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

For Ferguson-Florissant School District
June 6, 2019
www.ci3t.org

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Agenda

- Introducing Ci3T … working collaborat and efficiently
- Using Screening Data to Inform Instruction
  - Tier 1 practices
  - Teacher-delivered strategies
  - Tier 2 and 3 supports
- Action Plans: Moving Forward

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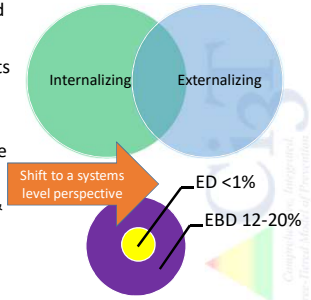
Thank you…
For Your Commitment

- 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)



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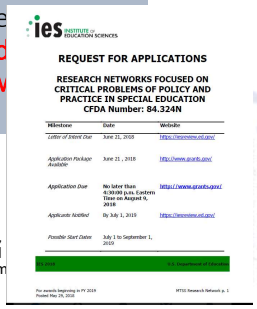
Michael Yudin urged educators and educational system leade
as much attention to stud
and behavioral needs as v
academics" …

2014 National PBIS Leadership Conference, Assistant Secretary for the Office of Special Rehabilitation of the United States Departm



ies INSTITUTE OF EDUCATION SCIENCES

REQUEST FOR APPLICATIONS

RESEARCH NETWORKS FOCUSED ON CRITICAL PROBLEMS OF POLICY AND PRACTICE IN SPECIAL EDUCATION
CFDA Number: 84.324N

Milestone	Date	Website
Letter of Intent Due	June 21, 2018	https://iesreview.ed.gov/
Application Package Available	June 21 , 2018	http://www.grants.gov/
Application Due	No later than 4:30:00 p.m. Eastern Time on August 9, 2018	http://www.grants.gov/
Applicants Notified	By July 1, 2019	https://iesreview.ed.gov/
Possible Start Dates	July 1 to September 1, 2019	

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Agenda

Introducing Ci3T … working collaboratively and efficiently

Using Screening Data to Inform Instruction
- Tier 1 practices
- Teacher-delivered strategies
- Tier 2 and 3 supports

Action Plans: Moving Forward

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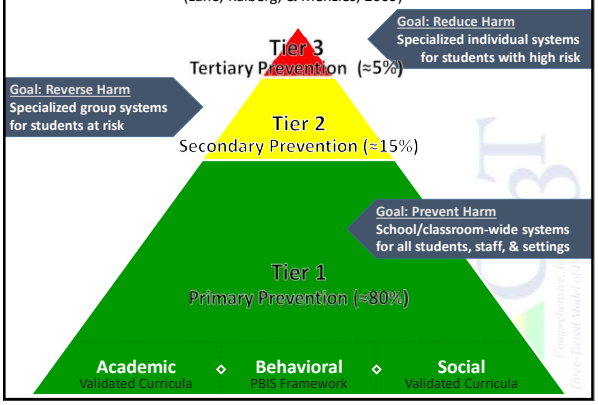
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)



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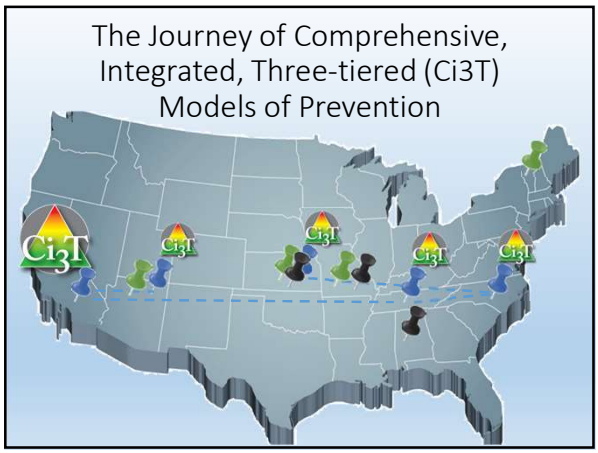
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
Ci3T
Ci3T
Ci3T
Ci3T
Ci3T

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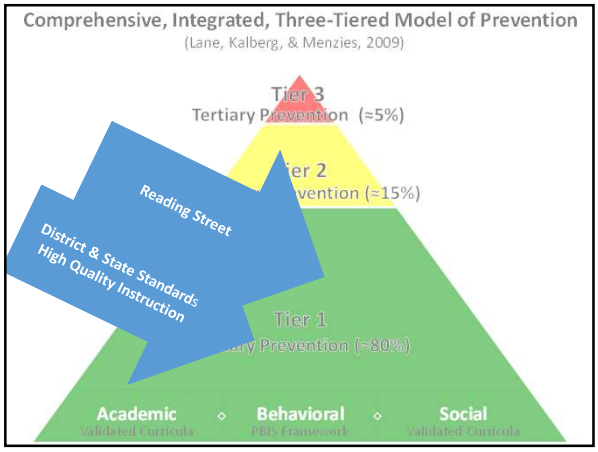
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Reading Street
District & State Standards
High Quality Instruction
Tier 1
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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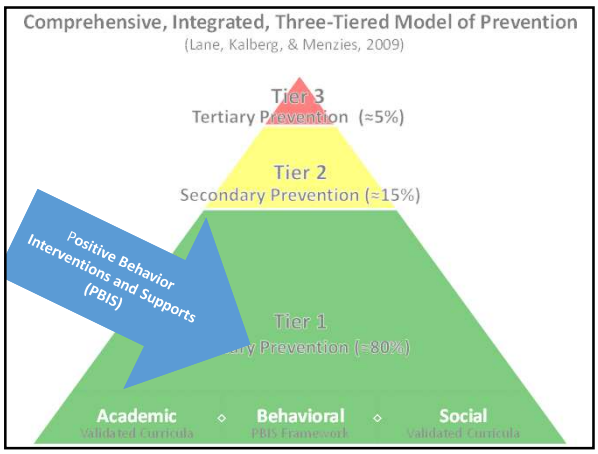
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Positive Behavior Interventions and Supports (PBIS)
Tier 1
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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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

Source: Horner, R.H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85.

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ELEMENTARY	Settings					
	Classroom	**Hallway**	**Cafeteria**	**Playground**	**Bathroom**	**Bus**
Respect	- Follow directions -Use kind words and actions - Control your temper	- 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 peoples' 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 drivers' 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 drivers' 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 drivers' rules - Keep hands and feet to self

Establish, Clarify, Define Expectations

Source: Lane, K.L., Kalberg, J.R., & Menzies, H.M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press.

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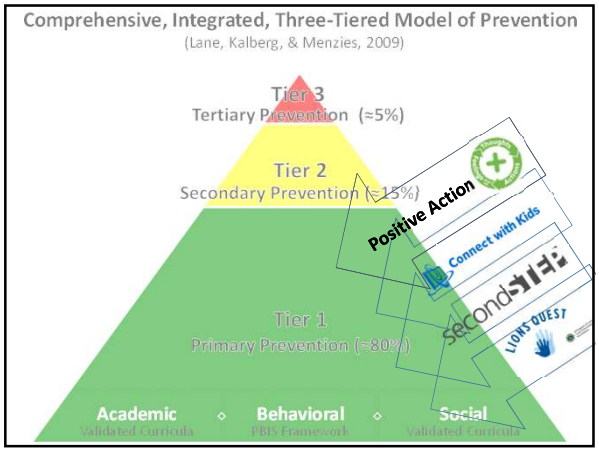

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The Five Social and Emotional Learning Core Competencies

(CASEL, 2013)

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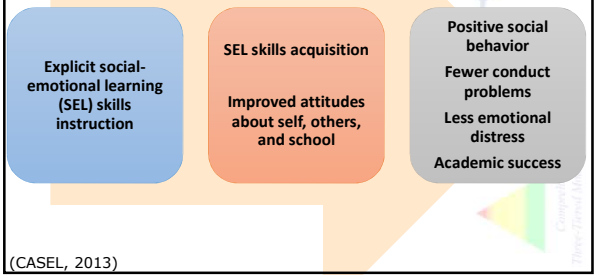
Outcomes Associated with Social Skills Training



(CASEL, 2013)

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Social Component: Examples of Schoolwide Programs

Character Education

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

Social-emotional

Connect With Kids
connectwithkids.com

- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

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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 Other

