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

Blue Valley School District, Principals’ Meeting
April 22, 2019
Kathleen Lynne Lane, Ph.D., BCBA-D
Mark Buckman, M.S.Ed.
Wendy Oakes, Ph.D.

Agenda

1. Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
2. The Importance of Systematic Screening
3. 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)

ED ...<1%
EBD ...12%
Michael Yudin urged educators and educational system leaders to "pay as much attention to students' social and behavioral needs as we do academics."…

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

(Lane, Kalberg, & Menzies, 2009)

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

- **Secondary Prevention**: School/classroom-wide systems for students at risk
  - Goal: Present Harm
  - Specialized individual systems for students at risk

- **Tertiary Prevention**: Specialized individual systems for students with high risk
  - Goal: Reduce Harm
  - Specialized individual systems for students with high risk

**The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention**
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%

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

Session 1:
- 2 hours
- Ci3T model overview

Session 2:
- Full day
- Building 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

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

Implementation:
- Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)
Behavioral Component:
Positive Behavioral Interventions and Supports (PBIS)

- 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

Elementary Settings

Classroom
- Respect
- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with others
- Use an inside voice

- Walk on the right side of the hallway
- Keep hands to yourself
- Use manners
- Listen to and follow adult requests
- Respect other people's personal space
- Follow the rules of the game
- Use the restroom and then return to class
- Stay in your own bathroom stall
- Little talking
- Use kind words towards the bus driver and other students
- Listen to and follow the bus driver's rules


Comprehensive, Integrated, Three-Tiered Model of Prevention

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

Social Component:
Examples of Schoolwide Programs

**Positive Action**
[www.positiveaction.net](http://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:
  - Social-emotional
  - Life, career, and leadership development
  - Early childhood development
  - Pre-K
  - Family and community
  - Evidence-based resources

**Connect With Kids**
[connectwithkids.com](http://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%
≈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
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

Lawrence Public Schools ... Ci3T Training & Implementation

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</tbody>
</table>
Ci3T Primary Plan: Roles and Responsibilities

all stakeholder groups

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Parenting

Ci3T Primary Plan: Procedures for Students

Lane and Oakes 2013
Procedures for Teaching
Faculty and Staff:

Students:

Parents/Community:

https://youtu.be/b4swsa_hyYE

Procedures for Reinforcing
Faculty and Staff:

Students:

Parents/Community:

Donation Coupon for 1 box of Macaroni and Cheese
2012

Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic Behavior

Critical information for school and district teams
The Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009) includes:

- **Primary Prevention (Tier 1)**: Addresses the needs of all students in the school. It is implemented at the school level and aims to prevent the development of problems.
- **Secondary Prevention (Tier 2)**: Focuses on students who are at risk of developing problems. It is implemented at the classroom level and aims to reduce the intensity of the problem.
- **Tertiary Prevention (Tier 3)**: Targets students who have already developed problems. It is implemented at the individual level and aims to provide intensive support to reduce the severity and impact of the problem.

**Academic Behavioral Social**

- ≈80%
- ≈15%
- ≈5%

**Intervention Grids**

- **Secondary (Tier 2) Intervention Grids**:
  - Behavioral
  - Social

- **Tertiary (Tier 3) Intervention Grids**:
  - Behavioral
  - Social
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)

What screening tools are available?
See Lane, Menzies, Oakes, and Kalberg (2012)
Student Risk Screening Scale (Drummond, 1994)

The SRSS is 7-item mass screener used to identify students who are at risk for antisocial behavior.

