


**Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention:**  
 Why does my school – and district – need an integrated approach to meet students' academic, behavioral, and social needs?



Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students' academic, behavioral, and social needs? Preventing School Failure, 58, 121-128. DOI: 10.1080/1045986X.2014.893077

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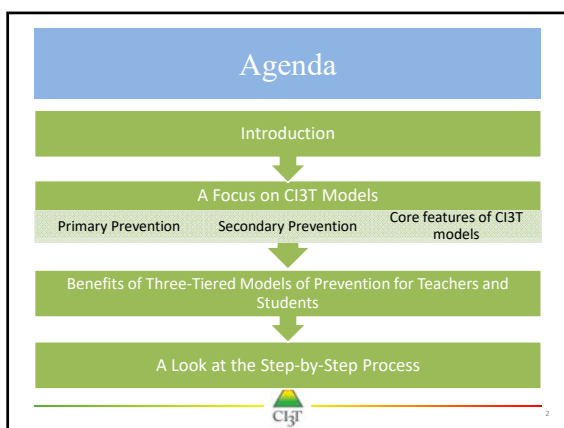
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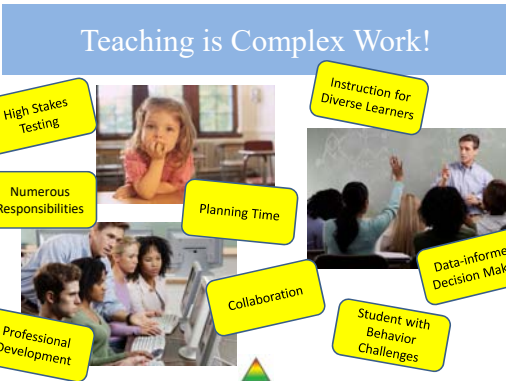
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**Teaching is Complex Work!**




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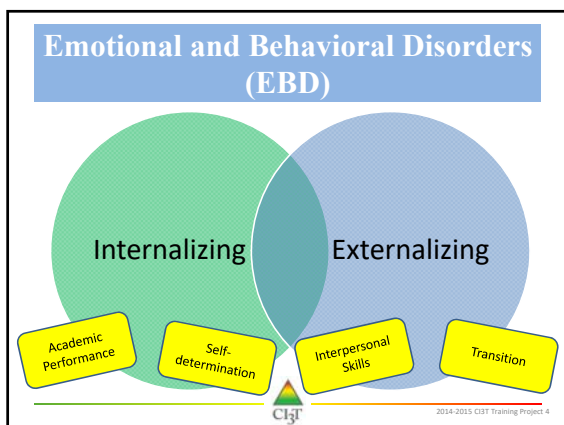
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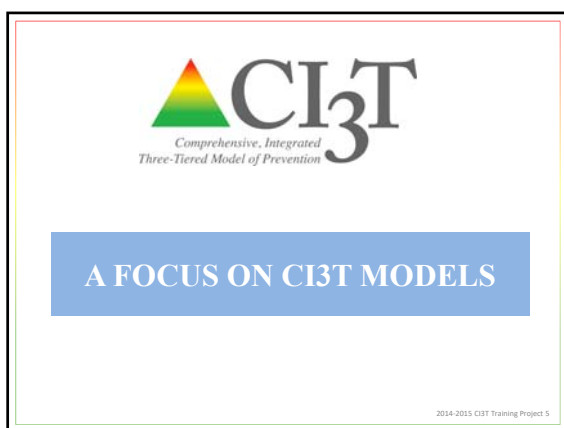
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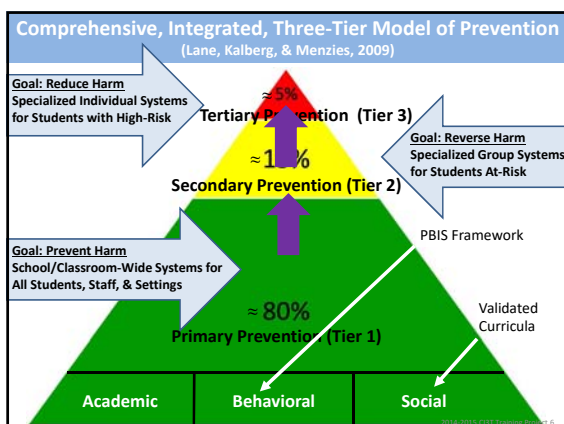
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## Benefits of Three-Tiered Models of Prevention for Teachers and Students

2014-2015 CI3T Training Project 7

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### Benefits of CI3T

- Recognizes the transactional relation between academic, behavior, and social skill sets
- Supports equal access to supports
- Supports communication between stakeholders
- Supports collaboration efforts
- Offers support to *all* students ... including those with learning and behavior challenges





2014-2015 CI3T Training Project 8

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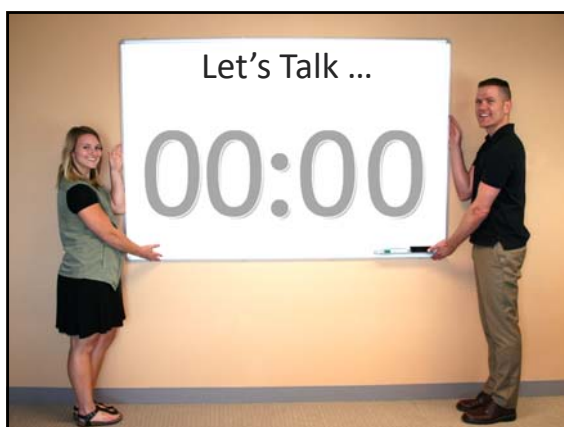
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## A Clear Commitment to Meeting All Students' Academic, Behavioral, and Social Needs...