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

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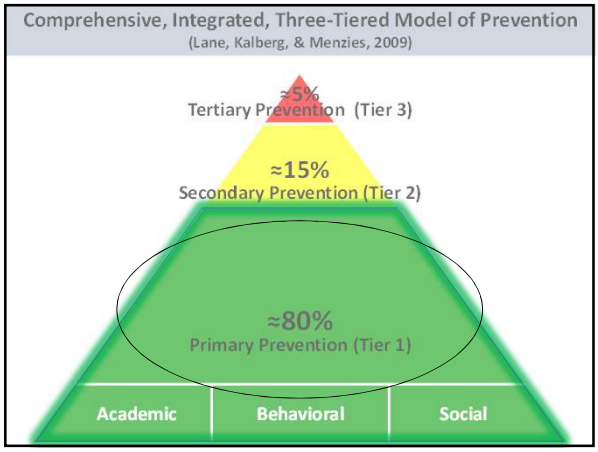

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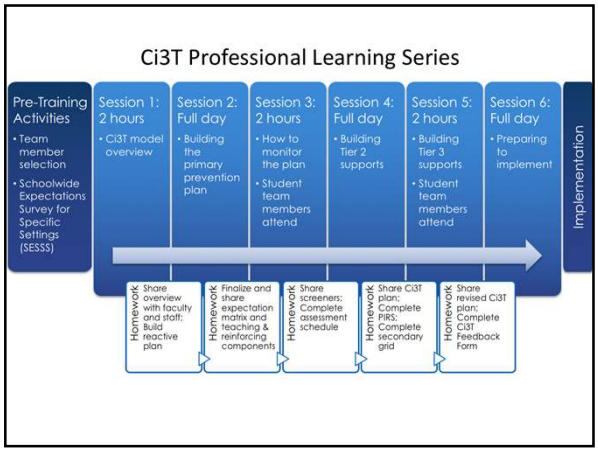

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Lawrence Public Schools … Ci3T Training & Implementation

Phase	Year						
	2013-14	14-15	15-16	16-17	17-18	18-19	19-20
Elementary School							
Ci3T Training							
Implementation Year 1							
Implementation Year 2							
Sustain and Develop Practices							
Middle and High Schools							
Ci3T Training							
Implementation Year 1							
Implementation Year 2							
Sustain and Develop Practices							
College and Career Center							
Ci3T Training							
Implementation Year 1							
Implementation Year 2							
Sustain and Develop Practices							

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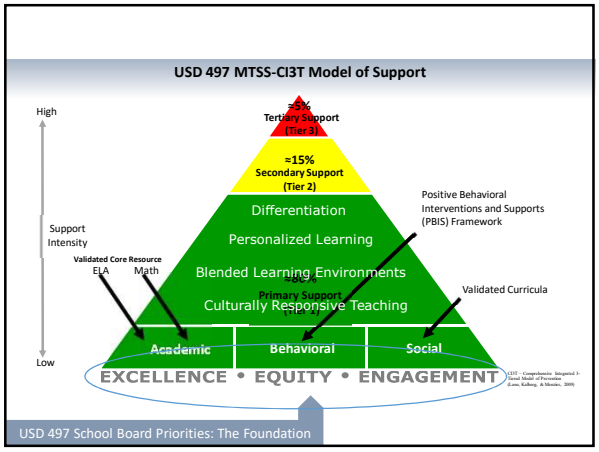

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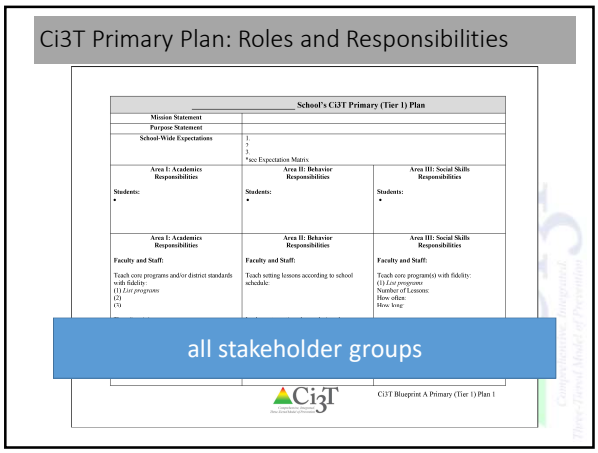
Ci3T Primary Plan: Roles and Responsibilities
School's Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Students:
Faculty and Staff:
Teach core programs and/or district standards with fidelity:
Teach setting lessons according to school schedule:
Teach core program(s) with fidelity:
all stakeholder groups
Ci3T Blueprint A Primary (Tier 1) Plan 1

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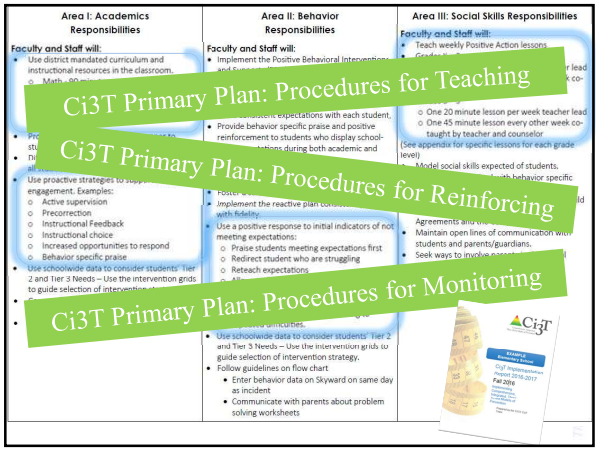
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Faculty and Staff will:
Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring

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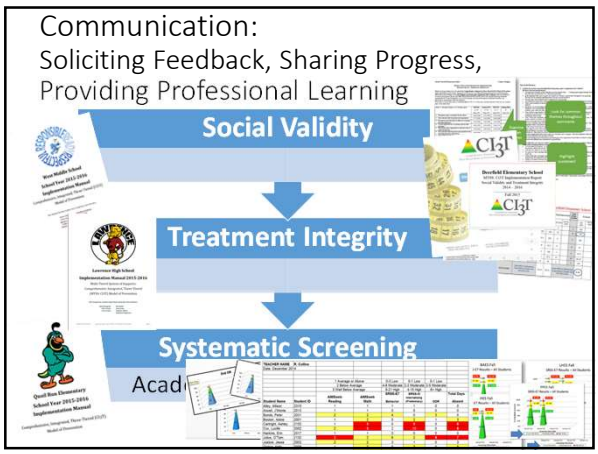
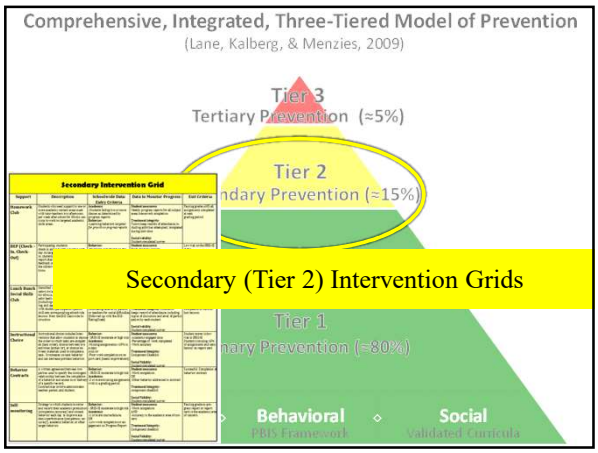

Communication:
Soliciting Feedback, Sharing Progress,
Providing Professional Learning
Social Validity
Treatment Integrity
Systematic Screening

24


Comprehensive, Integrated, Three-Tiered Model of Prevention
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Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Intervention Grid
Secondary (Tier 2) Intervention Grids
Tier 1
Behavioral
PBIS Framework
Social
Validated Curricula

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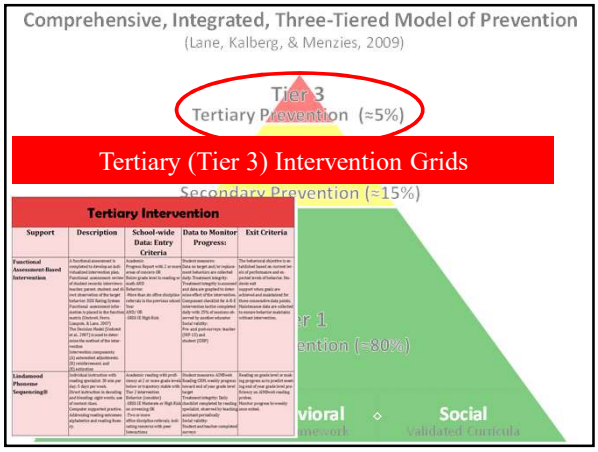
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tertiary (Tier 3) Intervention Grids
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Social
Validated Curricula

