Meeting Students’ Multiple Needs: Comprehensive, Integrated, Three-Tiered (Ci3T) Models
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1
For Ferguson-Florissant School District
www.ci3t.org

Agenda
• Introducing Ci3T ... working collaboratively and efficiently
• Systematic Screening Tools & Logistics
• Using Screening Data to Inform Instruction
  • Tier 1 practices
  • Teacher-delivered strategies
  • Tier 2 and 3 supports
• Action Plans: Moving Forward

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, Assistant Secretary for the Office of Special Rehabilitation of the United States Department of Education

Agenda

Introducing C3T … working collaboratively and efficiently

Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
- Tier I practices
- Teacher-delivered strategies
- Tier 2 and 3 supports
- Action Plans: Moving Forward

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

- Tier 3: Tertiary Prevention (>5%)
  - Goal: Reduce Harm
  - Specialized individual systems for students with high risk

- Tier 2: Secondary Prevention (1-15%)
  - Goal: Reverse Harm
  - Specialized group systems for students at risk

- Tier 1: Primary Prevention (<5%)
  - Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

Tier 3
- Tertiary Prevention (+5%)

Tier 2
- Secondary Prevention (+15%)
- Positive Behavior Interventions and Supports (PBIS)

Tier 1
- Primary Prevention (+3%-6%)

Academic ◇ Behavioral ◇ Social

Validated Curricula
PBIS Framework
(Lane, Kalberg, & Menzies, 2009)
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


---

**A Framework, Not a Curriculum**

- Establish, clarify, and define expectations
- Monitor student progress


---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---

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

(Lane, Kalberg, & Merz, 2009)

- Tier 1: Tertiary Prevention (≈5%)
- Tier 2: Secondary Prevention (≈5%)
- Tier 3: Tertiary Prevention (≈5%)

---
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: 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 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

Character Education
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

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

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

CI3T Professional Learning Series

- Session 1: 2 hours
- Session 2: Full day
- Session 3: 2 hours
- Session 4: Full day
- Session 5: 2 hours
- Session 6: Full day
- Session 7: 2 hours
- Session 8: Full day
- Session 9: 2 hours
- Session 10: Full day
### 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>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle and High Schools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College and Career Center</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### USD 497 MTSS-Ci3T Model of Support

- **Primary Support** (Tier 1)
- **Secondary Support** (Tier 2)
- **Tertiary Support** (Tier 3)

- **Validated Curricula**
  - ELA
  - Math

- **Blended Learning Environments**
- **Personalized Learning**

- **Culturally Responsive Teaching**

- **Academic**
- **Behavioral**
- **Social**

- **EXCELLENCE • EQUITY • ENGAGEMENT**

#### USD 497 School Board Priorities: The Foundation

- **Culturally Responsive Teaching**
Ci3T Primary Plan: Roles and Responsibilities

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science
(Adapted from Evans & Bickel, 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)
Transparency, Access, & Collaboration
Benefits of Ci3T Models

Agenda
Introducing Ci3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
Tier 1 practices
Teacher-delivered practices
Tier 2 and 3 supports
Action Plans: Moving Forward
What screening tools are available?

Considerations

Psychometrically Sound

Socially Valid

If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.
Student Risk Screening Scale

Available from ci3t.org and mibisi.org
(SRSS; Drummond, 1994)

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
- Behavior Problems
- Peer Rejection

Negative Attitude

Aggressive Behavior

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

(SRSS; Drummond, 1994)
Student Risk Screening Scale
Fall 2004 – 2012
Middle School

Percentage of Students

| Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
| Low | Moderate | High | Low | Moderate | High | Low | Moderate | High |
| ODR | 1.50  | 5.02  | 8.42  | L < M, H |
| (2.85) | (5.32) | (7.01) | |
| In-School Suspensions | 0.08  | 0.35  | 1.71  | L < M, H |
| (0.38) | (1.04) | (2.26) | |
| GPA | 3.35  | 2.63  | 2.32  | L = M, H |
| (0.52) | (0.65) | (0.59) | |
| Course Failures | 0.66  | 2.78  | 4.17  | L = M, H |
| (1.50) | (3.46) | (3.49) | |

Variable Risk

Low
Moderate
High
Significance
Testing

| Variable | Low (n = 422) M (SD) | Moderate (n = 51) M (SD) | High (n = 12) M (SD) |
| ODR | 3.53  | 8.27  | 8.97  | L < M, H |
| (5.53) | (7.72) | (9.39) | |
| GPA | 3.10  | 2.45  | 2.38  | L > M, H |
| (0.82) | (0.84) | (0.88) | |

