Meeting Students’ Multiple Needs within Comprehensive, Integrated, Three-tiered (Ci3T) Models: The Importance of Systematic Screening

SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE
Myrtle Beach, South Carolina
Friday, April 20, 2018
Keynote Address

Kathleen Lynne Lane, Ph.D., BCBA-D

Objectives

- An Introduction to Comprehensive, Integrated, Three-tiered (Ci3T) Models
- 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 1: Early Prevention (<5%)
- Tier 2: Secondary Prevention (<15%)
- Tier 3: Tertiary Prevention (=50%)

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

Goal: Reduce Harm
Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

Validated Curricula PBIS Framework

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

Tier 1
Primary Prevention (>100%)

Tier 2
Secondary Prevention (>15%)

Tier 3
Tertiary Prevention (>15%)

Academic ◇ Behavioral ◇ Social

District & State Standards, High Quality Instruction

Positive Behavior Interventions and Supports (PBIS)
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


### ELEMENTARY Settings

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish, Clarify, Define Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Talk to teacher</td>
<td>♦ Walk on right</td>
<td>♦ Use inside voice</td>
<td>♦ Follow the rules of the game</td>
<td>♦ Keep hands to yourself</td>
<td>♦ Listen to and follow the bus driver</td>
</tr>
<tr>
<td>♦ Respect adults and keep hands to yourself</td>
<td>♦ Keep hands and feet to yourself</td>
<td>♦ Use manners</td>
<td>♦ Exercise self-control</td>
<td>♦ Wash hands</td>
<td>♦ Talk quietly</td>
</tr>
<tr>
<td>♦ Follow directions</td>
<td>♦ Control your temper</td>
<td>♦ Listen to and follow adult requests</td>
<td>♦ Keep hands to yourself</td>
<td>♦ Throw away any trash properly</td>
<td>♦ Keep hands and feet to yourself</td>
</tr>
<tr>
<td>♦ Use kind words and actions</td>
<td>♦ Cooperate with others</td>
<td>♦ Make your choices quickly</td>
<td>♦ Use equipment appropriately</td>
<td>♦ Report any problems to your teacher</td>
<td>♦ Use self-control</td>
</tr>
<tr>
<td>♦ Control your temper</td>
<td>♦ Use an inside voice</td>
<td>♦ Eat your own food</td>
<td>♦ Return equipment when you are done</td>
<td>♦ Use self-control</td>
<td></td>
</tr>
<tr>
<td>♦ Cooperate with others</td>
<td>♦ Use an inside voice</td>
<td>♦ Choose a seat and stick with it</td>
<td>♦ Line up when the bell rings</td>
<td>♦ Keep hands and feet to self</td>
<td></td>
</tr>
<tr>
<td>♦ Use kind words towards the bus driver</td>
<td>♦ Listen to and follow the bus drivers' rules</td>
<td>♦ Clean up after yourself</td>
<td>♦ Flush toilet</td>
<td>♦ Talk quietly with others</td>
<td></td>
</tr>
</tbody>
</table>


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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

- **Tier 1** Tertiary Prevention (=5%)
- **Tier 2** Secondary Prevention (=15%)
- **Tier 3** Primary Prevention (=80%)

**Positive Action**

Academic ☐ Behavioral ☐ Social ☐
The Five Social and Emotional Learning Core Competencies

Self-awareness
Self-management
Social & Emotional Learning
Responsible Decision making
Relationship Skills

(CASEL, 2013)

Outcomes Associated with Social Skills Training

Explicit social-emotional learning (SEL) skills instruction
SEL skills acquisition
Positive social behavior
Fewer conduct problems
Less emotional distress
Academic success

(CASEL, 2013)

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

- Connect With Kids
  - 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

**Social-emotional**
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education
  - bullying / conflict resolution
counselor, parent, and family classes

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**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)

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**Comprehensive, Integrated, Three-Tiered Model of Prevention**

(Lane, Kalberg, & Meneses, 2009)

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

- Academic
- Behavioral
- Social

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### Ci3T Professional Learning Series

#### Elementary School
- **Ci3T Training**
  - Implementation Year 1
  - Implementation Year 2
- **Sustain and Develop Practices**

#### Middle and High Schools
- **Ci3T Training**
  - Implementation Year 1
  - Implementation Year 2
- **Sustain and Develop Practices**

#### College and Career Center
- **Ci3T Training**
  - Implementation Year 1
  - Implementation Year 2
- **Sustain and Develop Practices**

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Ci3T Primary Plan: Roles and Responsibilities

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

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

Tertiary (Tier 3) Intervention Grids
Secondary Prevention (=15%)

