Screening to Support Success: A Look at Systematic Screening in Tiered Systems

12th Annual New England PBIS, Keynote Address

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

With thanks to Wendy P. Oakes, Holly M. Menzie, Jemma Robertson-Kolberg, Robin Ennis, Emily Gerard, Daud Ayner, Col. Corrigan, Adam Jettvary, Meredith Cole, Liane Zohl, 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
Challenging Times

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kaufman, & 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
<th>Prevention Type</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Reduce Harm</td>
<td>Specialized individual systems for students with high-risk behavior</td>
<td>Tertiary</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Prevent Harm</td>
<td>School/classroom-wide systems for all students, staff, &amp; settings</td>
<td>Primary</td>
</tr>
<tr>
<td>Social</td>
<td>Reverse Harm</td>
<td>Specialized group systems for students at-risk</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

PBS Framework

Validated Curricula

≈80% Primary Prevention (Tier 1)

≈15% Secondary Prevention (Tier 2)

≈5% Tertiary Prevention (Tier 3)
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)

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

Secondary Prevention (Tier 2)

- District & State Standards
- High Quality Instruction
- ≈80%

Tertiary Prevention (Tier 3)

- 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)

CI3T Primary Plan: Roles and Responsibilities

all stakeholder groups
Procedures for Teaching

<table>
<thead>
<tr>
<th>Faculty and Staff:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
</table>

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

https://youtu.be/b4swsa_knYE

Lane & Oakes 2012

G3T Primary Plan: Procedures for Teaching

<table>
<thead>
<tr>
<th>Area</th>
<th>Academic Responsibilities</th>
<th>Area B</th>
<th>Behavior Responsibilities</th>
<th>Area C</th>
<th>Support Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>• Establish clear expectations for learning and behavior</td>
<td>Goals 1 &amp; 2</td>
<td>• Establish a consistent, positive learning environment</td>
<td>Goals 3</td>
<td>• Provide additional resources for students</td>
</tr>
<tr>
<td>Procedures for Teaching</td>
<td>• Communicate with parents and guardians</td>
<td>Procedures</td>
<td>• Provide opportunities for students to practice new skills</td>
<td>Procedures 4</td>
<td>• Collaborate with other teachers and staff</td>
</tr>
<tr>
<td>Faculty and Staff:</td>
<td>• Model appropriate strategies for teaching and learning</td>
<td>Faculty and Staff:</td>
<td>• Monitor and assess student progress</td>
<td>Yo, and Oakes 2012</td>
<td>• Provide feedback and support for students</td>
</tr>
</tbody>
</table>

G3T Primary Plan: Procedures for Reinforcing

<table>
<thead>
<tr>
<th>Area</th>
<th>Academic Responsibilities</th>
<th>Area B</th>
<th>Behavior Responsibilities</th>
<th>Area C</th>
<th>Support Responsibilities</th>
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</thead>
<tbody>
<tr>
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<td>• Establish clear expectations for learning and behavior</td>
<td>Goals 1 &amp; 2</td>
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<td>Goals 3</td>
<td>• Provide additional resources for students</td>
</tr>
<tr>
<td>Procedures for Reinforcing</td>
<td>• Communicate with parents and guardians</td>
<td>Procedures</td>
<td>• Provide opportunities for students to practice new skills</td>
<td>Procedures 4</td>
<td>• Collaborate with other teachers and staff</td>
</tr>
<tr>
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<td>• Model appropriate strategies for teaching and learning</td>
<td>Faculty and Staff:</td>
<td>• Monitor and assess student progress</td>
<td>Yo, and Oakes 2012</td>
<td>• Provide feedback and support for students</td>
</tr>
</tbody>
</table>

G3T Primary Plan: Procedures for Monitoring

<table>
<thead>
<tr>
<th>Area</th>
<th>Academic Responsibilities</th>
<th>Area B</th>
<th>Behavior Responsibilities</th>
<th>Area C</th>
<th>Support Responsibilities</th>
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</thead>
<tbody>
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<td>Goals 1 &amp; 2</td>
<td>• Establish a consistent, positive learning environment</td>
<td>Goals 3</td>
<td>• Provide additional resources for students</td>
</tr>
<tr>
<td>Procedures for Monitoring</td>
<td>• Communicate with parents and guardians</td>
<td>Procedures</td>
<td>• Provide opportunities for students to practice new skills</td>
<td>Procedures 4</td>
<td>• Collaborate with other teachers and staff</td>
</tr>
<tr>
<td>Faculty and Staff:</td>
<td>• Model appropriate strategies for teaching and learning</td>
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<td>• Monitor and assess student progress</td>
<td>Yo, and Oakes 2012</td>
<td>• Provide feedback and support for students</td>
</tr>
</tbody>
</table>
Communication:
Soliciting Feedback, Sharing Progress,
Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Acad.

