B1: A Look at the Logistics of Systematic Screening: The Practicalities of Moving Forward

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Agenda
• Introducing CI3T ... collaborative and efficient
• Systematic Screening Tools
  • Selecting and Installing
  • Understanding the Practicalities
• Using Screening Data to Inform Instruction
  • Tier 1 efforts
  • Teacher-delivered strategies
  • Tier 2 and 3 supports
• Action Plans: Moving Forward

Questions to Consider:
How does this compare to our priorities?
Who would do this work?
Where would this work live (e.g., responsibility)?
What should we stop doing to make room for this work?
How will we assess whether it’s (a) implemented well and (b) working?
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 (Horn & 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 ... collaborative and efficient
Systematic Screening Tools
  Selecting and Installing
  Understanding the Practicalities
Using Screening Data to Inform Instruction
  Tier 1 efforts
  Teacher-delivered strategies
  Tier 2 and 3 supports
Action Plans: Moving Forward
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

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

Tier 2: Secondary Prevention (≤15%)
Goal: Prevent Harm
Specialized group systems for students at risk

Tier 1: Primary Prevention (≥95%)
Goal: Promote Health
School/classroom-wide systems for all students, staff, & settings

Academic • Behavioral • Social

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Academic Component

- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

• Establish, clarify, and define expectations
• Teach all students the expectations, planned and implemented by all adults in the school
• Give opportunities to practice
• Reinforce students consistently, facilitate success
• Consider rules, routines, and physical arrangements
• Monitor the plan using school-wide data to identify students who need more support
• Monitor student progress


Social Component: Identifying a Validated Curriculum

• Violence Prevention
  • Second Step Violence Prevention (www.cfchildren.org)
• Character Education
  • Positive Action (www.positiveaction.net)
  • Caring School Community (www.characterplus.org)
• Social Skills
  • Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)

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
  • Bullying / conflict resolution
  • Residential, parental, and family classes
  • Community/coalition components

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

Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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<td>Sustain and Develop Practices</td>
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<td>College and Career Center</td>
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<tr>
<td>Sustain and Develop Practices</td>
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</table>
Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Academic Behavioral Social

≈80%
≈15%
≈5%

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

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menties, 2009)
Communication and Continuous Improvement

Ci3T District Leadership Team

Ci3T School Leadership Team

Elementary

Middle

High

College & Career

Transparency, Access, & Collaboration
Benefits of Ci3T Models

How can a systems approach, such as Ci3T, benefit your school or district?

What strengths regarding transparency, access, and collaboration are already in place?
Agenda

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools
Selecting and Installing
Understanding the Practicalities

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

Action Plans: Moving Forward

What data do we currently collect and how do these data inform decision making?

Sample Elementary Assessment Schedule

<table>
<thead>
<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
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</tr>
</tbody>
</table>

For more information, please contact Ms. B. Lee (blee@ci3t.org) or Mr. J. Smith (jsmith@ci3t.org).
Using Data to Monitor Our Plan: Sharing Schoolwide Data with Faculty and Staff

Using Data to Monitor Our Plan: Sharing Student Performance Data with Faculty and Staff

Considerations

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

Selecting the best behavior screening tool(s) for our school

How does our Ci3T model influence risk?
Sample Data – SSBD
2007-2011 Risk Status for Nominated Students

Externalizing

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Level</td>
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<td></td>
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<tr>
<td>1</td>
<td>13</td>
<td>47</td>
<td>63</td>
<td>57</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Internalizing

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Level</td>
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<tr>
<td>1</td>
<td>17</td>
<td>55</td>
<td>60</td>
<td>66</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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</tbody>
</table>

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 Externalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
<td>24</td>
<td>4</td>
<td>1 (1.39%)</td>
<td>3 (4.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>66</td>
<td>24</td>
<td>1</td>
<td>0 (0.00%)</td>
<td>1 (1.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>60</td>
<td>18</td>
<td>3</td>
<td>2 (3.33%)</td>
<td>1 (1.67%)</td>
</tr>
</tbody>
</table>

