Celebrating Your Commitment!
A Look at Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: From Selection to Implementation

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

Please log in to ... Ci3t.org

With thanks to Wendy P. Oakes, Holly M. Menoies, Jemma Robertson Kalberg, Robin Ennis, Emma Elwell, David Royer, Erin Common, Abbie Jenkins, Meredith Cox, Liane Juhl, Mallory Messenger, and other members of our Ci3T Research Team

Agenda

• Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
• The Importance of Systematic Screening
• The Importance of Planning and Implementation
• The Importance of Your Commitment

Thank you...
Commitment to All Students

• 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

A Clear Commitment to Meeting All Students’ Academic, Behavioral, and Social Needs...

A Strong, Respectful Partnerships...
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings
  - ≈80%

- **Secondary Prevention (Tier 2)**
  - Goal: Reverse Harm
  - Specialized group systems for students at-risk
  - ≈15%

- **Tertiary Prevention (Tier 3)**
  - Goal: Reduce Harm
  - Specialized individual systems for students with high-risk
  - ≈5%

**Academic Behavioral Social**

**PBIS Framework**

**Validated Curricula**
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%

Academic Behavioral Social

Integrated Social Skills
Consulting with other
### Primary Intervention Plan

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

#### Purpose Statement

**Statement**

School-Wide Expectations

**Students will:**

- Facilitate continuous improvement.
- Pursue excellence in all efforts.
- Make no exceptions.
- Foster ownership.

**Area I: Academics**

**Responsibilities**

**Students will:**

- Attend school daily.
- Be on time for scheduled classes.
- Engage in academic discussions.
- Complete all assignments and homework.

**Faculty and Staff will:**

- Model academic behaviors.
- Provide timely feedback.
- Encourage all students to be accountable and take responsibility.

**Parents will:**

- Provide a supportive learning environment at home.
- Encourage students to study and complete homework.

**Administrators will:**

- Establish clear academic expectations.
- Monitor student progress.

**Area II: Behavior**

**Responsibilities**

**Students will:**

- Follow school-wide rules and procedures.
- Contribute to a safe and orderly school environment.
- Take responsibility for their actions.

**Faculty and Staff will:**

- Model appropriate behavior.
- Teach and reinforce expected behaviors.
- Use positive and consistent discipline strategies.

**Parents will:**

- Set clear behavioral expectations at home.
- Reward positive behaviors.

**Administrators will:**

- Develop and implement behavior intervention plans.
- Monitor and evaluate the effectiveness of behavior interventions.

**Area III: Social Skills**

**Responsibilities**

**Students will:**

- Demonstrate empathy and kindness.
- Collaborate with others.
- Resolve conflicts peacefully.

**Faculty and Staff will:**

- Model social skills.
- Facilitate opportunities for social skill development.
- Provide feedback and guidance.

**Parents will:**

- Encourage social skills.
- Support opportunities for social skill development.

**Administrators will:**

- Create a supportive social environment.
- Facilitate social skill training.

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**Lane Oakes 2012**
Procedures for Teaching

Faculty and Staff:

Students:

Parents/Community:

Lane & Oakes 2012

https://youtu.be/b4swsa_knYE

Lane & Oakes 2013
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/Community:

Ticket Examples
Reactive Plan

All Faculty Will First:
1. Teach, Remind, and Retrack 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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>Student Demographics: Measures</td>
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<td>Student Outcome Measures: Academic</td>
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<td>Student Outcome Measures: Behavior</td>
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<td>Program Measures</td>
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<tr>
<td>Social Validity - PBIS</td>
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<td>Technical Evaluation - Tool (SET)</td>
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<td>CFT - Treatment Integrity</td>
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</tbody>
</table>
What screening tools are available?

See Lane, Menzies, Oakes, and Kalberg (2012)

Systematic Screener for Behavior Disorders

SSBD Screening Process


STAGE 1: TEACHER SCREENING on Externalizing and Internalizing Behavioral Disorders
1. Highest Ranked Pupils on Externalizing and Internalizing Behavioral Criteria

STAGE 2: TEACHER RATING on Critical Events Index and Combined Frequency Index
Based on Normative Criteria on Child or Child

STAGE 3: DIRECT OBSERVATION AND/ OR SAS of Problem-Specific Risk and Treatment and/or Programmed
Based on Normative Criteria on ICD and BPD

Pre-referral Intervention(s) Child may be referred to Child Study Team

PASS GATE 1
PASS GATE 2
PASS GATE 3
SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Nominated But Did Not Exceed Criteria</th>
<th>Exceeded Normative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2007 (N=60)</td>
<td>47</td>
<td>6</td>
</tr>
<tr>
<td>Winter 2008 (N=69)</td>
<td>62</td>
<td>3</td>
</tr>
<tr>
<td>Winter 2009 (N=66)</td>
<td>59</td>
<td>17</td>
</tr>
<tr>
<td>Winter 2007 (N=60)</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>Winter 2008 (N=69)</td>
<td>56</td>
<td>15</td>
</tr>
<tr>
<td>Winter 2009 (N=66)</td>
<td>68</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Lane, Menzies, Oakes, & Kalberg, 2012. Figure 2.2 WES Elementary Systematic Screening for Behavior Disorders (SSBD) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders over a three year period.

