Exploring Possibilities … Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Meeting Students' Multiple Needs

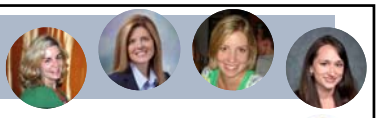
Lincoln Park, MI

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

Please log in to Ci3T.org … Presentations

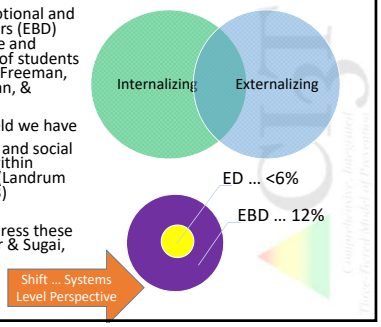
Agenda



- 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

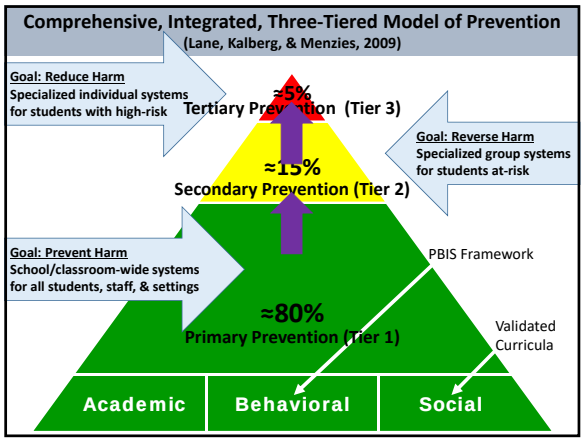
Challenging Times

- 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)

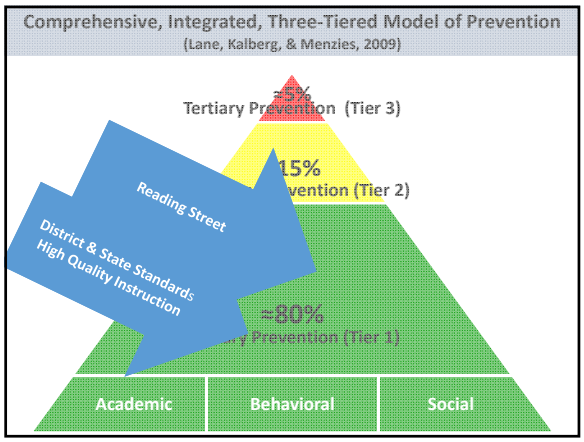


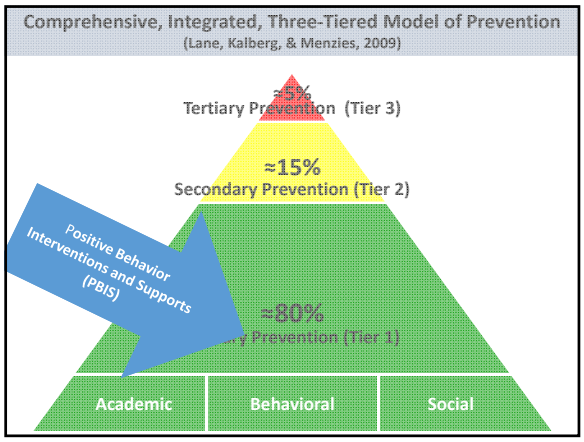
Michael Yudin urged educators and educational system leaders to "pay as much attention to students' social and behavioral needs as we do academics" …

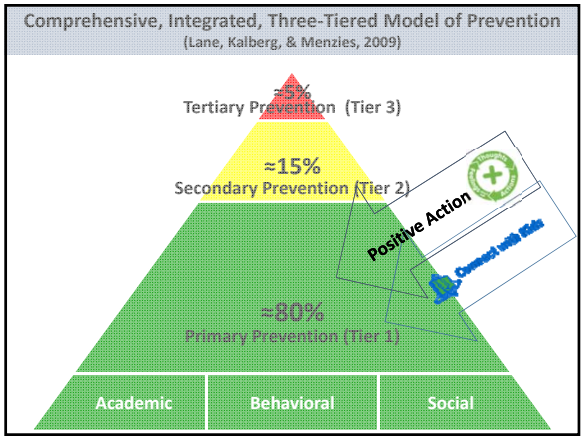
2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

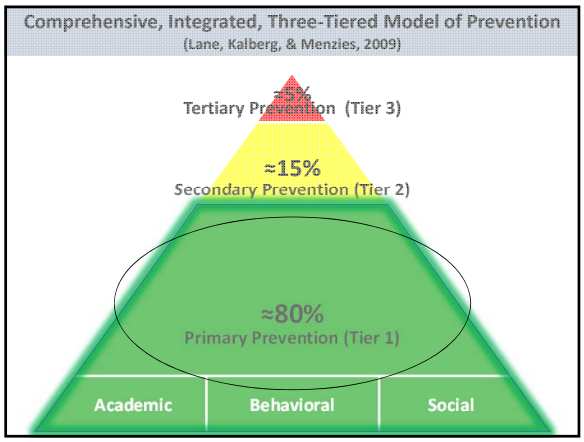


Quail Run Elementary
School Year 2015-2016
Implementation Manual
CI3T


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈15%
Reading Street
District & State Standards
High Quality Instruction
≈80%
Academic
Behavioral
Social


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈15%
Secondary Prevention (Tier 2)
Positive Behavior
Interventions and Supports
(PBIS)
≈80%
Academic
Behavioral
Social

