Comprehensive, Integrated, Three-Tiered (Ci3T) Models to Support School Success

Blue Valley School District, August 30, 2018
Kathleen Lynne Lane, Ph.D., BCBA-D
Mark Buckman, MS.Ed.
Wendy Oakes, Ph.D.

Agenda

• Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
• The Importance of Systematic Screening
• Using Screening Data ...
  • implications for primary prevention efforts
  • implications for teachers
  • implications for student-based interventions at Tier 2 and Tier 3

Thank you...

Commitment to 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)
• Relyed on reactive approaches to address these challenges (Homer & 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 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, & Menzie, 2009)

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
≈80%
Reading Street
District & State Standards
High Quality Instruction

Behavioral
≈15%
Positive Behavior Interventions and Supports (PBIS)

Social
≈5%

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

Pre-Training Activities
- Team member selection
- Schoolwide Expectations Survey for Specific Settings (SESSS)

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

Academic
≈80%
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District & State Standards
High Quality Instruction

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≈15%
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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

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


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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%

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Academic
Behavioral
Social

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Lane, Buckman, & Oakes, 2018
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
- Optional components:
  - site-wide climate development
  - drug education

**Connect With Kids**
connectwithkids.com
- A curricula 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

**Top 10 School-related Social Skills**

1. Listens to Others
2. Follows Directions
3. Follows Classroom Rules
4. Ignores Peer Distractions
5. Asks for Help
6. Takes Turns in Conversations
7. Cooperates With Others
8. Controls Temper in Conflict Situations
9. Acts Responsibly With Others
10. Shows Kindness to Others

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

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

(Lane, Kalberg, & Mensies, 2009)
Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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Ci3T Primary Plan: Roles and Responsibilities

- **Faculty and Staff**
  - Teach core programs with fidelity.
  - Teach core programs with alignment.
  - Teach core programs with integration.

- **Students**
  - Assessments (see Assessment Schedule)
  - Assessment (see Assessment Schedule)

- **Parents/Community**
  - Assessments (see Assessment Schedule)
  - Assessment (see Assessment Schedule)

Ci3T Primary Plan: Procedures for Teaching

**Faculty and Staff:**
- Implement school-wide expectations.
- Teach core programs with fidelity.
- Teach core programs with alignment.

**Students:**
- Use schoolwide expectations to encourage positive behavior.
- Use schoolwide expectations to encourage responsible behavior.
- Use schoolwide expectations to encourage academic behaviors.

**Parents/Community:**
- Support schoolwide expectations.
- Communicate with parents about problem behavior situations.

Video: https://youtu.be/b4swsa_knYE
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/ Community:

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Essential Components of Primary Prevention Efforts

Social Validity

Treatment Integrity

Systematic Screening

Academic

Behavior

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<table>
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<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menties, 2009)

Primary Prevention (Tier 1)
≈80%
Behavioral

Secondary Prevention (Tier 2)
≈15%
Behavioral

Tertiary Prevention (Tier 3)
≈5%
Behavioral

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science
Adapted from Hems & Math, 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)
What screening tools are available?

See Lane, Menzies, Oakes, and Kalberg (2012)

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

SRSS Score: Sum Items 1-7 (Range 0 - 21)

Use the above scale to rate each item for each student.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tbody>
<tr>
<td>Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>1</td>
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</tbody>
</table>
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 = M = H</td>
</tr>
<tr>
<td>In-SchoolSuspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L = M = 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, 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, M = H</td>
</tr>
</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 = M, H, M = H</td>
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<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, M = H</td>
</tr>
</tbody>
</table>

(Lane, Kolberg, Parks, & Carter, 2008)
### SRSS-IE for Elementary Schools

**Items**
- **SRSS-E7**: Items 1-7
- **SRSS-I5**: Items 8-12

**Cut Scores**
- **0-3**: Low risk
- **4-8**: Moderate risk
- **9-21**: High risk

### SRSS-IE for Middle and High Schools

**Items**
- **SRSS-E7**: Items 1-7
- **SRSS-I6**: Items 4, 8-12

**Cut Scores**
- **0-3**: Low risk
- **4-5**: Moderate risk
- **6-18**: High risk

### SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
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</thead>
<tbody>
<tr>
<td><strong>SRSS-E7</strong></td>
<td><strong>SRSS-I5</strong></td>
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<tr>
<td>1-7</td>
<td>Items 8-12</td>
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<tr>
<td><strong>SRSS-E7</strong></td>
<td><strong>SRSS-I6</strong></td>
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<tr>
<td>Items 1-7</td>
<td>Items 4, 8-12</td>
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</tbody>
</table>

**Cut Scores**
- **0-3**: Low risk
- **4-8**: Moderate risk
- **9-21**: High risk

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SRSS-E7 Results – All Students

**ES Fall**

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
<td>N</td>
<td>34</td>
<td>59</td>
<td>25</td>
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<tr>
<td>% of Students Screened</td>
<td>6.73%</td>
<td>19.64%</td>
<td>5.64%</td>
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<tr>
<td></td>
<td>7.64%</td>
<td>13.32%</td>
<td>3.11%</td>
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<tr>
<td></td>
<td>82.04%</td>
<td>12.26%</td>
<td>4.61%</td>
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**SRSS-I5 Results – All Students**

<table>
<thead>
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<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tbody>
<tr>
<td>N</td>
<td>55</td>
<td>90</td>
<td>359</td>
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<tr>
<td>% of Students Screened</td>
<td>10%</td>
<td>17.86%</td>
<td>14.98%</td>
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<tr>
<td></td>
<td>10.91%</td>
<td>14.75%</td>
<td>8.06%</td>
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**SRSS-E7 Results – All Students**

