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

Blue Valley School District, Principals’ Meeting
February 27, 2019
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)
• 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 to 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)

The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
Ci3T Professional Learning Series

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

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

≈80%
≈15%
≈5%

Academic Behavioral Social

Pre-Training Activities
• Team member selection
• Schoolwide expectations survey for specific settings (SESSS)
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, & Mencies, 2009)

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

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Social Component: Examples of Schoolwide Programs

Positive Action
www.positiveaction.net
- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education

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

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Others

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

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

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

≈80%
≈15%
≈15%
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
- Finalize and share expectation matrix and teaching & reinforcing components
- Share screeners; Complete assessment schedule
- Share Ci3T plan; Complete PIRS; Complete secondary grid
- Share revised Ci3T plan; Complete Ci3T Feedback Form

Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year 2013-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
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<td>Student Demographic Information</td>
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<td>Student Outcome Measure - Academic</td>
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<td>Student Outcome Measure - Behavior</td>
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Secondary (Tier 2) Intervention Grids

Primary Prevention (Tier 1)

Behavioral Social

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Behavioral Social

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Implementation Science
Adapted from Fixsen & Naoz, 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

Date
Teacher Name
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently

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

Student Name
Smith, Sally
Student ID
11111

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

Fall Screeners
n = 12

Middle School Fall 2004 - Fall 2011

Percentage of Students
- High
- Moderate
- Low

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>
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<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>
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<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
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<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, Kalberg, & Carter, 2007]

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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 &lt; M, H M = H</td>
</tr>
<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, Kalberg, Parks, & Carter, 2008]

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SRSS-IE for Elementary Schools
SRSS-IE for Middle and High Schools

SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
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<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>9-15 = high risk</td>
</tr>
</tbody>
</table>

Elementary School Level:

Middle and High School Levels:

SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>ES Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>N = 34</td>
</tr>
<tr>
<td>F15</td>
<td>N = 99</td>
</tr>
<tr>
<td>F16</td>
<td>N = 76</td>
</tr>
<tr>
<td>F17</td>
<td>N = 55</td>
</tr>
<tr>
<td>N = 371</td>
<td>N = 807</td>
</tr>
<tr>
<td>N = 358</td>
<td>N = 56</td>
</tr>
</tbody>
</table>

Lane 2019
SRSS-I5 Results – All Students

ES Fall

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>N = 55</td>
<td>10.3%</td>
<td>17.8%</td>
</tr>
<tr>
<td>F15</td>
<td>N = 109</td>
<td>8.0%</td>
<td>14.5%</td>
</tr>
<tr>
<td>F16</td>
<td>N = 114</td>
<td>9.5%</td>
<td>14.5%</td>
</tr>
<tr>
<td>F17</td>
<td>N = 135</td>
<td>8.0%</td>
<td>14.5%</td>
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</table>

% of Students Screened

- 0%
- 20%
- 40%
- 60%
- 80%
- 100%

SRSS-E7 Results – All Students

HS 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>
</tr>
</thead>
<tbody>
<tr>
<td>F15</td>
<td>N = 29</td>
<td>2.42%</td>
<td>2.54%</td>
</tr>
<tr>
<td>F16</td>
<td>N = 96</td>
<td>8.02%</td>
<td>2.54%</td>
</tr>
<tr>
<td>F17</td>
<td>N = 1072</td>
<td>91.29%</td>
<td>2.54%</td>
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</table>

% of Students Screened

- 0%
- 20%
- 40%
- 60%
- 80%
- 100%

SRSS-E7 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>396</td>
<td>361 (90.93%)</td>
<td>29 (7.30%)</td>
<td>7 (1.76%)</td>
</tr>
<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

Effective Teams

College & Career

Elementary

Middle

High

Ci3T District Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team
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

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

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

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

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

<table>
<thead>
<tr>
<th>Low-Intensity Strategies</th>
<th>Literature High School Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior-Specific Praise: Using specific, appropriate, and congruent praise to provide feedback to a student on his or her behavior or work. Example: “I like the work you’re doing on your assignment today.”</td>
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<tr>
<td>Opportunities to Respond: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, whole, verbal, written, or initiated through a prompt or symbol.</td>
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<tr>
<td>Choice and Preferred Activities: Offering students the opportunity to choose which instructional activity they would like to complete. This increases student behavior and decreases problem behaviors.</td>
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ci3t.org

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Ci3T provides an effective, comprehensive, and systemic approach to prevention in schools that addresses all students and supports all schools. It is a Tiered System of Support (TSS) that offers evidence-based, effective, and efficient strategies to promote student success. Ci3T is designed to help schools and districts create a positive learning environment for all students, from primary through secondary levels, by implementing evidence-based practices and interventions that are aligned with state and local educational standards.

