
Research-Practice Partnership Colloquium
Seattle, Washington
Tuesday, February 27, 2018
Keynote Address
Kathleen Lynne Lane, Ph.D., BCBA-D

Objectives

- 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)

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)

- Tier 3: Tertiary Prevention (~5%)
  - Goal: Reduce Harm
  - Specialized individual systems for students with high risk
- Tier 2: Secondary Prevention (~15%)
  - Goal: Prevent Harm
  - Specialized group systems for students at risk
- Tier 1: Primary Prevention (~85%)
  - Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

Tiers:
- Tier 1: Prevention (~30%)
- Tier 2: Seconding Prevention (~15%)
- Tier 3: Tertiary Prevention (~<5%)

District & State Standards
High Quality Instruction

Academic  ●  Behavioral  ●  Social

Positive Behavior Interventions and Supports (PBIS)

Reading Street

Validated Curricula

PBIS Framework

(Lane, Kalberg, & Menzies, 2009)
Behavioral Component:
Positive Behavioral Interventions and Supports (PBIS)

- 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


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Elementary Settings

Classroom
- Establish, clarify, 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


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

Our Focus Today

Tier 3
Tertiary Prevention (=5%)

Tier 2
Secondary Prevention (=15%)

Tier 1
Primary Prevention (=80%)

Positive Action
Connect with Kids

Academic ○ Behavioral ○ Social

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The Five Social and Emotional Learning Core Competencies

- Self-awareness
- Self-management
- Relationship Skills
- Social Awareness
- Responsible Decision making

Outcomes Associated with Social Skills Training

- Explicit social-emotional learning (SEL) skills instruction
- SEL skills acquisition
- Positive social behavior
- Improved attitudes about self, others, and school
- 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**
- Connect With Kids
  - www.connectwithkids.com
  - A curriculum using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent 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, & Menzies, 2009)

- Primary Prevention (Tier 1) ≈ 80%
- Secondary Prevention (Tier 2) ≈ 15%
- Tertiary Prevention (Tier 3) ≈ 5%
Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
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Ci3T Primary Plan: Roles and Responsibilities

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

- Secondary Prevention (Tier 2)
  - Secondary (Tier 2) Intervention Grids

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

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Implementation Science
(Adapted from Yesen & Booth, 2016)

Measure | Aug | Sep | Oct | Nov | Dec | Jan | Feb | March | April | May
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
School Demographics: Student Demographic Information
Screening Measures: AIMS
Screening Measures: AIMSbunch
Student Outcome Measures - Academic
Student Outcome Measures - Behavior
Program Measures: Social Validity - PBIS
Program Measures: Schoolwide Evaluation End (SIE)
Program Measures: CTE - Treatment Integrity
Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

SRSS-IE for Elementary Schools

SRSS-IE for Middle and High Schools
SRSS-IE: Cut Scores

<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>0-1 = low risk</td>
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<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
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<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
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</table>

Elementary School Level:

Middle and High School Levels:
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (<5%)

Tier 2
Secondary Prevention (45%)

Tier 1
Primary Prevention (>50%)

Academic
Behavioral
Social

Social Component:
Examples of Schoolwide Programs

Positive Action
www.positiveaction.ne
- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
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Connect With Kids
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  - Character and life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

Rolling out at Tier 1: Social Skills

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with teaching the validated social skills curriculum?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

- Successes!
Treatment Integrity: Tracking Lessons Taught

Data-Informed Decision Making: Using Your Data to Support Your Faculty and Staff
Examples:
- Empowering teachers with low-intensity supports
- Managing challenging behaviors
- Supporting your equity goals
Examining your screening data …

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

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

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

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011
Examining your screening data …

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Cnossen (2011)
Low-Intensity Strategies: Building capacity through professional learning

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

Low-Intensity Strategies: Building capacity through professional learning

<table>
<thead>
<tr>
<th>Top 10 Basic Strategies</th>
<th>Low-Intensity High School Experts</th>
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<tr>
<td>Behavior Specific Praise</td>
<td>- Dr. Davis, Administration</td>
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<td>- Bob Williams, Learning Coach/KPD</td>
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<td>- Laura Foster, Physical Education</td>
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<td>- Heidi Woods, Special Education</td>
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<td>- Mike Hyner, Special Education</td>
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<td>- Charlotte Anderson, Library</td>
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<td>- Dr. Hughes, Special Education</td>
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<td>- Stephanie Magowan, Math</td>
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Opportunities to Respond: Creating frequent opportunities for students to respond to teacher questions. Teachers should provide approximately four to six opportunities to respond per minute. The response can be indicated, either verbally, written, or indicated through a gesture or eye contact.

<table>
<thead>
<tr>
<th>Choice and Preferred Activities</th>
<th>Low-Intensity High School Experts</th>
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<tbody>
<tr>
<td>Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors.</td>
<td>- Dr. Davis, Administration</td>
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<tr>
<td></td>
<td>- Bob Williams, Learning Coach/KPD</td>
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ci3t.org
Examining your screening data ...