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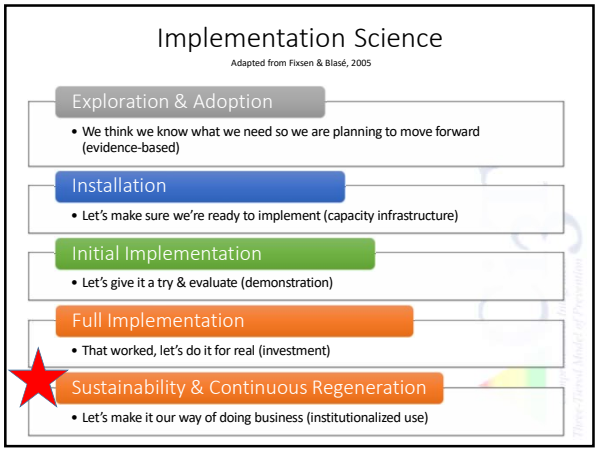
Implementation Science
Adapted from Fixsen & Blasé, 2005
Exploration & Adoption
• We think we know what we need so we are planning to move forward (evidence-based)
Installation
• Let's make sure we're ready to implement (capacity infrastructure)
Initial Implementation
• Let's give it a try & evaluate (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)

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Transparency, Access, & Collaboration

Benefits of Ci3T Models

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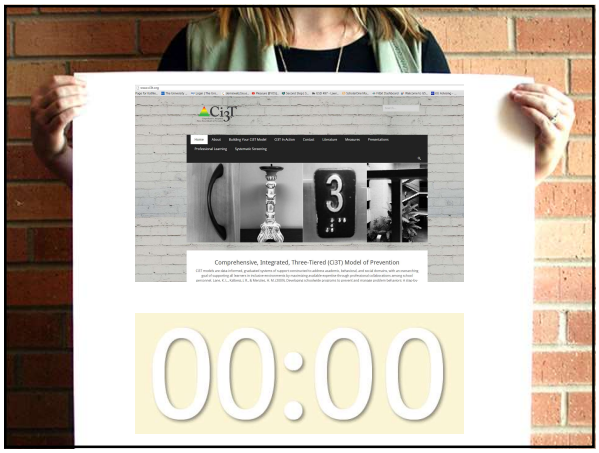

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Agenda

Introducing Ci3T … working collaboratively and efficiently

Using Screening Data to Inform Instruction

- Tier 1 practices
- Teacher-delivered practices
- Tier 2 and 3 supports

Action Plans: Moving Forward

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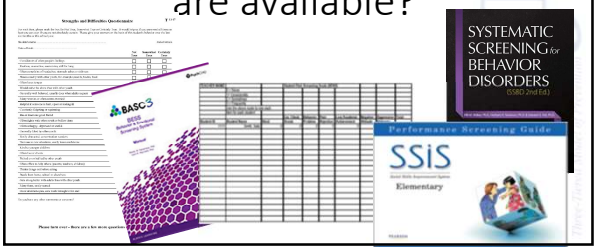
See Lane, Menzies, Oakes, and Kalberg (2012)

What screening tools are available?



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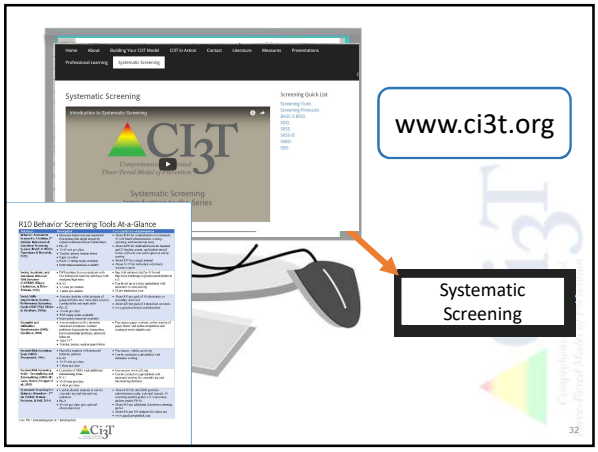

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Considerations

Psychometrically Sound

Socially Valid

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

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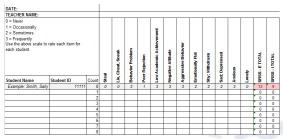
Student Risk Screening Scale for Internalizing and Externalizing



Available on ci3t.org

(SRSS-IE; Drummond, 1994 and Lane & Menzies, 2009)

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STUDENT RISK SCREENING SCALE-IE

DATE:
TEACHER NAME:
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Count	Steal	Lib, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS - E TOTAL	SRSS - I TOTAL
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	*13*	*9*
		1													0	0
		2													0	0
		3													0	0
		4													0	0
		5													0	0
		6													0	0
		7													0	0

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

Subscale scores used for interpretation.
No total scale score.

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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.

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., 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.

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (in press). 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*.

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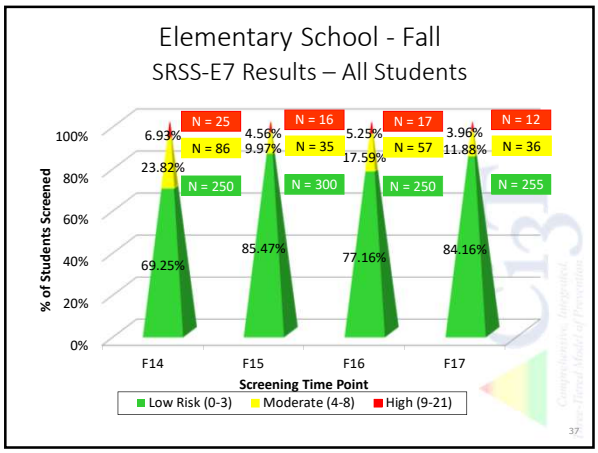

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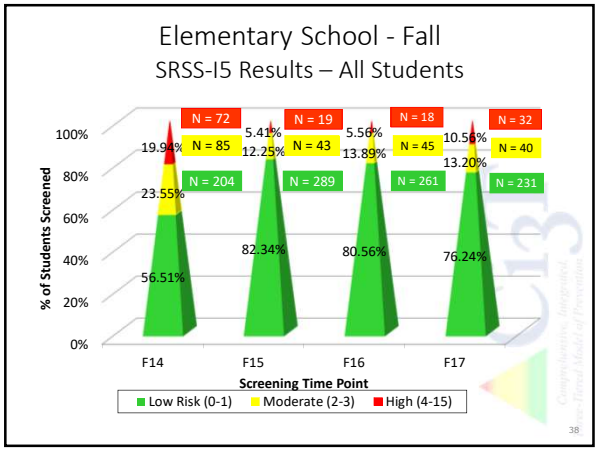

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Fall 2017
SRSS-Externalizing Results: Grade level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
3rd	45	39 (86.67%)	3 (6.67%)	3 (6.67%)
4th	46	35 (76.09%)	10 (21.74%)	1 (2.17%)
5th	61	53 (86.89%)	6 (9.84%)	2 (3.28%)

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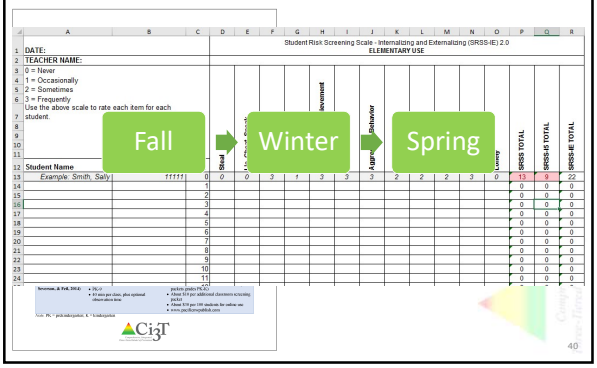
Procedures



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Results: SRSS-IE: **Externalizing** Subscale Elementary

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n*	Moderate *M* (*SD*) *n*	High *M* (*SD*) *n*	
	.23 (39.66) 468		115.82 (46	
	54 (23.48) 2,047		19	
Nurse Visits	8.14 (6.81) 3,256	9.18 (9.55) 820	11.83 (9.85) 389	L < M < H
In-School Suspensions	0.0052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

Fall Externalizing → Winter → Spring ORF, MAP Reading, Nurse Visit, Suspensions

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen, G. E. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders* https://doi.org/10.1177/1063426618795443

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Results: SRSS-IE: **Internalizing** Subscale Elementary

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n*	Moderate *M* (*SD*) *n*	High *M* (*SD*) *n*	
	04 (41.45) 459		139.18	H
	8 (32) 2,070		57 2	
	4 (7.37) 3,387	628	9.33 450	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

Fall Internalizing → Winter Internalizing → Spring ORF*, MAP Reading, Nurse Visit, Suspensions*

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen, G. E. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders* https://doi.org/10.1177/1063426618795443

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SRSS-IE Middle and High School Scoring

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
MIDDLE and HIGH SCHOOL USE 2016 - 2017

DATE:
TEACHER NAME:
PERIOD RATED:

Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.

Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	10	22
		1	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*0*	*0*	*1*	*2*	*0*	13	4	16
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0
		6													0	0	0
		7													0	0	0
		8													0	0	0
		9													0	0	0
		10													0	0	0
		11													0	0	0
		12													0	0	0

43

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.

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., 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.

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (in press). 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.*

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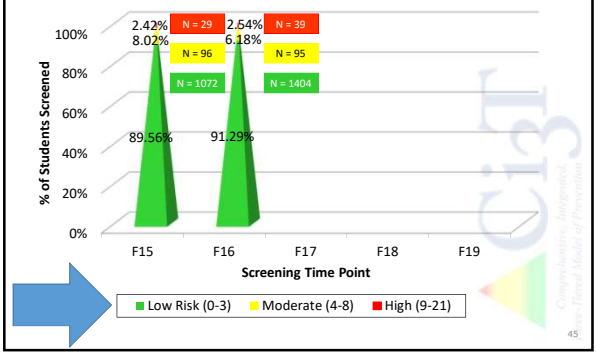
44

Sample High School Fall (Externalizing)
SRSS-E7 Results – All Students



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Sample High School Fall (Externalizing) 2016

SRSS-E7 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
9th	397	361 (90.93%)	29 (7.30%)	7 (1.76%)
10th	428	381 (89.02%)	32 (7.48%)	15 (3.50%)
11th	396	363 (91.67%)	24 (6.06%)	9 (2.27%)
12th	317	299 (94.32%)	10 (3.15%)	8 (2.52%)

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SRSS-IE: EXTERNALIZING SUBSCALE MIDDLE SCHOOL

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n*	Moderate *M* (*SD*) *n*	High *M* (*SD*) *n*	
GPA	3.56 (0.47) 1,670	3.07 (0.58) 279	2.74 (0.61) 84	L > M > H
	0.38 (1. 1,83		2.78 (9	
	4. (16 1,83		9	
	0.03 (0. 1,83		0.75 (9	
In-School Suspensions	0.11 (0.89) 1,830	0.67 (2.74) 328	1.56 (3.22) 93	L < M < H

Fall Externalizing → Winter → Spring: GPA, Course Failures, Nurse Visit*, ODR, Suspensions

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, x*, 1-15 doi:10.1177/1063426617744746

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SRSS-IE: INTERNALIZING SUBSCALE MIDDLE SCHOOL

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n*	Moderate *M* (*SD*) *n*	High *M* (*SD*) *n*	
GPA	3.51 (0.51) 1,642	3.33 (0.55) 167	3.16 (0.64) 224	L > M > H
Co	52 (1.42 1,820		1.22 (2 25	
Nu	2 (16.39 1,820		6.77 (9 25	
Office discipline referrals	0.06 (0.40) 1,820	0.17 (1.24) 181	0.19 (0.75) 250	N.S.
In-School Suspensions	0.18 (1.10) 1,820	0.67 (3.59) 181	0.45 (1.47) 250	L < M, H M = H

Fall Internalizing → Winter Internalizing → Spring: GPA, Course Failures*, Nurse Visit*, Suspensions*

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, x*, 1-15 doi:10.1177/1063426617744746

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SRSS-IE: EXTERNALIZING SUBSCALE HIGH SCHOOL

Variable	Risk			Significance
	Low *M* (*SD*) *n* = 2,36		Hig *M* (S *n* =	
	3.07 (0.7		1.96 (	
	1.16 (2.0		3.08 (2	M = H
Nurse Visits	1.34 (		(7.66)	L < M, H M = H
In-School Suspensions	0.07 (		(1.86)	L < M, H M = H

Fall

Winter

Spring
GPA
Course Failures
Nurse Visit
ODR
Suspensions

L < M, H
M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, x,* 1-15 doi:10.1177/1063426617744746

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SRSS-IE: INTERNALIZING SUBSCALE HIGH SCHOOL

Variable	Risk			Significance Testing
	Low *M* (*SD*) *n* = 2,379	Moderate *M* (*SD*) *n* = 123	High *M* (*SD*) *n* = 132	
G	.04 (0.		2.2	L < M, H
C			3	H
N	.43 (3.		4.0	H
In-School Suspensions	0.1		.42 (1.28)	L < M, H M = H

Fall Internalizing

Winter Internalizing

Spring
GPA
Course Failures
Nurse Visit
ODR
Suspensions

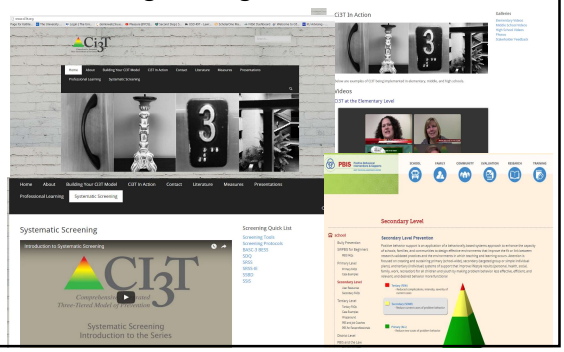
L < M, H
M = H

Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders, x,* 1-15 doi:10.1177/1063426617744746

50

50

Screening …
Considering the Logistics & Ci3T in Action



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Screening Data: High School Yrs1-3

Fall- SRSSIE-I	Low	Moderate	High
2016	80.28%	10.36%	9.36%
2017	90.18%	4.16%	5.66%
2018	90.91%	3.86%	5.23%

Fall- SRSSIE-E	Low	Moderate	High
2016	89.56%	8.02%	2.42%
2017	91.29%	6.18%	2.54%
2018	92.22%	6.20%	1.58%

WTR-SRSSIE-I	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%

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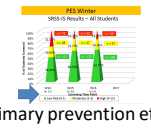
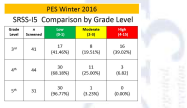
Data sharing…



- Schoolwide data
  …decisions related to primary prevention efforts



- Grade / Department / Class
  …implications for teachers' practice

- Individual student
  …decisions about student-based interventions

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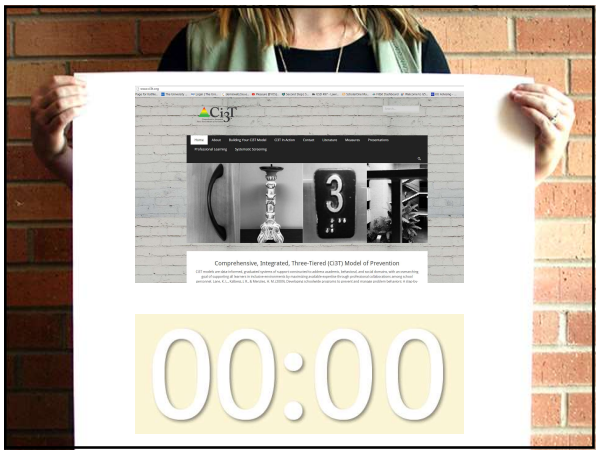

55

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)

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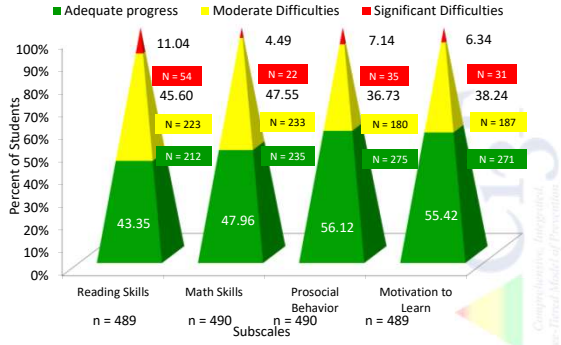
Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School



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?