Tertiary Intervention
Support
Reception
Assessment
Planning
Implementation
Evaluation

Primary Prevalence
Secondary Prevalence
Tertiary Prevalence (=5%)

Implementation Science
(Adapted from Fixsen & Blasé, 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)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
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<td>School Demographics</td>
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<td>SRSS-IE</td>
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<td>Student Outcome Measure - Behavior</td>
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<td>Social Validity - Pre-intervention</td>
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<td>Schoolwide Evaluation Tool (SET)</td>
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<td>CIP Treatment Integrity</td>
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</table>
Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Systematic Screening
Academic Behavior Treatment Integrity
Social Validity

SRSS-IE for Elementary Schools

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

<table>
<thead>
<tr>
<th></th>
<th>Elementary School</th>
<th>Middle and High School</th>
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<tbody>
<tr>
<td></td>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td></td>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td></td>
<td>9-21 = high risk</td>
<td>4-5 = moderate risk</td>
</tr>
<tr>
<td></td>
<td>0-3 = low risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td></td>
<td>4-8 = moderate risk</td>
<td>4-5 = moderate risk</td>
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</tbody>
</table>

Elementary School Level:

Middle and High School Level:

Sample Elementary School Fall (Externalizing)
SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>% of Students Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>67.2%</td>
</tr>
<tr>
<td>F15</td>
<td>56.4%</td>
</tr>
<tr>
<td>F16</td>
<td>34%</td>
</tr>
<tr>
<td>F17</td>
<td>20%</td>
</tr>
</tbody>
</table>

Sample Elementary School: Fall (Internalizing)
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>% of Students Screened</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>13.6%</td>
</tr>
<tr>
<td>F15</td>
<td>9%</td>
</tr>
<tr>
<td>F16</td>
<td>5.5%</td>
</tr>
<tr>
<td>F17</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
Implementation ...
Data-Informed Decision Making

Communication and Continuous Improvement

Effective Teams

College & Career

Elemtary
Middle
High

C3T District Leadership Team
C3T School Leadership Team
C3T School Leadership Team
C3T School Leadership Team
C3T School Leadership Team
C3T School Leadership Team
C3T School Leadership Team
C3T School Leadership Team
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

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Adequate progress</th>
<th>Moderate Difficulties</th>
<th>Significant Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>43.35%</td>
<td>47.96%</td>
<td>56.12%</td>
</tr>
<tr>
<td>Math Skills</td>
<td>45.60%</td>
<td>47.55%</td>
<td>55.42%</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>44.90%</td>
<td>47.24%</td>
<td>56.22%</td>
</tr>
<tr>
<td>Motivation to Learn</td>
<td>47.14%</td>
<td>36.73%</td>
<td>38.24%</td>
</tr>
</tbody>
</table>

Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?
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, Menzie, Bruhn, and Crnobori (2011)
Examining Academic and Behavioral Data – Elementary Level

Low-Intensity Strategies: Building capacity through professional learning

<table>
<thead>
<tr>
<th>Tier II Low-Intensity Strategies</th>
<th>Lawrence High School Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Specific Praise:</strong> Using specific, appropriate, and contingent praise to provide feedback to students on how their behavior or task performance is improving. Example: “Great job today, you worked hard and completed all your assignments!”</td>
<td>• BCSD Administration • Beth Williams, Learning Coach/ARC • Lauren Knapp, Physical Education • Heidi Ricks, Special Education • Sonya Thieman-Brown, Student Services • Susan Mikes, English • Mr. Gantt, Special Education • William Wallander, English • Ms. Hyatt, Special Education • Christine Ashley, Library Media Center • Tina Timmerman, Library Media Center • Jamie Yates, Special Education</td>
</tr>
<tr>
<td><strong>Opportunities to Respond:</strong> Creating frequent opportunities for students to respond in the classroom. Teachers should provide opportunities for students to practice the skill, provide feedback on how well the student is doing, and provide opportunities for students to respond to the instruction they receive. Example: “Now it’s your turn to practice how to spell the word ‘success”’</td>
<td>• BCSD Administration • Tina Timmerman, Library Media Center • Sonya Thieman-Brown, Student Services • Mr. Gantt, Special Education • William Wallander, English • Ms. Hyatt, Special Education • Christine Ashley, Library Media Center • Tina Timmerman, Library Media Center • Sonya Thieman-Brown, Student Services • Jamie Yates, Special Education</td>
</tr>
<tr>
<td><strong>Choice and Preferred Activities:</strong> Offering students the opportunity to choose which instructional activity they would like to complete. This increases student engagement and decreases problem behaviors.</td>
<td>• BCSD Administration • Beth Williams, Learning Coach/ARC • Lauren Knapp, Physical Education • Heidi Ricks, Special Education • Sonya Thieman-Brown, Student Services • Mr. Gantt, Special Education • William Wallander, English • Ms. Hyatt, Special Education • Christine Ashley, Library Media Center</td>
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Examining your screening data ...  
... implications for primary prevention efforts  
... implications for teachers  
... implications for student-based interventions

