Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention:
Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs?


Agenda

Introduction

A Focus on CI3T Models

Primary Prevention
Secondary Prevention
Core features of CI3T models

Benefits of Three-Tiered Models of Prevention for Teachers and Students

A Look at the Step-by-Step Process

Teaching is Complex Work!

High Stakes Testing
Numerous Responsibilities
Planning Time
Professional Development
Collaboration
Instruction for Diverse Learners
Data-Informed Decision Making
Student-Teacher Challenges
Internalizing

Externalizing

Academic
Performance

Self
Determination

Interpersonal
Skills

Transcend

Emotional and Behavioral Disorders (EBD)

A FOCUS ON CI3T MODELS

Comprehensive, Integrated, Three-Tier Model of Prevention

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

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

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

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

PBIS Framework

Validated Curricula

≈ 80% Primary Prevention (Tier 1)

≈ 10% Secondary Prevention (Tier 2)

≈ 1 % Tertiary Prevention (Tier 3)
Benefits of CI3T

• Recognizes the transactional relation between academic, behavior, and social skill sets
• Supports equal access to supports
• Supports communication between stakeholders
• Supports collaboration efforts
• Offers support to all students, including those with learning and behavior challenges
A Clear Commitment to Meeting All Students’ Academic, Behavioral, and Social Needs...

A Strong, Respectful Partnership...

USD 497
Lawrence Public Schools

The University of Kansas

Arizona State University

Lawrence Public Schools … CI3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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<tr>
<td>Elementary School CI3T Training Implementation Year 1</td>
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<tr>
<td>Implementation Year 2</td>
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<tr>
<td>Sustain and Develop Practices</td>
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<tr>
<td>Middle and High Schools CI3T Training Implementation Year 1</td>
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<tr>
<td>Implementation Year 2</td>
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<tr>
<td>Sustain and Develop Practices</td>
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<tr>
<td>College and Career Center CI3T Training Implementation Year 1</td>
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<td>Implementation Year 2</td>
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<tr>
<td>Sustain and Develop Practices</td>
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</tbody>
</table>

4/2/2017
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

- Primary Prevention (Tier 1): ≈80%
- Secondary Prevention (Tier 2): ≈15%
- Tertiary Prevention (Tier 3): ≈5%

USD 497 MTSS-CIST Model of Support

- Positive Behavioral Interventions and Supports (PBIS) Framework
- Validated Curricula
- Blended Learning Environments
- Personalized Learning
- Differentiation
- Culturally Responsive Teaching

USD 497 School Board Priorities: The Foundation

- Excellence - Equity - Engagement
Ci3T Primary Plan: Roles and Responsibilities

<table>
<thead>
<tr>
<th>All Stakeholder Groups</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Behavioral</td>
</tr>
<tr>
<td>Social</td>
</tr>
</tbody>
</table>

≈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)
Secondary Prevention (Tier 2)
Primary Prevention (Tier 1)

Behavioral
Social

Secondary (Tier 2) Intervention Grids
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

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

Let’s Talk ...
Communication and Continuous Improvement

Ci3T District Leadership Team

Ci3T School Leadership Team

Middle School

High School

Elementary School

Effective Teams

Exploration & Adoption
- We think we know what we need so we are planning to move forward (evidence-based)

Installation
- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
- Let’s give it a try & evaluate (demonstration)

Full Implementation
- That worked, let’s do it for real (investment)

Sustainability & Continuous Regeneration
- Let’s make it our way of doing business (institutionalized use)

A Clear Commitment to Supporting Implementation ...
Communication and Continuous Improvement

Ci3T District Leadership Team

Ci3T School Leadership Team

Elementary
Middle
High

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Acad

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>
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<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-8 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>9-21 = high risk</td>
</tr>
</tbody>
</table>

**Elementary School Level:**

**Middle and High School Levels:**

**LHS Fall**

**SRSS-E7 Results – All Students**

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>% of Students Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>F15</td>
<td>2.42%</td>
</tr>
<tr>
<td>F16</td>
<td>2.64%</td>
</tr>
<tr>
<td>F17</td>
<td>4.06%</td>
</tr>
<tr>
<td>F18</td>
<td>9.46%</td>
</tr>
<tr>
<td>F19</td>
<td>19.00%</td>
</tr>
</tbody>
</table>

**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

0% 20% 40% 60% 80% 100%

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

F16 F17 F18 F19

90.18% 4.16% 5.66%

% of Students Screened

LHS Fall 2016
SRSS-I6 Comparison by Grade Level

<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>

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

Reading Street
Instructional Choice
& Behavior Contracts
Acting Out Cycle
Self-Monitoring & CICO
10 min @ next
Faculty and Staff meeting
Designate two staff to attend trainings to become on-site coaches
USD 497 MTSS-CI3T Model of Support

Positive Behavioral Interventions and Supports (PBIS) Framework
Primary Support (Tier 1)
Secondary Support (Tier 2)
Tertiary Support (Tier 3)
High Support Intensity
Low Support Intensity
Validated Curricula
ELA Math
CI3T – Comprehensive Integrated 3-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)
Validated Core Resource
Blended Learning Environments
Personalized Learning
Differentiation

Let’s Talk ...

Celebrate Your Success!
A Clear District Vision ...