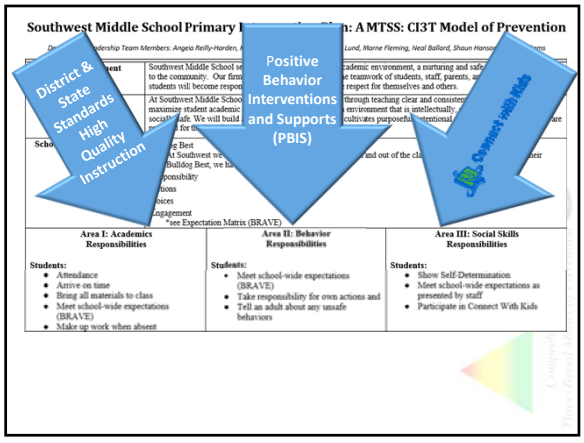

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
≈5%
Tertiary Prevention (Tier 3)
≈15%
Secondary Prevention (Tier 2)
Positive Action
Connect with Kids
≈80%
Primary Prevention (Tier 1)
Academic
Behavioral
Social

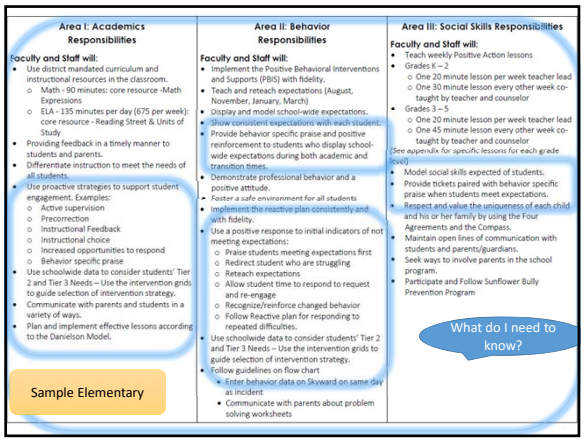

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
≈5%
Tertiary Prevention (Tier 3)
≈15%
Secondary Prevention (Tier 2)
≈80%
Primary Prevention (Tier 1)
Academic
Behavioral
Social

00:00

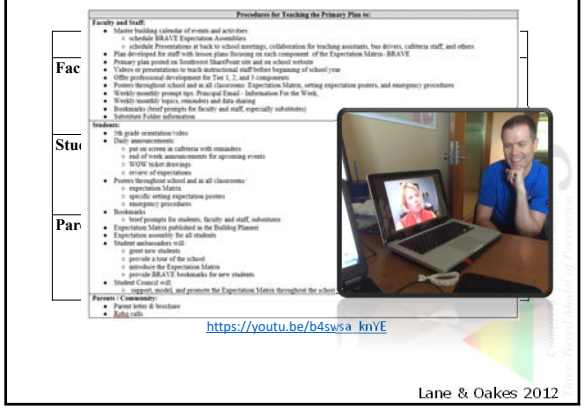
Primary Intervention Plan		
Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. *see Expectation Matrix	
Area I: Academics Responsibilities **Students will:**	**Area II: Behavior Responsibilities** **Students will:**	**Area III: Social Skills Responsibilities** **Students will:**
Faculty and Staff will:	**Faculty and Staff will:**	**Faculty and Staff will:**
Parents will:	**Parents will:**	**Parents will:**
Administrators will:	**Administrators will:**	**Administrators will:**

Lane & Oakes 2012



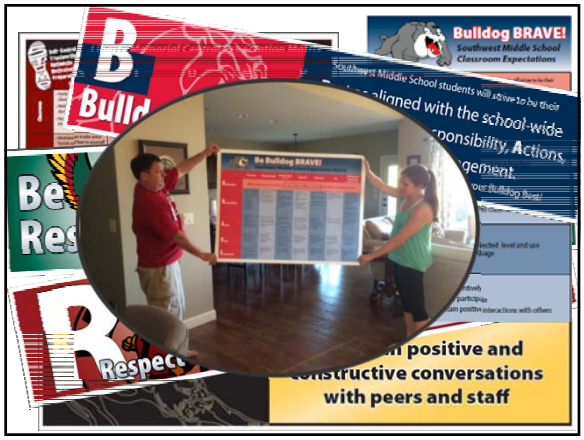


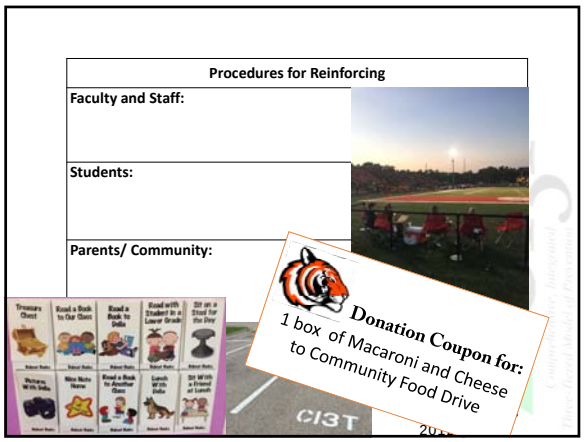
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Parents will: • Provide time, materials, and assistance for completing homework • Proactively communicate with teachers and administrators as needed • Be familiar with school-wide expectations and reinforce them at home • Respect instructional time: Students being on time and remaining at school the entire day	**Parents will:** • Be knowledgeable with school-wide expectation. • Support students in problem solving by discussing issues at home as a positive manner • Support PBIS Framework • Communicate with teachers and administrators as needed using the tools provided by the district • Be familiar with the consequence-based reactive plan.	**Parents will:** • Support the school's Connect With Kids Social Skills Program • Communicate concerns as they arise • Model positive, respectful social interactions
Area I: Academics Responsibilities	**Area II: Behavior Responsibilities**	**Area III: Social Skills Responsibilities**
Administrators will: • Provide fair, timely, and constructive feedback to teachers • Facilitate professional development • Organize and provide data to teachers and facilitate discussions related to the data • Protect instructional time • Support faculty and staff with identified or requested needs • Obtain needed resources, including time for reviewing data and determining Tier 2 and 3 needs • Provide instruction on communication tools to parents, faculty, and staff	**Administrators will:** • Consistently implement the proactive and reactive behavioral component of the school-wide plan • Model behavior expectations • Reinforce teachers for reinforcing students • Obtain needed resources • Attend team meetings periodically to ensure fidelity, need for resources, problem solving and professional development decisions	**Administrators will:** • Monitoring fidelity of implementation of Connect With Kids Social skills program • Obtain needed resources, provide and support professional learning opportunities. • Provide instructional time in the master schedule for monthly lessons • Model positive, respectful social interactions



