Comprehensive, Integrated, Three-Tiered (Ci3T) Models to Support Students' Multiple Needs

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PBIS

ies INSTITUTE OF EDUCATION SCIENCES

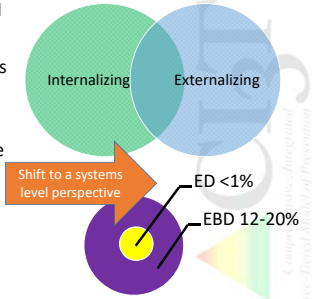
Please log in to Ci3T.org … Professional Learning

Agenda

- An Introduction to Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
- Attending to Students Academic, Behavioral, and Social-Emotional Needs
- The Importance of Systematic Screening
- Wrap Up

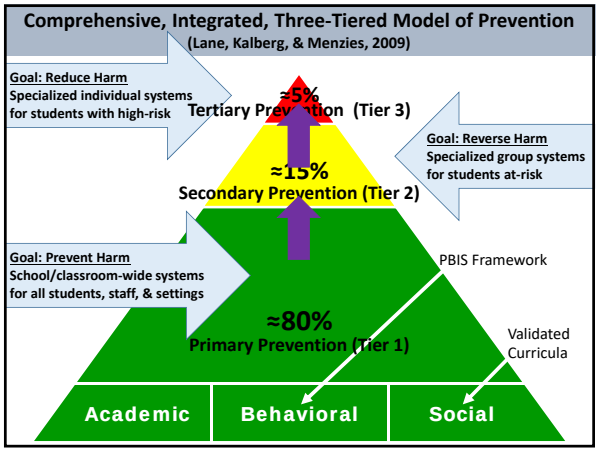
Thank you…
For Your Commitment

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
  - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
  - relied on reactive approaches to address these challenges (Horner & Sugai, 2015)



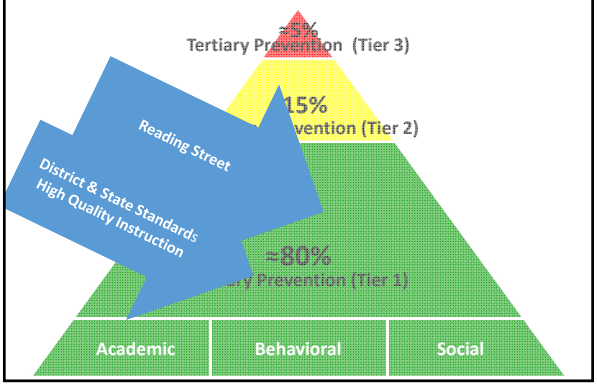
Michael Yudin urged educators and educational system leaders to "pay as much attention to students' social and behavioral needs as we do academics" …

2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

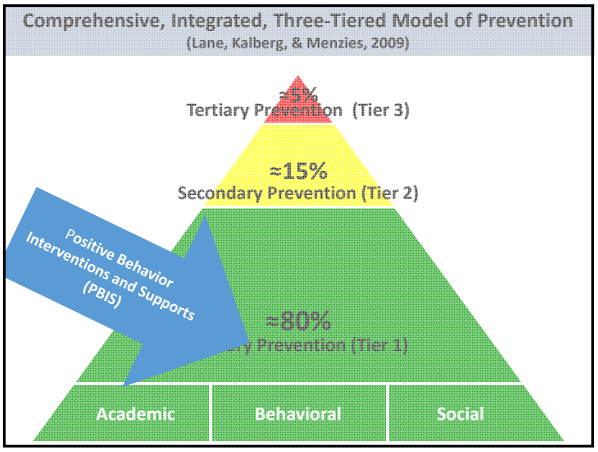


The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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



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



Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

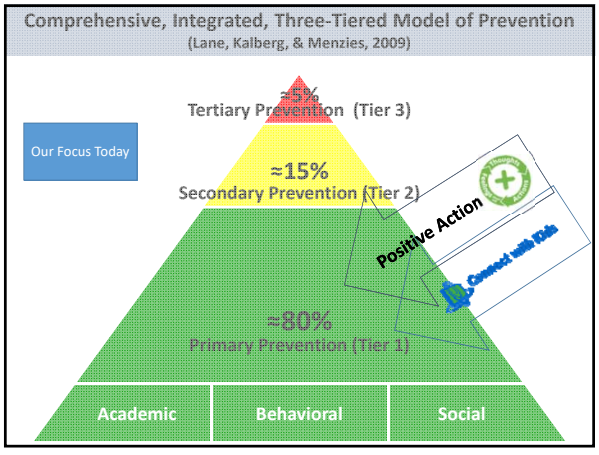
- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using 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.

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

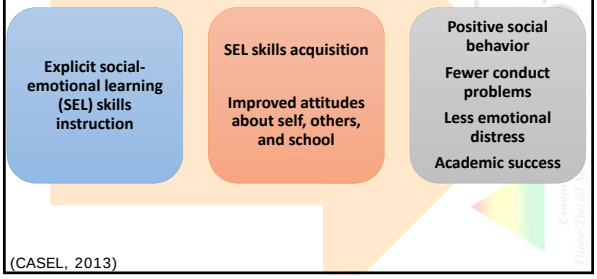
Source: Lane, K.L., Kalberg, J.R., & Menzies, H.M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* New York, NY: Guilford Press.



The Five Social and Emotional Learning Core Competencies

(CASEL, 2013)

Outcomes Associated with Social Skills Training



(CASEL, 2013)

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)

Source: Elliott, S. N., & Gresham, F. M. (2007). *Social Skills Improvement System: Classwide intervention program teacher's guide.* Bloomington, MN: Pearson Assessments.