Student Risk Screening Scale (SRSS)

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
- Aggressive Behavior
- Peer Rejection

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21 (SRSS; Drummond, 1994)
Student Risk Screening Scale (Drummond, 1994)

<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Never</th>
<th>1 = Occasionally</th>
<th>2 = Sometimes</th>
<th>3 = Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lie, Cheat, Sneak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Rejection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Academic Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>


Lane and Oakes 2013
Variable | Low (n = 328) | Moderate (n = 52) | High (n = 35) | Significance Testing
--- | --- | --- | --- | ---
ODR | 3.53 (5.53) | 8.27 (7.72) | 8.97 (9.39) | L = M, H
GPA | 3.10 (0.82) | 2.45 (0.84) | 2.38 (0.88) | L > M, H


Note. SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-IE5 refers to the version with 5 items retained. SRSS-IE12 refers to the original 7 items from the SRSS developed by Drummond (1994) combined with the new five items constituting the SRSS-IE5. The SRSS-E7 refers to the original 7 items constituting the SRSS.
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)
  - 9 – 21 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 – 15 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)

Sample Elementary School ... Fall
SRSS-E7 Results – All Students
### 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>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>

### SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>School</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>56.51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>82.34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F16</td>
<td>23.55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F17</td>
<td>12.25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>56.51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>82.34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F16</td>
<td>23.55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F17</td>
<td>12.25%</td>
<td></td>
<td></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>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>
<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>
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</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>

Examining your screening data ...  
... implications for primary prevention efforts  
... implications for teachers  
... implications for student-based interventions

See Lane, Menias, Bruhn, and Crodbari (2011)
Examining your screening data...

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

See Lane, Meneses, Brub, and Crede (2013)
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate

Student Risk Screening Scale- Internalizing & Externalizing (SRSS-IE)

Examining Academic and Behavioral Data: Elementary School Level
Examining Academic and Behavioral Data: Middle and High School Level

Teacher-Level Considerations

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

Low-Intensity Strategies
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Goal: Prevent Harm
- School/classroom-wide systems for all students, staff, & settings
  - Validated Curricula
  - ≈80%

Secondary Prevention (Tier 2)
- Goal: Reverse Harm
- Specialized group systems for students at-risk
  - ≈15%

Tertiary Prevention (Tier 3)
- Goal: Reduce Harm
- Specialized individual systems for students with high-risk
  - ≈5%

PBIS Framework

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)
- Schoolwide/Classroom-wide systems
- for all students, staff, & settings

Secondary Prevention (Tier 2)
- Specialized group systems
- for students at-risk

Tertiary Prevention (Tier 3)
- Specialized individual systems
- for students with high-risk

Comprehensive, Integrated, 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

- BASC² – Behavior and Emotional Screening Scale
- Spring 2012

- N = 24
- N = 67
- N = 533
- N = 624

- n = 219
- n = 202
- n = 203

- 0% 20% 40% 60% 80% 100%
- Total 0%
- Sixth 0%
- Seventh 0%
- Eighth 0%
- Subgroup 0%

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

- Percent of Students
- Subgroup
- Normal Elevated Extremely Elevated

- 85.42 10.74 3.85 10.74
- 87.67 3.65 5.68 12.38
- 82.18 4.45 12.38 11.33
- 36.23 2.46 11.33 5.45
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

Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Site by Site Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>A written agreement between two parties used to specify the contingent</td>
<td></td>
<td></td>
<td>Successful Completion of behavior contract</td>
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<td></td>
<td>relationship between the completion of a behavior and access to or delivery</td>
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<tr>
<td></td>
<td>of a specific reward. Contract may involve administrator, teacher, parent,</td>
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<tr>
<td></td>
<td>and student.</td>
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<tr>
<td>Self-monitoring</td>
<td>Students will monitor and record their academic production (completion/</td>
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<tr>
<td></td>
<td>accuracy) and on-task behavior each day.</td>
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<tr>
<td></td>
<td>Students who score in the abnormal range for CRT and CP in the SDQ, course</td>
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<tr>
<td></td>
<td>failure or at risk on CBM</td>
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<tr>
<td></td>
<td>Work completion and accuracy in the academic area of concern; passing</td>
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<tr>
<td></td>
<td>grades.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work completion and accuracy in the academic area of concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Passing grade on the report card in the academic area of concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Description</td>
<td>Schoolwide Data Entry Criteria</td>
<td>Data to Monitor Progress</td>
<td>Exit Criteria</td>
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<tr>
<td>Small group reading instruction with self-monitoring</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>AIMSweb reading PSF and NWF progress monitoring probes (weekly). 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>
<td></td>
</tr>
</tbody>
</table>

**Small group Reading Instruction with Self-Monitoring**


**First Grade Students’ Self Monitoring Form**

### Support Description

#### Schoolwide Data:

**Entry Criteria**

- Students must be enrolled in high school.
- Students must be identified as at-risk based on academic performance or social behavior.
- Students must meet specific eligibility criteria for the initiative.