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

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

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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

### 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

#### BASC<sup>2</sup> – Behavior and Emotional Screening Scale

**Spring 2012**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 24</td>
<td>85.42</td>
<td>87.67</td>
<td>82.18</td>
<td>86.21</td>
</tr>
<tr>
<td>N = 67</td>
<td>10.74</td>
<td>8.68</td>
<td>12.38</td>
<td>11.33</td>
</tr>
<tr>
<td>N = 235</td>
<td>3.85</td>
<td>3.65</td>
<td>5.45</td>
<td>2.46</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Normal</th>
<th>Elevated</th>
<th>Extremely Elevated</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 24</td>
<td>3.85</td>
<td>3.65</td>
<td>5.45</td>
</tr>
<tr>
<td>N = 67</td>
<td>10.74</td>
<td>8.68</td>
<td>12.38</td>
</tr>
<tr>
<td>N = 235</td>
<td>3.85</td>
<td>3.65</td>
<td>5.45</td>
</tr>
</tbody>
</table>

#### Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>SBE Date/ Entry Criteria</th>
<th>Work Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Contract</strong></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>SRSS – mod to high risk Academic: ≥ 2 or more missing assignments within a grading period</td>
<td>Successful completion of behavior contract</td>
<td></td>
</tr>
<tr>
<td><strong>Self-monitoring</strong></td>
<td>Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.</td>
<td>Students who score in the abnormal range for H and CP on the SDQ course failure or at risk on CBM</td>
<td>Passing grade on the report card in the academic area of concern</td>
<td></td>
</tr>
</tbody>
</table>
Small group Reading Instruction with Self-Monitoring


First Grade Students’ Self Monitoring Form


Treatment Integrity
Social Validity
Monitor student progress

Examples of Tier 2 Supports

**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)

**Social Skills Intervention (SSI)**

Support Description School-wide Data:

<table>
<thead>
<tr>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Behavior Report (DBR) Card</td>
<td>SRSS-E7 score: Moderate (4-8) and/or SRSS-I5 score: Moderate (2-3) AND Evidence of teacher implementation of Ci3T primary (Tier 1) plan (treatment integrity; direct observation) AND Parent permission</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Social validity</td>
<td>Treatment integrity measures</td>
</tr>
<tr>
<td></td>
<td>Treatment integrity</td>
<td>Ci3T TI: Direct observation (30 min if needed)</td>
</tr>
</tbody>
</table>
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 Description</th>
<th>Social Skills Improvement System (SSiS) – counselor-led small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Action (PA)</td>
<td>School-wide Data: Entry Criteria</td>
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<tr>
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<td>Data to Monitor Progress</td>
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<td>Exit Criteria</td>
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<td>Positive Action (PA) – counselor-led small group</td>
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<tr>
<td></td>
<td>School-wide Data: Entry Criteria</td>
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<td>Data to Monitor Progress</td>
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<td>Positive Action (PA) – counselor-led small group</td>
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<td>School-wide Data: Entry Criteria</td>
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<td>Data to Monitor Progress</td>
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<td>Exit Criteria</td>
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<td></td>
<td>Positive Action (PA) – counselor-led small group</td>
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<td></td>
<td>School-wide Data: Entry Criteria</td>
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<tr>
<td></td>
<td>Data to Monitor Progress</td>
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<tr>
<td></td>
<td>Exit Criteria</td>
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<tr>
<td></td>
<td>Positive Action (PA) – counselor-led small group</td>
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</tr>
</tbody>
</table>
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 counselor:
  - 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

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
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

Student

Counselor

Teacher

Parent

00:00
SAMPLE TERTIARY (Tier 3) 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>Functional Assessment Based Intervention</td>
<td>Individualized interventions developed by behavior specialist and IES team</td>
<td>Student who scored in the high risk category on the Student Risk Screening Scale (SRSS) or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior; earned more than 5 office discipline referrals (ODR) for major events during a grading period or Academic: Identified as highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments.</td>
<td>Data will be collected on both the target (problem) behavior and replacement (desirable) behavior identified by the team on an ongoing basis. Weekly teacher report on academic status; ODR data collected weekly.</td>
<td>The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
</tr>
</tbody>
</table>
Changes in Harry’s Behavior


www.ci3t.org
Ci3t.org

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

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 Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents

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?

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