Excellence

Equity

Engagement

District Communication with Stakeholders

@LPS_Ci3T

District Ci3T Updates and Information Sharing
Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High Rates Requests
- Pre-correction
- Incorporating Choice

On-Demand Resources

Ci3T.org
Let’s Talk …

Installing …

Learn about a high school’s experience installing systematic screenings as part of regular school practices.

Dr. Matt Brungardt, Principal, Lawrence High School
Bill DeWitt, Assistant Principal, Lawrence High School
**Lawrence High School**

Implementation Manual 2016-2017

Multi-Tiered System of Supports: Comprehensive, Integrated, Three-Tiered (MTSS: CI3T) Model of Prevention

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**Procedures for Teaching**

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

https://youtu.be/b4swsa_knYE

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Lane & Oakes 2012
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/ Community:
Logistics of Screening

- District System
- Previewing ...
- Dedicating time ...
- Reminding ...
- Support ...
- Follow through ...
- Summarizing ...
- Using data to inform instruction ...

LHS Spring

SRSS Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>School S15</th>
<th>School S16</th>
<th>School S17</th>
<th>School S18</th>
<th>School S19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 435</td>
<td>N = 133</td>
<td>N = 859</td>
<td>N = 1120</td>
<td>N = 35</td>
</tr>
</tbody>
</table>
|                      | *379 students not screened

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>School S15</th>
<th>School S16</th>
<th>School S17</th>
<th>School S18</th>
<th>School S19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk (0-3)</td>
<td>N = 25</td>
<td>N = 35</td>
<td>N = 125</td>
<td>N = 212</td>
<td>N = 212</td>
</tr>
<tr>
<td>Moderate (4-8)</td>
<td>N = 120</td>
<td>N = 112</td>
<td>N = 375</td>
<td>N = 668</td>
<td>N = 668</td>
</tr>
<tr>
<td>High (9-21)</td>
<td>N = 100</td>
<td>N = 85</td>
<td>N = 250</td>
<td>N = 420</td>
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### LHS Spring 2015

**SRSS Comparison by Grade Level**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N = 1035 Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
<td>9th</td>
<td>286</td>
<td>221 (77.27%)</td>
<td>45 (15.73%)</td>
<td>20 (6.99%)</td>
</tr>
<tr>
<td>10th</td>
<td>284</td>
<td>240 (84.51%)</td>
<td>35 (12.32%)</td>
<td>9  (3.17%)</td>
</tr>
<tr>
<td>11th</td>
<td>275</td>
<td>236 (85.82%)</td>
<td>35 (12.73%)</td>
<td>4  (1.45%)</td>
</tr>
<tr>
<td>12th</td>
<td>190</td>
<td>162 (85.26%)</td>
<td>18  (9.47%)</td>
<td>10 (5.26%)</td>
</tr>
</tbody>
</table>

*379 students not screened

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### Low-intensity Professional Development Learning

**Topics to Support Implementation**

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

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### Low-Intensity Strategies

- Self-monitoring
- Behavior Contracts
### 2015-2016 Professional Learning Offerings

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Presenter(s)</th>
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<tr>
<td>1</td>
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<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

#### Let’s Talk ...
An Introduction ...

A Look at the Step-by-Step Process

- 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?
- Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model?
- Logistics of behavior screenings: How and why do we conduct behavior screenings at our school?
- Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs?
- Developing the Capacity to Implement Tier 2 and Tier 3 supports: How do we support our faculty and staff in preparing for sustainability?

Guiding Questions:
What are our district priorities for improvement?
What are our school’s priorities for improvement?
What are individual teacher concerns that have been informally shared?
How might a CI3T model help us address our priorities and address concerns?

Activities!
Directions: Using the handout Activity 1.1 or a piece of large chart paper, brainstorm and record all of the current practices, programs, interventions, supports that are currently available as part of your school’s overall program.

Guiding Questions:
Tier 1 – What is available to all students who attend your school?
Tier 2 – What programming is available (support or enrichment) for students who need something in addition to Tier 1?
Tier 3 – What supports are available to students with the most intensive needs?

Directions: After reviewing the benefits of CI3T prevention models (Lane, Oakes, & Magill, 2014, p. 125), use Handout 1.2 to discuss how your school might benefit from an integrated and comprehensive prevention approach.

Guiding Questions for each item:
What need does this address for our school and/or district?
What enhancement would this provide to our school and/or district programming?

<table>
<thead>
<tr>
<th>Benefit of CI3T prevention models</th>
<th>What need does this address for our school and/or district?</th>
<th>What enhancement would this provide to our school and/or district programming?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One, integrated, comprehensive approach for addressing the academic, behavioral, and social skill needs of all students, preventing potentially splintered approaches</td>
<td></td>
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</tr>
<tr>
<td>2. A collaborative, efficient, and effective model that creates the context for capitalizing on the collective expertise of faculty and staff to support student needs (time and resources)</td>
<td></td>
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</tr>
<tr>
<td>3. A written blueprint for all stakeholders – facilitating communication, consistency, and transparency of practices. Allowing for equal access and accountability.</td>
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<tr>
<td>4. Provides explicit procedures and data if a referral to special education is warranted – as required by IDEA (2004).</td>
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<tr>
<td>5. Facilitates collaboration between general education and special education professionals, clarifying roles and collaboration.</td>
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</tbody>
</table>