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

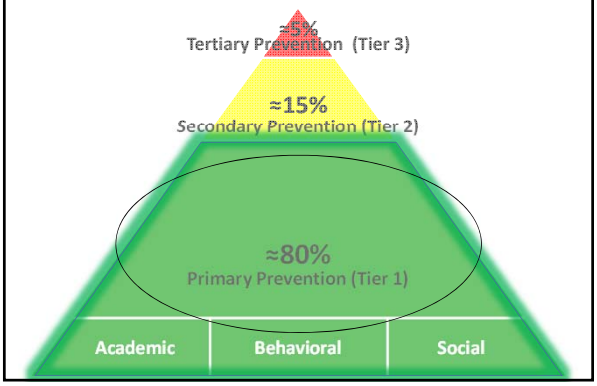
Top 10 School-related Social Skills

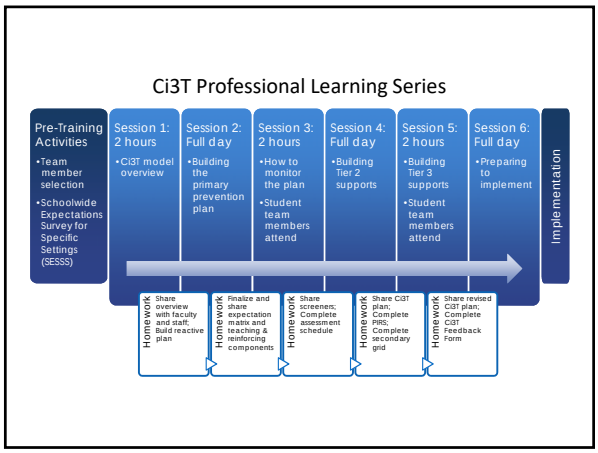
- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Other

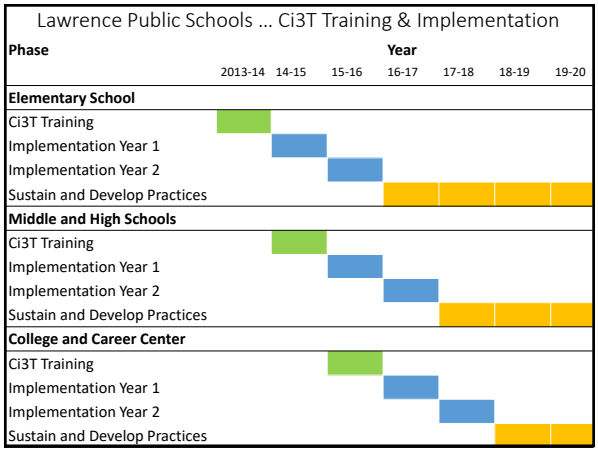
(Lane et al. 2004, 2007; Gresham & Elliott, 2008)

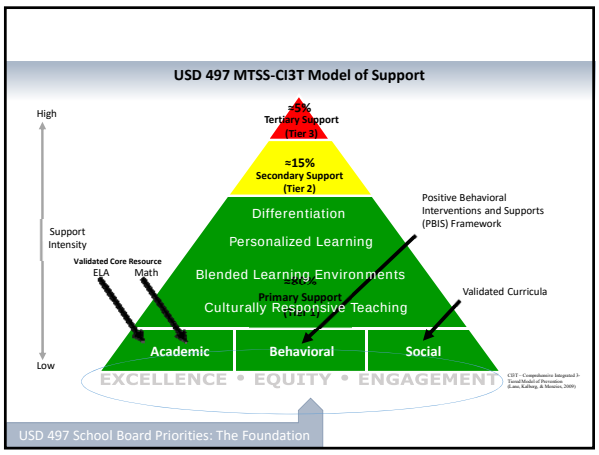
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

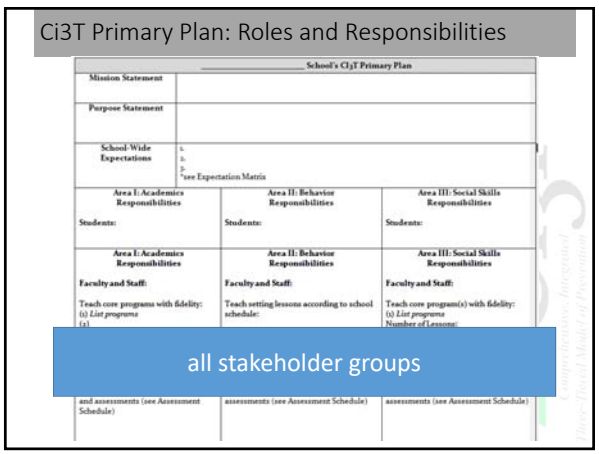


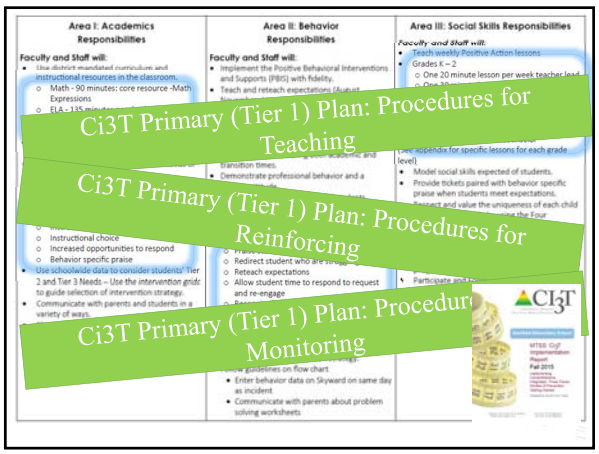

Ci3T Professional Learning Series
Pre-Training Activities
•Team member selection
•Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
•Ci3T model overview
Session 2: Full day
•Building the primary prevention plan
Session 3: 2 hours
•How to monitor the plan
•Student team members 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
Implementation
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 Ci3T plan; Complete PIRS; Complete secondary grid
Homework
Share revised Ci3T plan; Complete Ci3T Feedback Form

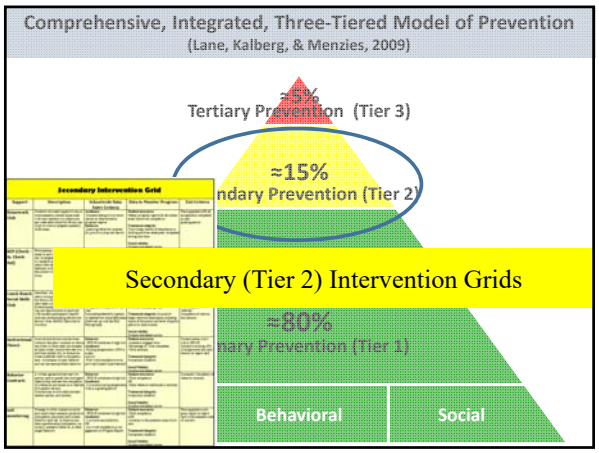

Lawrence Public Schools … Ci3T Training & Implementation
Phase
Year
2013-14
14-15
15-16
16-17
17-18
18-19
19-20
Elementary School
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain and Develop Practices
Middle and High Schools
Ci3T Training
Implementation Year 1
Implementation Year 2
Sustain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

