Comprehensive, Integrated, Three-Tiered (Ci3T) Models to Support Students’ Multiple Needs

Chapel Hill, North Carolina
Kathleen Lynne Lane, Ph.D., BCBA-D

Please log in to Ci3T.org ...
Professional Learning

Agenda

• An Introduction to Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
• Attending to Students Academic, Behavioral, and Social-Emotional Needs
• The Importance of Systematic Screening
• Wrap Up
Thank you... For Your Commitment

- 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)
- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
  - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
  - relied on reactive approaches to address these challenges (Horner & Sugai, 2015)

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

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

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

- 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

Primary Prevention (Tier 1)
- =80%
- Academic
- Behavioral
- Social

Secondary Prevention (Tier 2)
- =15%

Tertiary Prevention (Tier 3)
- =15%

PBIS Framework

Validated Curricula
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)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)

Academic Behavioral Social

≈80%
≈15%
≈5%

Reading Street
District & State Standards
High Quality Instruction

≈80%
≈15%

Positive Behavior Interventions and Supports (PBIS)

≈80%

3
Behavioral Component:
Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress


Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Mensico, 2009)

Our Focus Today

Tertiary Prevention (Tier 3)

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Academic Behavioral Social

≈80%

≈15%

≈5%

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Positive Action

The Five Social and Emotional Learning Core Competencies

Self-awareness
Self-management
Social & Emotional Learning
Social Awareness
Relationship Skills

Outcomes Associated with Social Skills Training

Explicit social-emotional learning (SEL) skills instruction
SEL skills acquisition
Improved attitudes about self, others, and school
Positive social behavior
Fewer conduct problems
Less emotional distress
Academic success

Social Component: Identifying a Validated Curriculum

- Violence Prevention
  - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
  - Positive Action (www.positiveaction.net)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)

Social Component:
Examples of Schoolwide Programs

Character Education

- Positive Action
  www.positiveaction.net
  • Improves academics, behavior, and character
  • Curriculum-based approach
  • Effectively increases positive behaviors and decreases negative behaviors
  • 6-7 units per grade
  • Optional components:
    - site-wide climate development
    - drug education

Social-emotional

- Connect With Kids
  connectwithkids.com
  • A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and parent resources
  • Customizable units are:
    - Attendance and achievement
    - Bullying and violence prevention
    - Character and Life skills
    - Digital citizenship
    - Alcohol and drug prevention
    - Health and Wellness

Positive Action
www.positiveaction.net

- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education

Top 10 School-related Social Skills

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Others

(Lane et al. 2004, 2007; Gresham & Elliott, 2008)

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzie, 2009)
Lawrence Public Schools ... CI3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
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<tbody>
<tr>
<td></td>
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<td>Elementary School</td>
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<td>CI3T Training</td>
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<td>Middle and High Schools</td>
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<td>Sustain and Develop Practices</td>
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USD 497 MTSS-CI3T Model of Support

USD 497 School Board Priorities: The Foundation

USD 497 MTSS-CI3T Model of Support

USD 497 School Board Priorities: The Foundation
Ci3T Primary Plan: Roles and Responsibilities

<table>
<thead>
<tr>
<th>Area 1: Social Skills Responsibilities</th>
<th>Area 2: Behavior Responsibilities</th>
<th>Area 3: Academic Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff will:</td>
<td>Faculty and Staff will:</td>
<td>Faculty and Staff will:</td>
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<tr>
<td>- Monitor and support behavioral expectations</td>
<td>- Train staff on procedures for handling behaviors</td>
<td>- Assess student progress in achievement areas</td>
</tr>
<tr>
<td>- Implement a system for monitoring student behavior</td>
<td>- Provide feedback to parents on student behavior</td>
<td>- Communicate with parents about student progress</td>
</tr>
</tbody>
</table>

all stakeholder groups

Ci3T Primary (Tier 1) Plan: Procedures for Teaching

Ci3T Primary (Tier 1) Plan: Procedures for Reinforcing

Ci3T Primary (Tier 1) Plan: Procedures for Monitoring
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

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

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

Tertiary (Tier 3) Intervention Grids

Implementation Science
Adapted from Green & Hall, 2009

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)
Transparency, Access, & Collaboration
Benefits of CI3T Models

<table>
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<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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<th>March</th>
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<td>Student Outcome Measure - Academic</td>
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<td>Student Outcome Measure - Behavior</td>
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<td>CI3T Treatment Integrity</td>
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Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Academic

Behavior

Treatment Integrity

Social Validity

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Academic

Behavior

What screening tools are available?

