Thank you... For Your Commitment to ALL Students

- 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
Academic ◇ Behavioral ◇ Social

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

Working collaboratively to support learning for all students
**Ci3T Primary Plan: Roles and Responsibilities**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff</td>
<td>Implement and monitor behavior intervention plans and strategies.</td>
</tr>
<tr>
<td>Family and Bull</td>
<td>Support and collaborate with school staff.</td>
</tr>
</tbody>
</table>

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

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

- **Secondary Prevention (Tier 2)**: Interventions for students at risk for problems
- **Tertiary Prevention (Tier 3)**: Interventions for students with significant problems

**Ci3T Primary (Tier 1) Plan: Procedures for Teaching**

- **Ci3T Primary (Tier 1) Plan: Procedures for Reinforcing**
- **Ci3T Primary (Tier 1) Plan: Procedures for Monitoring**

**Secondary (Tier 2) Intervention Grids**

- **Violent**
- **Social**
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%

Tertiary (Tier 3) Intervention Grids

- A Focus on Teacher-Level Strategies

Transparency and Access
Benefits of Ci3T Models
Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

Assess, Design, Implement, and Evaluate

Low-Intensity Strategies

Behavior Contracts
Self-Monitoring

Assessment

Supporting Behavioral Interventions and Supports

Low-Intensity Strategies

High-Intensity Strategies

Assess, Design, Implement, and Evaluate

Low-Intensity Strategies for Academics and Behavior

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

Monitoring Progress

<table>
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<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
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<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
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Building Your Toolbox

1. Instructional choice
2. Opportunities to respond
3. Precorrection

Explore “Professional Learning” on ci3t.org. Download Instructional Choice Opportunities to Respond Precorrection

Low Intensity Strategies: A Look at Instructional Choice
Agenda

• Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
• A Look at Instructional Choice
  – What is instructional choice?
  – Why is instructional choice effective?
  – What does the supporting research for instructional choice say?
  – What are the benefits and challenges?
  – How do I implement instructional choice in my classroom?
    Implementation Checklist
  – How well is it working?
    Examining the Effects

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

- Primary Prevention (Tier 1)
  Goal: Prevent Harm
  School/Classroom-wide Systems for All Students, Staff, & Settings

- Secondary Prevention (Tier 2)
  Goal: Reduce Harm
  Validated Curricula
  ≈80%

- Tertiary Prevention (Tier 3)
  Goal: Reverse Harm
  Specialized Individual Systems for Students with High-Risk
  ≈15%

PBIS Framework

Assessment

Comprehensive, Integrative, Three-tiered Model of Support

Low Intensity Strategies

Basic Classroom Management

Behavior Contracts

Assess, Design, Implement, and Evaluate

High Intensity Strategies

Functional Assessment-Based Interventions

Lane, Kalberg, & Menzies, 2009
What is instructional choice?

- Instructional Choice
  - “…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option” (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
  - Across-activity choices
  - Within-activity choices

Examples of instructional choice

**Across-activities Choices**
- Paper, presentation, or YouTube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day.
- Think-Tac-Toe Boards

**Within-activity Choices**
- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors
What does the supporting research for instructional choice say?

- Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
- Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)

See “Instructional Choice Resource Guide” for additional supporting research and information.

Supporting Research

What are the benefits & challenges?

**Benefits**
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

**Challenges**
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments
How do I implement instructional choice in my classroom?  
Implementation Checklist

Step 1: Determine which type of choices you feel comfortable offering and create a menu of choices.

Step 2: Use the menu to determine which type of choice to add to a particular lesson.

Step 3: After choice is built into the lesson, offer the established choices.

Step 4: Ask the student to make his or her choice.

Step 5: Provide wait time for the student to select their choice.

Step 6: Listen to (or observe) the student’s response.

Step 7: Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

Step 8: Reinforce the student’s choice, providing them with the option they selected.

Step 9: Offer students an opportunity to give feedback on the choice they selected.
How do I implement instructional choice in my classroom?

- **Step 1:** Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.
  - Consider within activity or across activity choices.
- **Step 2:** Use the menu to determine which type of choices to add to a particular lesson.
- **Step 3:** After choice is built into the lesson, offer the established choices.
- **Step 4:** Ask the student to make his or her choice.