**Data to Monitor**

- Progress: Students' academic performance and behavior.

**Exit Criteria**

- Students must meet specific benchmarks for academic improvement or behavior modification.

### Data to Monitor

**Progress:**

- Student achievement levels based on standardized tests.
- Progress monitoring using a structured checklist.

### Social Validity:

- Students and teachers complete surveys to assess program effectiveness.

### Treatment Integrity:

- Teachers monitor student progress and adherence to intervention protocols.
- Comprehensive evaluation of program implementation.

---

Read 180 (Stage C)

**Reading Intervention**

Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily. Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the Read 180 Curriculum.

**Entry Criteria**

- Students in grades 9 – 12.
- Reading performance basic or below basic on state assessment.
- SRSS score in the moderate range (4 – 8).

**Student Measures:**

- Meeting individual Read 180 reading goals.
- Progress Monitoring with Scholastic Reading Inventory.
- Writing Assessments (vocabulary, comprehension and spelling).
- Curriculum-based Assessments.
- Completion of weekly checklist for activities completed.

**Exit Criteria:**

Students must meet individual reading goals.

---

Mentoring Program

**Description**

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 – 60 min) with students during the school day.

**Entry Criteria**

- 10th/11th/12th graders.
- Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher.
- ODR ≥ 2.
- Absences ≥ 5 days in one grading period.
- Academic: GPA ≤ 2.75.

**Student Measures:**

- Increase of GPA at mid-term and semester report cards.
- Reduction of ODR monitored weekly.
- Reduced absences (fewer than one per quarter).

**Exit Criteria:**

Students who no longer meet criteria: Senior year.

---

### Note:

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 supports for students struggling to pass the graduation requirement course.

50 min per day until exit criteria is met.

Entry Criteria

1. 12th graders
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

Exit Criteria

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

Changes in Harry’s Behavior


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

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 2013
### Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year 2013-14</th>
<th>14-15</th>
<th>15-16</th>
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</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
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<tr>
<td>Ci3T Training</td>
<td>Year 1</td>
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<td>Implementation Year 1</td>
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<td>Implementation Year 2</td>
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<td>Sustain and Develop Practices</td>
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<td><strong>Middle and High Schools</strong></td>
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### Ci3T: Professional Learning Series

- **Session A:** College and Career Center Overview
- **Session B:** Full Day
- **Session C:** Full Day
- **Session D:** Full Day
- **Session E:** Full Day
- **Session F:** Full Day
- **Session G:** Full Day
- **Session H:** Full Day
- **Session I:** Full Day
- **Session J:** Full Day
- **Session K:** Full Day
- **Session L:** Full Day

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**Lane and Oakes 2013**
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 Revising the Secondary 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 rollout to faculty, students, and parents

MTSS: CI3T Training Series

USD 497 MTSS-CI3T Model of Support
- High Support
- Medium Support
- Low Support
- Validation Framework

2015-2016 Professional Learning Offerings
- Academic
- Behavioral
- Social
Monthly Faculty Presentations

JANUARY 2015

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

Ci3T.org
Ci3T Primary Plan: Roles and Responsibilities

all stakeholder groups

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring
Implementation Science
Adapted from Fixsen & Blase, 2005

- Exploration & Adoption
  - We think we know what we need so we are planning to move forward (evidence-based)
- Installation
  - Let’s make sure we’re ready to implement (capacity infrastructure)
- Initial Implementation
  - Let’s give it a try & evaluate (demonstration)
- Full Implementation
  - That worked, let’s do it for real (investment)
- Sustainability & Continuous Regeneration
  - Let’s make it our way of doing business (institutionalized use)

Communication and Continuous Improvement

Effective Teams
Effective Coaching

- Ci3T District Leadership Team
- Ci3T School Leadership Team

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

- Social Validity
- Treatment Integrity
- Systematic Screening
2016-2017 Professional Learning Opportunities

Low-Intensity Strategies

On-Demand Resources

Ci3T.org
2016-2017 Professional Learning Opportunities

Building Capacity & Supporting Sustainability
Professional Learning Offerings for 2016-2017

A Clear Commitment to Supporting Implementation ...
Enjoy Today!

• Attend sessions ...
• Enjoy opportunities to network...
• Establish your commitments to the coming year ...

Thank you!
Kathleen.Lane@ku.edu