score on the PLAN test (predicted score on ACT below Hope Scholarship qualifying score of 21)

**Student Measures:**

Completion of course assignments.

**Completion of individual target plan.**

---

**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**

---

What other evidence-based practices are available?

What Works Clearinghouse

Step 1: Select topic or domain
Step 2: Select grade level for the Tier 2/Tier 3 intervention
Step 3: Select how you would like the intervention to be delivered (i.e. small group or individual
Step 4: Evaluate the effectiveness rating and the extent of the evidence
Step 5: Select an intervention with potentially positive and positive effectiveness and a medium to large evidence base.

Substance Abuse and Mental Health Services Administration (SAMHSA)
http://www.samhsa.gov/nrepp

1. Select NREPP within the Programs and Campaigns tab
2. Conduct an advanced search Indicate area of interest, outcome category, geographic location, age, race, or and or gender for intervention Select school as your setting
3. Once you hit the search button a variety of interventions will appear

Pros: Mental health interventions
Cons: No way to select the type of intervention (ex. Universal vs. individual or small group
Each intervention has a report that includes:
- Description of the study
- Quality of research
- Outcome measures
- Study population
- Study strengths and weaknesses
- Readiness for dissemination
- Cost
- Replication
- Contact information

PBIS.org
- Very useful to find research on specific interventions
- Power point 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

Collaborative for Academic, Social, and Emotional Learning
- "Rates and identifies well-designed, evidence-based social and emotional learning programs with potential for broad dissemination to schools..."
- Easily identify between universal and tiered interventions
- Easily compare intervention strengths and weaknesses using key
- Most of the interventions target Pre-K through elementary school
- Some middle and high school interventions
Implementing Tier 2 and 3

**Secondary (Tier 2)**
- What supports are currently in place?
- What steps are needed to refine our Secondary (Tier 2) grids?
- Who are the expert on specific supports in our building?
- How many students could benefit from secondary supports?
  - What supports? (Intervention grid)
  - Who will be in charge of support?
  - Treatment integrity

**Tertiary (Tier 3) Prevention**
- What supports are currently in place?
- What steps are needed to refine our Tertiary (Tier 3) grids?
- Who is the expert on specific supports in our building?
- How many students could benefit from tertiary supports?
  - What supports? (Intervention grid)
  - Who will be in charge of support?
  - Treatment integrity
**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm
  - Specialized Group Systems for Students at-Risk
  - Academic, Behavioral, Social
  - PBIS Framework
  - Validated Curricula

- **Secondary Prevention (Tier 2)**
  - Goal: Reverse Harm
  - Specialized Individual Systems for Students with High-Risk
  - = 15%

- **Tertiary Prevention (Tier 3)**
  - Goal: Reduce Harm
  - School/Classroom-wide Systems for All Students, Staff, & Settings
  - = 80%

---

**Sustainable Positive Behavioral Support**

- Comprehensive, Integrative, Tiered (CI3T)
- Models of Support
- Low Intensity Strategies
- Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions
- Assessment, Design, Implement, and Evaluate
- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies
- Higher Intensity Strategies
- Assessment

---

**Changes in Harry's Behavior**

- Baseline 1
- Baseline 2
- Intervention 1
- Intervention 2

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Recommendations and Ethical Considerations

• 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
Data-Informed Decision Making

Questions to consider:

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<th>6-7</th>
<th>6-7-12</th>
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Districtwide Training Model

Phase 1: Prepare Cohorts 1 and 2
- Project Staff: Train Cohorts 1-2 (or ≈ 11 schools)
- Project staff: Train Cohorts 1-2 (or ≈ 11 schools)
- Project staff and District Coaches: Implement: Cohorts 1-2 (or ≈ 11 schools)
- District Coaches: Sustain practices with Technical Assistance from Project

Phase 2: Prepare Cohorts 3 and 4
- Project Staff: Train Cohorts 3-4 (or ≈ 11 schools)
- Project Staff and District Coaches: Implement: Cohorts 3-4 (or ≈ 11 schools)
- District Coaches: Sustain practices with Technical Assistance from Project

Phase 3: Prepare Cohorts 5 and 6
- Project Staff: Train Cohorts 5-6 (or ≈ 11 schools)
- Project Staff and District Coaches: Implement: Cohorts 5-6 (or ≈ 11 schools)
- District Coaches: Sustain practices with Technical Assistance from Project

Phase 4: Prepare Cohorts 7 and 8
- Project Staff: Train Cohorts 7-8 (or ≈ 11 schools)
- Project Staff and District Coaches: Implement: Cohorts 7-8 (or ≈ 11 schools)
- District Coaches: Sustain practices with Technical Assistance from Project

Figure 1. Districtwide training model with technical assistance… (p.130)

Session 1:
Overview of CI3T
Prevention Models
Setting a Purpose
Establish team meetings and roles

Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching
Procedures for Reinforcing
Reactive Plan

Session 3:
Procedures for Monitoring

Session 4:
Revise Primary Plan using Stakeholder feedback
Prepare presentation

Session 5:
Overview of Teacher focused Strategies
Overview of Student focused Strategies
Using data to determine
Draft the Secondary Intervention Grid based on existing supports

Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents

MTSS: CI3T Training Series
Additional Professional Development on Specific Topics
Core Content Curriculum
Teacher Drive Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low Intensity Behavior Supports
Functional Assessment-based Interventions
Reading, Math, Writing Benchmarking and Progress Monitoring Tools
Student Driven Interventions, Strategies, & Practices
Check In - Check Out
Additional Tier 3 Supports

CI3T Team Training Sequence
The Professional Development Training Series

Professional Development: A Collaborative Effort to Empower Public School Systems

Project Empower
www.ksdetasn.org (Go to Calendar and Search Project Empower)
Questions:
Kathleen.Lane@ku.edu