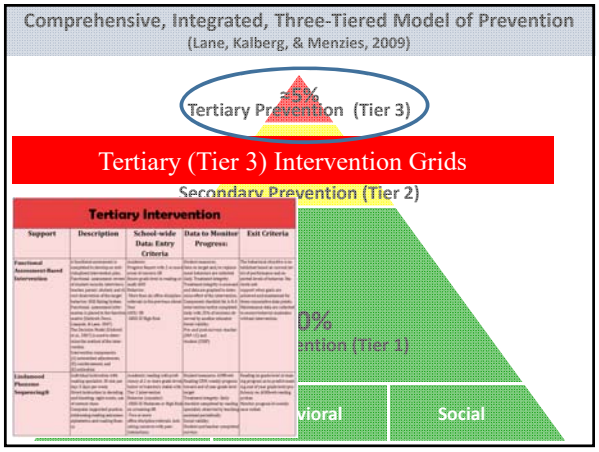

USD 497 MTSS-CI3T Model of Support
High
Low
Support Intensity
≈5%
Tertiary Support (Tier 3)
≈15%
Secondary Support (Tier 2)
Differentiation
Personalized Learning
Blended Learning Environments
Culturally Responsive Teaching
Positive Behavioral Interventions and Supports (PBIS) Framework
Validated Core Resource
ELA
Math
Validated Curricula
Academic
Behavioral
Social
EXCELLENCE • EQUITY • ENGAGEMENT
USD 497 School Board Priorities: The Foundation

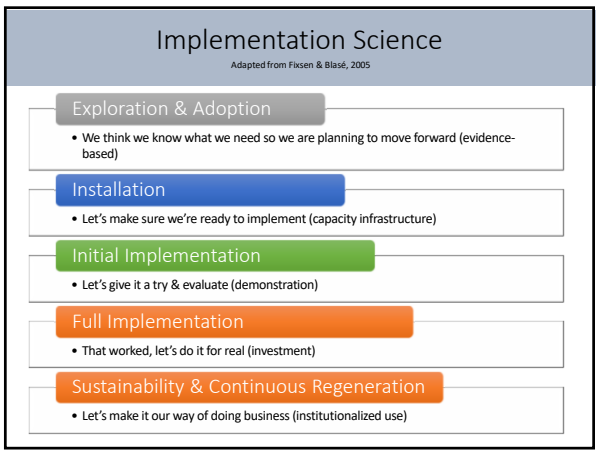
Ci3T Primary Plan: Roles and Responsibilities






Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈5%
≈15%
ndary Prevention (Tier 2)
Secondary Intervention Grid
Secondary (Tier 2) Intervention Grids
≈80%
nary Prevention (Tier 1)
Behavioral
Social


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈5%
Tertiary (Tier 3) Intervention Grids
Secondary Prevention (Tier 2)
Tertiary Intervention
Support
Description
School-wide Data Entry Criteria
Data to Monitor Progress
Exit Criteria
0%
ntion (Tier 1)
vioral
Social


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)

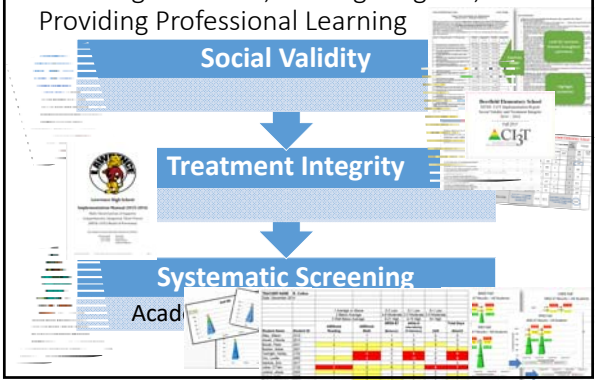
Transparency, Access, & Collaboration

Benefits of Ci3T Models

00:00

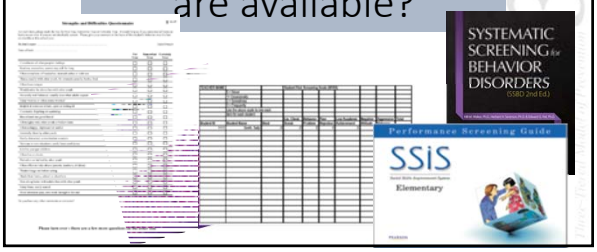
Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
School Demographics										
Student Demographic Information										
Screening Measures										
SRSS-IE										
AIMSweb										
Student Outcome Measures - Academic										
Student Outcome Measures - Behavior										
Program Measures										
Social Validity - PIRS										
Schoolwide Evaluation Tool (SET)										
Ci3T Treatment Integrity										

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

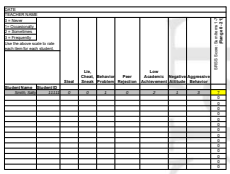


See Lane, Menzies, Oakes, and Kalberg (2012)

What screening tools are available?



Student Risk Screening Scale (SRSS)



Drummond, T. (1994). *Student Risk Screening Scale.* Grants Pass, OR: Josephine County Mental Health Program.

Student Risk Screening Scale
(Drummond, 1994)

The SRSS is 7-item mass screener used to identify students who are at risk for antisocial behavior.

Uses 4-point Likert-type scale:
never = 0, *occasionally* = 1, *sometimes* = 2, *frequently* = 3

Teachers evaluate each student on the following items
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection
- Low Academic Achievement
- Negative Attitude
- Aggressive Behavior

Student Risk is divided into 3 categories

Low	0 – 3
Moderate	4 – 8
High	9 - 21

(SRSS; Drummond, 1994)

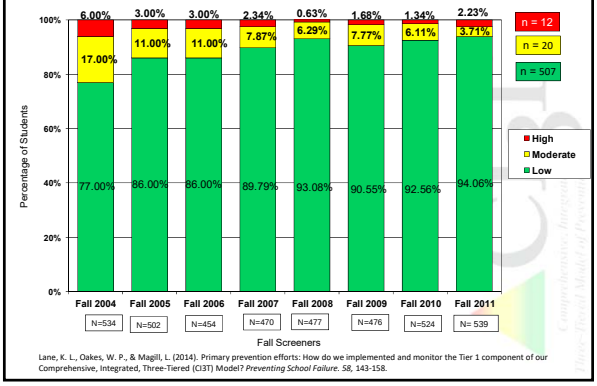
Student Risk Screening Scale
(Drummond, 1994)

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	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	SRSS Score: Sum Items 1-7 (Range 0 - 21)
Smith, Sally	11111	0	0	1	0	2	1	3	7
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



Lane, K. L., Oakes, W. P., & Magill, L. (2014). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model? *Preventing School Failure. 58,* 143-158.

