D4 - Creating Positive, Productive Classrooms: District-level Professional Learning for Successful Low-intensity Strategies

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Exemplar Presenters: Therese Brink Edgecomb & Heather Burris

Key Words: Classroom, Training

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Brase, 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 and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities
Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements
Leadership Team Action Planning Worksheet

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

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

Goal: Reverse Harm
Specialized group systems for students at risk

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

Tier 1
Primary Prevention (all)

Tier 2
Secondary Prevention (LS-)

Tier 3
Tertiary Prevention (=5%)

Academic o Behavioral o Social

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

Session 1: 2 hours
Overview of Ci3T model

Session 2: Full day
Building the primary prevention plan

Session 3: 2 hours
Meeting the plan

Session 4: Full day
Meeting the plan

Session 5: 2 hours
Building Tier 3 supports

Session 6: Full day
Preparing to implement

Ci3T Professional Learning Series

Homework
Share overview with faculty and staff; Build reactive plan

Homework
Finalize and share expectation matrix and teaching & reinforcing components

Homework
Share screeners; Complete assessment schedule

Homework
Share Ci3T plan; Complete PIRS; Complete secondary grid

Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menses, 2009)

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

Secondary Prevention (Tier 2)
- ≈15%
- Reading Street
- Positive Behavior Interventions and Supports (PBIS)

Tertiary Prevention (Tier 3)
- ≈5%
- District & State Standards
- High Quality Instruction

Lane and Oakes 2013
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%

Academic Behavioral Social

Session 1:
2 hours
•Ci3T model overview

Session 2:
Full day
•Building the primary prevention plan

Session 3:
2 hours
•How to monitor the plan
•Student team members attend

Session 4:
Full day
•Building Tier 2 supports

Session 5:
2 hours
•Building Tier 3 supports
•Student team members attend

Session 6:
Full day
•Preparing to implement Ci3T Professional Learning Series

Homework
Share overview with faculty and staff; Build reactive plan

Homework
Finalize and share expectation matrix and teaching & reinforcing components

Homework
Share screeners; Complete assessment schedule

Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form

USD 437 Auburn Washburn School Implementation Plans
Participating Schools:
Auburn Elementary School, Farley Elementary School, Indian Hills Elementary School, Pauline Central Primary School, Pauline South Intermediate School, Wanamaker Elementary School
Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane and Oakes 2013
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Academic Behavioral Social

≈80%
≈15%
≈5%

Tertiary (Tier 3) Intervention Grids

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)

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

What screening tools are available?
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><strong>Items 1-7</strong></td>
<td><strong>Items 8-12</strong></td>
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<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>4-5 = moderate risk</td>
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<tr>
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<td><strong>Items 4, 8-12</strong></td>
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<tr>
<td>0-3 = low risk</td>
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<td>9-21 = high risk</td>
<td>4-5 = moderate risk</td>
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SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>% of Students Screened</th>
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<tbody>
<tr>
<td>F14</td>
<td>N = 34</td>
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<tr>
<td></td>
<td>19.64%</td>
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<td></td>
<td>15.18%</td>
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<td>12.30%</td>
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<tr>
<td>F15</td>
<td>N = 99</td>
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<td>19.64%</td>
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<td>15.18%</td>
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<td>12.30%</td>
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<td>F16</td>
<td>N = 78</td>
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<td>12.30%</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 Cirobita (2011)
See Lane, Menzies, Bruhn, and Crodbori (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

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

Assess, Design, Implement, and Evaluate

Examining Academic and Behavioral Data – Elementary Level

<table>
<thead>
<tr>
<th>TEACHER NAME</th>
<th>K. Cates</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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Schoolwide Positive Behavior Support

Low Intensity Strategies

Basic Classroom Management
Effective Instruction

Higher Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Low-Intensity Strategies: Building capacity through professional learning