Lane 2019
Examining your screening data …

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

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

Primary Prevention (Tier 1)
≈80%
Secondary Prevention (Tier 2)
≈15%
Tertiary Prevention (Tier 3)
≈5%

Secondary (Tier 2) Intervention Grids

Behavioral
Social

**BASC 2 - 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>
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<tbody>
<tr>
<td></td>
<td>85.42</td>
<td>87.67</td>
<td>82.18</td>
<td>86.21</td>
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<tr>
<td>N = 624</td>
<td>1.85</td>
<td>1.65</td>
<td>5.45</td>
<td>2.46</td>
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<tr>
<td>N = 210</td>
<td>10.74</td>
<td>6.68</td>
<td>12.38</td>
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<td>N = 202</td>
<td>10.74</td>
<td>6.68</td>
<td>12.38</td>
<td>11.33</td>
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<tr>
<td>N = 203</td>
<td>10.74</td>
<td>6.68</td>
<td>12.38</td>
<td>11.33</td>
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</tbody>
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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
Higher Intensity Strategies

Comprehensive, Integrative, Three-Tiered Model of Prevention
(Lane, Kalberg, & Meneses, 2009)
### Instructional Choice

#### Ci3T Secondary Tier 2 Intervention Grid

<table>
<thead>
<tr>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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</thead>
<tbody>
<tr>
<td>Within and across task choices offered during instruction: During independent language arts assignments. Choices offered by teacher in general education classroom.</td>
<td>SRSS - moderate risk and Report card work completed and independent work habits progressing or limited improvement</td>
<td>Academic engagement and work completion (component checklist)</td>
<td>Social Validity (student &amp; teacher completed)</td>
</tr>
<tr>
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<td></td>
<td>5 consecutive weeks of daily: academic engagement ≥80% and work completion ≥90%</td>
</tr>
</tbody>
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*(Lane, Menzies, Ennis, & Oakes, 2015)*

### Daily Behavior Report Cards

#### Data Collection

- Daily Behavior Report Card (DBR)
  - Will be completed by teacher during daily observations (e.g., core instruction, independent work)
  - Must be signed by teacher during daily observations and by a parent/caregiver at the conclusion of each observation period.
  - 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 each student to bring a paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.

- 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

#### Social Validity

- SRSS-E7 and I5 scores are in the low risk category

### Notes

- http://dbr.education.uconn.edu/
- http://www.ci3t.org/
Positive Action: Tier 2 Groups

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Positive Action (PA) – counselor-led small group</th>
</tr>
</thead>
<tbody>
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</table>

- Students will meet with their counselors for approximately 30-40 min 2-3 days per week.
- Positive Action sessions 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

1. SRSS-E7 score: Moderate (4-8) and/or
2. SRSS-I5 score: Moderate (2-3)

AND

1. 2 or fewer absences in first 3 months of school
2. Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]
3. Parent permission

Academic

- Student is in grade 2 or 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, 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

Higher Intensity Strategies

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

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Tertiary Intervention Grids

Prioritization (Tier 1)
Changes in Harry’s Behavior

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

Ci3T Professional Learning Series

Lane 2019
### Ci3T Team Implementation Support

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>9/19/18</td>
<td>Supporting Success: A Look at Tier 1</td>
</tr>
<tr>
<td>11/14/18</td>
<td>Planning for Success: Monitoring and Communication</td>
</tr>
<tr>
<td>3/16/19</td>
<td>Using Your Data to Inform Instruction</td>
</tr>
<tr>
<td>3/19/19</td>
<td>Supporting Students Across the Tiers</td>
</tr>
<tr>
<td>4/2/19</td>
<td>Planning for the Year Ahead</td>
</tr>
</tbody>
</table>

### 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

### Upcoming Professional Development

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
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<tr>
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<td>11/13/18</td>
<td>5:00-7:00 PM</td>
</tr>
<tr>
<td>2</td>
<td>12/05/18</td>
<td>8:00AM-4:00PM</td>
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<tr>
<td>3</td>
<td>01/15/19</td>
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<tr>
<td>4</td>
<td>02/12/19</td>
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<tr>
<td>6</td>
<td>05/09/19</td>
<td>8:00AM-4:00PM</td>
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<td>IMP</td>
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<td>01/16/19</td>
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<td>03/19/19</td>
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<td>IMP</td>
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<td>5:00-7:00 PM</td>
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<td>01/17/19</td>
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### Ci3T Training Series

- **Session 1:** Overview of Ci3T (11/13/18, 5:00-7:00PM)
- **Session 2:** Mission and Purpose (12/05/18, 8:00AM-4:00PM)
- **Session 3:** Procedures for Monitoring (01/15/19, 5:00-7:00PM)
- **Session 4:** Revise Primary Plan using Stakeholder feedback (02/12/19, 8:00AM-4:00PM)
- **Session 5:** Overview of Teacher-focused Strategies (04/03/19, 5:00-7:00PM)
- **Session 6:** Final revisions of Ci3T Plan based on stakeholder feedback (05/09/19, 8:00AM-4:00PM)