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

What screening tools are available?

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

STAGE 1: TEACHER SCREENING on Externalizing and Internalizing Behavioral Disorders

3 Highest Ranked Pupils on Externalizing and Internalizing Behavior Criteria

STAGE 2: TEACHER RATING on Critical Events Index and Combined Frequency Index

Exceed Normative Criteria on CEI and CFI

STAGE 3: DIRECT OBSERVATION AND/OR SARS of Process Interacted with Classroom and/or Physical Environment

Exceed Normative Criteria on AET and PSB

Pre-referral Interventions
Child may be referred to Child Study Team

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

The SRSS Score is calculated by summing items 1-7 and fall within the range of 0 - 21.

### Example

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Date</th>
<th>Teacher Name</th>
<th>Steal</th>
<th>Lie, Cheat, Sneak</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>SRSS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Sally</td>
<td>11111</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
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 &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.64)</td>
<td>1.71 (2.26)</td>
<td>L = M &lt; 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</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</td>
</tr>
</tbody>
</table>

STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Non-Instructional Raters

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

(Lane, Kalberg, Parks, & Carter, 2007)
STUDENT RISK SCREENING SCALE-IE

12 items scale for use at the elementary, middle, and high schools
Subscale scores used for interpretation.
No total scale score.

SRSS-IE for Middle and High Schools

SRSS-IE: Cut Scores
- Enter practice data into that one sheet so that the total scores and conditional formatting are tested.
- 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.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
</tr>
</tbody>
</table>

Elementary and Middle School Levels:

Middle and High School Levels:
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)

DES Fall
SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>N = 14</th>
<th>N = 29</th>
<th>N = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk (0–3)</td>
<td>6.7%</td>
<td>4.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Moderate (4–8)</td>
<td>19.6%</td>
<td>12.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>High (9–21)</td>
<td>73.61%</td>
<td>83.64%</td>
<td>83.41%</td>
</tr>
</tbody>
</table>

DES Fall
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>N = 55</th>
<th>N = 90</th>
<th>N = 359</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk (0–1)</td>
<td>0%</td>
<td>8.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Moderate (2–3)</td>
<td>17.86%</td>
<td>14.98%</td>
<td>14.75%</td>
</tr>
<tr>
<td>High (4–15)</td>
<td>71.23%</td>
<td>76.07%</td>
<td>75.58%</td>
</tr>
</tbody>
</table>
LHS Fall
SRSS-E7 Results – All Students

% of Students Screened

F15 F16 F17 F18 F19

Low Risk (0-3) Moderate (4-8) High (9-21)

Screening Time Point

LHS Fall 2016
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>9th</td>
<td>397</td>
<td>361 (90.93%)</td>
<td>29 (7.30%)</td>
<td>7 (1.76%)</td>
</tr>
<tr>
<td>10th</td>
<td>428</td>
<td>381 (89.02%)</td>
<td>32 (7.48%)</td>
<td>15 (3.50%)</td>
</tr>
<tr>
<td>11th</td>
<td>396</td>
<td>363 (91.67%)</td>
<td>24 (6.06%)</td>
<td>9 (2.27%)</td>
</tr>
<tr>
<td>12th</td>
<td>317</td>
<td>299 (94.32%)</td>
<td>10 (3.15%)</td>
<td>8 (2.52%)</td>
</tr>
</tbody>
</table>

LHS Fall
SRSS-I6 Results – All Students

% of Students Screened

F16 F17 F18 F19

Low Risk (0-3) Moderate (4-5) High (6-18)