2015-2016 IES Ci3T ES Implementation 3D

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## A Strong, Respectful Partnership...

  
**USD 497  
Lawrence Public  
Schools**

  
**The University of  
Kansas**

  
**Arizona State  
University**


Department of Education (DOE): Institute of Education Sciences

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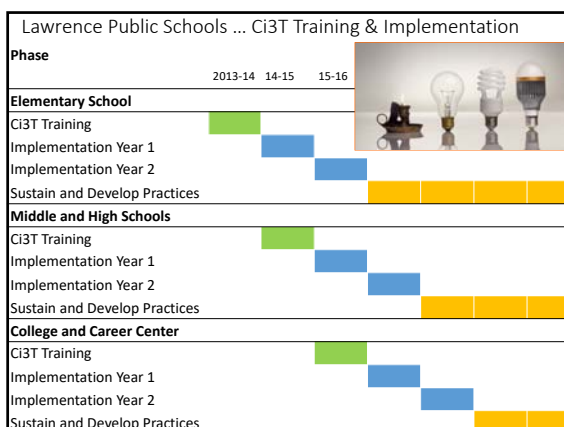
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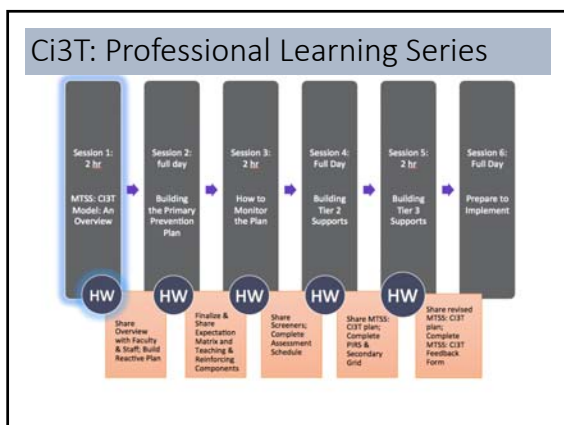
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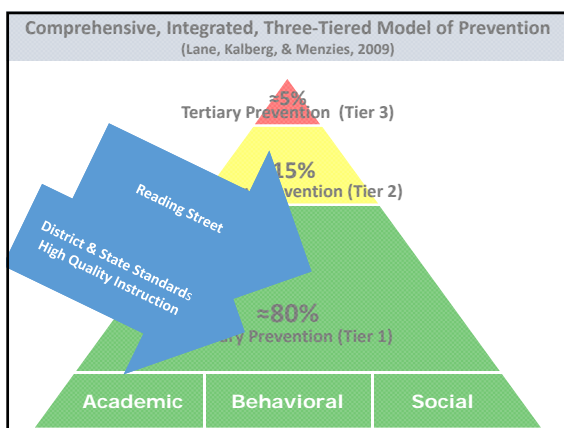
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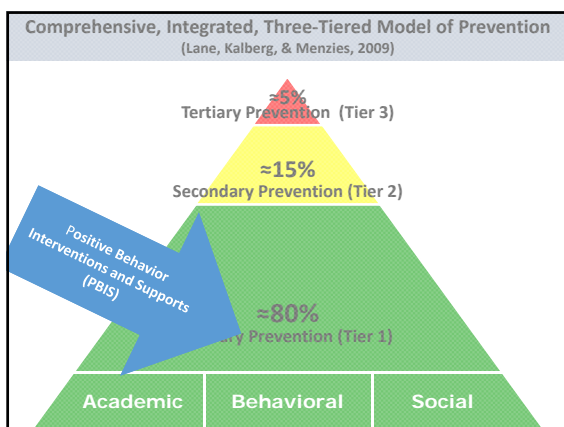
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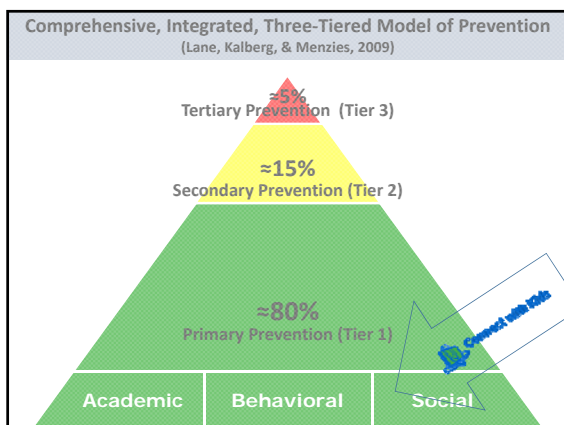
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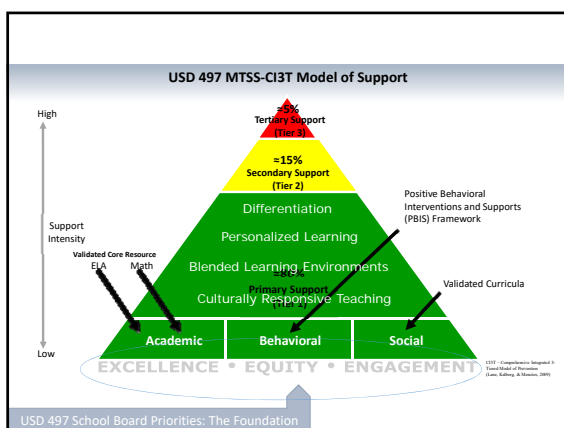
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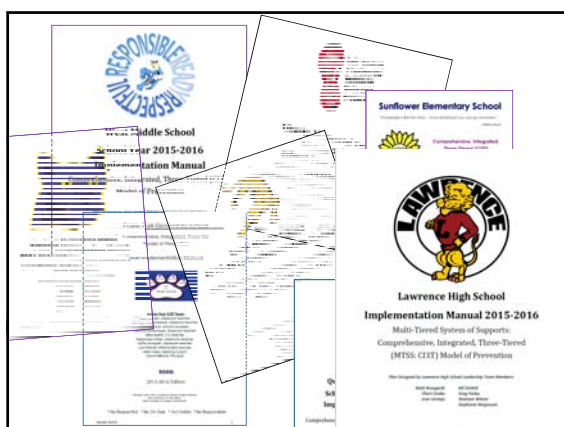
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School's Ci3T Primary Plan			
Mission Statement			
Purpose Statement			
School Wide Expectations		See Expectation Matrix	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities	
Students:	Students:	Students:	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities	
Faculty and Staff:	Faculty and Staff:	Faculty and Staff:	
Teach core programs with fidelity: (a) List programs: (b)	Teach writing lessons according to school schedule:	Teach core program(s) with fidelity: (a) List programs: (b) Number of Lessons:	
and assessments (see Assessment Schedule)		assessments (see Assessment Schedule)	
		assessments (see Assessment Schedule)	