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

Supporting Behavior for School Success

Self-monitoring
Behavior Contracts

Lane and Oakes 2013
<table>
<thead>
<tr>
<th>Tier</th>
<th>Intensity Strategies</th>
<th>Lawrence High School Experts</th>
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<tr>
<td><strong>1</strong></td>
<td>Low Intensity</td>
<td>- Bill Carroll, Administration</td>
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<tr>
<td></td>
<td></td>
<td>- Beth Williams, Learning Coach/AVC</td>
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<td></td>
<td></td>
<td>- Laura Carter, Physical Education</td>
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<tr>
<td></td>
<td></td>
<td>- Heidi Herod, Special Education</td>
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<td></td>
<td></td>
<td>- Sonia Theresa Massic, Student Services</td>
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<tr>
<td></td>
<td></td>
<td>- Susan Mello, English</td>
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<tr>
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<td>- Marian Soutel, Special Education</td>
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<td>- L.C. Oviedo, Special Education</td>
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<td>- William Ketner, English</td>
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<td>- Mike Hyner, Special Education</td>
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<td></td>
<td>- Cherie Anderson, Library</td>
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<td></td>
<td></td>
<td>- Cherie Hughes, Special Education</td>
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<td></td>
<td>- Karen Rivas, Special Education</td>
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<tr>
<td><strong>2</strong></td>
<td>Medium Intensity</td>
<td>- Bill Carroll, Administration</td>
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<tr>
<td></td>
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<td>- Missy Hoym, Administration</td>
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<td>- Sonia Theresa Massic, Student Services</td>
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<td>- Marian Soutel, Special Education</td>
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<td>- Cherie Hughes, Special Education</td>
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<td>- Stephanie Elmore, Math</td>
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<td>- Stephanie Elmore, Math</td>
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<tr>
<td><strong>3</strong></td>
<td>High Intensity</td>
<td>- Bill Carroll, Learning Coach/AVC</td>
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<td>- Laura Carter, Physical Education</td>
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<td>- Cherie Hughes, Special Education</td>
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**Behaviors & Specific Praise:** Using specific, appropriate, and contingent praise to provide feedback is crucial to help the student with behavior or work. Example: “Nice, thank you for adding through responsiveness to your assignment today.”

**Opportunities to Reward:** Creating frequent opportunities for students to respond to teacher reports. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, small, verbal, written, or indicated through a gesture or symbol.

**Choice and Preferred Activities:** Offering students the opportunity to choose which instructional activities they wish to complete. This increases task behavior and decreases problem behaviors.

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**ci3t.org**

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**Professional Learning! www.ci3t.org/pl**

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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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(Lane, Kalberg, & Mennis, 2009)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Academic Behavioral Social

≈80%
≈15%
≈5%

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

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

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 Shall the secondary intervention be 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

Ci3T Training Series

Implementation Series of Tier 2 and 3 within Ci3T

Additional Professional Development on Specific Topics

Core Content Curriculum
Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low-Intensity Behavior Supports

Functional Assessment- Based Interventions

Reading, Math, Writing Benchmarking and Progress Monitoring Tools

Student Driven Interventions, Strategies, & Practices

Check In - Check Out

Additional Tier 3 Supports

Ci3T IMPLEMENTATION
Professional Learning Series

Lane and Oakes 2013
Lessons Learned ... a Work in Progress

Examining your screening data ... 
... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

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

District-level Professional Learning for Successful Low-Intensity Strategies

USD 437 Auburn Washburn Roadmap to Success

Developing a Coordinated District Plan for Professional Learning

• Offering a range of professional learning options
• Using Treatment Integrity data to support coaching
• Meeting principals and teachers where they are.
Offering a Range of Professional Learning Options

District-wide Professional Development Days

- Break Out Sessions
- Mini Sessions
- KU Ci3T Team
- Poster Session
- Unconference

Offering a Range of Professional Learning Options

Building Level Professional Learning

- Book Studies
- Professional learning provided by district administrators, principals, leadership team members and coaches
- Presentation by KU Ci3T Leadership Team
- Use of Ci3T website
- District coaching at leadership team meetings
Using Treatment Integrity Data to Support Coaching

- District Level Team calibrated to conduct Direct Observations.
- District and building owned data.
- Analyze data to develop district, building and educator professional learning.
- Partnering with “Champions” of low intensity strategies

Meeting Principals and Teachers Where They Are
Please Provide Feedback

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- In our mobile application by clicking the link in the session description.
- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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