SAMPLE DATA: SRSS
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

| Variable | Low (n = 328) M (SD) | Moderate (n = 52) M (SD) | High (n = 35) M (SD) |
| ODR | 3.53  | 8.27  | 8.97  |
| (5.53) | (7.72) | (9.39) |
| GPA | 3.10  | 2.45  | 2.38  |
| (0.82) | (0.84) | (0.88) |

STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Non-Instructional Raters

| Variable | Low (n = 422) M (SD) | Moderate (n = 51) M (SD) | High (n = 12) M (SD) |
| ODR | 3.53  | 8.27  | 8.97  |
| (5.53) | (7.72) | (9.39) |
| GPA | 3.10  | 2.45  | 2.38  |
| (0.82) | (0.84) | (0.88) |
Sample Data: SRSS by Grade

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students in Grade Level</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>99</td>
<td>73 (73.74%)</td>
<td>16 (16.16%)</td>
<td>10 (10.10%)</td>
</tr>
<tr>
<td>1st</td>
<td>100</td>
<td>85 (85.00%)</td>
<td>9 (9.00%)</td>
<td>6 (6.00%)</td>
</tr>
<tr>
<td>2nd</td>
<td>99</td>
<td>89 (89.90%)</td>
<td>9 (9.09%)</td>
<td>1 (1.01%)</td>
</tr>
</tbody>
</table>

Percentage refers to the percentage of the grade level population screened.

Student Risk Screening Scale for Internalizing and Externalizing

Available on ci3t.org
(SRSS-IE; Drummond, 1994 and Lane & Mendlers, 2009)
**Student Risk Screening Scale-IE**

12 items scale for use at the elementary, middle, and high schools

Subscale scores used for interpretation.

No total scale score.

---

**SRSS-IE: Cut Scores**

- Enter ‘practice’ data into that one sheet so that the total scores and conditional formatting are tested.
- Confirm the “Count” column is completed (students’ numbered sequentially).
- Formulas are anchored by the “Count” column; it must contain a number for each student listed for accurate total formulas.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<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>4-15 = high risk</td>
</tr>
</tbody>
</table>

---

**Elementary School - Fall**

**SRSS-E7 Results – All Students**

- **N = 25**: 4.00%
- **N = 86**: 9.31%
- **N = 35**: 23.82%
- **N = 250**: 100%

---

**Middle and High School**

- **N = 16**: 12.50%
- **N = 57**: 11.86%
- **N = 36**: 100%

---

**Screening Time Point**

- **Low Risk (0-3)**
- **Moderate (4-8)**
- **High (9-21)**
SRSS-I5 Results – All Students

Elementary School - Fall

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>N</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>72</td>
<td>19.55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>85</td>
<td>5.44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F16</td>
<td>43</td>
<td>1.86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F17</td>
<td>52</td>
<td>1.92%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% of Students Screened

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>N</th>
<th>Low Risk (0-1) (%)</th>
<th>Moderate (2-3) (%)</th>
<th>High (4-15) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/14</td>
<td>23</td>
<td>56.51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>82</td>
<td>82.34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/16</td>
<td>80</td>
<td>80.56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>76</td>
<td>76.24%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>45</td>
<td>39 (86.67%)</td>
<td>3 (6.67%)</td>
<td>3 (6.67%)</td>
</tr>
<tr>
<td>4th</td>
<td>46</td>
<td>35 (76.09%)</td>
<td>10 (21.74%)</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>5th</td>
<td>61</td>
<td>53 (86.89%)</td>
<td>6 (9.84%)</td>
<td>2 (3.28%)</td>
</tr>
</tbody>
</table>