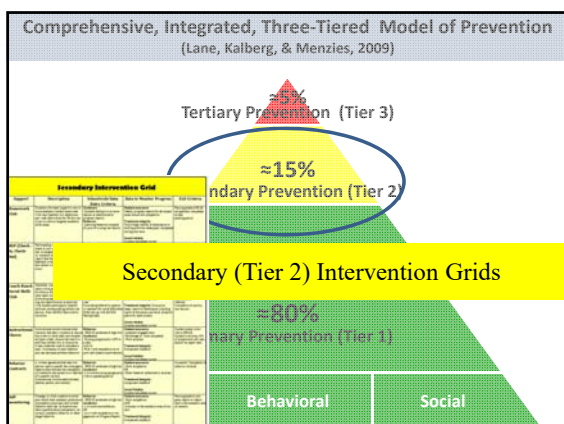
all stakeholder groups

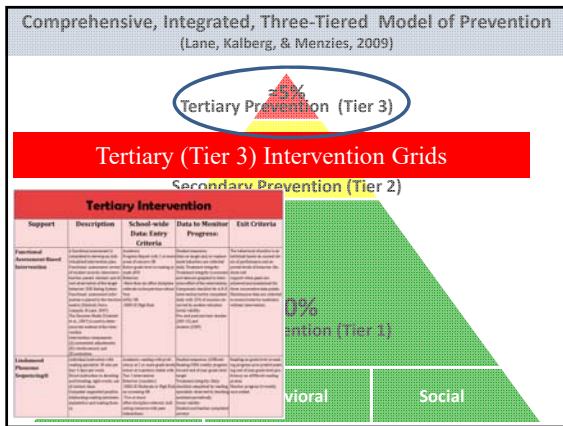
Responsibilities	Responsibilities	Faculty and Staff will:
<b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>Use district mandated curriculum and instructional resources in the classroom.</li> <li>Math: 50 minutes</li> <li>Provide student choice</li> <li>Use all strategies</li> <li>Use proactive strategies to improve student engagement. Examples: <ul style="list-style-type: none"> <li>Active supervision</li> <li>Pre-correction</li> <li>Instructional Feedback</li> <li>Instructional choice</li> <li>Increased opportunities to respond</li> <li>Behavior specific praise</li> </ul> </li> <li>Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of interventions.</li> </ul>	<b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>Implement the Positive Behavioral Intervention and Support (PBIS) system.</li> <li>Provide behavior specific praise and positive reinforcement to students who display school-appropriate behavior.</li> <li>Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> <li>Praise students meeting expectations first</li> <li>Redirect student who are struggling</li> <li>Reteach expectations</li> <li>Alternative</li> </ul> </li> <li>Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of interventions.</li> <li>Follow guidelines on flow chart: <ul style="list-style-type: none"> <li>Enter behavior data on Skyward on same day as incident</li> <li>Communicate with parents about problem-solving worksheets</li> </ul> </li> </ul>	<b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>Teach weekly Positive Action lessons</li> <li>Gradebook</li> <li>One 20 minute lesson per week teacher lead</li> <li>One 45 minute lesson every other week co-taught by teacher and counselor (see appendix for specific lessons for each grade level)</li> <li>Model social skills expected of students.</li> <li>Agreements and the system</li> <li>Maintain open lines of communication with students and parents/guardians.</li> <li>Seek ways to include students in their specific</li> </ul>

