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Building and Installing Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention to Meet Students’ Multiple Needs: An Overview

Glendale, Arizona

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

With thanks to Wendy P. Oakes, Holly M. Menzies, Jemma Robertson Kalberg, Robin Ennis, Emily Cantwell, David Royer, Eric Common, Abbie Jenkins, Meredith Cox, Liane Johl, Mallory Messenger, and other members of our Ci3T Research Team

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
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, & Menzie, 2009)

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

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

- Tertiary Prevention (Tier 3) - Reduce Harm
  - Specialized individual systems for students with high-risk
  - Goal: Prevent Harm
  - Goal: Reverse Harm
  - Goal: Reduce Harm
  - ≈5%
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

15% Secondary Prevention (Tier 2)

=80% Primary Prevention (Tier 1)

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)

Tertiary Prevention (Tier 3)

15% Secondary Prevention (Tier 2)

=80% Primary Prevention (Tier 1)

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 Intervention Plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School-Wide Expectations</td>
</tr>
<tr>
<td></td>
<td>Academic Responsibilities</td>
</tr>
<tr>
<td></td>
<td>Behavioral Responsibilities</td>
</tr>
<tr>
<td></td>
<td>Social Skills Responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area I: Academic Responsibilities</th>
<th>Area II: Behavioral Responsibilities</th>
<th>Area III: Social Skills Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>Faculty and Staff will:</td>
<td>Faculty and Staff will:</td>
<td>Faculty and Staff will:</td>
</tr>
<tr>
<td>Parents will:</td>
<td>Parents will:</td>
<td>Parents will:</td>
</tr>
<tr>
<td>Administrators will:</td>
<td>Administrators will:</td>
<td>Administrators will:</td>
</tr>
</tbody>
</table>

Lane & Oakes 2012
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
- Facilitate communication with parents
- Support Positive Behavioral Interventions and Supports (PBIS) Framework
- Implement proactive and reactive plan with fidelity: use behavior specific praise with BOW WOWS, reminder behavioral expectations, retech expectations and follow rest of the plan
- Conduct, report, and use screening and assessments (see Assessment Schedule)
## Procedures for Teaching

**Faculty and Staff:**
- Be knowledgeable about school-wide expectations.
- Be responsible for maintaining and enforcing school-wide expectations.
- Be knowledgeable about school-wide expectations and consequences for non-compliance.
- Be knowledgeable about school-wide expectations and consequences for non-compliance.

**Students:**
- Be responsible for understanding and adhering to school-wide expectations.
- Be responsible for maintaining and enforcing school-wide expectations.
- Be responsible for understanding and adhering to school-wide expectations and consequences for non-compliance.
- Be responsible for maintaining and enforcing school-wide expectations and consequences for non-compliance.

**Parents/Community:**
- Support the school's expectations.
- Provide positive reinforcement for students who adhere to school-wide expectations.
- Communicate with school staff to address any issues related to school-wide expectations.
- Communicate with school staff to address any issues related to school-wide expectations.

---

**Admissions with:**
- Provide clear, concise, and consistent feedback to teachers.
- Evaluate student performance and progress.
- Ensure that student work is aligned with school-wide expectations.
- Monitor students' progress towards meeting school-wide expectations.

**Behavioral Responsibilities:**
- Continue to implement and reinforce the positive and negative behavioral components of the school-wide plan.
- Evaluate student behavior and progress towards meeting school-wide expectations.
- Monitor students' progress towards meeting school-wide expectations.
- Communicate with parents and teachers about students' progress towards meeting school-wide expectations.

**Social Skills Responsibilities:**
- Maintain safety of all students by providing a safe and supportive learning environment.
- Provide opportunities for students to develop and practice social skills.
- Provide opportunities for students to develop and practice social skills.
- Provide opportunities for students to develop and practice social skills.

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https://www.youtube.com/watch?v=kN4y9K2Kf0E

Lane & Oakes 2013
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/Community:

Ticket Examples
Reactive Plan

All Faculty Will First:
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?