SAMPLE DATA: SRSS

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

Variable	Risk			
	Low (n = 422) *M (SD)*	Moderate (n = 51) *M (SD)*	High (n = 12) *M (SD)*	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

Lane & Oakes

(Lane, Parks, Kalberg, & Carter, 2007)

STUDENT RISK SCREENING SCALE

High School: Behavioral & Academic Characteristics of SRSS Risk Groups

Non-Instructional Raters

Variable	Risk			
	Low (n = 328) *M (SD)*	Moderate (n = 52) *M (SD)*	High (n = 35) *M (SD)*	Significance Testing
ODR	3.53 (5.53)	8.27 (7.72)	8.97 (9.39)	L < M, H M = H
GPA	3.10 (0.82)	2.45 (0.84)	2.38 (0.88)	L > M, H M = H

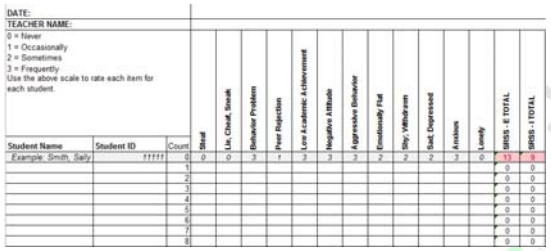
(Lane, Kalberg, Parks, & Carter, 2008)

Student Risk Screening Scale for Internalizing and Externalizing

Available from ci3t.org

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

STUDENT RISK SCREENING SCALE-IE

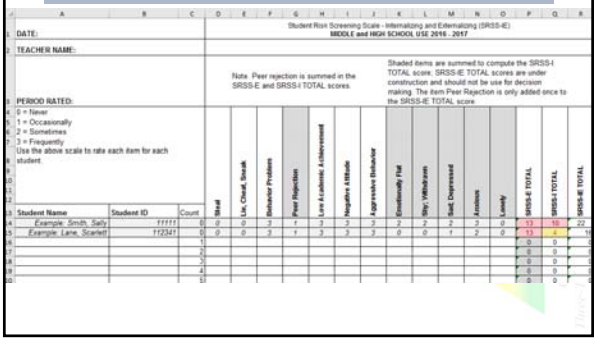

DATE:
TEACHER NAME:
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Count	Steal	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
Example: Smith, Sally	?????	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
		8													0	0

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

Subscale scores used for interpretation.
No total scale score.

SRSS-IE for Middle and High Schools


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	?????	0	0	0	3	1	3	3	3	2	2	2	3	0	13	16	22
Example: Lane, Scarlett	11234?	0	0	0	3	1	3	3	3	0	0	1	2	0	13	4	16
		1													0	0	0
		2													0	0	0
		3													0	0	0
		4													0	0	0
		5													0	0	0

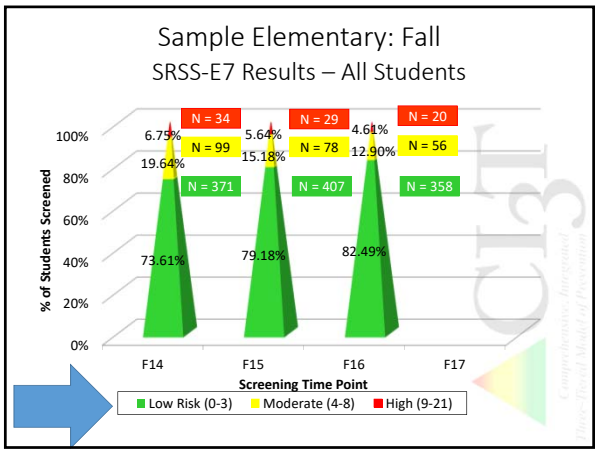
SRSS-IE: Cut Scores

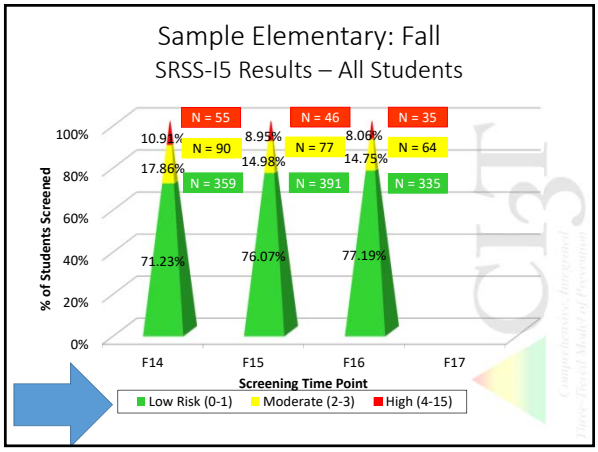
- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Confirm the "Count" column is completed (students' numbered sequentially). Formulas are anchored by the "Count" column; it must contain a number for each student listed for accurate total formulas.

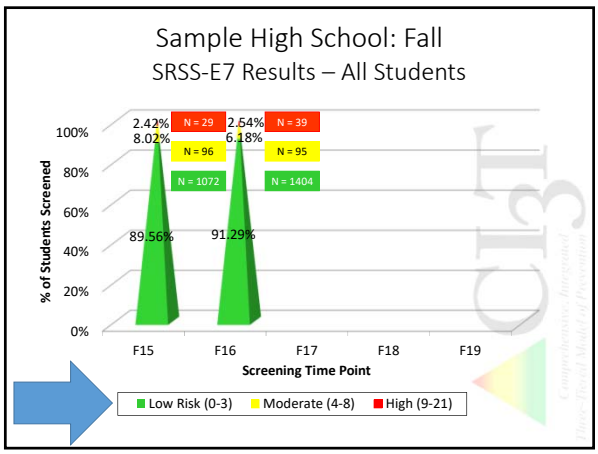
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk	0-1 = low risk	0-3 = low risk	0-3 = low risk
4-8 = moderate risk	2-3 = moderate risk	4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	4-15 = high risk	9-21 =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