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring






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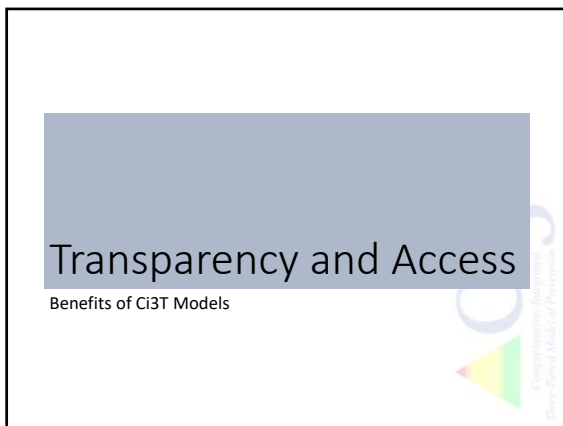
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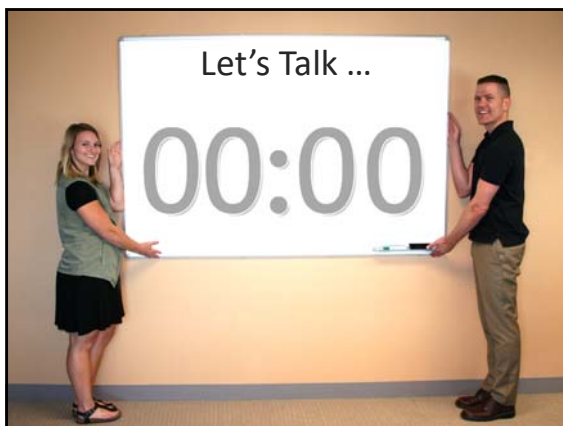
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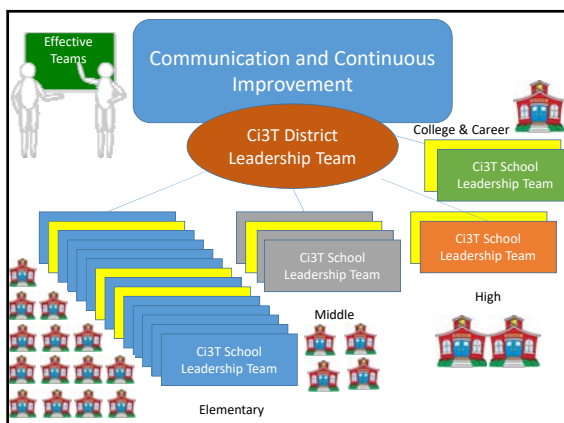
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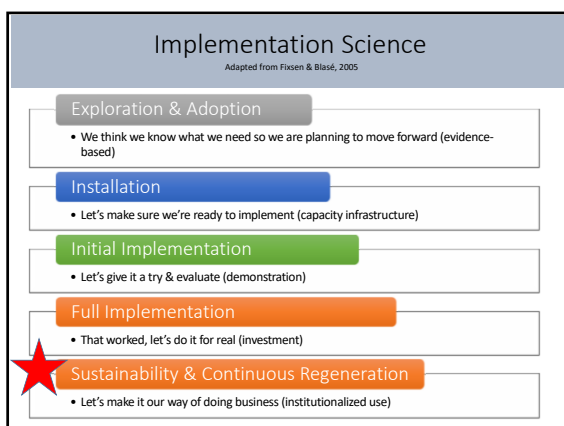
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## A Clear Commitment to Supporting Implementation ...

**LAWRENCE PUBLIC SCHOOLS**

2015-2016 RES CI3T ES Implementation 27

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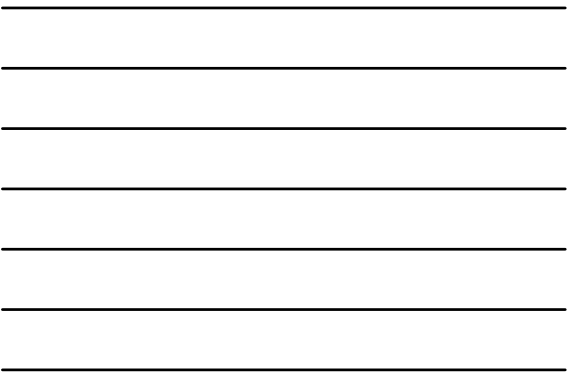
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## SRSS-IE: Cut Scores

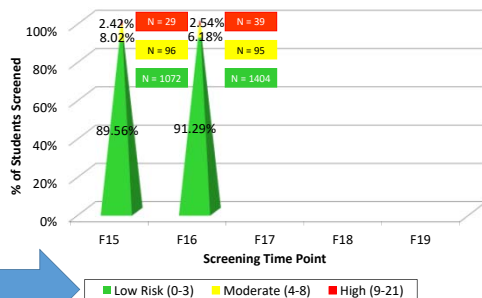
- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Confirm the "Count" column is completed (students' numbered sequentially). Formulas are anchored by the "Count" column; it must contain a number for each student listed for accurate total formulas.

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

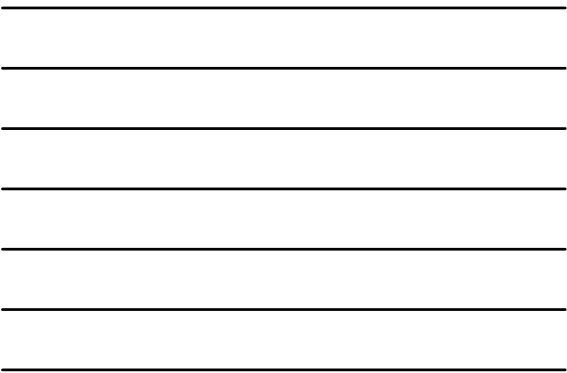
Middle and High School Levels:  
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (in press). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders*.

