Building Strong Partnerships: Responsible Inquiry to Learn and Grow Together

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2017-2018 Budig Teaching Professorship in Special Education Award Recipient and Featured Lecturer

Agenda

• Journey of Ci3T
• Partnerships Appreciated
  • Ci3T: Design, Implementation, & Evaluation
  • Empowering Teachers: Low Intensity Supports
  • Project FUNCTION
• Responsible Inquiry

Our Journey...

....an evolution
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

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

- **Secondary Prevention** (Tier 2): School/classroom-wide systems for students at risk
  - 15%

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

Goal: Reduce Harm
Specialized group systems for students at risk
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

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

Academic Behavioral Social

Positive Action

A Strong, Respectful Partnership...
Lawrence Public Schools ... Ci3T Training & Implementation

Phase

Elementary School

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ci3T Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
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</table>

Middle and High Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ci3T Training</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College and Career Center

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ci3T Training</td>
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<td></td>
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</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

USD 497 MTSS: Ci3T Model of Support

- High Support
- Moderate Support
- Low Support
- <15% Secondary Support (Tier 2)
- Positive Behavioral Interventions and Supports (PBIS) Framework

USD 497 School Board Priorities: The Foundation

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

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

≈80%

≈15%

≈5%

Behavioral

Social

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science (Adapted from Fixsen & Blase, 2005)

Exploration & Adoption

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

Installation

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

Initial Implementation

• Let’s give it a try & evaluate (demonstration)

Full Implementation

• That worked, let’s do it for real (investment)

Sustainability & Continuous Regeneration

• Let’s make it our way of doing business (institutionalized use)
A Clear Commitment to Supporting Implementation ...

Communication and Continuous Improvement

Ci3T District Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Effective Teams

Elementary

Middle

High

Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Low-Intensity Strategies
Communication:
Soliciting Feedback, Sharing Progress,
Providing Professional Learning

Social Validity
Treatment Integrity
Systematic Screening

Academic

2016-2017 Professional Learning Opportunities

Building Capacity & Supporting Sustainability
Professional Learning Offerings for 2016-2017
District Communication with Stakeholders

@LPS_Ci3T

District Ci3T Updates and Information Sharing
Celebration Your Success!

USD 497 MTSS-Ci3T Model of Support

- **Primary Support (Tier 1)**
- **Secondary Support (Tier 2)**
- **Tertiary Support (Tier 3)**

- **Validated Core Resource**
- **Blended Learning Environments**
- **Personalized Learning**
- **Differentiation**
- **Expended Learning Environments**
- **Content Richness in Teaching**

- **Cultural Responsive Teaching**

- **Critical Features of Ci3T**
  - Academic, Behavioral, and Social/Emotional Outcomes
  - Explicit Expectations for All
  - Leadership Team
  - Feedback Loops
  - Positive Behavioral Interventions and Supports (PBIS) Framework
  - Personalized Learning
  - Blended Learning Environments

Ci3T in Missouri
Positive, Productive Playing Fields for Future Inquiry...

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

Goal:
Primary Prevention (Tier 1)
≈ 80%

Secondary Prevention (Tier 2)
≈ 15%

Tertiary Prevention (Tier 3)
≈ 1%

PBIS Framework
Validated Curricula

Academic
Behavioral
Social

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

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

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

≈ 80%
Primary Prevention (Tier 1)

≈ 15%
Secondary Prevention (Tier 2)

≈ 1%
Tertiary Prevention (Tier 3)
SRSS-IE ...

Table 5. Exploratory Factor Analysis SRSS-IE12: Rotated Factor Pattern Matrix and Communalities Estimates

<table>
<thead>
<tr>
<th>Item</th>
<th>Externalizing 1</th>
<th>Internalizing 2</th>
<th>h²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steal</td>
<td>.52 *</td>
<td>.01</td>
<td>.28</td>
</tr>
<tr>
<td>2. Lie, cheat, sneak</td>
<td>.76 *</td>
<td>-.01</td>
<td>.57</td>
</tr>
<tr>
<td>3. Behavior Problem</td>
<td>.88 *</td>
<td>-.12</td>
<td>.70</td>
</tr>
<tr>
<td>4. Peer rejection</td>
<td>.37</td>
<td>.44 *</td>
<td>.45</td>
</tr>
<tr>
<td>5. Low academic achievement</td>
<td>.45 *</td>
<td>.24</td>
<td>.34</td>
</tr>
<tr>
<td>6. Negative Attitude</td>
<td>.69 *</td>
<td>.17</td>
<td>.59</td>
</tr>
<tr>
<td>7. Aggressive behavior</td>
<td>.67 *</td>
<td>-.04</td>
<td>.43</td>
</tr>
<tr>
<td>8. Emotionally Flat</td>
<td>.03</td>
<td>.73 *</td>
<td>.53</td>
</tr>
<tr>
<td>9. Shy; withdrawn</td>
<td>-.19</td>
<td>.81 *</td>
<td>.57</td>
</tr>
<tr>
<td>10. Sad; depressed</td>
<td>.16</td>
<td>.69 *</td>
<td>.58</td>
</tr>
<tr>
<td>11. Anxious</td>
<td>.19</td>
<td>.43 *</td>
<td>.29</td>
</tr>
<tr>
<td>13. Lonely</td>
<td>.00</td>
<td>.80 *</td>
<td>.64</td>
</tr>
</tbody>
</table>

Note. h² are communality estimates, the sum of the squared factor loadings on all factors for a given variable to show shared variance. Low communality indicated that the factors do not explain it well. SRSS = Student Risk Screening Scale - Internalizing and Externalizing.