* Students missing

Student Risk Screening Scale for Internalizing and Externalizing
Available from ci3t.org
(SRSS-IE; Drummond, 1994 and Lane & Menzies, 2009)

SRSS-IE for Elementary Schools
SRSS-IE: Cut Scores

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

Low Risk: 0-3
Moderate Risk: 4-8
High Risk: 9-21

Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>6.94%</td>
<td>23.23%</td>
<td>72.92%</td>
</tr>
<tr>
<td>F15</td>
<td>9.92%</td>
<td>32.86%</td>
<td>63.21%</td>
</tr>
<tr>
<td>F16</td>
<td>4.84%</td>
<td>15.91%</td>
<td>79.25%</td>
</tr>
<tr>
<td>F17</td>
<td>5.22%</td>
<td>16.81%</td>
<td>77.16%</td>
</tr>
<tr>
<td>F18</td>
<td>1.06%</td>
<td>2.87%</td>
<td>95.98%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>9.92%</td>
<td>15.91%</td>
<td>79.25%</td>
</tr>
<tr>
<td>F15</td>
<td>5.22%</td>
<td>16.81%</td>
<td>77.16%</td>
</tr>
<tr>
<td>F16</td>
<td>1.06%</td>
<td>2.87%</td>
<td>95.98%</td>
</tr>
<tr>
<td>F17</td>
<td>5.22%</td>
<td>16.81%</td>
<td>77.16%</td>
</tr>
<tr>
<td>F18</td>
<td>1.06%</td>
<td>2.87%</td>
<td>95.98%</td>
</tr>
</tbody>
</table>
Fall 2018
SRSS-Internalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
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<tbody>
<tr>
<td>3rd</td>
<td>57</td>
<td>46 (80.70%)</td>
<td>7 (12.28%)</td>
<td>4 (7.02%)</td>
</tr>
<tr>
<td>4th</td>
<td>42</td>
<td>23 (54.76%)</td>
<td>13 (30.95%)</td>
<td>6 (14.29%)</td>
</tr>
<tr>
<td>5th</td>
<td>47</td>
<td>33 (70.21%)</td>
<td>9 (19.15%)</td>
<td>5 (10.64%)</td>
</tr>
</tbody>
</table>

RESULTS:
SRSS-IE: **EXTERNALIZING** Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>159.04 (41.45)</td>
<td>150.59 (45.76)</td>
<td>139.18 (46.53)</td>
<td>L &gt; H</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>63.38 (28.32)</td>
<td>53.93 (32.15)</td>
<td>43.57 (30.47)</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>6.14 (6.81)</td>
<td>9.18 (9.59)</td>
<td>11.83 (10.81)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0052 (0.08)</td>
<td>0.0427 (0.30)</td>
<td>0.1080 (0.46)</td>
<td>L &lt; M &lt; H</td>
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</tbody>
</table>

RESULTS:
SRSS-IE: **INTERNALIZING** Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Fluency</td>
<td>163.23 (39.66)</td>
<td>138.62 (42.70)</td>
<td>115.82 (46.21)</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>66.54 (26.48)</td>
<td>42.91 (30.37)</td>
<td>33.32 (29.82)</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>6.84 (7.37)</td>
<td>7.59 (8.05)</td>
<td>9.33 (10.81)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0142 (0.15)</td>
<td>0.0510 (0.36)</td>
<td>0.0311 (0.20)</td>
<td>L &lt; M, H</td>
</tr>
</tbody>
</table>

Lane, Oakes et al. (2018)
SRSS-IE for Middle and High Schools

SRSS-IE: Cut Scores

Elementary School
- SRSS-E7 Items 1-7
  - 0-3 = low risk
  - 4-8 = moderate risk
  - 9-21 = high risk

- SRSS-I5 Items 8-12
  - 0-1 = low risk
  - 2-3 = moderate risk
  - 4-15 = high risk