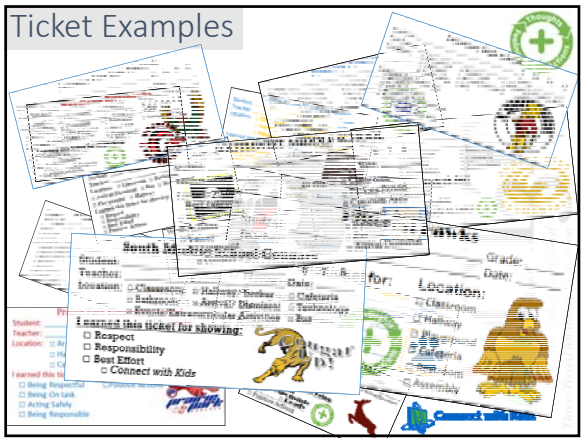
https://youtu.be/b4sw5a_knYE

Lane & Oakes 2012





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

00:00

Essential Components of Primary Prevention Efforts

Social Validity

Treatment Integrity

Systematic Screening

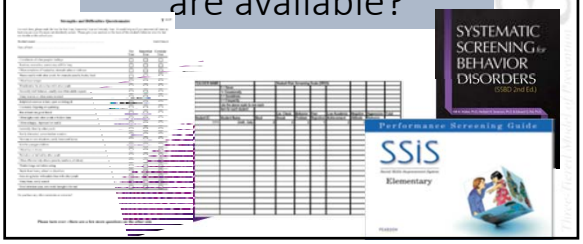
Academic Behavior

Critical information for school and district teams

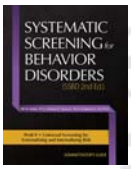
Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
School Demographics										
Student Demographic Information										
Screening Measures										
SRSS-IE										
Student Outcome Measures - Academic										
Student Outcome Measures - Behavior										
Program Measures										
Social Validity - PIRS										
Schoolwide Evaluation Tool (SET)										
CI3T Treatment Integrity										

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

What screening tools are available?

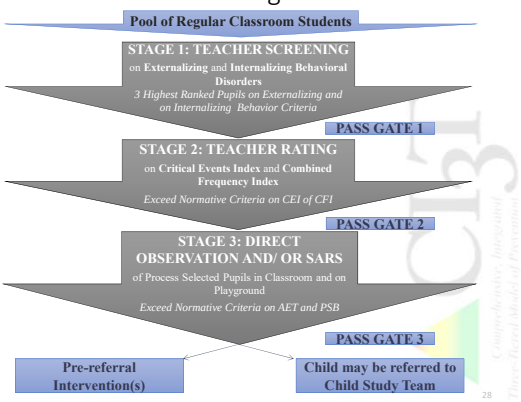


Systematic Screener for Behavior Disorders

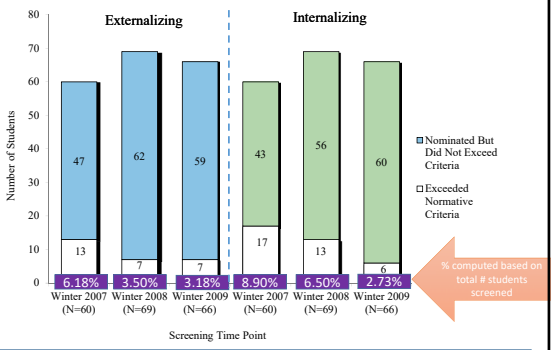


(SSBD 2nd ed.; Walker, Severson, & Feil, 2014)

SSBD Screening Process

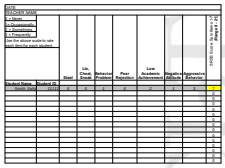


SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students



Source. Lane, Menzies, Oakes, & Kalberg, 20120. 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 over a three year period.

Student Risk Screening Scale (SRSS)



Drummond, T. (1994). *Student Risk Screening Scale*. Grants Pass, OR: Josephine County Mental Health Program.

Student Risk Screening Scale (Drummond, 1994)

The SRSS is 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
- 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

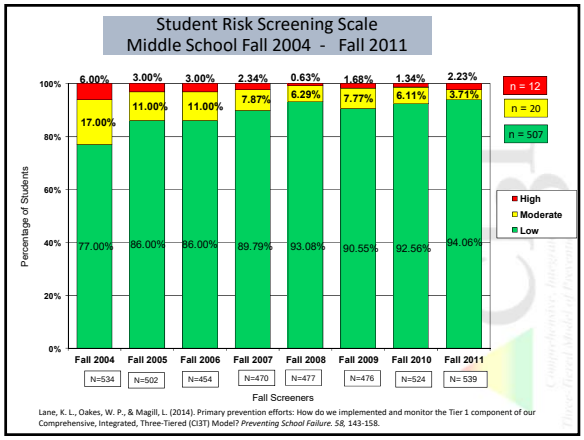
(SRSS; Drummond, 1994)

Student Risk Screening Scale (Drummond, 1994)

DATE
TEACHER NAME

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

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	SRSS Score (Sum items 1-7) (Range 0 - 21)
Smith, Sally	11112	0	0	1	0	2	1	3	7
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0



SAMPLE DATA: SRSS

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

Variable	Risk			
	Low (n = 422) *M (SD)*	Moderate (n = 51) *M (SD)*	High (n = 12) *M (SD)*	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

(Lane, Parks, Kalberg, & Carter, 2007)

STUDENT RISK SCREENING SCALE

High School: Behavioral & Academic Characteristics of SRSS Risk Groups

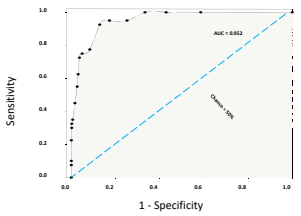
Non-Instructional Raters

Variable	Risk			
	Low (n = 328) *M (SD)*	Moderate (n = 52) *M (SD)*	High (n = 35) *M (SD)*	Significance Testing
ODR	3.53 (5.53)	8.27 (7.72)	8.97 (9.39)	L < M, H M = H
GPA	3.10 (0.82)	2.45 (0.84)	2.38 (0.88)	L > M, H M = H

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

Externalizing AUC 0.952

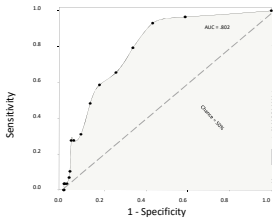
Elementary Level
Results: ROC Curves



Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders, 17*, 93-105.