*Items with factor loadings ≥ .40.

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>SRSS-I5</td>
<td>SRSS-I6</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 1-7</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>

0-3 = low risk
4-8 = moderate risk
9-21 = high risk

Elementary School Levels:

Middle and High School Levels:

SRSS-IE for Middle and High Schools

SRSS-IE for Middle and High Schools

SRSS-IE for Middle and High Schools

Sample High School: Fall SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F15</td>
<td>8.2%</td>
<td>2.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>F16</td>
<td>8.2%</td>
<td>2.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>F17</td>
<td>8.2%</td>
<td>2.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>F18</td>
<td>8.2%</td>
<td>2.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>F19</td>
<td>8.2%</td>
<td>2.4%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Low-Intensity Strategies

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

Self-monitoring
Behavior Contracts

Instructional Choice
## Increasing Opportunities to Respond

### Table: Intensity Strategies

<table>
<thead>
<tr>
<th>Intensity Strategies</th>
<th>Learning High-Level Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior: Specific Praise</strong>: using specific, appropriate, and contingent praise to provide feedback to a student on its or her behavior or task. Example: &quot;Nice work you for following directions to complete your assignment today.&quot;</td>
<td>B. D. Collins, Administration</td>
</tr>
<tr>
<td><strong>Opportunity to Respond</strong>: providing frequent opportunities for students to respond to teacher input. Task cards should provide approximately four to six opportunities to respond per minute. This may require the teacher to individualize, group, hybrid, whole, or individual tasks through a gesture or signal.</td>
<td>E. Johnson, Administration</td>
</tr>
</tbody>
</table>

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### Website: www.ci3t.org

**Professional Learning**
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) ≈80%

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavioral</th>
<th>Social</th>
</tr>
</thead>
</table>

Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schedule</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>
</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; passing grades</td>
<td>Passing grade on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

Elementary Assessment Schedule

<table>
<thead>
<tr>
<th>Measure</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SWIS (ODR)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GIT &amp; SPED</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IAI Reading &amp; Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STARS Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NWEA (Writing)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TCAP</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tickets</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ESSS &amp; SASQ</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Treatment Integrity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EBS Survey</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Validity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project WRITE</td>
<td>Teaching narrative and opinion writing strategies using the Self-Regulated Strategies Development approach to help students plan and write essays and stories</td>
<td>Behavior: SRSS – at risk (9 – 21) and/or SSBD – exceed normative criteria Internalizing or Externalizing And Academic: TOWL 3- score below the 25th percentile</td>
<td>Weekly writing probes scored on number of functional strategy elements—having each piece of WWW, What=2, How=2 or TREE in the writing</td>
<td>Completion of intervention curriculum.</td>
</tr>
</tbody>
</table>

Screening Process

Screening: 2nd grade student

Students exceeding criteria on behavioral screeners

Students exceeding criteria on writing screeners

SRSD instruction for each consenting student with both writing and behavioral deficits

Phase 1 (Fall 07): Screening & Assessment

Phase 2 (Nov 07 – Feb 08): Intervention

Experimental

Treatment

SRSD for Writing

n = 24

n = 23

Control

Regular School Practices

n = 25

n = 21
Intervention

- Self-Regulated Strategy Development (SRSD; Harris & Graham, 1996)
- Behavioral Component
- 3 days a week; 30-min sessions delivered 1:1 by a research assistant
- Fidelity collected more than 33% of sessions


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

=80% Primary Prevention (Tier 1)

=15% Secondary Prevention (Tier 2)

=15% Tertiary Prevention (Tier 3)

Academic Behavioral Social

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

SAMPLE TERTIARY INTERVENTION GRID
How do teachers fare during systems’ change?

10 Randomly selected teachers per school 140 total 2015-2016
Moving toward sustainability with professional learning?

Study 4: to determine stakeholders' use of Ci3T core practices and needed professional learning opportunities related to Tier 1, 2, and 3 efforts to inform future inquiry and professional learning activities following completion of the grant.
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Prevent Harm
Academic, Behavioral, Social

≈80% Primary Prevention (Tier 1)
PBIS Framework
Validated Curricula

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

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

Issues and Strategies for Accessing Researchable School Settings
Walker, Forness, & Lane (2015)
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzie, 2009)

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

Academic
Behavioral
Social

Approximately 80%
Approximately 15%
Approximately 5%

Building Capacity
(OSEP Personnel Preparation)
Project Prevent
(IES, Goal 2)
Project PBS
(OSEP, Directed Research)
Project WRITE
(IES, Goal 2)
Project Function

Three Core Features

Conducting Studies

• Goals
  • Meaningful, lasting change
  • Responsible inquiry
  • Organize on the front side
    • Management plan
    • Resources
  • Team approach
    • Involve motivated, capable persons who will follow through
    • Delegate

• Respect the relationship with the community
  • Develop and adhere to a management plan
  • Remember you are a guest
  • Build the school’s and community’s capacity to sustain evidence-based practices
  • Give back to the community
Collaborations

- Work with people whom you value, respect, and trust
  - Goals
  - Ethics
- Establish expectations
- Follow through
- Be gracious

INVITATION: PRODUCTIVE SCHOLARS WRITING GROUP
What is the productive scholars writing group?

Kathleen.Lane@ku.edu

Thank you!
Please visit ci3t.org

Strategy: Integrate Research, Teaching, Service, & Mentoring Opportunities
A collaborative environment and good citizenship are essential to health of all organizations.