Sample Elementary: Fall
SRSS-E7 Results – All Students
N = 34
N = 99
N = 371
N = 29
N = 78
N = 407
N = 20
N = 56
N = 358
6.75%
19.64%
73.61%
5.64%
15.18%
79.18%
4.61%
12.90%
82.49%
100%
80%
60%
40%
20%
0%
% of Students Screened
F14
F15
F16
F17
Screening Time Point
Low Risk (0-3)
Moderate (4-8)
High (9-21)


Sample Elementary: Fall
SRSS-I5 Results – All Students
N = 55
N = 90
N = 359
N = 46
N = 77
N = 391
N = 35
N = 64
N = 335
10.91%
17.86%
71.23%
8.95%
14.98%
76.07%
8.06%
14.75%
77.19%
100%
80%
60%
40%
20%
0%
% of Students Screened
F14
F15
F16
F17
Screening Time Point
Low Risk (0-1)
Moderate (2-3)
High (4-15)


Sample High School: Fall
SRSS-E7 Results – All Students
N = 29
N = 96
N = 1072
N = 39
N = 95
N = 1404
2.42%
8.02%
89.56%
2.54%
6.18%
91.29%
100%
80%
60%
40%
20%
0%
% of Students Screened
F15
F16
F17
F18
F19
Screening Time Point
Low Risk (0-3)
Moderate (4-8)
High (9-21)

Sample High School: Fall

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%)

Studer Childh ...rly

The Student Risk Screening Scale for Early Childhood: An Initial Validation Study

Kathleen Lynne Lane, PhD[1], Wendy Peia Oakes, PhD[2], Holly Mariah Menzies, PhD[3], Rebecca Major, MEd[1], Laurie Allegra, MEd[1], Lisa Powers, PhD[3], and Chris Schatschneider, PhD[3]

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

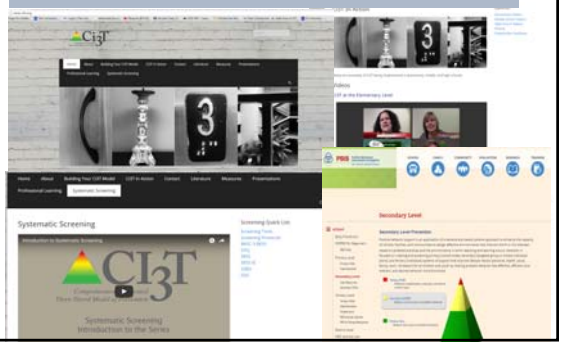
Student Number
SAMPLE

Talks with Other Children | Plays Alone | Physical Complaints

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)

47

Screening ...
Considering the Logistics & Ci3T in Action



00:00

Examining your screening data …

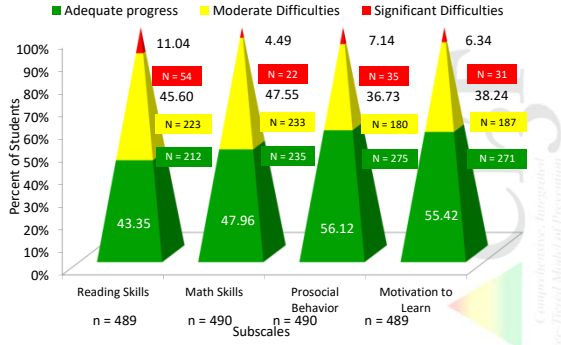
… **implications for primary prevention efforts**

… implications for teachers

… implications for student-based interventions

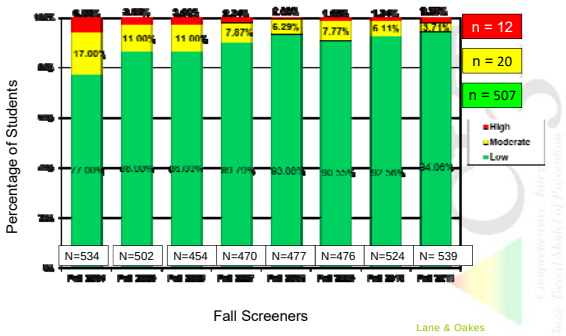
See Lane, Menzies, Bruhn, and Crnobori (2011)

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



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model?

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



Examining your screening data …

… implications for primary prevention efforts

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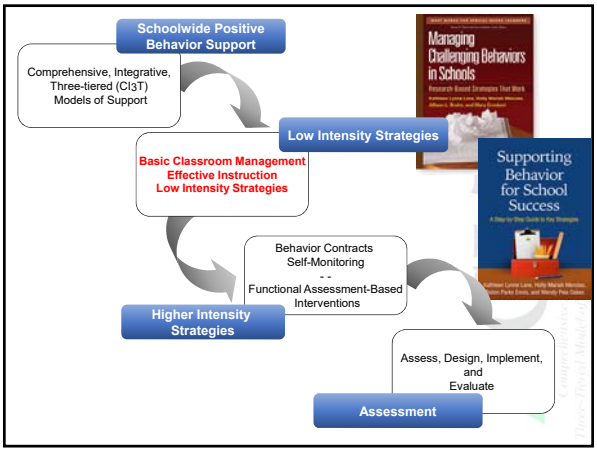
See Lane, Menzies, Bruhn, and Crnobori (2011)



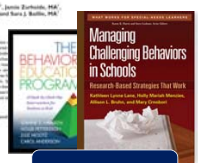
Examining Academic and Behavioral Data: Elementary School Level

TEACHER NAME	R. Collins						
Date: December 2014							
		1 Average or Above 2 Below Average 3 Well Below Average		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-3 Moderate 4-15 High	0-1 Low 2-5 Moderate 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'Tarn	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.

Low-Intensity Strategies

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

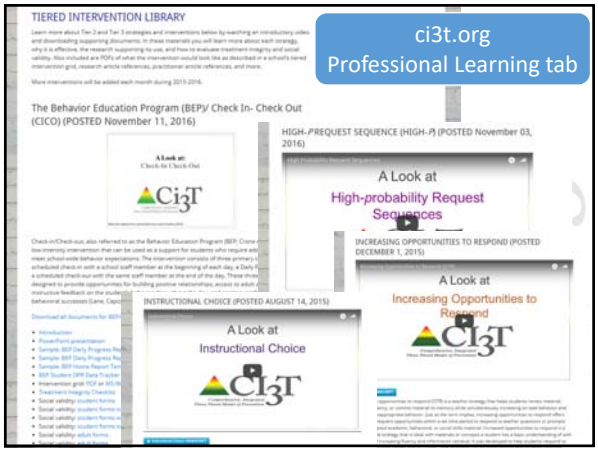


- Self-monitoring
- Behavior Contracts

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

ci3t.org

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
Building Your CI3T Model
Presentations
Professional Learning
Functional Assessment-Based Interventions