Screening Time Point

N = 47
N = 64
N = 1137
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-5)</th>
<th>High (6-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>397</td>
<td>353 (88.92%)</td>
<td>24 (6.05%)</td>
<td>20 (5.04%)</td>
</tr>
<tr>
<td>10th</td>
<td>428</td>
<td>388 (90.65%)</td>
<td>14 (3.27%)</td>
<td>26 (6.07%)</td>
</tr>
<tr>
<td>11th</td>
<td>396</td>
<td>353 (89.14%)</td>
<td>16 (4.04%)</td>
<td>27 (6.82%)</td>
</tr>
<tr>
<td>12th</td>
<td>317</td>
<td>293 (92.43%)</td>
<td>10 (3.15%)</td>
<td>14 (4.42%)</td>
</tr>
</tbody>
</table>

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

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)
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 Crezbear (2013)

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

See Lane, Menzies, Bruhn, and Cribb’s (2011)

Teacher-Level Considerations

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

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

Consider a book study...
Build school site capacity

Examining your screening data … 

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

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

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

Goal: Reduce Harm
Specialized individual systems for students with high-risk
Tertiary Prevention (Tier 3)
≥15%
Secondary Prevention (Tier 2)

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

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

Academic Behavioral Social

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

Lane and Oakes 2013
**BASC² – Behavior and Emotional Screening Scale**

Spring 2012

- Normal
- Elevated
- Extremely Elevated

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>624</td>
<td>219</td>
<td>202</td>
<td>203</td>
</tr>
</tbody>
</table>

- 85.42%
- 10.74%
- 3.85%

- 87.67%
- 8.68%
- 3.65%

- 82.18%
- 12.38%
- 5.45%

- 46.21%
- 11.33%
- 2.46%

**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**

[Table and chart data]

---

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

**Support**

<table>
<thead>
<tr>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Schoolwide Data: Exit Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Contract</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A written agreement between two parties used to specify the contingent</td>
<td></td>
<td></td>
<td>Successful completion of behavior contract</td>
</tr>
<tr>
<td>relationship between the completion of a behavior and access to or delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of a specific reward. Contract may involve administrator, teacher, parent,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-monitoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will monitor and reward their academic production</td>
<td></td>
<td></td>
<td>Passing grade on the report card in the</td>
</tr>
<tr>
<td>(completion/accuracy) and on-task behavior each day.</td>
<td></td>
<td></td>
<td>academic area of concern</td>
</tr>
</tbody>
</table>

#### An Illustration

**Support**

<table>
<thead>
<tr>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Schoolwide Data: Exit Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small group reading instruction with self-monitoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall SRSS at moderate (4-8) or high (9-21) risk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall AIMSweb LNF at the strategic or intensive level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIMSweb reading PSF and NWF progress monitoring probes (weekly).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily self-monitoring checklists Treatment Integrity Social Validity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet AIMSweb reading benchmark at next screening time point.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Risk on SRSS at next screening time point.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## First Grade Students’ Self Monitoring Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Time</th>
<th>Monitor Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex</td>
<td>01/01/2023</td>
<td>09:00</td>
<td>Yes</td>
</tr>
<tr>
<td>Brian</td>
<td>01/02/2023</td>
<td>10:00</td>
<td>Yes</td>
</tr>
<tr>
<td>Cindy</td>
<td>01/03/2023</td>
<td>11:00</td>
<td>No</td>
</tr>
</tbody>
</table>