Middle and High School
- SRSS-E7 Items 1-7
  - 0-3 = low risk
  - 4-8 = moderate risk
  - 9-21 = high risk

- SRSS-I6 Items 4, 8-12
  - 0-3 = low risk
  - 4-5 = moderate risk
  - 6-18 = high risk

Elementary School Levels:

Middle and High School Levels:

Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall SRSS-I Low</th>
<th>Moderate</th>
<th>High</th>
<th>Fall SRSS-E Low</th>
<th>Moderate</th>
<th>High</th>
<th>WTR-SRSS-I Low</th>
<th>Moderate</th>
<th>High</th>
<th>WTR-SRSS-E Low</th>
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<th>High</th>
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<tr>
<td>2016</td>
<td>90.18%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
</tr>
<tr>
<td>2017</td>
<td>91.38%</td>
<td>4.16%</td>
<td>4.56%</td>
<td>91.29%</td>
<td>6.18%</td>
<td>2.54%</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
</tr>
<tr>
<td>2018</td>
<td>89.91%</td>
<td>3.86%</td>
<td>6.23%</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
</tr>
</tbody>
</table>
Screening ... Considering the Logistics & Ci3T in Action

Explore, bookmark, or discuss web-based resources on selecting a systematic behavior screener.

If your school or district is already screening, how did you identify your screener?

Starting the year with Ci3T...
Screening Practices

• District system ...
• Preparing...
• Previewing ...
• Dedicating time ...
• Reminding ...
• Supporting ...
• Following through ...
• Summarizing ...
• Using data to inform instruction...
What are the most immediate logistical concerns in your school or district related to screening?

Explore screening protocols on ci3t.org/screening
Agenda

Introducing Ci3T ... collaborative and efficient
Systematic Screening Tools
Selecting and Installing
Understanding the Practicalities

Using Screening Data to Inform Instruction
Tier 1 efforts
Teacher-delivered strategies
Tier 2 and 3 supports
Action Plans: Moving Forward

Data-Informed Decision-Making in Ci3T Models

Social Validity

Treatment Integrity

Systematic Screening

Academic Behavior

Examining your screening data ...

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

See Lane, Mencies, Bruehl, and Croceboi (2011)
Examining your screening data … 

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

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

Examining Academic and Behavioral Data – Elementary Level

Low-Intensity Strategies: Building capacity through professional learning

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Preconception Incorporating Choice

Self-monitoring
Behavior Contracts
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)
SRSS-I5 (internalizing) Results – All Students

- F14: 56.51%
- F15: 82.34%
- F16: 80.56%
- F17: 76.24%
- F18: 78.23%

% of Students Screened

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tr>
<td>N</td>
<td>19</td>
<td>45</td>
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<td>24</td>
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<tr>
<td>N</td>
<td>43</td>
<td>45</td>
<td>261</td>
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</tbody>
</table>

Sample Elementary School Fall

- Low Risk (0-1): 52 (89.66%)
- Moderate (2-3): 6 (10.34%)
- High (4-15): 0 (0.00%)

Fall 2018

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>52 (89.66%)</td>
<td>6 (10.34%)</td>
<td>0 (0.00%)</td>
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<tr>
<td>1st</td>
<td>52</td>
<td>43 (82.69%)</td>
<td>3 (5.77%)</td>
<td>6 (11.54%)</td>
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<tr>
<td>2nd</td>
<td>61</td>
<td>51 (83.61%)</td>
<td>7 (11.48%)</td>
<td>3 (4.92%)</td>
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</table>

Teaming to Use Data and Connect Students to Supports

- Supporting counselors to use disaggregated data to identify students in need of additional supports
- Look at both internalizing and externalizing behaviors
- ...equity not equality
- Coordinating with classroom teachers
Teaming to Use Data and Connect Students to Supports

- Communicating with parents
- Collaboration
  - Progress updates
  - “Look for’s”
- Empowering teachers to recognize and reinforce