## LHS Fall SRSS-E7 Results – All Students



## LHS Fall 2016 SRSS-E7 Comparison by Grade Level

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

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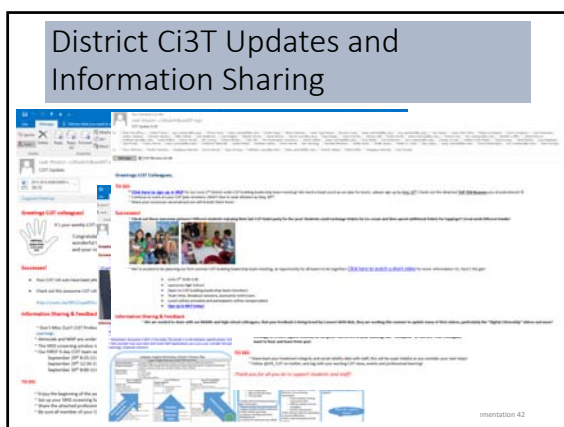
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## Low-Intensity Strategies



Supporting Behavior for School Success



THE BEHAVIOR EDUCATION PROGRAM

Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Self-monitoring

Behavior Contracts

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## On-Demand Resources



**Ci3T.org**

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ci3t.org



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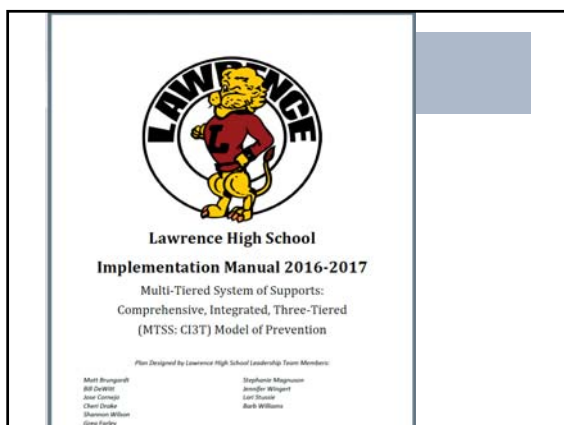
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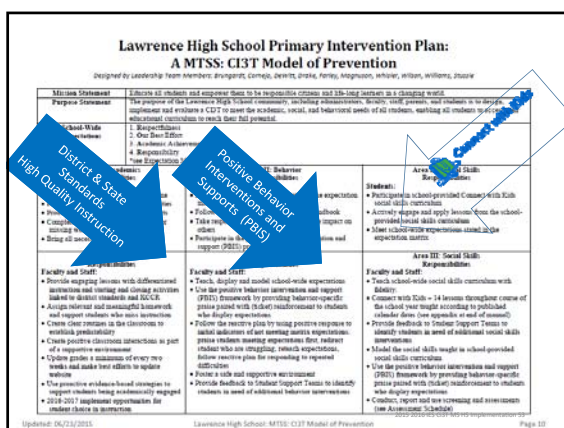
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<b>Procedures for Teaching</b>
<b>Faculty and Staff:</b>
<b>Students:</b>
<b>Parents/ Community:</b>

[https://youtu.be/b4swsa\\_knYE](https://youtu.be/b4swsa_knYE)

Lane & Oakes 2012

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Lawrence High School Classroom Resource Guide

From: Keri Lauzman  
 Sent: Thursday, August 25, 2016 12:40 PM  
 To: Bill Dewitt  
 Subject: awesome

I really enjoyed the CWT lesson today. The topic of resiliency fit right into the concepts I've been teaching and encouraging since day 1.

A solid use of time.

Thanks!

**Keri LAUZMAN, M.S. Ed.**  
 Lawrence High School  
 Intro. to Lit. 9, World Lit. 10 Writing & Coms. 12  
 Student Council Advisor  
 785.832.4050 ext. 2466

**Lesson 3**  
 Leadership  
 "I am" theme  
 10 min

**Resources:** Video, Web Site  
 (School Part 1)

**Lesson Plan:**  
<http://ci3t.lawrencehighschool.org/lessonplans/lesson3.pdf>  
 Explore trends in cultural support roles and the resources that students are disadvantaged from their education.

**Lesson Plan:**  
<http://ci3t.lawrencehighschool.org/lessonplans/lesson3.pdf>

Lesson 3  
 Leadership  
 "I am" theme  
 10 min

Lesson 3  
 Leadership  
 "I am" theme  
 10 min

Lesson 3  
 Leadership  
 "I am" theme  
 10 min

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Well, today is the day that we take a step into the Show Your World of Connect With Kids. If you have never used a social skills tool to supplement your classroom then this process will be entirely new. Remember that Connect With Kids is just that - a tool - kind of like a hammer is a tool that can be used to either build things or destroy things depending on the user. Same with Connect With Kids, it can either be a positive experience or a negative experience depending on the user. I have complete confidence that you can use this CWT resource in a way to have deeper conversations with our students and make it extremely positive.

Below are the directions to find the video and lesson for the Connect With Kids Session during first hour today, Thursday, August 25th.