New Lessons Learned
SRSS-IE:
An update on predictive validity at the elementary level


https://doi.org/10.1177/1063426618795443
Elementary Participants  $N = 4,465$

<table>
<thead>
<tr>
<th>Variable / Level</th>
<th>% (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52.86 (2,360)</td>
</tr>
<tr>
<td>Female</td>
<td>47.14 (2,105)</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>18.23 (814)</td>
</tr>
<tr>
<td>First</td>
<td>15.99 (714)</td>
</tr>
<tr>
<td>Second</td>
<td>16.55 (789)</td>
</tr>
<tr>
<td>Third</td>
<td>17.78 (794)</td>
</tr>
<tr>
<td>Fourth</td>
<td>17.18 (767)</td>
</tr>
<tr>
<td>Fifth</td>
<td>14.27 (637)</td>
</tr>
<tr>
<td>Ethnicity/Race</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.47 (378)</td>
</tr>
<tr>
<td>White</td>
<td>72.81 (3,251)</td>
</tr>
<tr>
<td>Black</td>
<td>6.61 (295)</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>4.55 (213)</td>
</tr>
<tr>
<td>Native American / Native Alaskan</td>
<td>4.32 (193)</td>
</tr>
<tr>
<td>Mixed Races</td>
<td>11.40 (509)</td>
</tr>
<tr>
<td>Special education</td>
<td>16.84 (752)</td>
</tr>
</tbody>
</table>

Procedures

- Fall
- Winter
- Spring

RESULTS:

**SRSS-IE: EXTERNALIZING Subscale Elementary**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Externalizing</td>
<td>23 (10.6)</td>
<td>115.82 (24.4)</td>
<td>148 (20.4)</td>
<td>ORF</td>
</tr>
<tr>
<td>Winter</td>
<td>6 (6.81)</td>
<td>64.68 (2.29)</td>
<td>820</td>
<td>Nurse Visit</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0052 (0.08)</td>
<td>0.0427 (0.30)</td>
<td>0.1080 (0.46)</td>
<td>Nurse Visit Suspensions</td>
</tr>
</tbody>
</table>

Lane, Oakes et al. (2016)
RESULTS:

SRSS-IE: **INTERNALIZING** SUBSCALE ELEMENTARY

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (SD)</td>
<td>Moderate (SD)</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Fall Internalizing</td>
<td>0.04 (1.14)</td>
<td>0.05 (1.32)</td>
</tr>
<tr>
<td></td>
<td>459</td>
<td>2,070</td>
</tr>
<tr>
<td>Winter Internalizing</td>
<td>139.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,070</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>150.59 (45.76)</td>
<td>628</td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>450</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0311 (0.20)</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

L > M > H

Oral Reading Fluency

159.04 (41.45)

459

150.59 (45.76)

88

139.18 (46.53)

74

L > H

L = M; M = H

MAP Reading

63.38 (28.32)

2,070

53.93 (32.15)

356

43.57 (30.47)

263

L > M > H

Nurse Visits

6.84 (7.37)

3,387

7.59 (8.05)

628

9.33 (10.81)

450

L < M < H

In-School Suspensions

0.0142 (0.15)

3,387

0.0510 (0.36)

628

0.0311 (0.20)

450

L < M, H

M = H

SRSS-IE Middle and High School Scoring

| DATE:       | Student Risk Screening Code: Internalizing and Externalizing Behaviors (SRSS-IE)
|-------------|SRSS-I
|             | Middle and High School Use (K-12)
|              | Elementary School
|             | Middle and High School
| DATE:       | Student Risk Screening Code: Internalizing and Externalizing Behaviors (SRSS-IE)
|             | SRSS-I
|             | Middle and High School Use (K-12)

SRSS-IE: Cut Scores

- Enter ‘practice’ data into that one sheet so that the total scores and conditional formatting are tested.
- Confirm the “Count” column is completed (students’ numbered sequentially).

Elementary School Level:


Middle and High School Levels:

Sample High School Fall (Externalizing) 2016
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>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>397</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>
</tr>
</tbody>
</table>

Sample High School Fall (Internalizing)
SRSS-I6 Results – All Students
### SRSS-I6 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-5)</th>
<th>High (6-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>397</td>
<td>353 (88.92%)</td>
<td>24 (6.05%)</td>
<td>20 (5.04%)</td>
</tr>
<tr>
<td>10th</td>
<td>428</td>
<td>388 (90.65%)</td>
<td>14 (3.27%)</td>
<td>26 (6.07%)</td>
</tr>
<tr>
<td>11th</td>
<td>396</td>
<td>353 (89.14%)</td>
<td>16 (4.04%)</td>
<td>27 (6.82%)</td>
</tr>
<tr>
<td>12th</td>
<td>317</td>
<td>293 (92.43%)</td>
<td>10 (3.15%)</td>
<td>14 (4.42%)</td>
</tr>
</tbody>
</table>