Internalizing AUC .802

Elementary Level
Results: ROC Curves



STUDENT RISK SCREENING SCALE-IE

TEACHER NAME

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

Use the above scale to rate each item each

Validation Study

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Obsessive-Compulsive Behavior	Lonely	Self-Inflicts Pain

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

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

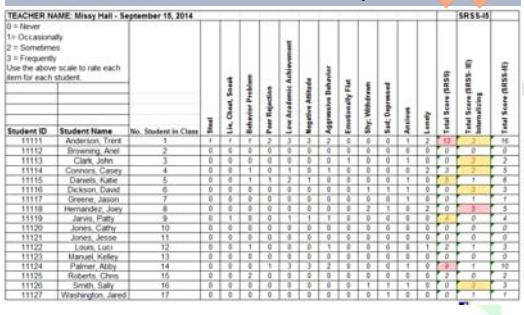
Note. SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-IE5 refers to the version with 5 times retained. SRSS-IE12 refers to the original 7 items from the SRSS developed by Drummond (1994) combined with the new five items constituting the SRSS-IE5. The SRSS-E7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

Lane, K. L., Oakes, W. P., Harris, P. J., Menzies, H. M., Cox, M. L., & Lambert, W. (2012) Initial evidence for the reliability and validity of the Student Risk Screening Scale for internalizing and externalizing behaviors at the elementary level. *Behavioral Disorders, 37*, 99-122.

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

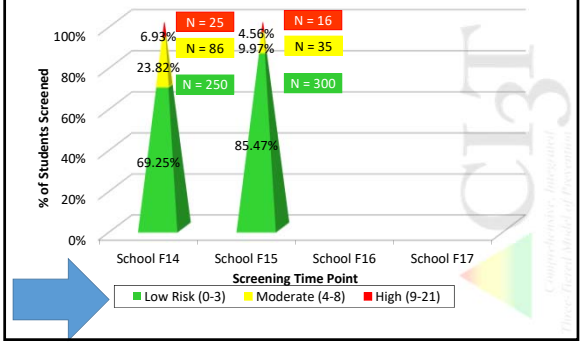
- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Items 1-7 (The SRSS externalizing scale)
  - 0 – 3 low risk
  - 4 – 8 moderate risk (yellow)
- Items 8-12 (The SRSS-IE internalizing items)***preliminary cut scores for elementary only**
  - 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?



Sample Elementary School … Fall

SRSS-E7 Results – All Students



Sample Elementary School … Fall 2015

SRSS-E7 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
K	65	54 (83.08%)	7 (10.77%)	4 (6.15%)
1st	53	45 (84.91%)	3 (5.66%)	5 (9.43%)
2nd	46	31 (67.39%)	8 (17.39%)	7 (15.22%)

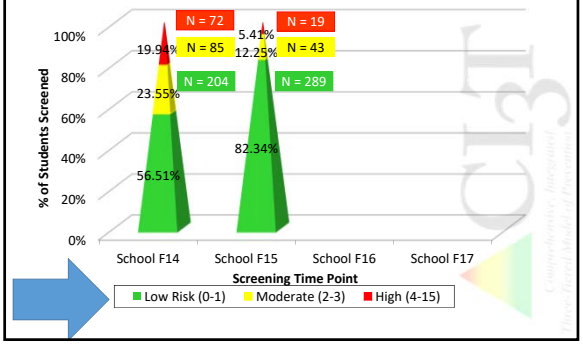
Sample Elementary School … Fall 2015

SRSS-E7 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
3rd	68	64 (94.12%)	4 (5.88%)	0 (0%)
4th	57	52 (91.23%)	5 (8.77%)	0 (0%)
5th	62	54 (87.10%)	8 (12.90%)	0 (0%)

Sample Elementary School … Fall

SRSS-I5 Results – All Students



Sample Elementary School … Fall 2015

SRSS-I5 Comparison by Grade Level

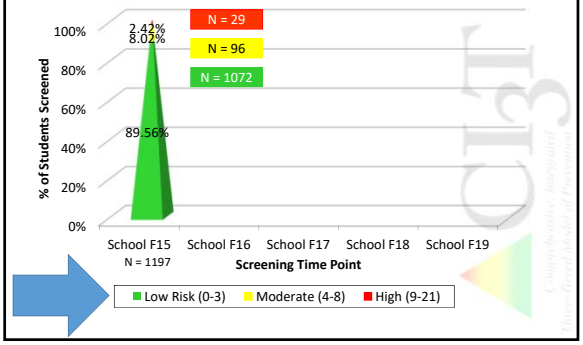
Grade Level	*N* Screened	Low (0-1)	Moderate (2-3)	High (4-15)
K	65	49 (75.38%)	9 (13.85%)	7 (10.77%)
1st	53	40 (75.47%)	9 (16.98%)	4 (7.55%)
2nd	46	36 (78.26%)	6 (13.04%)	4 (8.70%)