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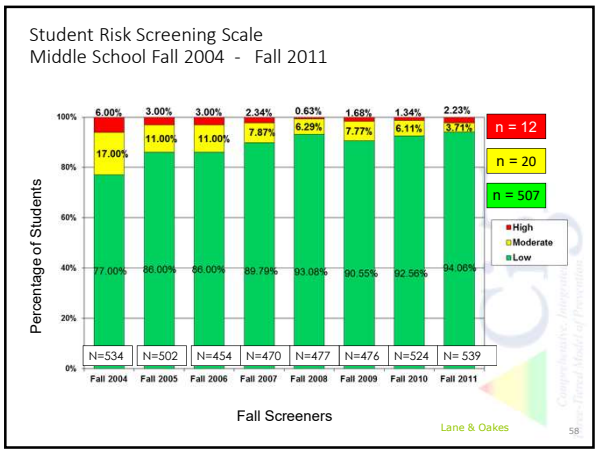
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011
Percentage of Students
100%
80%
60%
40%
20%
0%
6.00%
3.00%
3.00%
2.34%
0.63%
1.68%
1.34%
2.23%
17.00%
11.00%
11.00%
7.87%
6.29%
7.77%
6.11%
3.71%
77.00%
86.00%
86.00%
89.79%
93.08%
90.55%
92.56%
94.06%
n = 12
n = 20
n = 507
High
Moderate
Low
N=534
N=502
N=454
N=470
N=477
N=476
N=524
N= 539
Fall 2004
Fall 2005
Fall 2006
Fall 2007
Fall 2008
Fall 2009
Fall 2010
Fall 2011
Fall Screeners
Lane & Oakes
58

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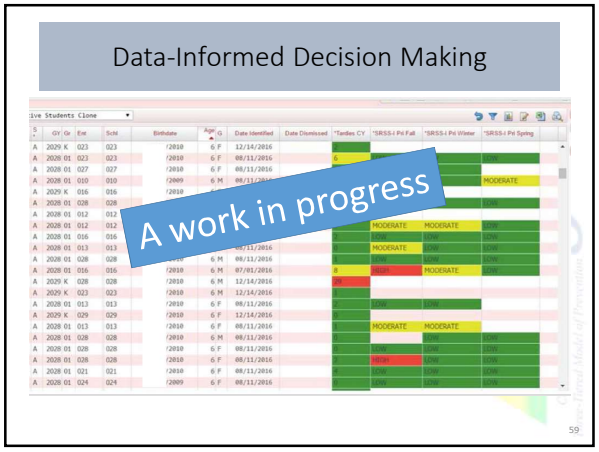
Data-Informed Decision Making
A work in progress
59

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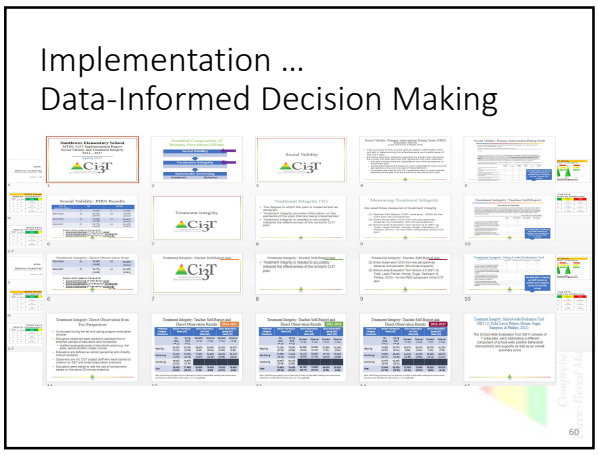
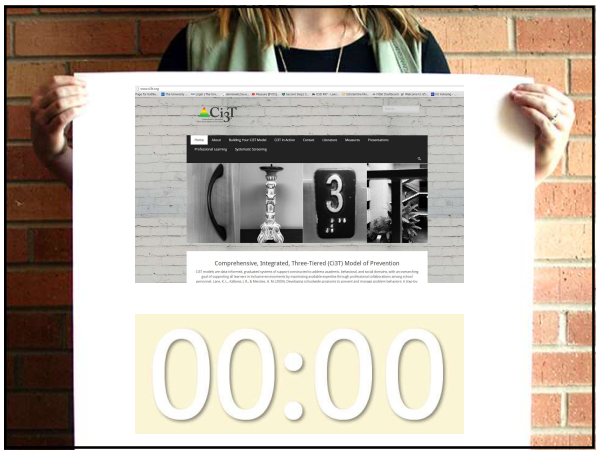

Implementation …
Data-Informed Decision Making
60

60



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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)

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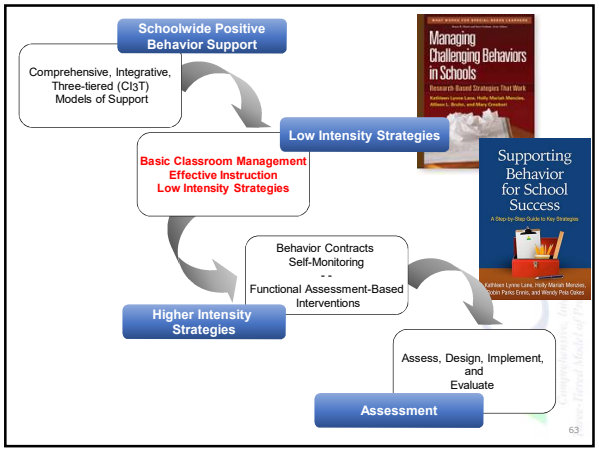

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Examining Academic and Behavioral Data: Elementary School Level

TEACHER NAME	R. Collins							
Date: December 2014								
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low		
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate		
		3 Well Below Average		9-21 High	4-15 High	6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent	
Alley, Allison	2310	1	1	1	1	0	0	
Atwell, J'Monte	2013	1	1	0	0	0	0	
Bonds, Peter	2031	2	2	4	0	3	0	
Booker, Abbie	2001	1	2	0	2	1	3	
Cartright, Ashley	2152	1	3	0	6	0	8	
Cox, Lucille	2002	2	3	2	10	0	8	
Hankins, Erin	2017	1	1	0	0	0	0	
Julius, O'Tam	2132	3	2	6	2	3	7	
Justice, Jesse	2003	2	2	3	1	0	3	
Ochoa, Kelly	2009	1	2	0	3	0	5	
Parker, Stephanie	2004	1	2	4	0	0	1	
Paul, Timothy	2010	1	1	3	0	0	1	
Reed, Kendra	2022	3	0	16	2	23	3	
Toms, Blake	2018	1	2	0	0	0	1	
Wellington, Jasper	2215	2	3	14	4	9	0	

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

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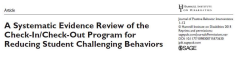
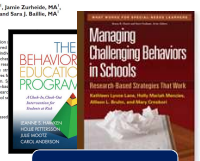
Low-Intensity Strategies

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





- Self-monitoring
- Behavior Contracts

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Tier 1 Low Intensity Strategies	Lawrence High School Experts
Behavior Specific Praise: Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: "Zoe, thank you for adding thorough responses to your assignment today."	• Bill DeWitt, Administration • Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Heidi Woods, Special Education • Sylvia Trevino-Maack, Student Services • Susan Micka, English • Maren Santelli, Special Education • Liz Crickard, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Jeanne Yantzie, Special Education
Opportunities to Respond: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol.	• Bill DeWitt, Administration • Mike Norris, Administration • Sylvia Trevino-Maack, Student Services • Maren Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Stephanie Magnuson, Math
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.	• Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Kelsey Buek, English • Jack Hood, Social Studies • Sylvia Trevino-Maack, Student Services • Maren Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Jeanne Yantzie, Special Education

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ci3t.org

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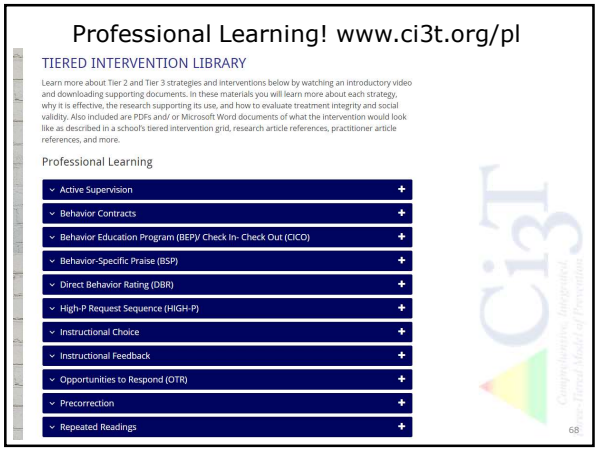