After logging in to <http://ci3t.lawrencehighschool.org>, you are a button at the bottom of the main page that says, "Classroom Resources" to click that button. Once on the Classroom Resources page, you will find nine videos to choose from with each option taking you to pages full of different lessons. For the **Part 1** of this **show your world** you will want to click on the "Resilience and Resiliency" button. It has a blue house icon on it (and find the video that, "Against All Odds: Part 1" which is in the third row of videos. You are now ready to watch the story of Barbara Kage and how not making things personal helped her to succeed in the high school.

You are ready to roll! Here go for it. Nevertheless, here are some notes about the video if you want them:

- The video series starts at "Part 1" because we lack the time to show all of the lessons in order and sequentially so we have pulled a sampling of videos and built a series in that manner. For those of you who are Star Wars fans, you know that series started out with Part 1 and it turned out just fine. Also, you could watch Rocky 4 without having seen the previous 3 movies and still know exactly what is going on. So, I think our students will be OK.
- In the video, the narrator mentions the third? when he talks about Barbara taking things "Personal." If your students happen to ask what the other two P's are, you can WNW them by answering Persistence and Persuasion. You can then double WNW them by giving them an example of what you mean. Persistence: I think that we have a personal (I'm my fault) I said the best person (I am a bad student) and persistence (I will never be a good student). Whereas optimism: I think that we have a personal (I don't think they are personal) but everyone had a hard time with that best person (I do well normally on tests) or persistence (it's only the first test, I can make up for it later).

Watch the video. Thank you for all that you do. Remember to have fun every day!

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Procedures for Reinforcing

**Faculty and Staff:**

**Students:**

**Parents/ Community:**

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Lawrence High School Monthly Assessment Schedule												
Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
School Demographics												
Student Demographic Information	X	X	X	X	X	X	X	X	X	X	X	X
Screening Measures												
Behavior Screener: SRSS-IE		X							X			
Student Outcome Measures - Academic												
Progress Reports		X	X		X				X			
GPA (Quarterly)		X		X		X			X			
ACT/ASPIRE	X	X	X	X	X	X	X	X	X	X	X	X
Course Failures (Quarterly)		X		X		X			X			
AP Results	X											
Grade Distributions					X					X		
Statewide Assessments								X	X			
Graduation Rate	X											
Teacher Outcome Measures - Behavior												
Office Discipline Referrals	X	X	X	X	X	X	X	X	X	X	X	X
Attendance	X	X	X	X	X	X	X	X	X	X	X	X
Tardies	X	X	X	X	X	X	X	X	X	X	X	X
Program Measures												
Social Validity - FRS		X								X		
Schoolwide Evaluation Tool (SET)		X								X		
CBT Treatment Integrity		X								X		

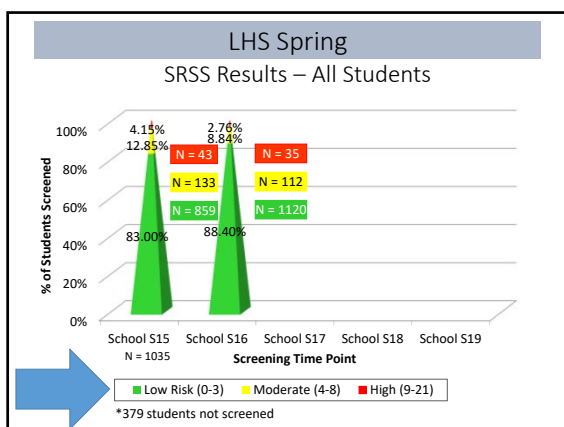
Updated: 9/17/2016

Lawrence High School: MTSS - COT Model of Prevention

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## Logistics of Screening

- District System
- Previewing ...
- Dedicating time ...
- Reminding ...
- Support ...
- Follow through ...
- Summarizing ...
- Using data to inform instruction ..



LHS Spring 2015  
SRSS Comparison by Grade Level

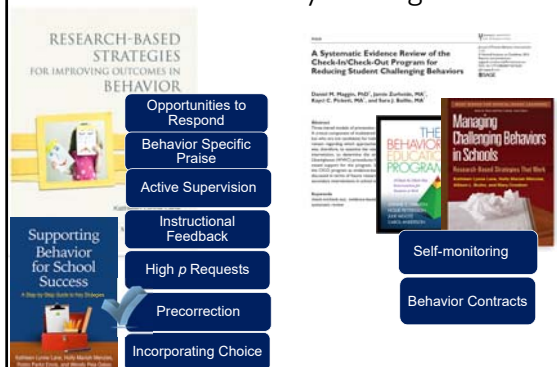
Grade Level	N = 1035 Screened	Low (0-3)	Moderate (4-8)	High (9-21)
9 <sup>th</sup>	286	221 (77.27%)	45 (15.73%)	20 (6.99%)
10 <sup>th</sup>	284	240 (84.51%)	35 (12.32%)	9 (3.17%)
11 <sup>th</sup>	275	236 (85.82%)	35 (12.73%)	4 (1.45%)
12 <sup>th</sup>	190	162 (85.26%)	18 (9.47%)	10 (5.26%)