TIERED INTERVENTION LIBRARY
ci3t.org
Professional Learning tab
The Behavior Education Program (BEP)/ Check In- Check Out (CICO) (POSTED November 11, 2016)
HIGH-PREQUEST SEQUENCE (HIGH-P) (POSTED November 03, 2016)
A Look at
High-probability Request Sequences
INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)
A Look at
Increasing Opportunities to Respond
INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)
A Look at
Instructional Choice

00:00

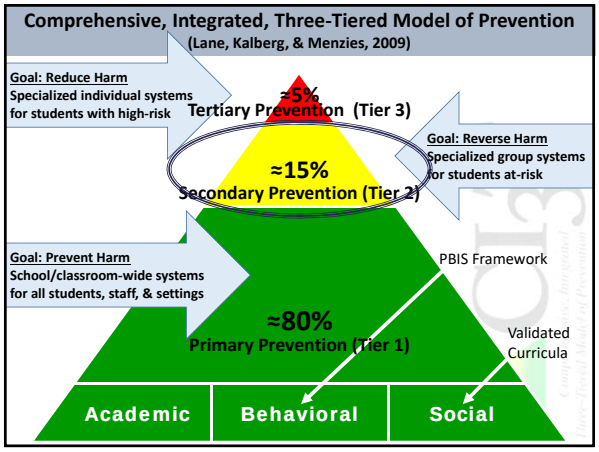
Examining your screening data …

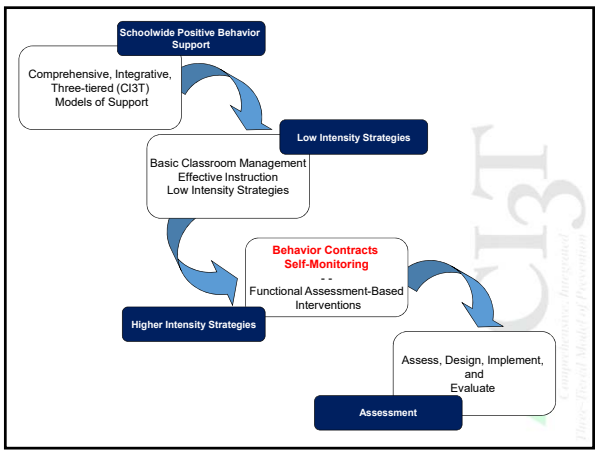
… implications for primary prevention efforts

… implications for teachers

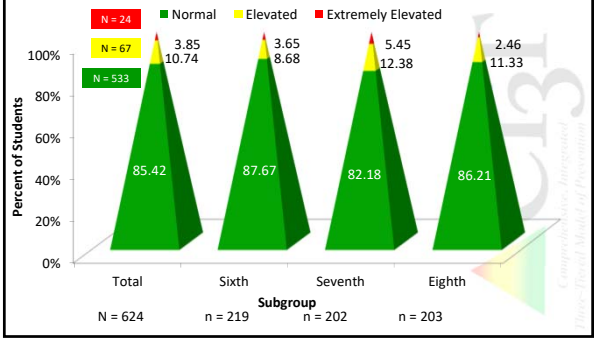
… implications for student-based interventions

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





BASC^2 – Behavior and Emotional Screening Scale Spring 2012



Support	Description	Schoolwide 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.	Students who score in the abnormal range for H and CP on the SDQ; 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

An illustration

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.

TEACHER NAME										
	0 = Never									
	1= Occasionally									
	2 = Sometimes									
	3 = Frequently									1 (at benchmark)
	Use the above scale to rate									2 (some risk)
	item for each student									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	††††	0	0	3	1	3	3	3	12	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, JMonte	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'Tarn	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.*

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.

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.

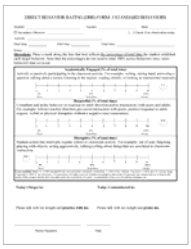
Secondary (Tier 2) Prevention

- Students for whom primary prevention is insufficient, 10-15% of students
- Focused intervention to address academic, behavior, or social concerns:
  - Acquisition (can't do)
  - Fluency (trouble doing)
  - Performance (won't do)
- Examples of Secondary Prevention
  - Small group instruction in anger management
  - Reading comprehension strategies
  - Small group instruction in social skills

Source: Lane, K.L., Oakes, W.P., Ennis, R.P., & Hirsch, S.E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have tier 2 and tier 3 needs? *Preventing School Failure, 58*, 171-182.

Examples of Tier 2 Supports

Direct behavior Ratings (DBR)



Social Skills Intervention (SSIS)

Sample Elementary Intervention Grid: DBR

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Daily Behavior Report (DBR) Card	DBR will be completed by the classroom teacher during daily observation periods (e.g., core instruction during English Language Arts) and parents will sign the form each day. DBR will be used to rate academic engagement, respect, and disruption. At the conclusion of each observation period, the teacher will indicate the degree to which the student displayed each behavior. The teacher will meet briefly with the student to share the teacher's DBR rating and home-school communication procedures will be established for student to bring a paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.	Behavior ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 score: Moderate (2-3) AND ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND ☐ Parent permission AND Academic ☐ Student is in grade 2 or 3	Student measures • Daily behavior report (DBR; daily) • Attendance and tardies Social validity • Teacher: IRP-15 • Student: CIRP Treatment integrity • Tier 2 treatment integrity measures • Ci3T Tier 2: Direct observation of [illegible]	☐ 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 [illegible] in the low risk category

Direct Behavior Ratings (DBR)

- Intervention to increase appropriate behaviors
  - Structured feedback and adult attention
  - Potential for school-home communication
  - Positive effects for many students (Vannest et al., 2010)
    - Outcomes moderated by home involvement
    - Effective across many targeted behaviors
- Behavioral progress monitoring tool
  - Sufficiently sensitive to behavioral change (Chafouleas et al., 2012)
  - DBR scores sufficiently reliable compared to direct observation for use as progress monitoring tool (Riley-Tillman et al., 2008)