Uses 4-point Likert-type scale:
never = 0, occasionally = 1, sometimes = 2, frequently = 3

Teachers evaluate each student on the following items:
- Steal
- Low Academic Achievement
- Lie, Cheat, Sneak
- Negative Attitude
- Behavior Problems
- Aggressive Behavior
- Peer Rejection

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

Student Name: Smith, Sally
Student ID: 11111

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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<tr>
<td>Steal</td>
<td>0</td>
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<tr>
<td>Lie, Cheat, Sneak</td>
<td>1</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>2</td>
</tr>
<tr>
<td>Peer Rejection</td>
<td>3</td>
</tr>
<tr>
<td>Low Academic Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>0</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>0</td>
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SRSS Score: Sum Items 1 - 7 (Range 0 – 21)

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Risk</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
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<tr>
<td></td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
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<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>4.42 (7.01)</td>
<td>L&lt;M&lt;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>
<td>L&lt;M&lt;H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (1.65)</td>
<td>2.32 (2.69)</td>
<td>L=M, H, M&gt;H</td>
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<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&gt;H</td>
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(Lane, Parks, Kalberg, & Carter, 2007)

### STUDENT RISK SCREENING SCALE
#### High School: Behavioral & Academic Characteristics of SRSS Risk Groups

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<tr>
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<th>Risk</th>
<th>High (n = 35)</th>
<th>Significance Testing</th>
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<tr>
<td></td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
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<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
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<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L=M, H, M&gt;H</td>
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(Lane, Kalberg, Parks, & Carter, 2008)

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

SRSS-IE: Cut Scores

<table>
<thead>
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<th>Elementary School</th>
<th>Middle and High School</th>
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<tbody>
<tr>
<td>SRSS-E7</td>
<td>SRSS-I5</td>
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<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>
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<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
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</table>

Elementary School Levels:

Middle and High School Levels:

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, 6.7%</td>
</tr>
<tr>
<td>F15</td>
<td>N = 59, 19.6%</td>
</tr>
<tr>
<td>F16</td>
<td>N = 76, 23.8%</td>
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<tr>
<td>F17</td>
<td>N = 371, 56.4%</td>
</tr>
<tr>
<td>F14</td>
<td>N = 29, 8.6%</td>
</tr>
<tr>
<td>F15</td>
<td>N = 80, 26.3%</td>
</tr>
<tr>
<td>F16</td>
<td>N = 407, 56.1%</td>
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<tr>
<td>F17</td>
<td>N = 20, 32.8%</td>
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Lane and Oakes 2013
ES Fall
SRSS-I5 Results – All Students

<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>F15</td>
<td>71.23%</td>
<td>17.86%</td>
<td>10.91%</td>
</tr>
<tr>
<td>F16</td>
<td>76.07%</td>
<td>14.98%</td>
<td>14.75%</td>
</tr>
<tr>
<td>F17</td>
<td>77.19%</td>
<td>14.75%</td>
<td>8.06%</td>
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% of Students Screened

<table>
<thead>
<tr>
<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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<tr>
<td>N = 55</td>
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<td>N = 90</td>
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<td>N = 77</td>
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<tr>
<td>N = 64</td>
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HS Fall
SRSS-E7 Results – All Students

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<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tr>
<td>F15</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
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<tr>
<td>F16</td>
<td>91.29%</td>
<td>6.18%</td>
<td>2.54%</td>
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<tr>
<td>F17</td>
<td>8.02%</td>
<td>2.42%</td>
<td>2.54%</td>
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<tr>
<td>F18</td>
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<td>F19</td>
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% of Students Screened

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<tr>
<td>N = 29</td>
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<td>N = 96</td>
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<td>N = 1072</td>
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HS Fall 2016
SRSS-E7 Comparison by Grade Level

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<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>
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<td>11th</td>
<td>396</td>
<td>363 (91.67%)</td>
<td>24 (6.06%)</td>
<td>9 (2.27%)</td>
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<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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</table>
Examining your screening data ...  
... implications for primary prevention efforts  
... implications for teachers  
... implications for student-based interventions

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

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

Student Risk Screening Scale  
Middle School Fall 2004 - Fall 2011
Examining your screening data ...