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

See Lane, Menezes, Bruhn, and Crnobori (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Behavioral: ≈80%
- Social: ≈15%
- Academic: ≈5%

Secondary Prevention (Tier 2)
- 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)

Tertiary Prevention (Tier 3)

Secondary (Tier 2) Prevention
- Small group instruction in anger management
- Reading comprehension strategies

Secondary (Tier 2) Intervention Grids
- Assessment, Design, Implement, and Evaluate

Comprehensive, Integrated, Three-Tiered (CI3T) Models of Support
- Assess, Design, Implement, and Evaluate
- Comprehensive, Integrative, Tiered (CIT) Models of Support
- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies
- Higher Intensity Strategies
- Behavioral Functional Assessment-Based Interventions
- Behavior Contracts
- Self-Monitoring

Table of Contents
- Comprehensive, Integrated, Three-Tiered Model of Prevention
- Secondary (Tier 2) Prevention
- Tertiary Prevention (Tier 3)
- Secondary (Tier 2) Intervention Grids
- Comprehensive, Integrated, Three-Tiered (CI3T) Models of Support

Source:
### BASC2 – Behavior and Emotional Screening Scale

Spring 2012

<table>
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<tr>
<th>Subgroup</th>
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<td>100%</td>
<td>26.64%</td>
<td>23.38%</td>
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### Support

**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.

**Self-monitoring**
- Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day.

### Description

**Behavior: SRSS - mod to high risk**
- Academic: 2 or more missing assignments with a grading period

**Academic:**
- 2 or more missing assignments with a grading period

### Data to Monitor

- Work completion, or other behavior addressed in contract

### Progress

**Treatment Integrity**
- Social Validity

### Exit Criteria

**Successful Completion of behavior contract**
- Passing grade on the report card in the academic area of concern

### Small group Reading Instruction with Self-Monitoring

First Grade Students' Self Monitoring Form

Examples of Tier 2 Supports

Direct behavior Ratings (DBR)

Social Skills Intervention (SSI)
**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)
- 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)

**Sample Elementary Intervention Grid: DBR**

- **EntryCriteria**
  - Daily behavior report (DBR) Card
    - DBR will be completed by the classroom teacher during daily 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 paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.

- **ExitCriteria**
  - Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND
  - Parent permission

- **ExpectedOutcomes**
  - Daily behavior report (DBR) per

- **BehavioralOutcomes**
  - SRSS-E7 score: Moderate (4-8) AND
  - SRSS-I5 score: Moderate (2-3)

- **AcademicOutcomes**
  - Student is in grade 2 or 3

- **Social Validity**
  - Teacher: IRP-15
  - Student: CIRP

- **Treatment Integrity**
  - Tier 2 treatment integrity measures
  - Ci3T TI: Direct observation (30 min if needed)

- **Sample Elementary Intervention Grid: DBR**

  - 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

**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)
### Sample Elementary Intervention Grid: PA

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Student: CIRP Tier 2 treatment</th>
<th>Skills for Greatness</th>
<th>Teacher: IRP-15</th>
<th>Team agrees</th>
<th>SRSS-I5 score: 2 or fewer absences in daily behavior</th>
<th>Parent permission</th>
<th>SSiS-Rating Scale (Pre/Post)</th>
<th>Review</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Action (PA) – counselor led small group</td>
<td>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).</td>
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### Sample Elementary Intervention Grid: SSis

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<th>Review</th>
<th>Exit Criteria</th>
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<td>Social Skills Improvement System (SSis) – counselor led small group</td>
<td>Counselors and/or social workers will lead small group SSis social skills improvement sessions approximately 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 SSis lessons for student skillsets as identified using SSis Rating Scale (teacher and parent versions).</td>
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### Lesson Selection

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

- **Deficits**
  - **Acquisition**
    - 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
  - **Performance**
    - Skills rated by counselor:
      - frequency of skills rated 0 (Not Faced) were identified as not acquired
      - Skills rated by teacher and/or parent as 2 (Very Important) were identified as priority

- **Strengths**
EXSEL Purpose

Comparing usability & feasibility between ....

Positive Action (PA) Counselor Kit

Social Skills Improvement System (SSIS) Intervention Guide

Lesson Structure

1. Tell  Coaching
2. Show  Modeling
3. Do  Using Role Play
4. Practice  Using Behavioral Rehearsal
5. Monitor Progress  Giving Feedback
6. Generalize  Applying Learning in Multiple Settings

Treatment Integrity

Social Skills Improvement System: Intervention Guide

- Monitor Intervention:
  - Dosage
  - Attendance
  - Teaching
  - Reinforcing
  - Behaviors
  - Interactions with counselor
  - Interactions with peers

3-point Likert-type Scale: 0 = not implemented, 1 = partially implemented, 2 = fully implemented *Shaded cells non-applicable
Social Validity

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

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

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

Assessment

SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>Students who scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one of the following Strengths and Difficulties Questionnaire (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, identified by the School discipline referral (SDR) or through school referrals</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an ongoing basis. Weekly teacher report on academic status, ODR data collected weekly</td>
<td>The functional-based intervention will be faded once a functional relation is demonstrated using a validated methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
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Changes in Harry’s Behavior

2/18/18

**CI3T: Tertiary Prevention**

**CI3T: Secondary Prevention**

**CI3T: Primary Prevention**

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
- Procedures for Reinforcing
- Reactive 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 Focus strategies
- Using data to determine
- Final version of CI3T Plan based on stakeholder feedback
- Functional Intervention Grids
- Design
- Implementation Grids
- Plan to roll out to faculty, students, and parents

Session 6:
- Final revisions of CI3T Plan based on stakeholder feedback
- Draft Tertiary Intervention Grids
- Design
- Implementation Manual and Plan for roll out to faculty, students, and parents

MTSS: CI3T Training Series

Additional Professional Development on Specific Topics

2016-2017 Professional Learning Opportunities

Let’s talk… and make plans!

1. What did I learn?
2. How will I take this information back to my faculty, staff, and parents?