See Lane, Menzies, Oakes, and Kalberg (2012)
SSBD Screening Process

Pool of Regular Classroom Students

STAGE 1: TEACHER SCREENING
on Externalizing and Internalizing Behavioral Disorders
Highest Ranked Pupils on Externalizing and Internalizing Behavior Criteria
PASS GATE 1

STAGE 2: TEACHER RATING
on Critical Events Index and Combined Frequency Index
Exceed Normative Criteria on CEI and CFI
PASS GATE 2

STAGE 3: DIRECT OBSERVATION AND OR SARS
of Process Selected Pupils in Classroom and on Playground
Exceed Normative Criteria on AET and PSB
PASS GATE 3

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

SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing</td>
<td>47</td>
<td>62</td>
<td>50</td>
</tr>
<tr>
<td>Internalizing</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Nominated But Did Not Exceed Criteria</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Exceeded Normative Criteria</td>
<td>40</td>
<td>36</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Lane, Menzies, Oakes, & Kalberg, 2012. Figure 2. WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated based on screening criteria for both externalizing and internalizing behavior disorders over a three year period.

Student Risk Screening Scale (SRSS)

<table>
<thead>
<tr>
<th>Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<td></td>
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<tr>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>4</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Uses 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
- Low Academic Achievement
- Negative Attitude
- Behavior Problems, Aggressive Behavior
- Peer Rejection

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

Student Risk Screening Scale (Drummond, 1994)

DATE | TEACHER NAME
---- | --------------
... | ...

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

Student Name Student ID
- Smith, Sally 11111 0 0 1 0 2 1 3

Student Risk Screening Scale Middle School Fall 2004 - Fall 2011

Percentage of Students

Low: 0 – 3
Moderate: 4 – 8
High: 9 – 21

Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model? Preventing School Failure. 58, 143-158.
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>

[Lane, Parks, Kalberg, & Carter, 2007]

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, 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, M = H</td>
</tr>
</tbody>
</table>

[Lane, Kolberg, Parks, & Carter, 2008]

Elementary Level Results: ROC Curves

Exemalizing AUC 0.952

Elementary Level Results: ROC Curves

Internalizing AUC = 0.802

STUDENT RISK SCREENING SCALE-IE

Target as Measured by the SSBD | Student Condition According to the SSBD | SRSS-IE Comparison | ROC
--- | --- | --- | ---
| With Condition N | Without the Condition N | Area Under the Curve (AUC)
Internalizing | 21 | 1026 | SRSS-I5 | .849 | SRSS-IE12 | .818
Externalizing | 51 | 1026 | SRSS-E7 | .952 | SRSS-IE12 | .921

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 12-item version. SRSS-IE refers to the version developed by Drummond (1994). The SRSS-E7 refers to the original 7 items constituting the SRSS. The ROC=0.849 refers to the original 7 items constituting the SRSS. The ROC=0.921 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)
  0 – 4 low risk
  5 – 8 moderate (yellow)
  9 – 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

- N = 25
- N = 86
- N = 35
- N = 300

<table>
<thead>
<tr>
<th>School</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>6.9%</td>
<td>0.0%</td>
<td>92.1%</td>
</tr>
<tr>
<td>F15</td>
<td>8.6%</td>
<td>9.9%</td>
<td>81.5%</td>
</tr>
<tr>
<td>F16</td>
<td>9.0%</td>
<td>8.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>F17</td>
<td>8.6%</td>
<td>0.0%</td>
<td>91.4%</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>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>
<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 2015
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>School</th>
<th>N</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>19</td>
<td>15 (78.95%)</td>
<td>1 (5.26%)</td>
<td>3 (15.79%)</td>
</tr>
<tr>
<td>F15</td>
<td>85</td>
<td>70 (82.35%)</td>
<td>5 (5.95%)</td>
<td>10 (11.70%)</td>
</tr>
<tr>
<td>F16</td>
<td>85</td>
<td>72 (84.71%)</td>
<td>5 (5.88%)</td>
<td>8 (9.41%)</td>
</tr>
<tr>
<td>F17</td>
<td>204</td>
<td>191 (93.76%)</td>
<td>11 (5.40%)</td>
<td>2 (1.00%)</td>
</tr>
</tbody>
</table>

