Meeting Students’ Academic, Behavioral, and Social Needs: Working in Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1
Keynote Address
2019 Pennsylvania Positive Behavior Implementers’ Forum
www.ci3t.org

Please log in to Ci3T.org

Agenda

• Introducing Ci3T ... working collaboratively and efficiently
• Systematic Screening Tools & Logistics
• Using Screening Data to Inform Instruction
  • Tier 1 efforts
  • 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, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

---

Agenda

Introducing Ci3T … working collaboratively and efficiently

Systematic Screening Tools & Screening Logistics

Using Screening Data to Inform Instruction

- Tier 1 efforts
- Teacher-delivered strategies
- Tier 2 and 3 supports

Action Plans: Moving Forward

---

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 3: Tertiary Prevention (≥5%

- Tier 2: Secondary Prevention (1-5%

- Tier 1: Primary Prevention (<5%)

Academic ◯ Behavioral ◯ Social
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

Tier 3
Tertiary Prevention (+5%)

Tier 2
Secondary Prevention (+15%)

Tier 1
Primary Prevention (+30%)

District & State Standardized High Quality Instruction

Positive Behavior Interventions and Supports (PBIS)

Academic ◇ Behavioral ◇ Social
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


ELEMENTARY Settings

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

- Use a quiet voice
- Walk on the right side of the hallway
- Keep hands to yourself
- Use an inside voice
- 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

Responsibility
- Arrive to class on time
- Remain in school for the whole day
- Bring your required materials
- Turn in finished work
- Exercise self-control
- Keep hands to yourself
- Walk in the hallway
- Stay in line with your class
- Make your choices quickly
- Eat your own food
- Choose a seat and stick with it
- Clean up after yourself
- Play approved games
- Use equipment appropriately
- Return equipment when you are done
- Line up when the bell rings
- Flush toilet
- Wash hands with soap
- Throw away any trash properly
- Report any problems to your teacher

- Talk quietly with others
- Listen to and follow the bus driver's rules
- Remain in seat after you enter the bus
- Use self-control

Best Effort
- Participate in class activities
- Complete work with best effort
- Ask for help politely
- Walk quietly
- Walk directly to next location
- Use your table manners
- Use an inside voice
- Include others in your games
- Be active
- Follow the rules of the game
- Take care of your business quickly
- Keep bathroom tidy
- Listen to and follow the bus driver's rules
- Keep hands and feet to self

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
- Improved attitudes about self, others, and school
- 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
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, & Mensies, 2009)

Primary Prevention (Tier 1)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)
Ci3T Primary Plan: Roles and Responsibilities

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff</td>
<td>Teach core subjects with fidelity.</td>
</tr>
<tr>
<td>Students</td>
<td>Apply concepts to school activities.</td>
</tr>
<tr>
<td>Parents/Community</td>
<td>Teach core content with fidelity.</td>
</tr>
</tbody>
</table>

Ci3T Primary Plan: Procedures for Teaching

**Faculty and Staff**
- Implement efficient and effective teaching strategies.
- Ensure all students have access to technology and resources.
- Foster a safe and inclusive learning environment.

**Students**
- Engage actively in class discussions.
- Complete assignments on time.
- Seek help from teachers when needed.

**Parents/Community**
- Support student learning at home.
- Communicate with teachers regularly.
- Attend school events and functions.

https://youtu.be/b4swsa_knYE
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%

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science
Adapted from Funnell & Wilke, 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 efforts
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.

See Lane, Menzies, Oakes, and Kalberg (2012)
Systematic Screener for Behavior Disorders

Available from Pacific Northwest Publishing

(SSBD 2nd ed.; Walker, Severson, & Feil, 2014)

SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students

Sample Data – SSBD 2007-2011 Risk Status for Nominated Students
Externalizing

Note: The numbers represent totals for the students for whom the SSBD was completed.
Note. The numbers represent totals for the students for whom the SSBD was completed.

SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Students Screened</th>
<th>Students Nominated</th>
<th>Students w/ Critical Need</th>
<th>Critical Internalizing</th>
<th>Critical Externlizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72 *S</td>
<td>24</td>
<td>4 (5.56%)</td>
<td>1 (1.39%)</td>
<td>3 (4.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>66 *8/8I</td>
<td>24</td>
<td>1 (1.54%)</td>
<td>0 (0.00%)</td>
<td>1 (1.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>60 *10</td>
<td>18</td>
<td>3 (5.00%)</td>
<td>2 (3.33%)</td>
<td>1 (1.67%)</td>
</tr>
</tbody>
</table>

* Students missing
Student Risk Screening Scale

Available from ci3t.org and miblsi.org

(SRSS; 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

Low Academic Achievement
- 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>20%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>10%</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>0%</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>0%</td>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>


Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). Systematic screenings of behavior to support instruction: From preschool to high school. New York, NY: Guilford Press.