Student Risk Screening Scale (SRSS)

Student Risk Screening Scale (SRSS)

Student Risk Screening Scale (SRSS)
Student Risk Screening Scale
(Drummond, 1994)

The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior.

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

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

Student Risk Screenings
Middle School Fall 2004 - Fall 2011

<table>
<thead>
<tr>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tr>
<td>High</td>
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SAMPLE DATA: SRSS
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422) M (SD)</th>
<th>Moderate (n = 51) M (SD)</th>
<th>High (n = 12) M (SD)</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&lt;M&lt;H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L&lt;M&gt;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>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328) M (SD)</th>
<th>Moderate (n = 52) M (SD)</th>
<th>High (n = 35) M (SD)</th>
<th>Significance Testing</th>
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</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L&lt;M, H</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, Kolberg, Parks, & Carter, 2008]

Available from ci3t.org
(SRSS-IE; Drummond, 1994 and Lane & Menzies, 2009)
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.

Elementary School | Middle and High School
---|---
**SRSS-E7** | **SRSS-I5** | **SRSS-E7** | **SRSS-I6**
Items 1-7 | Items 8-12 | Items 1-7 | Items 4, 8-12
0-3 = low risk | 0-3 = low risk | 0-3 = low risk | 0-3 = low risk
4-8 = moderate risk | 2-3 = moderate risk | 4-8 = moderate risk | 4-5 = moderate risk
9-21 = high risk | 4-15 = high risk | 9-21 = high risk | 6-18 = high risk

Elementary School Levels:

Middle and High School Levels:
### 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>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>397</td>
<td>361 (90.93%)</td>
<td>29 (7.30%)</td>
<td>7 (1.78%)</td>
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<tr>
<td>10th</td>
<td>428</td>
<td>381 (89.02%)</td>
<td>32 (7.48%)</td>
<td>15 (3.50%)</td>
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<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>

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

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

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**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, Meneces, Bruhn, and Cinobori (2011)

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

Examining your screening data …

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

See Lane, Menzies, Bruhn, and Crnobori (2011)
Examining Academic and Behavioral Data: Elementary School Level


Low-Intensity Strategies

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

<table>
<thead>
<tr>
<th>Low-Intensity Strategies</th>
<th>Lawrence High School Experts</th>
</tr>
</thead>
</table>
| **Behavior Specific Praise** | Beth Williams, Learning Coach/ACC
| | Janine Walker, Physical Education
| | John J. Hollen, Special Education
| | \*Please provide a full name of the teacher here.
| **Opportunities to Respond** | Janine Walker, Learning Coach/ACC
| | Janine Walker, Physical Education
| | John J. Hollen, Special Education
| | \*Please provide a full name of the teacher here.
| **High p Requests** | Janine Walker, Learning Coach/ACC
| | Janine Walker, Physical Education
| | John J. Hollen, Special Education
| | \*Please provide a full name of the teacher here.
| **Precorrection** | Janine Walker, Learning Coach/ACC
| | Janine Walker, Physical Education
| | John J. Hollen, Special Education
| | \*Please provide a full name of the teacher here.
| **Incorporating Choice** | Janine Walker, Learning Coach/ACC
| | Janine Walker, Physical Education
| | John J. Hollen, Special Education
| | \*Please provide a full name of the teacher here.

Low-Intensity Strategies

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

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

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

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

Academic Behavioral Social

PBIS Framework
Validated Curricula

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

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

Comprehensive, Integrative, Three-tiered (CI3T)
Models of Support

Assess, Design, Implement, Evaluate

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assessment

Low Intensity Strategies
### BASC² – Behavior and Emotional Screening Scale

**Spring 2012**

**Percent of Students**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
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<tr>
<td></td>
<td>N</td>
<td>n</td>
<td>n</td>
<td>n</td>
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<tr>
<td>N = 624</td>
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<td>219</td>
<td>202</td>
<td>203</td>
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<tr>
<td>100%</td>
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<td>5.54%</td>
<td>5.87%</td>
<td>5.21%</td>
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<tr>
<td>85.42%</td>
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<td>87.67%</td>
<td>82.18%</td>
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<tr>
<td>10.74%</td>
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<td>8.68%</td>
<td>12.38%</td>
<td>11.33%</td>
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<tr>
<td>3.85%</td>
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<td>3.65%</td>
<td>5.45%</td>
<td>2.46%</td>
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</table>