\*379 students not screened

## Low-intensity Professional Development Learning Topics to Support Implementation

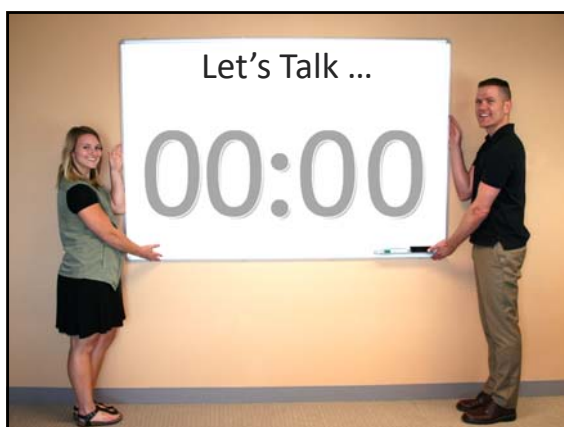
2015 2016 IES CI3T ES Implementation 62


## Low-Intensity Strategies



Tier 1 Low Intensity Strategies	Lawrence High School Experts
<p><b>Behavior Specific Praise:</b> 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."</p>	<ul style="list-style-type: none"> <li>• Bill DeWitt, Administration</li> <li>• Barb Williams, Learning Coach/AVID</li> <li>• Laura Koster, Physical Education</li> <li>• Heidi Woods, Special Education</li> <li>• Sylvia Trevino-Masack, Student Services</li> <li>• Susan Micka, English</li> <li>• Maren Santelli, Special Education</li> <li>• Liz Crickard, Special Education</li> <li>• William Patterson, English</li> <li>• Mike Hymer, Special Education</li> <li>• Charlotte Anderson, Library</li> <li>• Cheryl Hughes, Special Education</li> <li>• Jeanne Yantzie, Special Education</li> </ul>
<p><b>Opportunities to Respond:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Bill DeWitt, Administration</li> <li>• Mike Norris, Administration</li> <li>• Sylvia Trevino-Masack, Student Services</li> <li>• Maren Santelli, Special Education</li> <li>• William Patterson, English</li> <li>• Mike Hymer, Special Education</li> <li>• Charlotte Anderson, Library</li> <li>• Cheryl Hughes, Special Education</li> <li>• Stephanie Magnuson, Math</li> </ul>
<p><b>Choice and Preferred Activities:</b> Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors.</p>	<ul style="list-style-type: none"> <li>• Barb Williams, Learning Coach/AVID</li> <li>• Laura Koster, Physical Education</li> <li>• Kelsey Buek, English</li> <li>• Jack Hood, Social Studies</li> <li>• Sylvia Trevino-Masack, Student Services</li> <li>• Maren Santelli, Special Education</li> <li>• William Patterson, English</li> <li>• Mike Hymer, Special Education</li> <li>• Jeanne Yantzie, Special Education</li> </ul>

2015-2016 Professional Learning Offerings										
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
<p><b>CSST Support &amp; Forward (Strategic Series)</b></p> <p><b>CSST LEP Implementation (Training Series)</b></p> <p><b>Project Empower: Stand Alone Sessions</b></p>										
			<p><b>NO CSST SE - 1</b> 2 hours 11/3/2015</p>	<p><b>NO CSST SE - 2</b> Full Day 12/2/2015</p>	<p><b>NO CSST SE - 3</b> 2 hours 1/2/2016</p>	<p><b>NO CSST SE - 4</b> Full Day 2/2/2016</p>		<p><b>NO CSST SE - 5</b> 2 hours 4/2/2016</p>	<p><b>NO CSST SE - 6</b> Full Day 5/2/2016</p>	
			<p><b>WLC CSST - 1</b> 2 hours 8/4/2015</p>	<p><b>WLC CSST - 2</b> Full Day 9/2/2015</p>	<p><b>WLC CSST - 3</b> 2 hours 10/2/2015</p>	<p><b>WLC CSST - 4</b> Full Day 11/2/2015</p>		<p><b>WLC CSST - 5</b> 2 hours 2/2/2016</p>	<p><b>WLC CSST - 6</b> Full Day 3/2/2016</p>	
		<p><b>Elementary - 1</b> Morning in: 1 hour Afternoon: 1 hour Date: 9/1/2015</p>	<p><b>Elementary - 2</b> Morning in: 1 hour Afternoon: 1 hour Date: 10/1/2015</p>		<p><b>Elementary - 3</b> Morning in: 1 hour Afternoon: 1 hour Date: 11/1/2015</p>		<p><b>Elementary - 4</b> Morning in: 1 hour Afternoon: 1 hour Date: 12/1/2015</p>	<p><b>Elementary - 5</b> Morning in: 1 hour Afternoon: 1 hour Date: 1/1/2016</p>	<p><b>Elementary - 6</b> Morning in: 1 hour Afternoon: 1 hour Date: 2/1/2016</p>	
		<p><b>Middle/High - 1</b> Morning in: 1 hour Afternoon: 1 hour Date: 9/1/2015</p>	<p><b>Middle/High - 2</b> Morning in: 1 hour Afternoon: 1 hour Date: 10/1/2015</p>		<p><b>Middle/High - 3</b> Morning in: 1 hour Afternoon: 1 hour Date: 11/1/2015</p>		<p><b>Middle/High - 4</b> Morning in: 1 hour Afternoon: 1 hour Date: 12/1/2015</p>	<p><b>Middle/High - 5</b> Morning in: 1 hour Afternoon: 1 hour Date: 1/1/2016</p>	<p><b>Middle/High - 6</b> Morning in: 1 hour Afternoon: 1 hour Date: 2/1/2016</p>	
<p><b>Session 1:</b> Moving Forward: Getting Started with CSST 9/2/2015</p>	<p><b>Session 2:</b> Moving Forward: Session 2: 1 - Building Your Tier 3 Library 10/2/2015</p>	<p><b>Session 3:</b> Moving Forward: A Look at Reading Street in Lawrence 11/2/2015</p>	<p><b>Session 4:</b> Moving Forward: Tier 2 Library Feedback &amp; Contracts 12/2/2015</p>	<p><b>Session 5:</b> Moving Forward: Peer-Reviewed Chairs Responding to Challenging Behaviors 1/2/2016</p>	<p><b>Session 6:</b> Moving Forward: Tier 2 Library Self-Monitoring &amp; Check 1/2/2016</p>	<p><b>Session 7:</b> Moving Forward: Tier 2 Library Self-Monitoring &amp; Check 2/2/2016</p>	<p><b>Session 8:</b> Moving Forward: Planning for Next Year 3/2/2016</p>	<p><b>Session 9:</b> Moving Forward: Planning for Next Year 4/2/2016</p>	<p><b>Session 10:</b> Moving Forward: Planning for Next Year 5/2/2016</p>	