Sample Elementary School … Fall 2015

SRSS-I5 Comparison by Grade Level

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

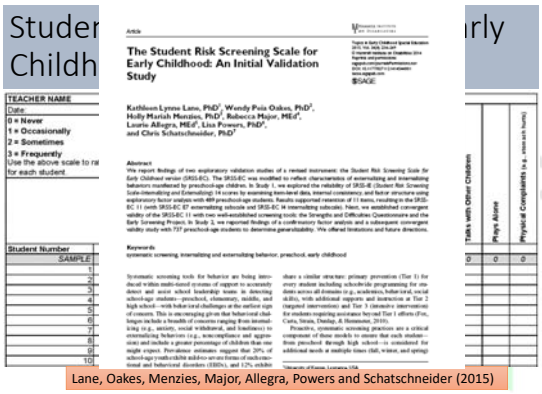
Sample High School … Fall
SRSS Results – All Students



Sample High School … Fall 2015
SRSS Comparison by Grade Level

Grade Level	*N = 1197* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
9th	327	287 (87.77%)	32 (9.79%)	8 (2.45%)
10th	318	271 (85.22%)	34 (10.69%)	13 (4.09%)
11th	289	264 (91.35%)	19 (6.57%)	6 (2.08%)
12th	263	250 (95.06%)	11 (4.18%)	2 (0.76%)

Studer… Childh… …rly



The Student Risk Screening Scale for Early Childhood: An Initial Validation Study

Kathleen Lynne Lane, PhD, Wendy Peia Oakes, PhD, Holly Mariah Menzies, PhD, Rebecca Major, MEd, Laurie Allegra, MEd, Lisa Powers, PhD, and Chris Schatschneider, PhD

Abstract

Keywords

TEACHER NAME
Date
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to ra
for each student

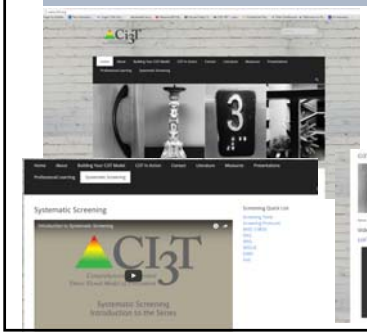
Student Number
SAMPLE

Talks with Other Children | Plays Alone | Physical Complaints

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)

00:00

Screening …
Considering the Logistics & Ci3T in Action



00:00

Examining your screening data …

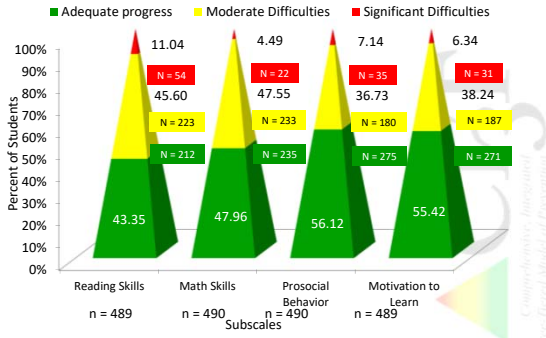
… **implications for primary prevention efforts**

… implications for teachers

… implications for student-based interventions

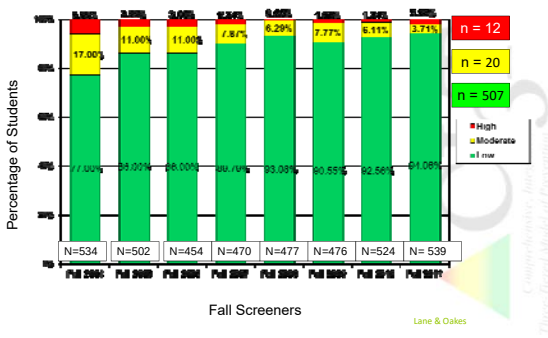
See Lane, Menzies, Bruhn, and Crnobori (2011)

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



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model?

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



Examining your screening data …

… implications for primary prevention efforts

… implications for teachers

… implications for student-based interventions

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

Teacher-Level Considerations

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

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

TEACHER NAME: Missy Hall - September 15, 2014

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

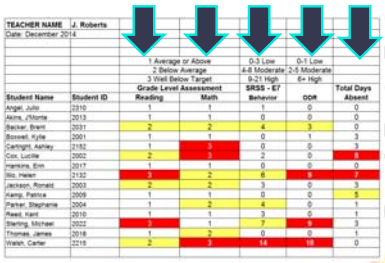
Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	Total Score (SRSS - E7)	Total Score (SRSS- IE) Internalizing	Total Score (SRSS-IE)
11111	Anderson, Trent	1	1	1	2	3	3	2	0	0	0	1	2	13	3	16
11112	Browning, Ariel	2	1	2	0	0	0	0	0	0	0	0	0	5	0	5
11113	Clark, John	0	0	0	0	0	0	0	1	0	0	1	0	0	2	2
11114	Connors, Casey	0	0	1	0	1	0	1	0	0	0	0	2	3	2	5
11115	Daniels, Katie	0	0	1	1	2	1	0	0	0	0	1	0	5	1	6
11116	Dickson, David	0	0	0	0	0	0	0	0	1	1	1	0	0	3	3
11117	Greene, Jason	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
11118	Hernandez, Joey	0	0	0	0	0	0	0	0	2	1	0	2	0	5	5
11119	Janes, Patty	0	1	0	0	1	1	1	0	0	0	0	0	4	0	4
11120	Jones, Cathy	0	0	3	3	1	2	0	0	0	0	0	0	9	0	9
11121	Jones, Jessie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11122	Louis, Luci	0	0	1	0	2	0	1	0	0	0	0	1	4	1	5
11123	Manuel, Kelley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11124	Palmer, Abby	0	0	0	1	3	3	2	0	0	0	1	0	9	1	10
11125	Roberts, Chris	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
11126	Smith, Sally	0	0	0	0	0	0	0	0	1	1	1	0	0	3	3
11127	Washington, Jared	0	0	3	0	3	0	3	0	0	1	2	0	9	3	12

Examining Academic and Behavioral Data: Elementary School Level

TEACHER NAME	R. Collins						
Date: December 2014							
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Well Below Average		9-21 High	4-15 High	6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	6	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tarn	2132	3	2	6	2	0	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	13	0