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422) M (SD)</th>
<th>Moderate (n = 51) M (SD)</th>
<th>High (n = 12) M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L &lt; M &lt; H</td>
</tr>
<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 = H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L = M, H</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</td>
</tr>
</tbody>
</table>

[Lane, Parks, Kalberg, & Carter, 2007]

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328) M (SD)</th>
<th>Moderate (n = 52) M (SD)</th>
<th>High (n = 35) M (SD)</th>
<th>Significance Testing</th>
</tr>
</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</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</td>
</tr>
</tbody>
</table>

[Lane, Kalberg, Parks, & Carter, 2008]
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 & Menzies, 2009)
### SRSS-IE for Elementary Schools

<table>
<thead>
<tr>
<th>Item Range</th>
<th>Score Range</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>0-3, low risk</td>
<td>4-8, moderate risk</td>
</tr>
</tbody>
</table>

### SRSS-IE for Middle and High Schools

<table>
<thead>
<tr>
<th>Item Range</th>
<th>Score Range</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>0-3, low risk</td>
<td>4-5, moderate risk</td>
</tr>
</tbody>
</table>

### SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSS-I7</td>
<td>4-15, moderate risk</td>
</tr>
<tr>
<td>9-21, high risk</td>
<td>4-8, moderate risk</td>
</tr>
<tr>
<td>6-18, high risk</td>
<td>9-21, high risk</td>
</tr>
</tbody>
</table>

For more information, see [Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Martin, B. M, & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. Behavioral Disorders, 40, 159-170.](#)

For middle and high school levels, see [Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Martin, B. M, Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. Behavioral Disorders, 42(1), 271-284.](#)
Sample Elementary School Fall (Externalizing) SRSS-E7 Results – All Students

Sample Elementary School: Fall (Internalizing) SRSS-I5 Results – All Students

Sample ... Winter 2014 SRSS-I5 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>3rd</td>
<td>62</td>
<td>57 (91.94%)</td>
<td>4 (6.45%)</td>
<td>1 (1.61%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>52 (77.61%)</td>
<td>7 (10.45%)</td>
<td>8 (11.94%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>45 (76.27%)</td>
<td>9 (15.25%)</td>
<td>5 (8.47%)</td>
</tr>
</tbody>
</table>
RESULTS:

SRSS-IE: EXTERNALIZING Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</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>Oral Reading Fluency</td>
<td>Low M</td>
<td>163.23 (39.66)</td>
<td>138.62 (42.70)</td>
<td>115.82 (46.21)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>2047</td>
<td>1970</td>
<td>189</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>Low M</td>
<td>14 (6.81)</td>
<td>21</td>
<td>11.83 (19.55)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>2,047</td>
<td>1,910</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>Low M</td>
<td>0.0052 (0.08)</td>
<td>0.0427 (0.30)</td>
<td>0.1080 (0.46)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>256</td>
<td>320</td>
<td>118</td>
<td></td>
</tr>
</tbody>
</table>

SRSS-IE: INTERNALIZING Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</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>Oral Reading Fluency</td>
<td>Low M</td>
<td>66.54 (26.48)</td>
<td>42.91 (30.37)</td>
<td>33.32 (29.82)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>2,047</td>
<td>1,910</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>Low M</td>
<td>6.84 (7.37)</td>
<td>7.59 (8.05)</td>
<td>9.33 (10.81)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>3,387</td>
<td>450</td>
<td>450</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>Low M</td>
<td>0.0142 (0.15)</td>
<td>0.0510 (0.36)</td>
<td>0.0311 (0.20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate M</td>
<td>3,387</td>
<td>628</td>
<td>450</td>
<td></td>
</tr>
</tbody>
</table>

SRSS-IE Middle and High School Scoring

Note: The tables and charts above represent data collected from the SRSS-IE for students in the Middle and High School grade levels. The data includes scores for internalizing and externalizing behaviors, with separate sections for Fall, Winter, and Spring assessments. The charts display the distribution of scores across different risk levels for each variable.
SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Item Range</th>
<th>Low Risk</th>
<th>Moderate Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>0-1</td>
<td>2-3</td>
<td>4-15</td>
</tr>
<tr>
<td>4-8</td>
<td>3-5</td>
<td>6-18</td>
<td>9-21</td>
</tr>
<tr>
<td>9-21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elementary School Levels:

Middle and High School Levels:

Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>SRSSIE-I</th>
<th>SRSSIE-E</th>
<th>WTR-SRSSIE-I</th>
<th>WTR-SRSSIE-E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>10.28%</td>
<td>9.36%</td>
<td>9.36%</td>
<td>9.49%</td>
</tr>
<tr>
<td>2017</td>
<td>9.49%</td>
<td>10.16%</td>
<td>9.02%</td>
<td>8.45%</td>
</tr>
<tr>
<td>2018</td>
<td>8.52%</td>
<td>5.23%</td>
<td>4.85%</td>
<td>8.52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>SRSSIE-I</th>
<th>SRSSIE-E</th>
<th>WTR-SRSSIE-I</th>
<th>WTR-SRSSIE-E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>89.56%</td>
<td>10.02%</td>
<td>9.49%</td>
<td>10.16%</td>
</tr>
<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>9.02%</td>
<td>8.45%</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>2.69%</td>
<td>8.52%</td>
<td>4.85%</td>
</tr>
</tbody>
</table>
**BASC³ Behavioral and Emotional Screening Scale**

Available from Pearson Education, PsychCorp™

(BASC³ BESS; Kamphaus & Reynolds, 2015)

---

**BASC² – Behavior and Emotional Screening Scale**

Spring 2012

- Normal
- Elevated
- Extremely Elevated

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 624</td>
<td>85.42</td>
<td>87.67</td>
<td>82.18</td>
<td>86.21</td>
</tr>
<tr>
<td>n = 219</td>
<td>80.74</td>
<td>86.68</td>
<td>12.38</td>
<td>11.33</td>
</tr>
<tr>
<td>N = 202</td>
<td>3.85</td>
<td>5.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n = 203</td>
<td></td>
<td>10.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


---

**Social Skills Improvement System – Performance Screening Guide**

Available from Pearson Education, PsychCorp™

(SSIS-PSG; Elliott & Gresham, 2007)
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...

Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?
Agenda

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

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

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

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

Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary preventive efforts: how do we implement and monitor the Tier 1 component of our Comprehensive, Integrative, Three-Tiered (Ci3T) Model?
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Percentage of Students
Fall Screeners

Data-Informed Decision Making

Implementation ...
Data-Informed Decision Making
Examining your screening data ...

... implications for Tier 1 efforts
... implications for teacher-delivered strategies
... implications for Tier 2 and Tier 3 supports

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

**Low-Intensity Strategy** | Lincoln Elementary On-Site Expert
--- | ---
Behavior Specific Praise: Identifying the specific expectation the student met. | - Eric Common, Behavior Specialist
- Mark Buckman, Special Education
- Grant Allen, Parent Volunteer
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. | - David Royer, Administration
- Emily Cantwell, 5th Grade
- Scarlett Lane, 3rd Grade
- Mallory Messenger, Counselor
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

Incorporating Choice
Self-monitoring
Behavior Contracts
High p Requests
Precorrection
Instructional Feedback
Active Supervision
Behavior Specific Praise
Opportunities to Respond
Supporting Behavior for School Success
Examining your screening data ...

... implications for Tier 1 efforts
... implications for teacher-delivered strategies
... implications for Tier 2 and Tier 3 supports

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

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

Secondary (Tier 2) Intervention Grids

BASC² – Behavior and Emotional Screening Scale
Spring 2012
Support | Description | Schoolwide Data: | Data to Monitor | Exit Criteria
--- | --- | --- | --- | ---
Small group reading instruction with self-monitoring | Small group reading instruction (30 min, 3 days per week). Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating. K – 1. | Students who: Behavior: Fall SRSS at moderate (4 – 8) or high (9 – 21) risk. Academic: Fall AIMSweb LNF at the strategic or intensive level. | AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists. Treatment Integrity Social Validity | Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

First Grade Students' Self Monitoring Form

<table>
<thead>
<tr>
<th>Task</th>
<th>Self Monitor 1</th>
<th>Self Monitor 2</th>
<th>Self Monitor 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>2</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>3</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>4</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>5</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>6</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>7</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>8</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>9</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>10</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>


Treatment Integrity
Social Validity
Monitor student progress

Instructional Choice

<table>
<thead>
<tr>
<th>Description</th>
<th>Schoolwide</th>
<th>Match to Needs</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3T Secondary Tier 2 Intervention Grid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Independent work choices offered during reading instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Independent work habits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily Behavior Report Cards

Positive Action: Tier 2 Groups

Sample Elementary Intervention Grid: SSiS
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Academic Behavioral Social
≈80%
≈15%
≈5%

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

SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<table>
<thead>
<tr>
<th>Support 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 Intervention developed by the behavior specialist and IBS team</td>
<td>Students who scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on 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 OR Academic identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an ongoing basis. Weekly teacher report on academic status ODR data collected weekly</td>
<td>The function-based intervention will be faded once a functional relation is established using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
</tr>
</tbody>
</table>

Changes in Harry’s Behavior

Agenda

Introducing Ci3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
   Tier 1 efforts
   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

(Dave & Oakes, 2012)

District Decision Makers

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

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