See “Instructional Choice Implementation Checklist”

- **Step 5:** Provide wait time for the student to select their choice.
- **Step 6:** Listen to (or observe) the student’s response.
- **Step 7:** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- **Step 8:** Reinforce the student’s choice, providing them with the option they selected.
- **Step 9:** Offer students an opportunity to give feedback on the choice they selected.

How well is it working?
Examining the Effects

- Treatment Integrity
  - Is it happening?
- Social Validity
  - What do stakeholders think about the goals, procedures, and outcomes?
- Experimental Design
  - How well did this support work for this student?
Making Certain the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether instructional choice is carried out as intended:

• Treatment integrity checklist

  Example items:
  1. I offered _______ the established choices.
  2. I asked _______ to make their choice.
  3. I provided _______ wait time to select their choice.
  4. I listened or observed _______’s response.
  5. I prompted _______ to make a choice from one of the available options if they had not made a choice within the time allotted.
  6. I praised _______’s choice and provided them with the option selected.

See “Instructional Choice Treatment Integrity Checklist”

What does the student think about it?

See “Instructional Choice Social Validity Student”

Completed by the student participating in the intervention at two time points: Pre and Post Intervention

What does the teacher think about it?

See “Social Validity Adapted IRP15 Adult”

Completed by the teacher and/or parent participating in the intervention at two time points: Pre and post intervention
Step 1: Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.

— Consider within-activity and across-activity choices.

Instructional Choice

<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>Instructional Choice</td>
<td>Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)</td>
<td>One or more of the following behavior: SRSE-E7 Score: Moderate (4-8) SRSE-I5 Score: Moderate (2-3)</td>
<td>Student Performance - Academic engaged time - Percentage of work completed</td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ AND ___ OR</td>
<td>Treatment Integrity - Implementation &amp; TI checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Validity - Student &amp; teacher pre/post survey</td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Use the Instructional Choice Checklist for Success from ci3t.org.

Work with a neighbor to complete Step 1 and Step 2. Use the Instructional Choice Checklist for Success from ci3t.org.

Sample Primary Intervention Grid
Low-Intensity Strategies: Using Opportunities to Respond to Support Instruction

Low-Intensity Strategies for Academics and Behavior

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

Supporting Behavior for School Success
Managing Challenge Behaviors in Schools

Self-monitoring
Behavior Contracts

Agenda

• Introduction:
  – What is OTR?
  – Why is OTR effective?
  – What does the supporting research for OTR say?
  – What are the benefits and challenges?
  – How do I OTR in my classroom?
  – Implementation Checklist
  – How well is it working? Examining the Effects
What is OTR?

• Opportunities to respond (OTR) is a strategy for students to:
  review material, acquire skill fluency,
  commit information to memory, and
  increase on-task behavior and reduce misbehavior.
• Allows for frequent opportunities, within a set time period, to
  respond to teacher questions or prompts about targeted
  academic materials.
• Best used when material or concepts have been taught…
  promotes student engagement as they practice the information or
  skill.
• Students respond individually or in unison (choral)

(Lane, Menzies, Ennis, & Oakes, 2015)

What is OTR? (cont.)

Verbal Responding
• Choral Response (Haydon et al., 2009)
  – Every student answers
  question/prompt
• Questioning
  – Think, Pair, Share
  – Partners

Non-Verbal Responding
• Signal
  – Thumbs up/down
• Response Card
  – Agree/Disagree,
  AB/CD, True/False
• Individual whiteboards
• Guided Notes
• Student Response Systems
  (Clickers; Blood & Gulchak, 2013)

Example

Illustration: Activities to demonstrate knowledge using white boards:

• Cue: “Class, please solve for the product of 28 X 4.”
• Wait: After 10 seconds: “Hold up your whiteboards.”
  Prompt “What is the answer?”
• Feedback: “I see almost all of you found the correct answer is 112. Nice work!”
• Next Question: “This is individual, solve for the product of 32 X 3.”
Why is OTR effective?

- Whole-group OTR allows teacher to quickly determine:
  - students' proficiency with the material,
  - if more practice is needed, and
  - which students may require more intensive supports.
- Promotes fluency and automaticity, freeing students to tackle more complex concepts.
- Increases active participation, even during whole-group delivery.
- Feedback is rapid and matter-of-fact, which reduces the pressure of answering correctly. "Correct" or "That is not correct, the answer is X" (Haydon et al., 2010)

[Lane, Menzies, Ennis, & Oakes, 2015]

What does the supporting research for OTR say?

