### E3 Creating Positive, Productive, Classrooms: District-level Professional Learning for Successful Low-Intensity Strategies

Kathleen Lynne Lane, Mark Matthew Buckman, Heather Burris, & Therese Brink Edgecomb
Lawrence, Kansas
www.ci3t.org

**Key Words:** Classroom, Training

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

- **Goal: Reverse Harm**
  - Specialized individual systems for students with high risk
- **Goal: Reduce Harm**
  - Specialized group systems for students at risk
- **Goal: Prevent Harm**
  - School/classroom-wide systems for all students, staff, & settings

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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

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**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:**

- **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
  - Counselor, parent, and family classes
  - Community/coalition components

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

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**Ci3T Professional Learning Series**

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USD 437 Auburn Washburn School Implementation Plans
Participating Schools: Auburn Elementary School, Fairley Elementary School, Indian Hills Elementary School, Pauline Central Primary School, Pauline South Intermediate School, Wanamaker Elementary School

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

Tertiary Prevention (Tier 3)
≈15%

Secondary Prevention (Tier 2)
≈80%

Primary Prevention (Tier 1)
≈56%

Secondary (Tier 2) Intervention Grids

Behavioral

Social
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%

Tertiary (Tier 3) Intervention Grids

Primary Prevention (Tier 1) Intervention Grids

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)

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

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Elementary School Levels:

Middle and High School Levels:

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

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<td>6.9%</td>
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<td>9.7%</td>
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<td>9.6%</td>
<td>15.4%</td>
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<td>4-8 = moderate risk</td>
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Sample Elementary School Fall
SRSS-I5 (internalizing) Results – All Students

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<th>F16</th>
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<tbody>
<tr>
<td>% of Students Screened</td>
<td>19.99%</td>
<td>12.23%</td>
<td>13.49%</td>
<td>14.21%</td>
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<tr>
<td>Students Screened</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>F14</th>
<th>F15</th>
<th>F16</th>
<th>F17</th>
<th>F18</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Screened</td>
<td>32.56%</td>
<td>82.34%</td>
<td>80.56%</td>
<td>76.39%</td>
<td>78.35%</td>
</tr>
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<td>Students Screened</td>
<td>20</td>
<td>26</td>
<td>20</td>
<td>18</td>
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<td>N</td>
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<td>26</td>
<td>20</td>
<td>18</td>
<td>21</td>
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Fall 2018
SRSS-Internalizing Results: Grade level

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<th>Moderate n (%)</th>
<th>High n (%)</th>
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<tr>
<td>K</td>
<td>58</td>
<td>52 (89.66%)</td>
<td>6 (10.34%)</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 (4.82%)</td>
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<tr>
<td>3rd</td>
<td>57</td>
<td>46 (80.70%)</td>
<td>7 (12.28%)</td>
<td>4 (7.02%)</td>
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<tr>
<td>4th</td>
<td>42</td>
<td>23 (54.76%)</td>
<td>13 (30.95%)</td>
<td>6 (14.29%)</td>
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<tr>
<td>5th</td>
<td>47</td>
<td>33 (70.21%)</td>
<td>9 (19.15%)</td>
<td>5 (10.64%)</td>
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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

Lane, Menzies, Bruhn, and Creobori (2011)

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

Examining your screening data ...

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

See Lane, Meneses, Bruhn, and Crnobori (2011)
Examining Academic and Behavioral Data – Elementary Level

- Teacher Name: J. Collins
- Date: November 2019

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Attendance</th>
<th>Total Days</th>
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<td>Alex, Alice</td>
<td>2016</td>
<td>1</td>
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<tr>
<td>Peter, Paul</td>
<td>2019</td>
<td>2</td>
<td>2</td>
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<tr>
<td>rose, Anna</td>
<td>2020</td>
<td>3</td>
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<td>Bob, Tom</td>
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<td>1</td>
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<td>2022</td>
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<td>Peter, Terry</td>
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<td>Emily, Ann</td>
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<td>3</td>
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<td>John, Jack</td>
<td>2029</td>
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<td>Mary, Lisa</td>
<td>2030</td>
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Low-Intensity Strategies: Building capacity through professional learning

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

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<tr>
<th>Low-Intensity Strategies</th>
<th>Low-Risk High-School Students</th>
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<td>Behavior Specific Praise</td>
<td>• Ruth Williams, Learning Coach(ES)</td>
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<td>• Laura Fink, Physical Education</td>
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<td>• Heidi Vogel, Special Education</td>
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<td>• Sylvia Travers, Student Services</td>
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<td>• Galina Misha, Special Education</td>
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<td>• Mike Hense, Special Education</td>
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<td>• Sandra Johnson, Special Education</td>
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<td>• Cherry Hughes, Special Education</td>
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</table>

- Opportunities to Respond
  - Creating frequent opportunities for students to respond to teacher feedback. Teacher could provide opportunities for up to six opportunities per minute. The response can be individual, group, verbal, written, or indicated through a picture or symbol.

- Choice and Planned Activities
  - Offering students the opportunity to choose from instructional activities they wish to complete. This increases on-task behaviors and decreases problem behaviors.
Examining your screening data …

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

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

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

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

Tertiary Prevention (Tier 3) Intervention Grids

Secondary (Tier 2) Intervention Grids
Ci3T: Tertiary Prevention
Ci3T: Secondary Prevention
Ci3T: Primary Prevention

Session 1:
- Overview of Ci3T
- Prevention Models
- Setting a Purpose
- Establish team meetings and roles

Session 2:
- Mission and Purpose
- Establishing 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

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
- Design, implementation, and ongoing evaluation of Tier 2 and 3 interventions
- Additional Tier 3 Supports
- Additional/ Tier 3 Supports

Ci3T Training Series

- Additional Professional Development on Specific Topics
- Core Content Curriculum
- Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivation, General Classroom Management Practices, Low Intensity Behavior Supports
- Functional Assessment-based Interventions
- Reading, Math, Writing Benchmarking and Progress Monitoring Tools
- Student Driven Interventions, Strategies, & Practices
- Check In - Check Out
- Additional Tier 3 Supports
- Design Implementation Manual and Plan for roll out to faculty, students, and parents

Lessons Learned ... a Work in Progress

Examining your screening data ...
... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Meneses, Bruhn, and Crnobori (2012)
District-level Professional Learning for Successful Low-Intensity Strategies

Offering a Range of Professional Learning Options

District-wide Professional Development Days
- Break Out Sessions
- Mini Sessions
- KU Ci3T Team
- Poster Session
- Unconference
Offering a Range of Professional Learning Options

Building Level Professional Learning

• Book Studies
• Professional learning provided by district administrators, principals, leadership team members and coaches
• Presentation by KU Ci3T Leadership Team
• Use of Ci3T website
• District coaching at leadership team meetings
Using Treatment Integrity Data to Support Coaching

- District Level Team calibrated to conduct Direct Observations.
- District and building owned data.
- Analyze data to develop district, building and educator professional learning.
- Partnering with “Champions” of low intensity strategies.

Meeting Principals and Teachers Where They Are

Lessons Learned
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.plbs.org/presentations/chicago-forum-19

3) **QTR Code:** scan the code here (or in your program book) and choose your session from the dropdown menu.