**HS Fall**

<table>
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<tr>
<th>Screening Time Point</th>
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<th>High (9-21)</th>
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<tr>
<td>N</td>
<td>29</td>
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<td>% of Students Screened</td>
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<td>8.98%</td>
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<td>91.29%</td>
<td>77.13%</td>
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### SRSS-E7 Comparison by Grade Level

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<th>Grade Level</th>
<th>N Screened</th>
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<th>High (9-21)</th>
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<tbody>
<tr>
<td>9th</td>
<td>397</td>
<td>361 (90.93%)</td>
<td>29 (7.30%)</td>
<td>7 (1.76%)</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>
</tr>
<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>
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</tbody>
</table>

### Implementation...

Data-Informed Decision Making

Communication and Continuous Improvement

[Diagram of Ci3T District Leadership Team and Ci3T School Leadership Teams]
Examining your screening data ...

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

See Lane, Meneces, Bruhn, and Crnobori (2011)
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 Level

![Data Table]

### Low-Intensity Strategies: Building capacity through professional learning

#### Opportunities to Respond
- Behavior Specific Praise
  - Students receive praise for specific behaviors.
- Active Supervision
  - Teachers monitor students actively.
- Instructional Feedback
  - Feedback is given during instruction.
- High p Requests
  - High probability of reinforcement for actions.
- Precorrection
  - Corrective measures are provided before a problem occurs.
- Incorporating Choice
  - Students choose among options.

![Strategies Diagram]

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#### Low-Intensity Strategies

<table>
<thead>
<tr>
<th>Tier 1 Low-Intensity Strategies</th>
<th>Layton High School Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Specific Praise</strong>: Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: “Joe, thank you for sitting through responses to your assignment today.”</td>
<td>Be Davis, Administration</td>
</tr>
<tr>
<td><strong>Opportunities to Respond</strong>: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to five opportunities for students to respond to teacher questions or instructions per class period.</td>
<td>Brian Thomas, Student Services</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 task behavior and decreases problem behaviors.</td>
<td>Be Davis, Administration</td>
</tr>
</tbody>
</table>

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Lane, Buckman, & Oakes, 2018
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, Integrative, Three-tiered (CI3T) Models of Support

- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies
- Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions
- Assess, Design, Implement, and Evaluate

Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schedule Data</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
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</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.</td>
<td>Behavior: SRRS - mod to high risk academic: 2 or more missing assignments with in a grading period</td>
<td>Work completion, or other behavior addressed in contract</td>
<td>Successful Completion of behavior contract</td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td>Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.</td>
<td>Students who score in the abnormal range for H and CP on the SDQ, course failure or at risk on CBM</td>
<td>Work completion and accuracy in the academic area of concern; passing grades</td>
<td>Passing grade on the report card in the academic area of concern</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Choice

- Within and across task choices offered during reading instruction. During independent language arts assignments, choices offered by teacher in general education classroom. | SRRS moderate risk; report card work completed and independent work habits progressing or limited improvement | Social Validity (student & teacher completed) | http://www.ci3t.org/
Daily Behavior Report Cards

- **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 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 parents to bring a paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.

**Behavior**
- SRSS-E7 score: Moderate (4‐8)
- SRSS-I5 score: Moderate (2‐3)

**Student measures**
- Daily behavior report (DBR; daily)
- Attendance and tardies

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

**Treatment integrity**
- Tier 2 integrity measures
- Ci3T TI: Direct observation (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

Positive Action: Tier 2 Groups

- **Counselor**
  - Lead counselor-led 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 version).

**Behavior**
- SRSS‐E7 score: Moderate (4‐8) and/or
- SRSS‐I5 score: Moderate (2‐3)

**Student measures**
- SSiS‐Rating Scale (Pre/Post)
- Skills for Greatness (Pre/Post)
- Daily behavior report (DBR; daily)
- Attendance and tardies

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

**Treatment integrity**
- Tier 2 treatment integrity measures
- Ci3T TI: Direct observation (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
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

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

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

Changes in Harry's Behavior

Ci3T Professional Learning Series

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-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

Upcoming Professional Development

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Additional Professional Development on Specific Topics

- Core Content Curricula
- Reading, Math, Writing, and Program Monitoring Tools
- Student/Teacher Intervention Guidance
- Additional Tier 3 Supports
- Teacher/Team Supports: Instructional Techniques to Improve Student Motivation, Increase Classroom Management Planners, Low-Intensity Behavior Supports

Implementation: WEST of Tier 2 and 3 within Ci3T
Ci3T Team Implementation Support

- 9/19/18 5:00-7:00 PM  | Supporting Success: A Look at Tier 1
- 11/14/18 5:00-7:00 PM  | Planning for Success: Monitoring and Communication
- 5/16/19 5:00-7:00 PM  | Using Your Data to Inform Instruction
- 3/19/19 5:00-7:00 PM  | Supporting Students Across the Tiers
- 4/2/19 5:00-7:00 PM  | Planning for the Year Ahead

Ci3T IMPLEMENTATION
Professional Learning Series

- September: Setting up for Success
- October: Monitoring and Communicating for Success
- November: Using Your Data to Inform Instruction
- December: Supporting Students Across the Tiers
- January: Planning for the Year Ahead

Kansas
Location: 1306 Adams Alumni Center, Lawrence
Information and Registration: please visit the link in the Tips

Lane, Buckman, & Oakes, 2018