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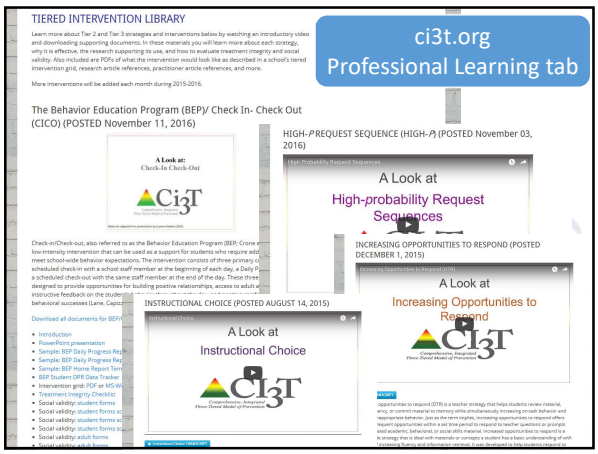
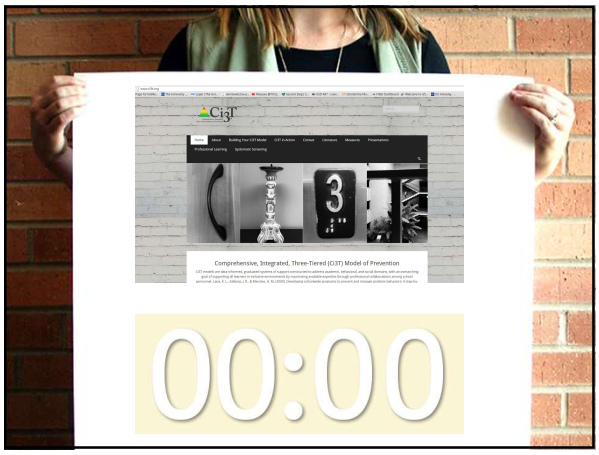


69



70

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)

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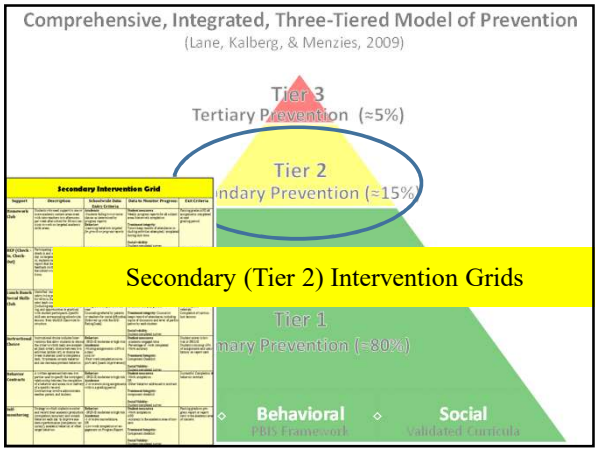

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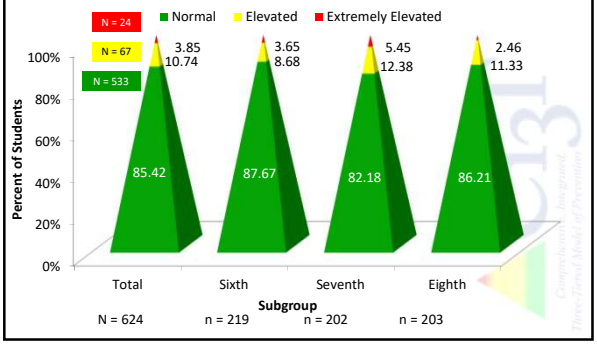
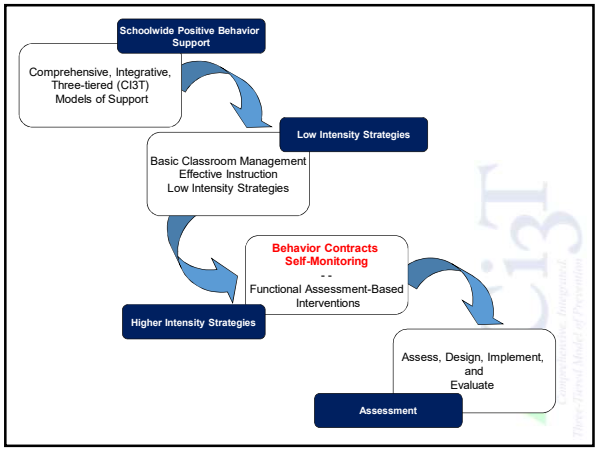
BASC^2 – Behavior and Emotional Screening Scale
Spring 2012



73



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Example Secondary Intervention Grid

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
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.	**Behavior:** SRSS - mod to high risk **Academic:** 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract Treatment Integrity Social Validity	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	**Behavior:** Students who score in the abnormal range for H and CP on the SDQ; **Academic:** course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades Treatment Integrity	Passing grade on the report card in the academic area of concern

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4

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Secondary (Tier 2) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	**Behavior:** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ Skyward: 2 or more missing assignments **AND/ OR** **Academic:** ☐ Report card: 1 or more course failures *or* ☐ AIMSweb: intensive or strategic level (math or reading) *or* ☐ Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports **Social Validity:** Teacher: IRP-15 Student: CIRP **Treatment Integrity:** Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

Ci3T

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	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.

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TEACHER NAME

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate item for each student

1 (at benchmark)
2 (some risk)
3 (at risk)

Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	AIMSweb-Reading
Sample, Sally	*1111*	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*13*	
Alley, Allison	2310	0	0	0	1	0	0	0	*1*	1
Atwell, J'Monte	2013	0	0	0	0	0	0	0	*0*	1
Bonds, Peter	2031	0	0	1	1	1	1	0	*4*	2
Booker, Abbie	2001	0	0	0	0	0	0	0	*0*	1
Cartright, Ashley	2152	0	0	0	0	0	0	0	*0*	1
Cox, Lucille	2002	0	0	0	0	0	0	0	*0*	1
Hankins, Erin	2017	0	0	0	0	0	0	0	*0*	1
Julius, O'Tam	2132	0	0	0	1	2	2	1	*6*	3
Justice, Jesse	2003	0	0	2	0	1	0	0	*3*	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	*0*	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	*4*	1
Paul, Timothy	2010	0	1	1	1	0	0	0	*3*	1
Reed, Kendra	2022	1	2	2	2	3	3	3	*16*	3
Toms, Blake	2018	0	0	0	0	0	0	0	*0*	1
Wellington, Jasper	2215	2	1	2	2	3	2	2	*14*	3

Small group Reading Instruction with Self-Monitoring

Lane, K.L., & Oakes, W. P. (2012). Identifying Students for Secondary and Tertiary Prevention Efforts: How do we determine which students have Tier 2 and Tier 3 needs? *In preparation.*

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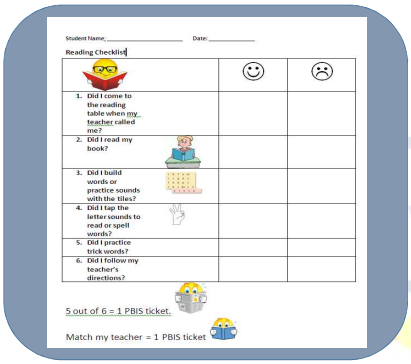
First Grade Students' Self Monitoring Form



Altmann, S. A. (2010). *Project support and include: the additive benefits of self-monitoring on students' reading acquisition.* Unpublished master's thesis, Vanderbilt University.

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Treatment Integrity

Social Validity

Monitor student progress

Teacher: Ms. Hunt Date: _____ Time: _____

Item	David	Travis	Teacher
1. Did student come to the reading table when the teacher called him?			
2. Did student read his book?			
3. Did student build words or practice sounds with the tiles?			
4. Did student tap letters sounds to read or spell words?			
5. Did student practice trick words?			
6. Did student follow teacher's directions?			
7. Did I prompt the student to complete the checklist after each activity?	n/a	n/a	
8. Did I compare my checklist to the student's at the end of the intervention period?	n/a	n/a	
9. Did I reward the student appropriately for completing the checklist and/or agreeing (i.e. give a checkmark for only fewer than 2 prompts, give a ticket for having all but one check, etc.)?	n/a	n/a	

Altmann, S. A. (2010). *Project support and include: the additive benefits of self-monitoring on students' reading acquisition.* Unpublished master's thesis, Vanderbilt University.