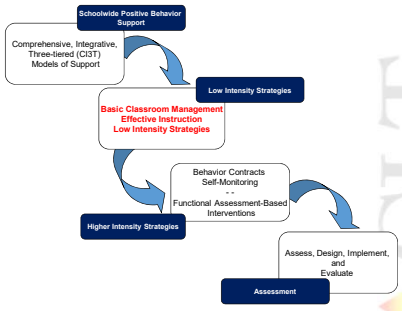
Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

Examining Academic and Behavioral Data: Middle and High School Level



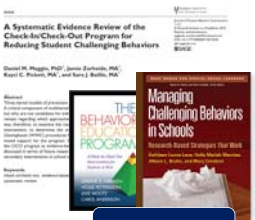
TEACHER NAME	J. Roberts					
Date: December 2014						
		1 Average or Above		0-3 Low	0-1 Low	
		2 Below Average		4-8 Moderate	2-5 Moderate	
		3 Well Below Target		9-21 High	6+ High	
		Grade Level Assessment		SRSS - E7		Total Days
Student Name	Student ID	Reading	Math	Behavior	ODR	Absent
Angel, Julio	2310	1	1	1	0	0
Akins, J'Monte	2013	1	1	0	0	0
Barker, Brent	2031	2	2	4	3	0
Boswell, Kylie	2001	1	1	0	1	3
Cartright, Ashley	2152	1	3	0	0	3
Cox, Lucille	2002	2	3	2	0	8
Hankins, Erin	2017	1	1	0	0	0
Illo, Helen	2132	3	2	6	9	7
Jackson, Ronald	2003	2	2	3	0	3
Kemp, Patrice	2009	1	1	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Reed, Kent	2010	1	1	3	0	1
Sterling, Michael	2022	3	1	7	9	3
Thomas, James	2018	1	2	0	0	1
Walsh, Carter	2215	2	3	14	18	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.



Low-Intensity Strategies

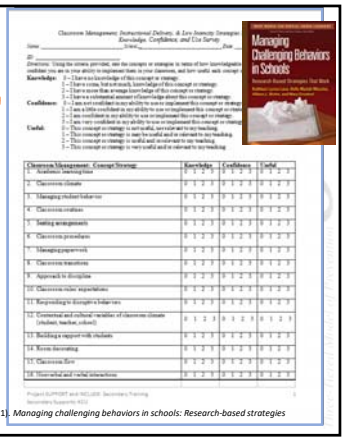
- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High *p* Requests
- Precorrection
- Incorporating Choice



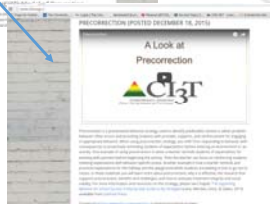
- Self-monitoring
- Behavior Contracts

- Choice
- Active Supervision
- Behavior Specific Praise
- Increased OTRs
- Poster Session: Cantwell

Consider a book study …
Build school site capacity



Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.



Ci3T.org

00:00

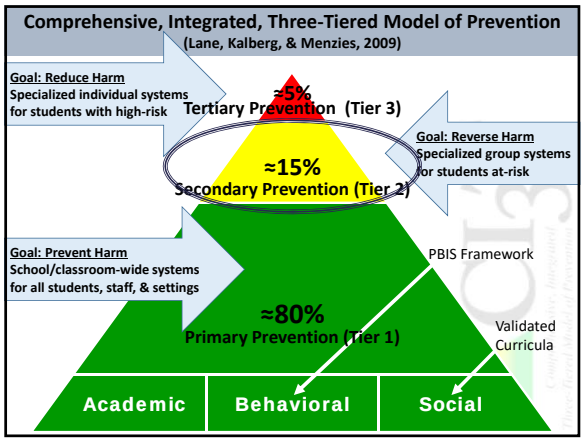
Examining your screening data …

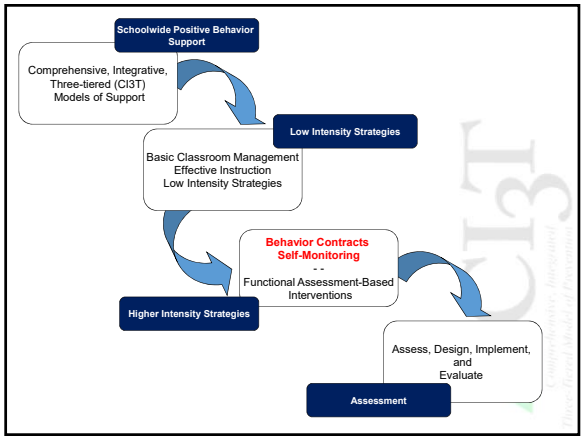
… implications for primary prevention efforts

… implications for teachers

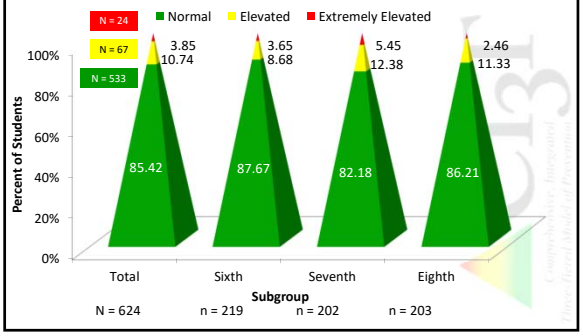
… implications for student-based interventions

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





BASC^2 – 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

TEACHER NAME R. Collins
Date: December 2014

		1 Average or Above 2 Below Average 3 Well Below Average		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-3 Moderate 4-15 High	0-1 Low 2-5 Moderate 6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	6	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tarn	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	13	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