### New Lessons Learned

**SRSS-IE:** An update on predictive validity at the secondary level


### Middle School Participants  \( N = 2,313 \)

<table>
<thead>
<tr>
<th>Variable/ Level</th>
<th>% (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>53.40 (1,202)</td>
</tr>
<tr>
<td>Female</td>
<td>46.60 (1,049)</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Sixth</td>
<td>34.52 (777)</td>
</tr>
<tr>
<td>Seventh</td>
<td>33.81 (761)</td>
</tr>
<tr>
<td>Eighth</td>
<td>31.67 (713)</td>
</tr>
<tr>
<td>Ethnicity/Race</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.17 (184)</td>
</tr>
<tr>
<td>White</td>
<td>75.08 (1,690)</td>
</tr>
<tr>
<td>Black</td>
<td>6.75 (152)</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>3.91 (88)</td>
</tr>
<tr>
<td>Native American / Native Alaskan</td>
<td>4.31 (97)</td>
</tr>
<tr>
<td>Mixed Races</td>
<td>9.46 (213)</td>
</tr>
<tr>
<td>Special education</td>
<td>22.35 (503)</td>
</tr>
<tr>
<td>Variable/ Level</td>
<td>Percentage (%/n)</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Gender         | Male 52.89 (1,393)  
                Female 47.11 (1,241) |
| Grade          | Ninth 29.23 (770)  
                Tenth 23.99 (632)  
                Eleventh 25.06 (660)  
                Twelfth 21.72 (572) |
| Ethnicity/Race | Hispanic 7.97 (210)  
                White 76.23 (2,008)  
                Black 6.45 (170)  
                Asian / Pacific Islander 2.92 (77)  
                Native American / Native Alaskan 4.02 (106)  
                Mixed Races 9.98 (263) |
| Special Education | 19.89 (524) |
SRSS-IE: **EXTERNALIZING** SUBSCALE
HIGH SCHOOL

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Low $M$ (SD)</td>
<td>Spring GPA</td>
</tr>
<tr>
<td></td>
<td>$n = 2,363$</td>
<td>Course Failures</td>
</tr>
<tr>
<td></td>
<td>3.07 (0.7)</td>
<td>Nurse Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ODR Suspensions</td>
</tr>
<tr>
<td>Winter</td>
<td>High $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 59$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.96 (0.6)</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>Low $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 2,363$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.34 (1.0)</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>Low $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 2,363$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.07 (0.2)</td>
<td></td>
</tr>
</tbody>
</table>

SRSS-IE: **INTERNALIZING** SUBSCALE
HIGH SCHOOL

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Internalizing</td>
<td>Low $M$ (SD)</td>
<td>Spring GPA</td>
</tr>
<tr>
<td></td>
<td>$n = 2,388$</td>
<td>Course Failures</td>
</tr>
<tr>
<td></td>
<td>3.07 (0.7)</td>
<td>Nurse Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ODR Suspensions</td>
</tr>
<tr>
<td>Winter Internalizing</td>
<td>High $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 59$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.96 (0.6)</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>Low $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 2,363$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.34 (1.0)</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>Low $M$ (SD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$n = 2,363$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.07 (0.2)</td>
<td></td>
</tr>
</tbody>
</table>
Screening ...
Considering the Logistics & Ci3T in Action

Starting the year with Ci3T...
**Screening Practices**
- District system ...
- Preparing...
- Previewing ...
- Dedicating time ...
- Reminding ...
- Supporting ...
- Following through ...
- Summarizing ...
- Using data to inform instruction...

<table>
<thead>
<tr>
<th>Middle and High School</th>
<th>SRSS-7</th>
<th>SRSS-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items 1-7</td>
<td>Items 4, 8-12</td>
<td></td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
<td></td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-5 = moderate risk</td>
<td></td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>6-18 = high risk</td>
<td></td>
</tr>
</tbody>
</table>
Sample Middle School: Fall SRSS-E7 Results – All Students

Screening Data: High School Yrs1-3

Data sharing...

- Schoolwide data...decisions related to primary prevention efforts
- Grade / Department / Class...implications for teachers’ practice
- Individual student...decisions about student-based interventions
Agenda

Introducing Ci3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
   - Tier 1 practices
   - Teacher-delivered strategies
   - Tier 2 and 3 supports
Action Plans: Moving Forward

Examining your screening data ...
   - Implications for Tier 1 practices
   - Implications for teacher-delivered strategies
   - Implications for Tier 2 and Tier 3 supports

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

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

Data-Informed Decision Making

A work in progress
Examining your screening data ...