- Effectiveness demonstrated from preschool (Godfrey et al., 2003) to middle school (Haydon & Hunter, 2011).
- Increasing participation in elementary and secondary classrooms (Haydon & Hunter, 2011; Maheady et al., 2002; Narayan et al., 1990; Wood et al., 2006).
- Decreasing disruptive behavior in elementary classrooms (Haydon et al., 2010; Haydon et al., 2009).
- Improving academic outcomes for students with emotional and behavioral disorders (Sutherland et al., 2003).

[Lane, Menzies, Ennis, & Oakes, 2015]

Supporting Research

See "OTR Resource Guide" for additional supporting research and information.
What are the benefits and challenges

**Benefits**
- Instructional format that is efficient and engaging
- Facilitates participation of all students
- Review of material or concepts in promoting fluency and engagement
- Supports teachers in reaching levels of engagement for effective instruction – 75-80% academic engaged time
- Requires relatively little preparation and can be used for a variety of lessons across all grade levels

**Challenges**
- Teacher's adjustment to the rapid pacing
- Preparation of sufficient number or prompts or questions as part of lesson planning
- Monitoring student performance and adjusting level of difficulty for successful practice

(Kounin, 1970; Lane, Menzies, Ennis, & Oakes, 2015; Sutherland & Wright, 2013; Walker & Severson, 1992)

---

How do I implement OTR in my classroom?

**Step 1** Identify the lesson content to be taught and the instructional objective.

**Step 2** Prepare a list of questions, prompts, or cues related to the content.

**Step 3** Determine the modality by which content will be delivered.

**Step 4** Determine the modality by which students will respond.

**Step 5** Explain to students how the format works and the rationale for using it.

**Step 6** Conduct the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.

**Step 7** Respond to student answers with evaluative and encouraging feedback.

**Step 8** Offer students an opportunity to give feedback.
How do I increase OTR in my classroom? Checklist for Success

Step 1: Identify the lesson content to be taught and the instructional objective.

Step 2: Prepare a list of questions, prompts, or cues related to the content.

Step 3: Determine the modality by which content will be delivered.

Step 4: Determine the modality by which students will respond.

Step 5: Explain to students how the format works and the rationale for using it.

Step 6: Conduct the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.

Step 7: Respond to student answers with evaluative and encouraging feedback.

Step 8: Offer students an opportunity to give feedback.

See “OTR Implementation Checklist for Success”

How well is it working? Examining the Effects

Experimental Design
What do stakeholders think about the goals, procedures, and outcomes?

Social Validity
How well did this support work for this student?

Treatment Integrity
Is it happening?

Ensuring the Strategy is in Place: Treatment Integrity

Treatment integrity checklist items:
1. Did I identify the instructional objective?
2. Did I prepare a list of questions/prompts in advance?
3. Did I choose an appropriate presentation format?
4. Did I decide on how students will respond and prepare accordingly?
5. Did I explain to students how to respond to the questions/prompts?
6. Did I reach a presentation rate of at least three OTR per minute?
7. Did I respond to student answers with evaluative and encouraging feedback?
8. Did I offer the students an opportunity to give feedback?

See “OTR Treatment Integrity Checklist”
Social Validity: What does the student think about it?

Completed by the student(s) participating in the intervention at two time points: Pre and Post Intervention

Social Validity: What does the teacher think about it?

Completed by the teacher and/or parent participating in the intervention at two time points: pre and post intervention

Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data Entry Criteria</th>
<th>Site to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to respond</td>
<td>Opportunities to respond (e.g., opportunities to respond at 2/18, 8/18, 12/18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to reinforce students' engagement and practice (e.g., engage students in setting clear learning goals, review their progress, and provide feedback)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to provide opportunities for students to practice and apply skills in a meaningful context (e.g., use real-world examples, provide feedback, and encourage collaboration)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to foster positive relationships and communication skills (e.g., encourage students to ask questions, provide opportunities for peer feedback, and encourage collaborative problem-solving)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to support students' academic engagement and participation (e.g., provide opportunities for students to participate in academic activities, encourage students to engage in academic tasks, and provide opportunities for students to participate in academic decision-making)</td>
<td></td>
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</table>
Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding) within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.