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Sample Elementary Intervention Grid: PA

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Positive Action (PA) – counselor-led small group	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).	Behavior ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I Mode ☐ 2 or fe first 3 school ☐ Eviden imple Ci3T p plan [t integri obser ☐ Parent Academic ☐ Stude 3	Student measures • SSiS-Rating Scale (Pre/Post) min if needed)	☐ Review student progress at end of 24 sessions agrees have met or no er Positive n small p sessions varranted -E7 and I5 es are in ow risk gory

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Sample Elementary Intervention Grid: SSiS

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will facilitate small group SSiS sessions for approximately 30-40 min 2-3 days per Students will skills, learn more fully i experiences, 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 SSiS lessons for student identified us Rating Scal parent version).	**Behavior** ☐ SRSS-E7 score: ☐ ☐ ☐ implementation of ☐	**Student measures** • SSiS-Rating Sca Ta obse min if needed)	☐ Review student at rees or no SiS up are warranted E7 and are risk

Classroom Screening and Intervention

Performance Screening Guide
Teacher-completed classroom screener of student's observable behavior in four key skill areas: Prosocial Behaviors, Motivation to Learn, Reading Skills, and Math Skills.

Classwide Intervention Program
A 10-unit program covering five major prosocial behavior areas including Cooperation, Assertion, Responsibility, Empathy, and Self-Control. Student booklets are available for the top 10 social skills for preschool through upper elementary.

Targeted Assessment and Intervention

Rating Scales
This revision of the widely used Social Skills Rating System assesses social skills, problem behaviors, and academic competence. New features include national norms for preschool, materials in Spanish, and subscales that address bullying and autism spectrum issues.

Intervention Guide
The new Intervention Guide with resource CDs enables meaningful intervention directly linked to the student's SSIS Rating Scales results.

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Active Supervision

Elementary Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions	**Student Performance** Data on target behavior monitored - On time arrival - On task - Time to transition **Treatment Integrity** Component checklist **Social Validity** Student- and teacher-completed surveys	• No planned exit criteria; • New procedure to remain in place for the balance of the school year

https://eclkc.ohs.acf.hhs.gov/safety-practices

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
READ 180 (Stage C) Reading Intervention	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.	(1) Students in grades 9 – 12. (2) Reading performance basic or below basic on state assessment (but above 4th grade reading level). (3) SRSS risk scores in the moderate range (4 – 8).	Student Measures: Meeting individual READ 180 reading goals: (1) Progress Monitoring with Scholastic Reading Inventory (2) Writing Assessments (3) formative assessments (vocabulary, comprehension and spelling) (4) Curriculum-based Assessments (5) Attendance in class Treatment Integrity: Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. Social Validity: Students and teachers complete surveys	Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Mentoring Program (Sophomores/ Juniors/ Seniors)	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.	(1) 10th/11th/ 12th graders (2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher ODR ≥ 2 Absences ≥ 5 days in one grading period (3) Academic: GPA ≤ 2.75	Student Measures: (1) Increase of GPA at mid-term and semester report cards. (2) Decrease of ODR monitored weekly. (3) Reduced absences (fewer than one per quarter) Treatment Integrity: Mentors complete weekly mentoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors.	Yearlong support Students who no longer meet criteria next fall Seniors: graduation

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

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Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Targeted Algebra II Study Hall	Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.	(1) 12th graders (2) Algebra II grade drops below a 75 at any point in the semester (3) Have study hall time available and permission of 5th period teacher (4) Self-selecting to engage in study hall	Student Measures: Algebra II classroom grades Daily class average if grade is ≤ 75 Treatment Integrity: Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys	Algebra II Grade increases to satisfactory level (above 75%).

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

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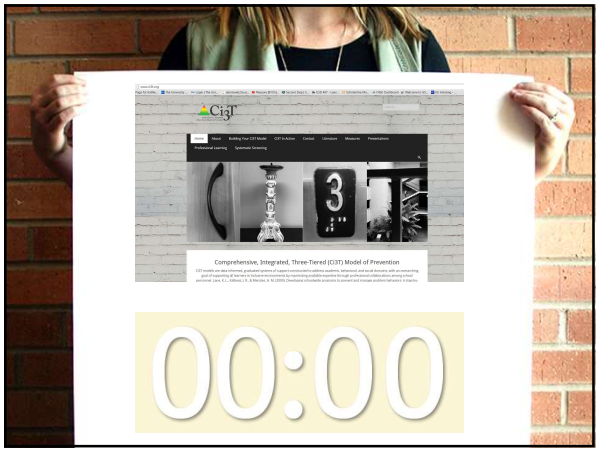

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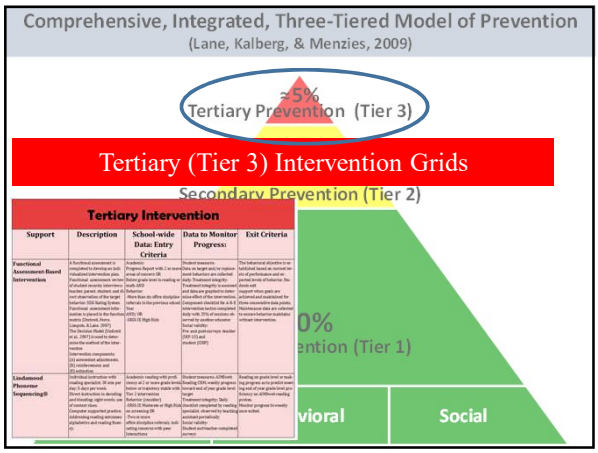

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SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment -Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: **Behavior** -scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following 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	Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly Treatment Integrity Social Validity	The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

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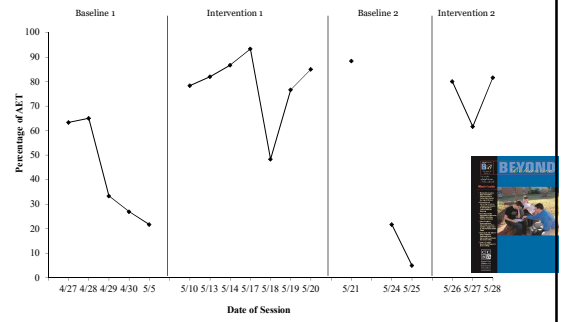
Changes in Harry's Behavior



Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. Beyond Behavior, 2, 44 – 54.

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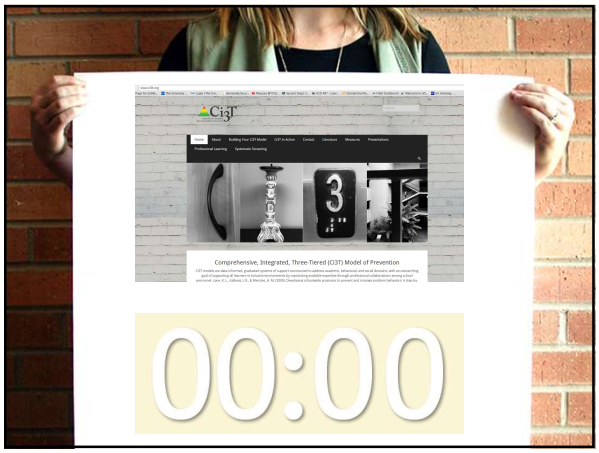

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Agenda

Introducing Ci3T … working collaboratively and efficiently

Using Screening Data to Inform Instruction

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

Action Plans: Moving Forward

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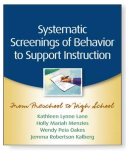
Recommendations to Consider

- 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

(Lane & Oakes, 2012)



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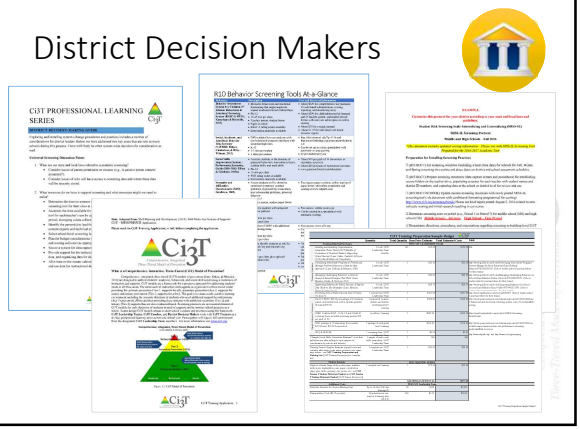
District Decision Makers