Examining Academic and Behavioral Data: Middle and High School Level

TEACHER NAME J. Roberts
Date: December 2014

		1 Average or Above 2 Below Average 3 Well Below Target		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-5 Moderate 6+ High	
		Grade Level Assessment		SRSS - E7		Total Days
Student Name	Student ID	Reading	Math	Behavior	ODR	Absent
Angel, Julio	2310	1	1	1	0	0
Akins, J'Monte	2013	1	1	0	0	0
Backer, Brent	2031	2	2	4	3	0
Boswell, Kylie	2001	1	1	0	1	3
Cartright, Ashley	2152	1	3	0	0	3
Cox, Lucille	2002	2	3	2	0	8
Hankins, Erin	2017	1	1	0	0	0
Illo, Helen	2132	3	2	6	9	7
Jackson, Ronald	2003	2	2	3	0	3
Kemp, Patrice	2009	1	1	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Reed, Kent	2010	1	1	3	0	1
Sterling, Michael	2022	3	1	7	9	3
Thomas, James	2018	1	2	0	0	1
Walsh, Carter	2215	2	3	14	18	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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.	**Behavior:** SRSS - mod to high risk **Academic:** 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract Treatment Integrity Social Validity	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades Treatment Integrity Social Validity	Passing grade on the report card in the academic area of concern

An illustration

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 lesson 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.

TEACHER NAME

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

1 (at benchmark)
2 (some risk)
3 (at risk)

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	AIMSweb-Reading
Sample, Sally	1111	0	0	3	1	3	3	3	13	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, JMonte	2013	0	0	0	0	0	0	0	0	1
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2
Booker, Abbie	2001	0	0	0	0	0	0	0	0	1
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, O'Tam	2132	0	0	0	1	2	2	1	6	3
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3
Toms, Blake	2018	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	1	2	2	3	2	2	14	3

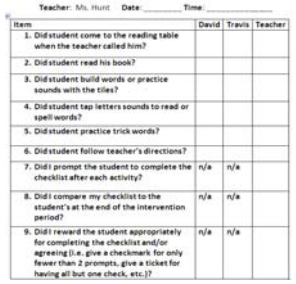
Small group Reading Instruction with Self-Monitoring

Lane, K.L., & Oakes, W. P. (2012). Identifying Students for Secondary and Tertiary Prevention Efforts: How do we determine which students have Tier 2 and Tier 3 needs? *In preparation.*

First Grade Students' Self Monitoring Form

Altmann, S. A. (2010). *Project support and include: the additive benefits of self-monitoring on students' reading acquisition.* Unpublished master's thesis, Vanderbilt University.

Treatment Integrity
Social Validity
Monitor student progress



Teacher: Ms. Hunt Date:_____ Time:_____

Item	David	Travis	Teacher
1. Did student come to the reading table when the teacher called him?			
2. Did student read his book?			
3. Did student build words or practice sounds with the tiles?			
4. Did student tap letters sounds to read or spell words?			
5. Did student practice trick words?			
6. Did student follow teacher's directions?			
7. Did I prompt the student to complete the checklist after each activity?	n/a	n/a	
8. Did I compare my checklist to the student's at the end of the intervention period?	n/a	n/a	
9. Did I reward the student appropriately for completing the checklist and/or agreeing [i.e. give a checkmark for only fewer than 2 prompts, give a ticket for having all but one check, etc.]?	n/a	n/a	

Altmann, S. A. (2010). *Project support and include: the additive benefits of self-monitoring on students' reading acquisition.* Unpublished master's thesis, Vanderbilt University.

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).	Student Measures: Meeting individual READ 180 reading goals: (1) Progress Monitoring with Scholastic Reading Inventory (2) Writing Assessments (3) formative assessments (vocabulary, comprehension and spelling) (4) Curriculum-based Assessments (5) Attendance in class Treatment Integrity: Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. 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.

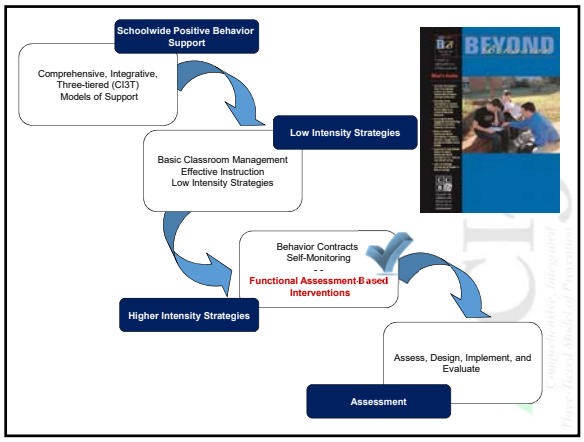
Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

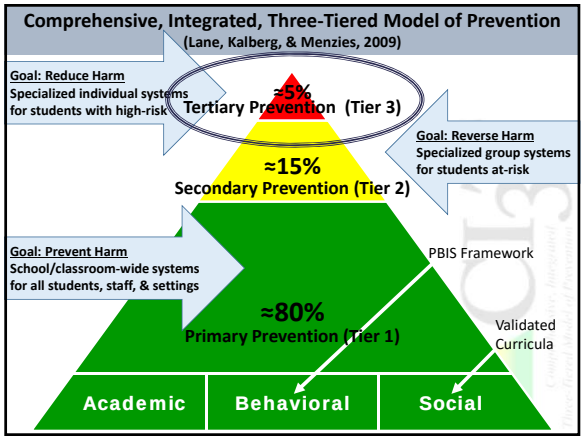
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Mentoring Program (Sophomores/ Juniors/ Seniors)	Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors; meeting weekly (30 – 60 min) with students during the school day.	(1) 10th/11th/ 12th graders (2) 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 (3) Academic: GPA ≤ 2.75	Student Measures: (1) Increase of GPA at mid-term and semester report cards. (2) Decrease of ODR monitored weekly. (3) Reduced absences (fewer than one per quarter) Treatment Integrity: Mentors complete weekly mentoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors.	Yearlong support Students who no longer meet criteria next fall Seniors: graduation

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

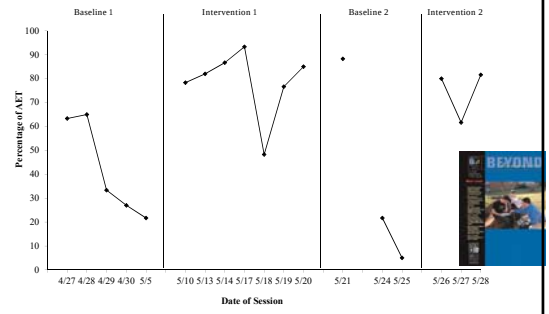
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.	(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	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	Algebra II Grade increases to satisfactory level (above 75%).