**Normal**

**Elevated**

**Extremely Elevated**

---

### 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

**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 scored in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM**

**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 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 AIMSeWeb LNF at the strategic or intensive level

**AIMSeWeb reading PSF and NWF progress monitoring probes (weekly).**

**Daily self-monitoring checklists**

**Treatment Integrity Social Validity**

Meet AIMSeWeb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.
Small group Reading Instruction with Self-Monitoring


First Grade Students’ Self Monitoring Form


Treatment Integrity
Social Validity
Monitor student progress

Secondary (Tier 2) Prevention

- Students for whom primary prevention is insufficient, 10-15% of students
- Focused intervention to address academic, behavior, or social concerns:
  - Acquisition (can't do)
  - Fluency (trouble doing)
  - Performance (won't do)
- Examples of Secondary Prevention
  - Small group instruction in anger management
  - Reading comprehension strategies
  - Small group instruction in social skills

Examples of Secondary Prevention

- Small group instruction in anger management
- Reading comprehension strategies


Examples of Tier 2 Supports

Direct behavior Ratings (DBR)  Social Skills Intervention (SSI)

Support Description School-wide Data: Entry Criteria Data to Monitor Progress Exit Criteria
Daily Behavior Report (DBR) Card
- DBR will be completed by the classroom teacher during early observation periods (e.g., core instruction during English Language Arts) and parents will sign the form each day. DBR will be used to rate academic engagement, respect, and disruption. At the conclusion of each observation period, the teacher will indicate the degree to which the student displayed each behavior. The teacher will meet briefly with the student to share the teacher's DBR rating and home-school communication procedures will be established for student to bring a copy of the student’s form to parent or caregiver each day. DBR was implemented for a parent/caregiver to sign.

Behavior
- SRSS-E7 score: Moderate (4-8) and/or SRSS-I5 score: Moderate (2-3)
- Evidence of teacher implementation of Ci3T primary (Tier 1) plan (treatment integrity: direct observation)
- Parent permission
- Academic:
  - Student is in grade 2 or 3

Social validity
- Teacher: IRP-15
- Student: CIRP

Treatment integrity
- Tier 2 treatment integrity measures (30 min if needed)

Review student progress at end of 24 sessions
- Team agrees goals have been met or no further Positive Action small group sessions are warranted.

SRSS-E7 and I5 scores are in the low risk category
Direct Behavior Ratings (DBR)

• Intervention to increase appropriate behaviors
  - Structured feedback and adult attention
  - Potential for school-home communication
  - Positive effects for many students (Vannest et al., 2010)
    ▪ Outcomes moderated by home involvement
    ▪ Effective across many targeted behaviors

• Behavioral progress monitoring tool
  - Sufficiently sensitive to behavioral change (Chafouleas et al., 2012)
  - DBR scores sufficiently reliable compared to direct observation for use as progress monitoring tool (Riley-Tillman et al., 2008)

DBR Training

• Rational of EXSEL
• DBR online learning module
• Scheduling observation time
  - ELA 30 min whole group instruction
    ▪ Regular Schedule (M, T, R, F)
    ▪ Wednesday Schedule
• DBR Logistics
  - DBR management – clipboard
  - Tie returned DBR to your school’s PBIS ticket
  - Other support? (e.g., pre filling out student/teacher name?)
• Implementation Calendar
  - http://dbrtraining.education.uconn.edu/

Treatment Integrity

Direct Behavior Rating

• Monitoring Access:
  - Dosage
  - Attendance

• Monitoring Implementation
  (4 teacher behaviors):
  - 1. I let student know DBR would be used before starting each activity.
  - 2. I rate student behavior during each time period.
  - 3. I provide behavior specific praise after each time period.
  - 4. 4-point Likert-type Scale: 0 = not implemented, 1 = limited implementation, 2 = partial implementation, 3 = full implementation
Data-informed Social Skills Instruction

Social Skill Interventions (SSI)