One or more of the following:
- SRSS - E7: Moderate (4-8)
- SRSS - E7: High (9-21)
- SSiS–PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale
- Office discipline referrals (ODRs) 2 or more within a grading period

OR

Academic:
- Missing Assignments: 2 or more within a grading period
- AIMSweb: Intensive or Strategic level (math or reading)
- GPA Below 2.5
- Progress report: C or higher in subject area targeted

Step 1: Identify the lesson content to be taught and the instructional objective.

Step 2: Prepare a list of questions, prompts, or cues related to the content.

Step 3: Determine the modality by which content will be delivered.

Step 4: Determine the modality by which students will respond.

Work with a neighbor to complete Steps 1-4 for two or three activities. Use the OTR Checklist for Success from ci3r.org.
Low Intensity Strategies: A Look at Precorrection

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kelberg, & Menches, 2009)

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

Tertiary Prevention (Tier 3)

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

Secondary Prevention (Tier 2)

≈80%
Primary Prevention (Tier 1)

PBIS Framework
Validated Curricula

Academic
Behavioral
Social

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support
Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective instruction

Low Intensity Strategies

Assessment

Higher intensity Strategies

Behavior Contracts
Self-monitoring
Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate

Low Intensity Strategies

Assessment

Higher intensity Strategies

Behavior Contracts
Self-monitoring
Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate
What is a Precorrection?

Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior.
What is a Precorrection?

Managing behavior with pre-correction:
• Anticipate what activities may cause inappropriate behaviors
• "Getting in front" of problem behaviors
• Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch

Managing behavior with consequences:
• Requires waiting until the behavior occurs to respond
• Example: Creating an action plan for three alternatives to yelling at a peer

Seven-step precorrection strategy
(Colvin, Sugai, & Patching, 1993)

1. Identify the context and predictably challenging behaviors
2. Define the expected behavior
3. Modify the context to support student success
4. Provide students with an opportunity to practice the expected behavior
5. Provide students with strong reinforcement for completing the expected behavior
6. Create a prompting plan to remind students to engage in the expected behavior
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan

Examples

- Keep hands to yourself
- Use a quiet voice
- Be courteous of other classes
Examples

- “It’s almost time to walk down to PE – who can remind us of one way we show RESPECT in the hallway?”
- “In order to line up for lunch, raise your hand if you can tell us one way to be RESPONSIBLE in the cafeteria?”

Why is Precorrection Effective?

Precorrection: Get in front of problem behavior!

- Manipulation of antecedents and consequences
- Anticipates activities, settings, or time of day that could potentially result in problem behavior
- Proactive
- Focuses on what students should do instead of problem behaviors
- Prevents the potential for escalating behavior patterns and allows more time for positive student-teacher interactions (Colvin et al., 1993)

Where might students currently have challenges?

Why is Precorrection Effective?

- Fits seamlessly in a Ci3T framework
  - Proactive strategy that seeks to teach, monitor, and reinforce appropriate behavior
  - Used to teach behavioral expectations for common areas in the building where problem behaviors occur (e.g., lunchroom)
  - May be used as a Tier 2 intervention
    - Target a group of students
What does the supporting research for precorrection say?

- Decreasing problem behaviors in Head Start classrooms
  – Stormont, Smith, & Lewis, 2007
- Decreasing problem behavior on an elementary school playground
  – Lewis, Colvin, & Sugai, 2000
- Decreasing problem behaviors during morning gym
  – Haydon & Scott, 2008

See “Percorrection Resource Guide” for additional supporting research and information.

Supporting Research

What are the benefits and challenges?

**Benefits**
- Making contextual changes to activities/settings that traditionally occasion problem behaviors
- Proactive
- Varying levels of intensity

**Challenges**
- Shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviors may arise
- Must have some knowledge of a given setting
How do I implement a precorrection in my classroom?

Checklist for Success

Step 1: Identify contexts and anticipated behaviors
Step 2: Determine the expected behaviors
Step 3: Adjust the environment
Step 4: Provide opportunities for behavioral rehearsal
Step 5: Provide strong reinforcement to students engaging in expected behaviors
Step 6: Develop a prompting plan to remind students about the expected behavior
Step 7: Develop a monitoring plan to determine the effectiveness of the precorrection plan
Step 8: Offer students an opportunity to give feedback on this strategy

How do I implement precorrection in my classroom?