- **Monitor Progress**: 1 = Yes, 0 = No

## Treatment Integrity

- **Social Validity**: 1 = Yes, 0 = No

- **Monitor student progress**: Yes

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Lane and Oakes 2013
<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 180 Reading Intervention</td>
<td>Students participate in a 50 min reading instructional block during their study hall period. Students must enter 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.</td>
<td>Students in grades 9 - 12. (1) 8th grade: 90% of all students meeting school standard. (2) Reading performance must be below basal on state assessment at above 4th grade reading level. (3) MNSI risk score in the moderate range (4 – 8).</td>
<td>Student Measures: Meeting individual READ 180 reading goals. (1) Progress Monitoring with Scholastic Reading Inventory. (2) Writing Assessments (Grammar assessment (vocabulary, comprehension and spelling)). (3) Curriculum-based Assessments. (4) Attendance in class. Social Validity: Teachers monitor performance and attendance to increase completion of weekly checklists for activities completed.</td>
<td>Students meet instructional reading goals. SRSS score in the low risk category (0 - 7) on the next screening time point.</td>
</tr>
<tr>
<td>Mentoring Program (Sophomores/ Juniors/ Seniors)</td>
<td>Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors, meeting weekly (50 – 60 min) with students during the school day.</td>
<td>Students in grades 10 – 12. (1) 10th-11th-12th grades. (2) Behavior: SRSS: High (9-21) or Moderate (6-8) by either 2nd or 7th period teacher. (3) Absences ≥ 5 days in one grading period. (4) Academic: GPA ≥ 2.75.</td>
<td>Student Measures: Increase of GPs at mid-term and semester report cards. (2) Decrease of ODR monitored weekly. (3) Reduced absences (fewer than one per quarter). Social Validity: Pre and post surveys for students and mentors.</td>
<td>Students who no longer meet criteria are pulled from program.</td>
</tr>
<tr>
<td>Targeted Algebra II Study Hall</td>
<td>Direct, targeted instruction on 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.</td>
<td>Students in grades 9 – 12. (1) 8th grade: Algebra II grade drops below a 75 at any point in the semester. (2) Have study hall time available and permission of 5th period teacher. (3) Self-selecting to engage in study hall</td>
<td>Student Measures: Algebra I classroom grades. Algebra II classroom grades. Daily class average if grade is ≥ 75. Social Validity: Pre and Post Student Surveys.</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
</tr>
</tbody>
</table>
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

Schoolwide Positive Behavior Support

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

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

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

Goals: Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

~15%

≈80%

Tertiary Prevention (Tier 3)

~15%

≈15%

~5%

≈80%

Academic
Behavioral
Social

Comprehensive, Integrative, Three-tiered Models of Support

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

Validated Curricula

PBIS Framework
Changes in Harry’s Behavior

![Graph showing changes in Harry's behavior over time]


A Step-by-Step Process

Step 1: Construct your assessment schedule

Step 2: Identify your secondary supports
- Existing and new interventions

Step 3: Determine entry criteria
- Nomination, academic failure, behavior screening scores, attendance data etc.

Step 4: Identify outcome measures
- Pre and post tests, CBM, office discipline data, GPA etc.

Step 5: Identify exit criteria
- Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

Step 6: Consider additional needs

Getting Started with Systematic Screening ...

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Lane and Oakes 2013
Systematic Screening ...

....an evolving process

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

Overview

Session 1:
2 hr
CI3T Models: An Overview

Session 2:
Half day
Building the Primary Prevention Plan

Session 3:
Half day
How to Monitor the Plan

Session 4:
Full Day
Building Tier 2 Supports

Session 5:
2 hr
Building Tier 3 Supports

Session 6:
Full Day
Prepare to Implement

HW
Share CI3T plan; Complete PIR & Secondary Grid

HW
Complete Assessment Schedule

HW
Share revised CI3T plan; Complete CI3T Feedback Form
Session 1:
Overview of CI3T
Prevention Models
Setting a Purpose
Establish team meetings and roles
Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching Plan setting
Procedures for Reinforcing
Session 3:
Procedures for Monitoring
Session 4:
Revise Primary Plan using Stakeholder feedback
Prepare presentation
Session 5:
Overview of Teacher focused Strategies
Overview of Student Focused Strategies
Using data to determine
Draft the Secondary Intervention Grid based on existing supports
Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents

The Professional Development Training Series

The USD 497 MTSS-CI3T Model of Support


USD 497 MTSS-CI3T Model of Support

Support intensity
Intervention:
High
Moderate/Medium
Low
Support
Intervention:
Primary Support:
Secondary Support:
Tertiary Support:
Academic
Behavioral
Social
<15% Secondary Support
(Tier 2)
<15% Secondary Support
(Tier 2)
<15% Secondary Support
(Tier 2)
>80% Primary Support
(Tier 1)
>80% Primary Support
(Tier 1)
>80% Primary Support
(Tier 1)
<15% Tertiary Support
(Tier 3)
<15% Tertiary Support
(Tier 3)
<15% Tertiary Support
(Tier 3)
High
Moderate/Medium
Low
USD 497 MTSS-CI3T Model of Support

USD 497 MTSS-CI3T Model of Support

USD 497 MTSS-CI3T Model of Support

USD 497 MTSS-CI3T Model of Support

USD 497 MTSS-CI3T Model of Support

USD 497 MTSS-CI3T Model of Support
2016-2017 Professional Learning Opportunities

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!

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.