... implications for Tier 1 practices

... implications for teacher-delivered strategies

... implications for Tier 2 and Tier 3 supports

See Lane, Menzies, Bruhn, and Crnobori (2011)
Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies

<table>
<thead>
<tr>
<th>Task 1 Low-Intensity Strategies</th>
<th>Lawrence High School Experts</th>
</tr>
</thead>
</table>
| **Behavior Specific Praise**: Using specific, appropriate, and contingent praise to provide feedback on or isolated on his or her behavior or work. Examples: “Oh, thank you for sitting quietly to your assignment today.” | **BC, CCHS Administration**  
  * Beth Williams, Learning Coach/WSD  
  * Laura Kletter, Physical Education  
  * Heidi Marks, Special Education  
  * Sonya Thornton-White, Student Services  
  * Baset Hodges, English  
  * Lenore创投, Special Education  
  * Lisa Cracraft, English  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  
  * Sonya Thornton-White, Student Services  
  * Lenore创投, Special Education  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  |
| **Opportunities to Respond**: Creating frequent opportunities for students to respond to teacher questions. Teachers should provide approximately four to five responses per student per day. | **BC, CCHS Administration**  
  * Beth Williams, Learning Coach/WSD  
  * Laura Kletter, Physical Education  
  * Heidi Marks, Special Education  
  * Sonya Thornton-White, Student Services  
  * Baset Hodges, English  
  * Lenore创投, Special Education  
  * Lisa Cracraft, English  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  
  * Sonya Thornton-White, Student Services  
  * Lenore创投, Special Education  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  |
| **High p Requests**: Providing high probability requests in the classroom setting. | **BC, CCHS Administration**  
  * Beth Williams, Learning Coach/WSD  
  * Laura Kletter, Physical Education  
  * Heidi Marks, Special Education  
  * Sonya Thornton-White, Student Services  
  * Baset Hodges, English  
  * Lenore创投, Special Education  
  * Lisa Cracraft, English  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  
  * Sonya Thornton-White, Student Services  
  * Lenore创投, Special Education  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  |
| **Behavior Contracts**: Developing individual and group contracts for behavior. | **BC, CCHS Administration**  
  * Beth Williams, Learning Coach/WSD  
  * Laura Kletter, Physical Education  
  * Heidi Marks, Special Education  
  * Sonya Thornton-White, Student Services  
  * Baset Hodges, English  
  * Lenore创投, Special Education  
  * Lisa Cracraft, English  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  
  * Sonya Thornton-White, Student Services  
  * Lenore创投, Special Education  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  |

Choice and Preferred Activities: Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors.

Lawrence High School Experts

**BC, CCHS Administration**  
  * Beth Williams, Learning Coach/WSD  
  * Laura Kletter, Physical Education  
  * Heidi Marks, Special Education  
  * Sonya Thornton-White, Student Services  
  * Baset Hodges, English  
  * Lenore创投, Special Education  
  * Lisa Cracraft, English  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  
  * Sonya Thornton-White, Student Services  
  * Lenore创投, Special Education  
  * Michael Hughes, Special Education  
  * Christine Anderson, Library  
  * Cheryl McQueen, Library  
  * Janine Yehle, Special Education  
  * De Smith, Administration  
  * Mike Howard, Administration  

### Low-Intensity Strategy

#### Lincoln Elementary On-Site Expert

<table>
<thead>
<tr>
<th>Behavior-Specific Praise</th>
<th>Lincoln Elementary On-Site Expert</th>
</tr>
</thead>
</table>
| **Identifying the specific expectation the student met.** | **Eric Common, Behavior Specialist**  
**Mark Buckman, Special Education**  
**Grant Allen, Parent Volunteer** |
|  
“Niama, great job using your graphic organizer to draft your essay.” |  
“Justice, thank you for pushing in your chair to keep the walkway safe.” |
| Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gestural, or symbolic. | **David Royer, Administration**  
**Emily Cantwell, 5th Grade**  
**Scarlett Lane, 3rd Grade**  
**Mallory Messenger, Counselor** |
|  
“Show me thumbs or thumbs down if...” |  
“Show me on your white board what...”  
“Turn to your elbow partner and say...”  
“All together now, what is...” |
| Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. | **Abbie Jenkins, 2nd Grade**  
**Scarlett Lane, 3rd Grade**  
**Bryan Simmons, PE**  
**Liane Johl, Kindergarten** |
|  
“Ronald, of these 3 tasks today, which would you like to work on first?” |  
“Suzy, do you want to work with colored pencils, crayons, or sparkly markers?” |
Examining your screening data ... 
... implications for Tier 1 practices 
... implications for teacher-delivered strategies 
... implications for Tier 2 and Tier 3 supports