## An Introduction ...

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### A Look at the Step-by-Step Process

- **A team-based process for designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention:**  
How does my school-site leadership team design a CI3T model?
- **Primary prevention efforts:**  
How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model?
- **Logistics of behavior screenings:**  
How and why do we conduct behavior screenings at our school?
- **Identifying students for secondary and tertiary prevention efforts:**  
How do we determine which students have Tier 2 and Tier 3 needs?
- **Developing the Capacity to Implement Tier 2 and Tier 3 supports:**  
How do we support our faculty and staff in preparing for sustainability?



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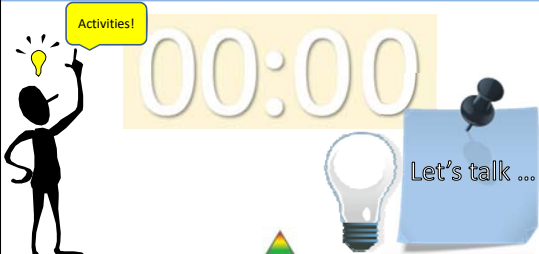
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**Guiding Questions:**  
 What are our district priorities for improvement?  
 What are our school's priorities for improvement?  
 What are individual teacher concerns that have been informally shared?  
 How might a CI3T model help us address our priorities and address concerns?



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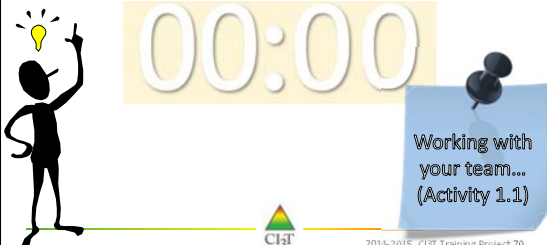
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**Directions:** Using the handout **Activity 1.1** or a piece of large chart paper, brainstorm and record all of the current practices, programs, interventions, supports that are currently available as part of your schools overall program.

**Guiding Questions:**  
 Tier 1 – What is available to all students who attend your school?  
 Tier 2 – What programming is available (support or enrichment) for students who need something in addition to Tier 1?  
 Tier 3 – What supports are available to students with the most intensive needs?



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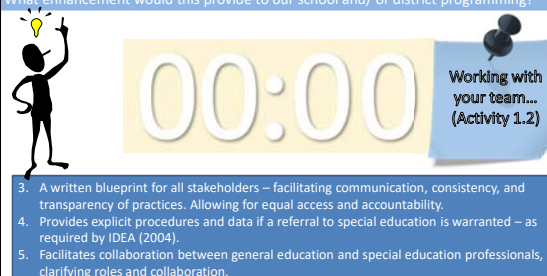
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**Directions:** After reviewing the benefits of CIST prevention models (Lane, Oakes, & Magill, 2004, p. 125), use Handout 1.2 to discuss how your school might benefit from an integrated and comprehensive prevention approach.

**Guiding Questions for each item:**  
 What need does this address for our school and/ or district?  
 What enhancement would this provide to our school and/ or district programming?



3. A written blueprint for all stakeholders – facilitating communication, consistency, and transparency of practices. Allowing for equal access and accountability.  
 4. Provides explicit procedures and data if a referral to special education is warranted – as required by IDEA (2004).  
 5. Facilitates collaboration between general education and special education professionals, clarifying roles and collaboration.

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Benefits of CIST prevention models		
Benefit	What need does this address for our school and/ or district?	What enhancement would this provide to our school and/ or district programming?
1. One, integrated, comprehensive approach for addressing the academic, behavioral, and social skill needs of all students. (removing potentially splintered approaches)		
2. A collaborative, efficient, and effective model that creates the context for capitalizing on the collective expertise of faculty and staff to support student needs. (time and resources)		
3. A written blueprint for all stakeholders – facilitating communication, consistency, and transparency of practices. Allowing for equal access and accountability.		
4. Provides explicit procedures and data if a referral to special education is warranted – as required by IDEA (2004).		
5. Facilitates collaboration between general education and special education professionals; clarifying roles and collaboration.		

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