% of Students Screened

School F14 School F15 School F16 School F17
Screening Time Point
Low Risk (0-1) Moderate (2-3) High (4-15)
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>
</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

% of Students Screened

School F15 | School F16 | School F17 | School F18 | School F19
N = 1197

N = 29
N = 96
N = 1072

Low Risk (0-3) | Moderate (4-8) | High (9-21)
<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>
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</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, Menzies, Bruhn, and Crnobori (2011)

Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

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

Teacher-Level Considerations

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

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

Assessment

Schoolwide Positive Behavior Support
Low Intensity Strategies
Higher Intensity Strategies

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


Poster Session: Cantwell

Consider a book study ... Build school site capacity

Lane and Oakes 2013
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, Integrative, Three-tiered (CI3T) Models of Support

Assess, Design, Implement, and Evaluate

BASC² – Behavior and Emotional Screening Scale
Spring 2012

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


### Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Monitor 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 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>Work completion, or other behavior addressed in contract.</td>
<td>Successful completion of behavior contract.</td>
<td></td>
</tr>
<tr>
<td>Self monitoring</td>
<td>Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.</td>
<td>Work completion and accuracy in the academic area of concern.</td>
<td>Passing grade on the report card in the academic area of concern.</td>
<td></td>
</tr>
<tr>
<td>Academic: 2 or more missing assignments within a grading period.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work completion, or other behavior addressed in contract.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Validity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Successful completion of behavior contract.</td>
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<td>Social Validity</td>
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</tbody>
</table>
Support | Description | Schoolwide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria
--- | --- | --- | --- | ---
Small group reading instruction with self-monitoring | Small group reading instruction (30 min. 3 days per week) Students monitored their participation in the reading instructional tasks. Students used checklists of reading instruction components each day to complete and compare to teachers’ rating. K-1. | Students who: **Behavior:** Fall SRSS at moderate (4-8) or high (9-21) risk **Academic:** Fall AIMSweb LNF at the strategic or intensive level | AIMSWEB reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists Treatment Integrity Social Validity | Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.
Support Description Schoolwide Data: Entry Criteria Data to Monitor Progress: Exit Criteria

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. (1) Students in grades 9 – 12. (2) Reading performance basic or below basic on state assessment but above 4th grade reading level. (3) SRSS risk scores in the moderate range (4 – 8).

Social Validity: Students and teachers complete surveys Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.

Mentoring Program (Sophomores/ Juniors/ Seniors) 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.

Student Measures: (1) Increase of GPA at mid-term and semester report cards. (2) Increase of GPA at mid-term and semester report cards. (3) Reduced absences (fewer than one per quarter) Treatment Integrity: Mentors complete weekly monitoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors. Students meet instruction reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.
<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
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<tbody>
<tr>
<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-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.</td>
<td>1) 12th graders 2) Algebra II grade drops below ≥ 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>Student Measures:  - Algebra II classroom grades - Daily class average if grade is ≤ 75  - Treatment Integrity: - Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
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</tbody>
</table>


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<tr>
<th>Comprehensive, Integrative, Three-tiered (Ci3T) Models of Support</th>
<th>Low Intensity Strategies</th>
<th>Higher Intensity Strategies</th>
<th>Assessment</th>
</tr>
</thead>
</table>

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Lane and Oakes 2013
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)

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)

PBIS Framework
Validated Curricula

Changes in Harry’s Behavior


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)
8/29/2016

Lane and Oakes 2013
2015-2016 Professional Learning Offerings

Monthly Faculty Presentations

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.