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

Secondary (Tier 2) Intervention Grids

BASC2 – Behavior and Emotional Screening Scale
Spring 2012

Comprehensive, Integrative, Three-tiered (Ci3T) Models of Support
Assess, Design, Implement, and Evaluate

Basic Classroom Management
Effective Instruction
Low Intensity Strategies
Low Intensity Strategies
Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assess, Design, Implement, and Evaluate
<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><strong>Behavior Contract</strong></td>
<td>A written agreement between two parties used to specify the contingent relationship between the occurrence of a behavior and access to or delivery of a specific reward. Contract may involve an administrator, teacher, parent, and student.</td>
<td></td>
<td>Work completion, or other behavior addressed in contract</td>
<td>Successful completion of behavior contract</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></td>
<td>Work completion and accuracy in the academic area of concern; passing grades on the report card</td>
<td>Passing grade on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

---

**Sample Secondary 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><strong>Behavior</strong></td>
<td>Fall SRSS- mod to high risk Academic: 2 or more missing assignments in a grading period</td>
<td></td>
<td>Treatment Integrity Social Validity</td>
<td></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>Course failure or at risk on AIMSweb LNF at the strategic or intensive level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td>Daily self-monitoring checklists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Validity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Secondary Level Interventions for Middle and High School Students**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Early Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small group reading instruction with self-monitoring</strong></td>
<td>Students who: Behavior: Fall SRSS at moderate (4 - 8) or high (9 – 21) risk. Academic: Fall AIMSweb LNF at the strategic or intensive level.</td>
<td></td>
<td>AIMSweb reading benchmark at next screening time point: Low Risk on SRSS at next screening time point.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4**
Small group Reading Instruction with Self-Monitoring


First Grade Students’ Self Monitoring Form


Treatment Integrity
Social Validity
Monitor student progress

Sample Elementary Intervention Grid: PA

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Action (PA) – counselor-led small group</td>
<td>Counselors and/or social workers will lead 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).</td>
<td>Behavior - SRS-E7 score: Moderate (4-8) and/or SRS-I5 score: Moderate</td>
<td>Student Measures - SSiS Rating Scale (Pre/Post)</td>
<td>Review student progress at end of 24 sessions. Team agrees I have met or exceeded Positive Action small group expectations; I am in the low risk category.</td>
</tr>
</tbody>
</table>

Sample Elementary Intervention Grid: SSIS

| Social Skills Improvement System (SSIS) – counselor-led small group | Counselors and/or social workers will lead small group SSIS 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 SSIS lessons appropriate for student skillsets as identified using SSIS-Rating Scale (teacher and parent version). | Behavior - SRSS-E7 score: Moderate (4-8) and/or SRSS-I5 score: Moderate | Student Measures - SSiS Rating Scale (Pre/Post)                                   | Review student progress at end of 24 sessions. Team agrees I have met or exceeded Social Skills Improvement System expectations; I am in the low risk category. |

Active Supervision

https://ecrc.ohs.acf.hhs.gov/safety-practices
Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily.

Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.


Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors; meeting weekly (30 – 60 min) with students during the school day.

Student Measures: Monthly student-teacher interactions, meeting time and attendance.

Social Validity: Monthly post surveys for students and mentors.


Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide on-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course.

Student Measures: Algebra II classroom grades, daily class average if grade is < 75

Social Validity: Pre and Post Student Surveys

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

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Tertiary (Tier 3) Intervention Grids

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 Interventions</td>
<td>Individualized interventions developed by behavior specialist and PBS team</td>
<td>Academic All</td>
<td>Data will be collected on both the (a) target (problem) behavior identified by the team on an ongoing basis and (b) replacement (desirable) behavior identified by the team on an ongoing basis.</td>
<td>Treatment Integrity Social Validity</td>
</tr>
<tr>
<td></td>
<td>Emotional All-Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one or more of the 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
- Academic identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments

- Treatment Integrity
- Social Validity
Changes in Harry’s Behavior

Agenda

Introducing C3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
  Tier 1 practices
  Teacher-delivered strategies
  Tier 2 and 3 supports

Action Plans: Moving Forward

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

District Decision Makers
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