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

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

Examining Academic and Behavioral Data – Elementary Level

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<tr>
<th>TEACHER</th>
<th>Math 1</th>
<th>Math 2</th>
<th>Math 3</th>
<th>Science 1</th>
<th>Science 2</th>
<th>Science 3</th>
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<td>4</td>
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<td>13</td>
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Low Intensity Strategies
- Basic Classroom Management
- Effective Instruction

Higher Intensity Strategies
- Functional Assessment-Based Interventions

Schoolwide Positive Behavior Support
- Comprehensive, Integrative, Three-tiered (CiT3) Models of Support

Assessment, Design, Implement, and Evaluate

Supporting Behavior for School Success
-Low Intensity Strategies
- Higher Intensity Strategies

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>Behavior Specific Praise</th>
<th>Opportunities to Respond</th>
<th>Self-monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: “I see you working really hard today!”</td>
<td>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, shared, verbal, written, or visual through a picture or symbol.</td>
<td>Observing and measuring behaviors of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice and Preferred Activities</th>
<th>Instructional Feedback</th>
<th>Low-Intensity Strategies: Building capacity through professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offering students the opportunity to choose the instructional activity they would like to complete. This increases student behavior and decreases problem behaviors.</td>
<td>Providing feedback to students on their progress and areas for improvement.</td>
<td>Building capacity through professional learning.</td>
</tr>
</tbody>
</table>

Lane and Oakes 2013

ci3t.org

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

Ci3T model is a scalable, preventive behavior intervention program that provides students, teachers, and schools with the evidence-based strategies and practices to reduce the prevalence of behavior problems, improve academic achievement, and promote positive social-emotional development. Ci3T is available in a full range of versions, from elementary through high school, and is designed to be implemented in partnership with local education agencies to ensure the success of all students. Ci3T is supported by the U.S. Department of Education, Office of Special Education Programs, and is a collaborative project between the University of Oregon and the Oregon Department of Education. Ci3T is also available in a digital format through the Ci3T Online Learning Center, which provides access to all of the resources and tools needed to effectively implement the Ci3T model in schools and classrooms.
Examining your screening data...

- Implications for primary prevention efforts
- Implications for teachers
- Implications for student-based interventions

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

---

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

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

Secondary (Tier 2) Intervention Grids

---

BASC^2 – Behavior and Emotional Screening Scale
Spring 2012

- Normal
- Elevated
- Extremely Elevated

Percent of Students

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
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<tbody>
<tr>
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<td>85.42</td>
<td>87.67</td>
<td>82.18</td>
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<td>5.45</td>
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<td>12.38</td>
<td>11.33</td>
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<tr>
<td></td>
<td>8.68</td>
<td>12.38</td>
<td>11.33</td>
<td>10.74</td>
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</table>
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

Support | Description |
--- | --- |
Behavior Contract | 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. |
Self-Monitoring | Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day. |

Schoolwide Data: Entry Criteria

- Academic: 2 or more missing assignments with low participation in a grading period
- Work completion, or other behavior addressed in contract
- Treatment Integrity
- Social Validity

Secondary Descriptions

Instructional Choice

<table>
<thead>
<tr>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within and across task choices offered during reading instruction. During independent language arts assignments, choices offered by teacher in general education classroom.</td>
<td>5 consecutive weeks of daily academic engagement ≥80% and work completion ≥90%</td>
</tr>
</tbody>
</table>
Support Description

School-wide Data:
Entry Criteria

- Daily Behavior Report Cards

DBR will be completed by the classroom teacher during daily observations (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 student bringing parent a paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.

Exit Criteria

- Behavior
  - SRSS-E7 score: Moderate (4-8) and/or
  - SRSS-I5 score: Moderate (2-3) AND
  - Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]
  - Parent permission
  - Academic
    - Student is in grade 2 or 3

Student measures:
- 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

Positive Action: Tier 2 Groups

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).

Entry Criteria

- Behavior
  - SRSS-E7 score: Moderate (4-8) and/or
  - SRSS-I5 score: Moderate (2-3)
  - 2 or fewer absences in first 3 months of school
  - Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]
  - 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
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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Approximately 80% of the population

Approximately 15% of the population

Approximately 5% of the population

Tertiary (Tier 3) Intervention Grids

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

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 and Oakes 2013
### 2019 – 2020 Professional Learning

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<thead>
<tr>
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<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
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<tbody>
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### Ci3T IMPLEMENTATION

**Professional Learning Series**

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<tr>
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### Kansas

**Location:** KU Adams Alumni Center, Lawrence
**Information and Registration:** Please click the link in the email.

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*Images and text from the document are not relevant to the questions.*