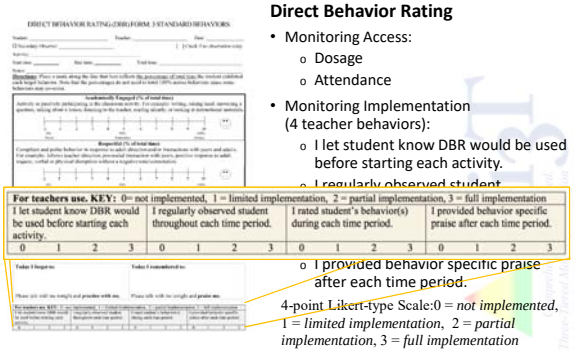
DBR Training

- Rational of EXSEL
- DBR online learning module
- Scheduling observation time
  - **ELA 30 min whole group instruction**
    - Regular Schedule (M, T, R, F)
    - Wednesday Schedule
- DBR Logistics
  - DBR management – clipboard
  - Tie returned DBR to your school's PBIS ticket
  - Other support? (e.g., pre filling out student/teacher name?)
- Implementation Calendar

Online learning module

http://dbrtraining.education.uconn.edu/

Treatment Integrity



Direct Behavior Rating

- Monitoring Access:
  - Dosage
  - Attendance
- Monitoring Implementation (4 teacher behaviors):
  - I let student know DBR would be used before starting each activity.
  - I regularly observed student
  - I provided behavior specific praise after each time period.

4-point Likert-type Scale:0 = *not implemented*, 1 = *limited implementation*, 2 = *partial implementation*, 3 = *full implementation*

Data-informed Social Skills Instruction

Social Skill Interventions (SSI)

- Social skills important target for intervention
  - Social skills serve as academic enablers (DiPerma & Elliott, 2002)
- Consideration of strengths and deficits important for intervention planning (Lane et al., 2003)
- Effective SSIs tend to employ modeling, coaching, reinforcement (Gresham, 1998)
- Evidence-base:
  - Moderate effects for improving social behaviors (Kavale et al., 1997)
  - Increases in academic engagement, decreases in disruptive behaviors (Lane et al., 2003)

Social Skills Groups

Positive Action: Counselor's Kit

Social Skills Improvement System: Intervention Guide

Lesson Selection

Social skill intervention depends on student's performance (e.g., deficits, competing, behaviors):

Deficits		Strengths
Acquisition	**Performance**	

SSiS	Positive Action

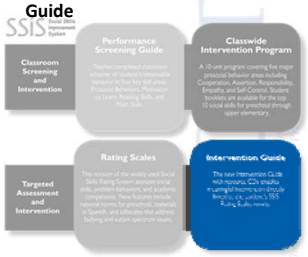
• Skills rated by *teacher* and *parent*:
  • **frequency/belief** rating of N (*Never*) were identified as **not acquired**
  • Skill rated as C (*Critical*) were identified as **priority**
	• Skills rated by *counselor*:
	  • **frequency** of skills rated 0 (*Not True*) were identified as **not acquired**
	  • Skills rated by *teacher and/or parent* as 2 (Very Important) were identified as **priority**

EXSEL Purpose

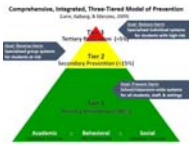
Comparing usability & feasibility between ....

Positive Action (PA) Counselor Kit

Social Skills Improvement System (SSiS) Intervention Guide



Setting



- Four schools in their third year of implementing a Ci3T model of prevention

Direct Behavior Ratings (DBR)	Social skills intervention (SSI)

• Whole-group English language arts instruction
• Implemented by classroom teacher
	• Small-group counselor-led instruction
	  • Counselor's office
	  • Small group area (instructional pod)

Inclusion Criteria

1. Student in 2nd or 3rd grade.
2. Student scored in the moderate-risk range for externalizing and/or internalizing behaviors.
3. Student with two or fewer absences during the first three months of school.

Social Skills Intervention (SSI) Training

Agenda	Objectives
Overview of EXSEL	• Purpose/objectives • Importance targeting social-emotional learning and targeted social skills • Discuss difference in targeting acquisition versus performance deficits in small groups
Introducing Tier 2 Curriculum • Positive Action (PA) – Counselor Kit • Social Skills Improvement System (SSiS) – Intervention	• Explore materials • Discuss lesson format and materials associated with each curriculum • Highlight key concepts of curriculum's manual
Tier 2 Social Skills Procedures	• Attendance and Lesson Tracker • Treatment Integrity • Procedural Integrity
Next Steps	• Invitation to counselor to support data-based group formation outside of study

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 integr obser ☐ Parent Academic ☐ Stude 3	Student measures • SSiS-Rating Scale (Pre/Post) min if needed)	☐ Review student progress at end of 24 sessions ☐ agrees s have) met or no ner Positive on small p sessions varranted -E7 and I5 es are in ow risk gory

Lesson Structure

Step 1: Positive Thoughts	Begin with story or scenario
Step 2: Positive Actions	Activities and discussion related to "thoughts" from Step 1 to each person's role as an individual or member of a community (e.g., classroom, home)
Step 3: Positive Feelings	Concludes with a reflection and summary of the lesson with an emphasis on the positive actions participants have been doing (ICU box)

Positive Action.

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 lead small group SSiS sessions for approximately 30-40 min 2-3 days per Students wil 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 s identified us Rating Scale parent version).	**Behavior** SRSS-E7 score: implementation of	**Student measures** SSiS-Rating Sca	Review student

Social Skills Improvement System

Classroom Screening and Intervention

Targeted Assessment and Intervention

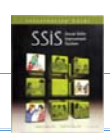
Performance Screening Guide
Teacher-completed classroom screener of student's observable behavior in four key skill areas: Prosocial Behaviors, Motivation to Learn, Reading Skills, and Math Skills.

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.

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.