1. Identify context and anticipated behaviors.
2. Determine the expected behaviors.
3. Adjust the environment.
4. Provide opportunities for behavioral rehearsal.
5. Provide strong reinforcement to students engaging in expected behaviors.
6. Develop a prompting plan to remind students about the expected behavior.
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan.
8. Offer students an opportunity to give feedback on this strategy.

See "Precorrection Implementation Checklist for Success"
How well is it working?
Examining the Effects

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<th>Experimental Design</th>
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<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
</tr>
</tbody>
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Ensuring the Strategy is in Place:
Treatment Integrity

Have structures in place to monitor whether precorrection is carried out as intended:
- Treatment integrity checklist
- Example items:
  1. Did I identify the context and determine the expected behavior?
  2. Did I modify the environment to promote student success?
  3. Did I provide students with an opportunity to practice the expected behavior?
  4. Did I provide students with strong reinforcement for completing the expected behavior?
  5. Did I prompt students to remind them to engage in the expected behavior?
  6. Did I monitor student behavior?

What do students think about it?

See “Precorrection Treatment Integrity Checklist”
What does the teacher think about it?

See “Social Validity Adapted: IRP15 Adult”

Completed by the teacher(s) and parent(s) involved in the intervention at two time points: Pre and Post Intervention

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kelberg, & Mensies, 2009)

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

Tertiary Prevention (Tier 3)

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

Secondary Prevention (Tier 2)

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

Primary Prevention (Tier 1)

Academic
Behavioral
Social

PBIS Framework
Validated Curricula

Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>School/Classwide Entry Criteria</th>
<th>Data to Monitor During Intervention</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-correction</td>
<td>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring.</td>
<td>One or more of the following: Behavior: SRSS-E7: Moderate (4-8) SRSS-I5: Moderate (2-3) SRSS-E7: High (9-21) SRSS-I5: High (4-15) 2 or more ODRs per day in a class. AND OR Academic: Consistent, predictable pattern of academic errors.</td>
<td>Student Performance: direct measure of student behavior targeted for improvement Treatment integrity: implementation checklist Treatment integrity: feedback Social Validity: IRP-15 (teacher); student-completed survey.</td>
<td>Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time/activity AND OR: SRSS-E7: low risk (0-5) SRSS-I5: low risk (0-1).</td>
</tr>
</tbody>
</table>
Sample Middle/High School Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data Entry Criteria</th>
<th>Data to Monitor Program</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-correction</td>
<td>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring</td>
<td>One or more of the following: Behavior SRSS-E7: Moderate (4-6) 2 or more ODRs per day in a class — AND OR</td>
<td></td>
<td>Meets targeted behavior criterion for 3 consecutive weeks. Two consecutive weeks of zero discipline referrals during target time/activity and SRSS-E7: low risk (0-3)</td>
</tr>
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Work with a neighbor to review the Pre-correction Checklist for Success from Ci3T.org.

Expanding Your Toolbox

1. Opportunities to respond
2. High-probability request sequences
3. Instructional choice
Monthly Faculty Presentations

MARCH 2017

Consider a Book Study

kathleen.lane@ku.edu
eric.common@ku.edu
david.royer@ku.edu
Connect it to your Primary Plan

Include teacher-delivered strategies for teaching, reinforcing, and monitoring across academic, behavior, and social responsibilities.

Building a Ci3T Tier Library

Tier 1
Teacher Delivered Strategies (T1 T2)

Tier 2

Tier 3

Consider Teacher-Delivered Strategies Across Tiers

Opportunities to Respond
Behavior Specific Phase
Active Supervision
Instructional Feedback

High-Probability Requests
Precorrection
Instructional Choice
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

October 4-5, 2018

PBIS: Celebrating Positive & Safe Learning Environments
Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd. For more information, visit the Upcoming Events page at www.pbis.org in March.

OSEP Technical Assistance Center on PBIS | 2018 PBIS Leadership Forum | Chicago, IL

Please visit www.ci3t.org

THANK YOU
(for being engaged with us!)
kathleen.lane@ku.edu
wendy.oakes@asu.edu