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.





Changes in Harry's Behavior



Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. Beyond Behavior, 2, 44 – 54.

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

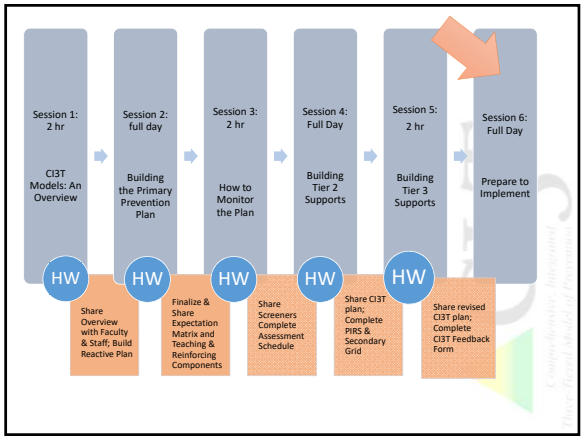
00:00

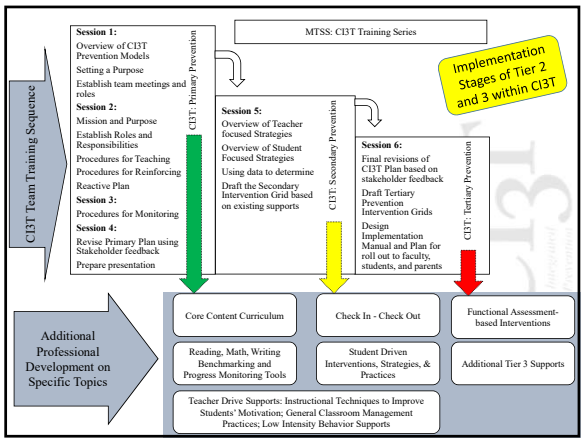
Getting Started with Systematic Screening …

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 & Oakes, 2012)





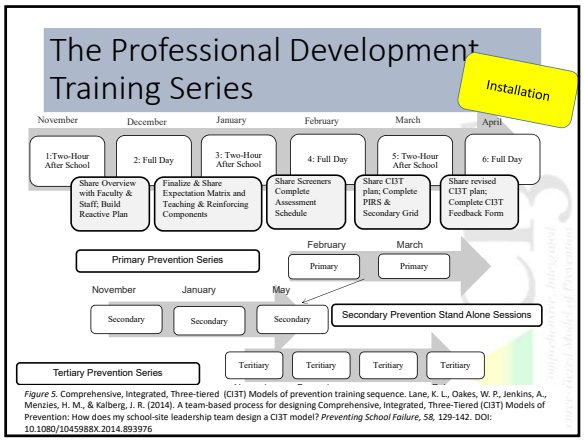
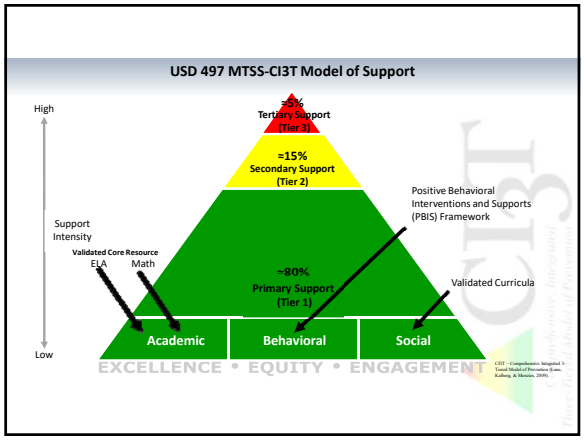
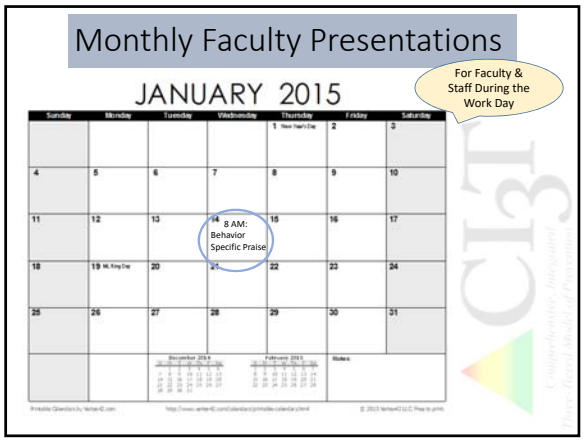


Figure 5. Comprehensive, Integrated, Three-tiered (CI3T) Models of prevention training sequence. Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: How does my school-site leadership team design a CI3T model? *Preventing School Failure, 58,* 129-142. DOI: 10.1080/1045988X.2014.893976


USD 497 MTSS-CI3T Model of Support
High
Low
Support Intensity
≈5%
Tertiary Support (Tier 3)
≈15%
Secondary Support (Tier 2)
≈80%
Primary Support (Tier 1)
Positive Behavioral Interventions and Supports (PBIS) Framework
Validated Core Resource
ELA
Math
Validated Curricula
Academic
Behavioral
Social
EXCELLENCE • EQUITY • ENGAGEMENT

2015-2016 Professional Learning Offerings
Installation
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar


Monthly Faculty Presentations
For Faculty & Staff During the Work Day
JANUARY 2015
8 AM: Behavior Specific Praise

PBIS.org

On Demand Resources

- 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!

Kathleen.Lane@ku.edu

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.