- Social skills important target for intervention
  - Social skills serve as academic enablers (DiPerma & Elliott, 2002)
- Consideration of strengths and deficits important for intervention planning (Lane et al., 2003)
- Effective SSIs tend to employ modeling, coaching, reinforcement (Gresham, 1998)
- Evidence-base:
  - Moderate effects for improving social behaviors (Kavale et al., 1997)
  - Increases in academic engagement, decreases in disruptive behaviors (Lane et al., 2003)

Social Skills Groups

Positive Action: Counselor's Kit

Social Skills Improvement System: Intervention Guide
Lesson Selection

Social skill intervention depends on student's performance (e.g., deficits, competing, behaviors):

<table>
<thead>
<tr>
<th>Deficits</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Performance</td>
</tr>
</tbody>
</table>

SSIS Positive Action

- Skills rated by teacher and parent:
  - Frequency/belief rating of \( N \) (Never) were identified as not acquired
  - Skill rated as C (Critical) were identified as priority

- Skills rated by counselors:
  - Frequency of skills rated \( 0 \) (Not True) were identified as not acquired
  - Skills rated by teacher and/or parent as \( 2 \) (Very Important) were identified as priority

EXSEL Purpose

Comparing usability & feasibility between ...

Positive Action (PA) Counselor Kit

Social Skills Improvement System (SSIS) Intervention Guide

Setting

- Four schools in their third year of implementing a CIST model of prevention

<table>
<thead>
<tr>
<th>Direct Behavior Ratings (DBR)</th>
<th>Social skills intervention (SSI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-group English language arts instruction</td>
<td>Small-group counselor-led instruction</td>
</tr>
<tr>
<td>Implemented by classroom teacher</td>
<td>Counselor's office</td>
</tr>
<tr>
<td></td>
<td>Small group area (instructional pod)</td>
</tr>
</tbody>
</table>
Inclusion Criteria

1. Student in 2nd or 3rd grade.
2. Student scored in the moderate-risk range for externalizing and/or internalizing behaviors.
3. Student with two or fewer absences during the first three months of school.

Social Skills Intervention (SSI) Training

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Overview of EXSEL | • Purpose/objectives  
• Importance targeting social-emotional learning and targeted social skills  
• Discuss difference in targeting acquisition versus performance deficits in small groups |
| Introducing Tier 2 Curriculum | • Explore materials  
• Discuss lesson format and materials associated with each curriculum  
• Highlight key concepts of curriculum’s manual |

Tier 2 Social Skills Procedures

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invitation to counselor to support data-based group formation outside of study</td>
</tr>
</tbody>
</table>

Sample Elementary Intervention Grid: PA

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| Positive Action (PA) | Counselors and/or social workers will lead small group Positive Action sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of Positive Action lessons appropriate for student skillsets as identified using Skills For Greatness (teacher, counselor, parent versions) and SSiS-Rating Scale (teacher and parent versions). | Behavior: SRS-E7 score: Moderate (4-6) and/or SRS-I5 score: Moderate (2-3)  
Parents: Evidence of Positive Action implementation  
Teachers: Evidence of Positive Action implementation  
2 or 3 of the 4 criteria must be met | Student measures  
• SSiS-Rating Scale (Pre/Post)  
• Skills for Greatness (Pre/Post)  
• Daily behavior report (DBR; daily)  
• Attendance and tardies | \begin{itemize} 
\item Become student progress at end of 24 sessions \item Teacher: IRP-15 \item Student: CIRP \item Tier 2 treatment integrity measures \item Ci3T TI: Direct observation (30 min if needed) \end{itemize}  
\begin{itemize} 
\item Review student progress at end of 24 sessions  
\item Team agrees goals have been met or no further Positive Action small group sessions are warranted  
\item SRSS-E7 and SS-I5 scores are in the low risk category \end{itemize}  
Sample Elementary Intervention Grid: PA
Lesson Structure

Step 1: Positive Thoughts
Begin with a story or scenario

Step 2: Positive Actions
Activities and discussion related to “thoughts” from Step 1 to each person's role as an individual or member of a community (e.g., classroom, home)

Step 3: Positive Feelings
Concludes with a reflection and summary of the lesson with an emphasis on the positive actions participants have been doing (ICU box)

Sample Elementary Intervention Grid: SSIS

| Social Skills Improvement System (SSIS) – counselor-led small group |
|---|---|
| Entry Criteria | Data to Monitor | Exit Criteria |
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Lesson Structure