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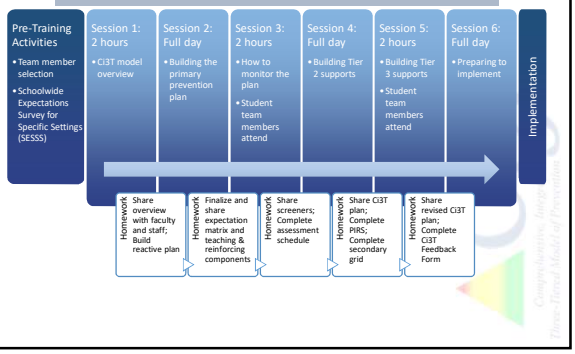
Ci3T Professional Learning Series



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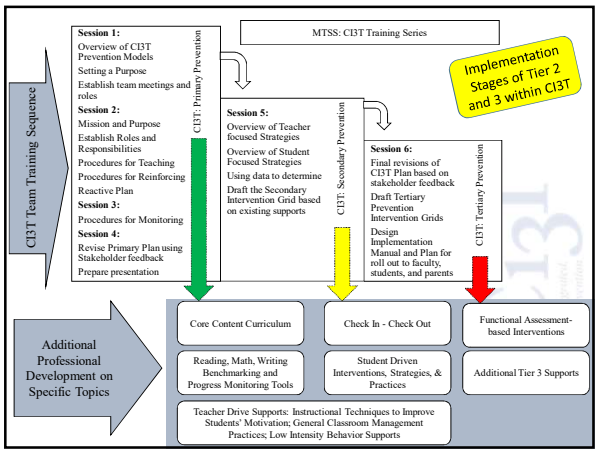
MTSS: CI3T Training Series
Implementation Stages of Tier 2 and 3 within CI3T
CI3T Team Training Sequence
Session 1:
Overview of CI3T Prevention Models
Setting a Purpose
Establish team meetings and roles
Session 2:
Mission and Purpose
Establish Roles and Responsibilities
Procedures for Teaching
Procedures for Reinforcing
Reactive Plan
Session 3:
Procedures for Monitoring
Session 4:
Revise Primary Plan using Stakeholder feedback
Prepare presentation
CI3T: Primary Prevention
Session 5:
Overview of Teacher focused Strategies
Overview of Student Focused Strategies
Using data to determine
Draft the Secondary Intervention Grid based on existing supports
CI3T: Secondary Prevention
Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design Implementation Manual and Plan for roll out to faculty, students, and parents
CI3T: Tertiary Prevention
Additional Professional Development on Specific Topics
Core Content Curriculum
Check In - Check Out
Functional Assessment-based Interventions
Reading, Math, Writing Benchmarking and Progress Monitoring Tools
Student Driven Interventions, Strategies, & Practices
Additional Tier 3 Supports
Teacher Drive Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

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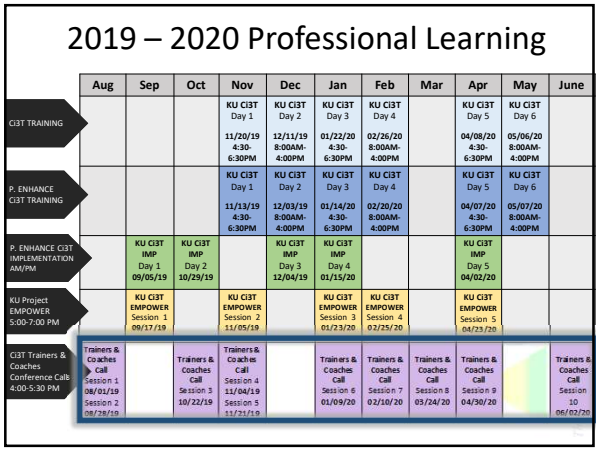
2019 – 2020 Professional Learning
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June
CI3T TRAINING
KU CI3T Day 1 11/20/19 4:30-6:30PM
KU CI3T Day 2 12/11/19 8:00AM-4:00PM
KU CI3T Day 3 01/22/20 4:30-6:30PM
KU CI3T Day 4 02/26/20 8:00AM-4:00PM
KU CI3T Day 5 04/08/20 4:30-6:30PM
KU CI3T Day 6 05/06/20 8:00AM-4:00PM
P. ENHANCE CI3T TRAINING
KU CI3T Day 1 11/13/19 4:30-6:30PM
KU CI3T Day 2 12/03/19 8:00AM-4:00PM
KU CI3T Day 3 01/14/20 4:30-6:30PM
KU CI3T Day 4 02/20/20 8:00AM-4:00PM
KU CI3T Day 5 04/07/20 4:30-6:30PM
KU CI3T Day 6 05/07/20 8:00AM-4:00PM
P. ENHANCE CI3T IMPLEMENTATION AM/PM
KU CI3T IMP Day 1 09/05/19
KU CI3T IMP Day 2 10/29/19
KU CI3T IMP Day 3 12/04/19
KU CI3T IMP Day 4 01/15/20
KU CI3T IMP Day 5 04/02/20
KU Project EMPOWER 5:00-7:00 PM
KU CI3T EMPOWER Session 1 09/17/19
KU CI3T EMPOWER Session 2 11/05/19
KU CI3T EMPOWER Session 3 01/23/20
KU CI3T EMPOWER Session 4 02/25/20
KU CI3T EMPOWER Session 5 04/23/20
CI3T Trainers & Coaches Conference Calls 4:00-5:30 PM
Trainers & Coaches Call Session 1 08/01/19 Session 2 08/29/19
Trainers & Coaches Call Session 3 10/22/19
Trainers & Coaches Call Session 4 11/04/19 Session 5 11/21/19
Trainers & Coaches Call Session 6 01/09/20
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Trainers & Coaches Call Session 10 06/02/20

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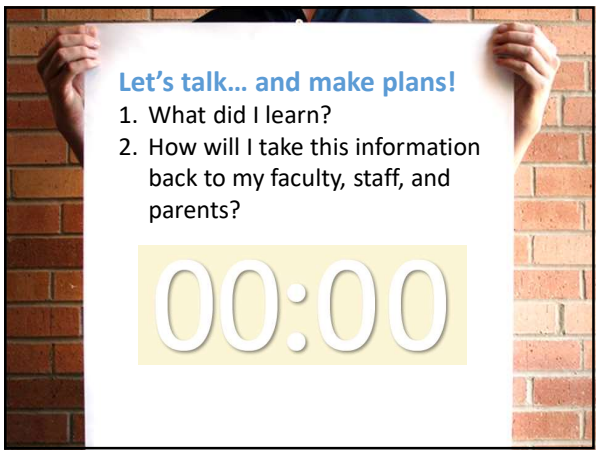
Let's talk… and make plans!
1. What did I learn?
2. How will I take this information back to my faculty, staff, and parents?
00:00

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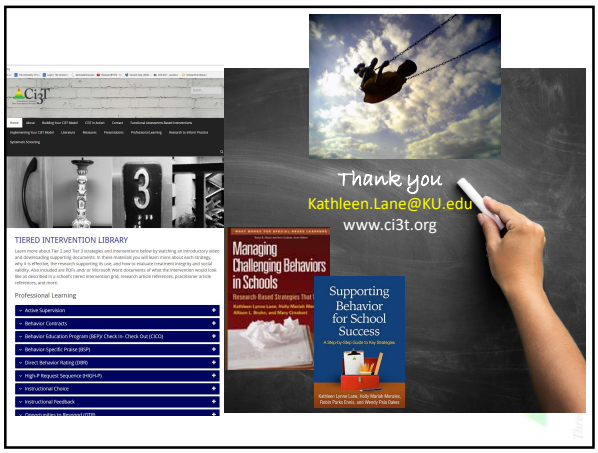
Ci3T
TIERED INTERVENTION LIBRARY
Professional Learning
Active Supervision
Behavior Contracts
Behavior Education Program (BEP)/ Check In- Check Out (CICO)
Behavior-Specific Praise (BSP)
Direct Behavior Rating (DBR)
High-P Request Sequence (HSQ+P)
Instructional Choice
Instructional Feedback
Thank you
Kathleen.Lane@KU.edu
www.ci3t.org
Managing Challenging Behaviors in Schools
Supporting Behavior for School Success

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