Comprehensive, integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menes, 2009)

Secondary (Tier 2) Intervention Grids

Small group Reading Instruction with Self-Monitoring

First Grade Students’ Self-Monitoring Form


Secondary Tier Interventions (I-VI) For Middle and High School Students

Data in action
Data in action

Behavior Contracts
Behavior Specific Praise
Precorrection
Instructional Choice

Other Tier 2 Interventions

Daily Behavior Report Cards

http://dbr.education.uconn.edu/
Support Description

School-wide Data:
Entry Criteria

Data to Monitor Progress

Exit Criteria

Positive Action: Tier 2 Groups

- 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-I5 score: Moderate (2-3)
- AND
- 2 or fewer absences in first 3 months of school
- Evidence of teacher implementation of Ci3T primary (Tier 1) plan (treatment integrity: direct observation)
- Parent permission

Academic
- Student is in grade 2 or 3

Student measures
- SSiS-Rating Scale (Pre/Post)
- Skills for Greatness (Pre/Post)
- Daily behavior report (DBR; daily)
- Attendance and tardies

Social validity
- Teacher: IRP-15
- Student: CIRP

Treatment integrity
- Tier 2 treatment integrity measures
- Ci3T TI: Direct observation (30 min if needed)

- Review student progress at end of 24 sessions
- Team agrees goals have been met or no further Positive Action small group sessions are warranted
- SRSS-E7 and I5 scores are in the low risk category

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

Tertiary (Tier 3) Intervention Grids

Support Description

School-wide Data: Entry Criteria

Data to Monitor Progress

Exit Criteria

Functional Assessment-Based Intervention
- Individually tailored interventions developed by the behavior specialist and PBS team

Behavior
- Identified as high risk for school failure: recommended for retention; or scored at highest risk for school failure
- Academic
- Identified at highest risk for school failure: recommended for retention; or scored at highest risk basis 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 ongoing 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.
Changes in Harry’s Behavior

Baseline 1 | Intervention 1 | Baseline 2 | Intervention 2

Percentage of AET

Date of Session


What do Tier 2 and Tier 3 look like in my school or district?

How are we doing with using multiple sources of data to connect students to supports?
**Agenda**

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools
- Selecting and Installing
- Understanding the Practicalities

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

(Lane & 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

Homework
- Finalize and share expectation matrix and teaching & reinforcing components

Homework
- Share screeners
- Complete assessment schedule

Homework
- Share revised Ci3T plan
- Complete PiRS
- Complete secondary grid

Homework
- Share revised Ci3T plan
- Complete Ci3T Feedback Form

Implementation
- Pre-training activities:
  - Team member selection
  - Schoolwide Expectations Survey for Specific Settings (SESSS)

CI3T: Tertiary Prevention
CI3T: Secondary Prevention
CI3T: Primary Prevention

Session 1:
- Overview of CI3T prevention models
- Setting purposes
- Establish team meetings and roles

Session 2:
- Mission and purpose
- Establish roles and responsibilities
- Procedures for implementation
- Student-focused strategies

Session 3:
- Procedures for monitoring
- Student-driven interventions

Session 4:
- Revise primary plan using stakeholder feedback
- Prepare presentation

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

Session 6:
- Final revisions of CI3T plan based on stakeholder feedback
- Finalize implementation plan for roll out to faculty, students, and parents

Additional Professional Development on Specific Topics

Core Content Curriculum
- Check In - Check Out
- Functional Assessment-Based Interventions

Teacher Driven Interventions, Strategies, and Practices
- Tier 3 Supports

Reading, Math, Writing, and Other Instructional Tools
- Additional Tier 3 Supports
### 2019 – 2020 Professional Learning

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<th>Sep</th>
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<th>Nov</th>
<th>Dec</th>
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#### Ci3T IMPLEMENTATION

**Professional Learning Series**

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<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
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### Wrapping up and Moving Forward

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