1. Tell  Coaching
2. Show  Modeling
3. Do  Using Role Play
4. Practice  Using Behavioral Rehearsal
5. Monitor Progress  Giving Feedback  Having Learners Self Assess
6. Generalize  Generalizing  Applying Learning in Multiple Settings
Daily Behavior Report Cards

<table>
<thead>
<tr>
<th>Behavior</th>
<th>SRSS‐E7 Score: Moderate (4‐8) and/or SRSS‐I5 Score: Moderate (2‐3) and/or Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] and/or Parent permission and/or Academic Student measures</th>
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<tbody>
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<td></td>
<td>SSiS‐Rating Scale (Pre/Post) and/or Skills for Greatness (Pre/Post) and/or Daily behavior report (DBR; daily) and/or Attendance and tardies and/or Social validity and/or Tier 2 treatment integrity measures and/or Ci3T TI: Direct observation (30 min if needed)</td>
</tr>
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Positive Action: Tier 2 Groups

<table>
<thead>
<tr>
<th>Positive Action: Tier 2 Groups</th>
<th>Description</th>
<th>Data Criteria</th>
<th>Data Collection</th>
<th>Treatment Integrity</th>
</tr>
</thead>
</table>
Active Supervision

https://eclkc.ohs.acf.hhs.gov/safety-practices

Instructional Choice

http://www.ci3t.org/pl

Increased Opportunities to Respond (OTR)

http://www.ci3t.org/pl
### READ 180 (Stage C) Reading Intervention

**Support Description:** 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.

**Entry Criteria:**
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 score in the moderate range (4 – 8).

**Data to Monitor:**
- Student Measures: Meeting individual READ 180 reading goals
- Writing Assessments
- formative assessments (vocabulary, comprehension and writing)
- Curriculum-based Assessments
- Attendance and class participation

**Exit Criteria:**
Students meet instructional reading goals.

SRSS score in the low risk category (0 – 3) on the next screening time point.


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### Targeted Algebra II Study Hall

**Support Description:** 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.

**Entry Criteria:**
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

**Data to Monitor:**
- Student Measures: Algebra II classroom grades
- Daily class average if grade is ≤ 75

**Exit Criteria:**
Algebra II Grade increases to satisfactory level (above 75%).

**Social Validity:**
Algebra II Grade increases to satisfactory level (above 75%).


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Ci3T.org
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective Instruction
Low Intensity Strategies
Behavior Contracts
Self-Monitoring

Functional Assessment-Based Interventions

Schoolwide Positive Behavior Support

Low Intensity Strategies

Assessment

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

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

Primary Prevention (Tier 1)
≈80%

Secondary Prevention (Tier 2)
≈15%

Tertiary Prevention (Tier 3)
≈5%
Changes in Harry’s Behavior


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

[Cox & Oakes, 2012]

CI3T Professional Learning Series

Pre-Training Activities

- Team Member Selection
- Schoolwide Expectations Survey for Specific Settings

Session 1: 2 hours

- CI3T Model Overview
- Overview of the General Prevention Plan

Session 2: Full Day

- Building the Primary Prevention Plan

Session 3: 2 hours

- How to Monitor the Plan
- Student Team Members Attend

Session 4: Full Day

- Building Tier 2 Supports

Session 5: 2 hours

- Building Tier 3 Supports
- Student Team Members Attend

Session 6: Full Day

- Preparing to Implement
11/13/2017

Session 1:
Overview of CI3T
Prevention Models
Setting a Purpose
Establish team meetings and roles

Session 2:
Mission and Purpose
Establish roles and responsibilities
Establish team meetings and roles
Proceeds to Teaching
Precedures for Teaching
Response Plan

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
Intervention Grids
Design
Functional Assessment
based Interventions

Effective Teams
College & Career
Check In - Check Out
Performance based Intervention

Additional Professional Development on Specific Topics

Core Content Curriculum
Reading, Math, Writing
Instructional Techniques to Improve Students' Motivation;
General Classroom Management Practices;
Low Intensity Behavior Supports

Functional Assessment
based Interventions

Additional Tier 3 Supports

Communication and Continuous Improvement

G3T District Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team
G3T School Leadership Team

G3T District Leadership Team

2016-2017 Professional Learning Opportunities
Low-Intensity Strategies

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

Self-monitoring
Behavior Contracts

Thank you
Kathleen.Lane@KU.edu
www.ci3t.org