Lesson Structure



1. Tell	Coaching
2. Show	Modeling
3. Do	Using Role Play
4. Practice	Using Behavioral Rehearsal
5. Monitor Progress	Giving Feedback Having Learners Self Assess
6. Generalize	Generalizing Applying Learning in Multiple Settings

Daily Behavior Report Cards

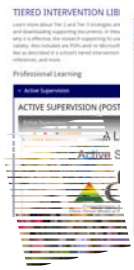
http://dbr.education.uconn.edu/

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Daily Behavior Report (DBR) Card	DBR will be completed by the classroom teacher during daily observation periods (e.g., core instruction during English Language Arts) and parents will sign the form each day. DBR will be used to rate academic engagement, respect, and disruption. At the conclusion of each observation period, the teacher will indicate the degree to which the student displayed each behavior. The teacher will meet briefly with the student to share the teacher's DBR rating and home-school communication procedures will be established for student to bring a paper copy or email to parent or [illegible] DBR was implemented for a parent/caregiver to sign.	Behavior ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-IS score: Moderate (2-3) AND ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND ☐ Parent permission AND Academic ☐ Student is in grade 2 or 3	Student measures • Daily behavior report (DBR; daily) • Attendance and tardies Social validity • Teacher: IRP-1S • 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 IS scores are in the low risk category

Positive Action: Tier 2 Groups

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-IS score: Moderate (2-3) AND ☐ 2 or fewer absences in first 3 months of school AND ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND ☐ Parent permission AND 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 IS scores are in the low risk category

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

Instructional Choice

Ci3T Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within and across task choices offered during reading instruction. During independent language arts assignments. Choices offered by teacher in general education classroom.	SRSS *moderate risk* and Report card work completed and independent work habits *Progressing or Limited Improvement*	Academic engaged time % work completed Treatment Integrity (component checklist) Social Validity (student & teacher completed)	5 consecutive weeks of daily: academic engagement ≥80% And work completion ≥ 90%

(Lane, Menzies, Ennis, & Oakes, 2015)

http://www.ci3t.org/pl

Increased Opportunities to Respond (OTR)

Ci3T Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria*
OTR	Teacher provides increased OTR during math review and practice. Choral responding and mixed ["For one student" (30%)/ "One for the class" (70%)]. Known material, visual and verbally presented, fast pace.	SRSS-IE Internalizing 5: *moderate or high risk* Externalizing 7: low risk and Report card work completed *Progressing or Limited progress* and Report card Math *passing grade*	% Active student responding % Accuracy Treatment Integrity (component checklist) Social Validity (student & teacher completed)	5 consecutive weeks of work completed at 100% in math Report card maintain passing grade in math Reduced risk on SRSS-IE

(Lane, Menzies, Ennis, & Oakes, 2015)

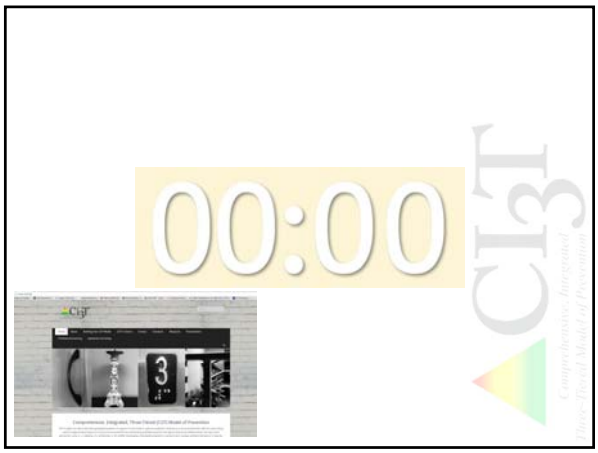
http://www.ci3t.org/pl

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.

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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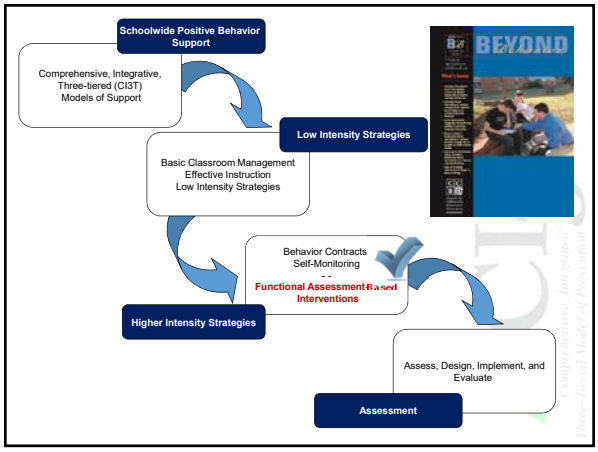
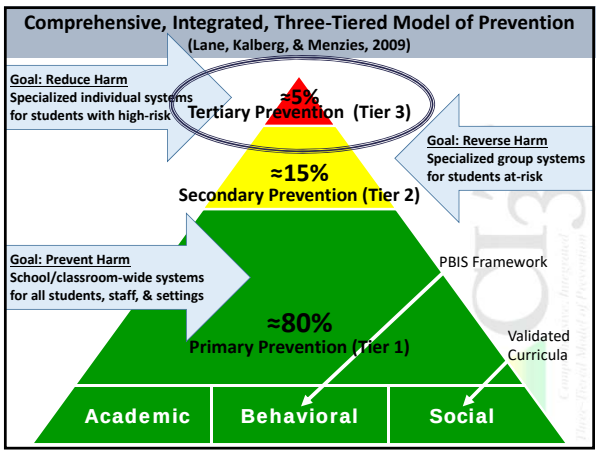
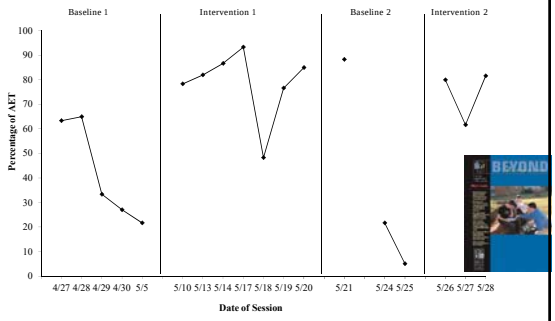

Schoolwide Positive Behavior Support
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support
Low Intensity Strategies
Basic Classroom Management
Effective Instruction
Low Intensity Strategies
BEYOND
Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions
Higher Intensity Strategies
Assess, Design, Implement, and Evaluate
Assessment


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high-risk
≈5%
Tertiary Prevention (Tier 3)
Goal: Reverse Harm
Specialized group systems for students at-risk
≈15%
Secondary Prevention (Tier 2)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
PBIS Framework
≈80%
Primary Prevention (Tier 1)
Validated Curricula
Academic
Behavioral
Social

Changes in Harry's Behavior



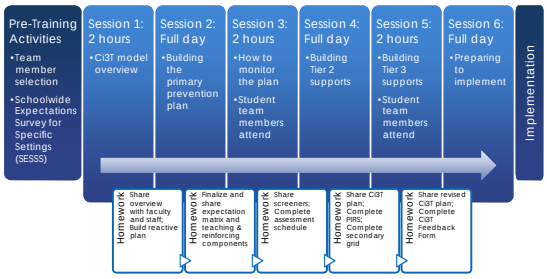
Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. Beyond Behavior, 2, 44 – 54.

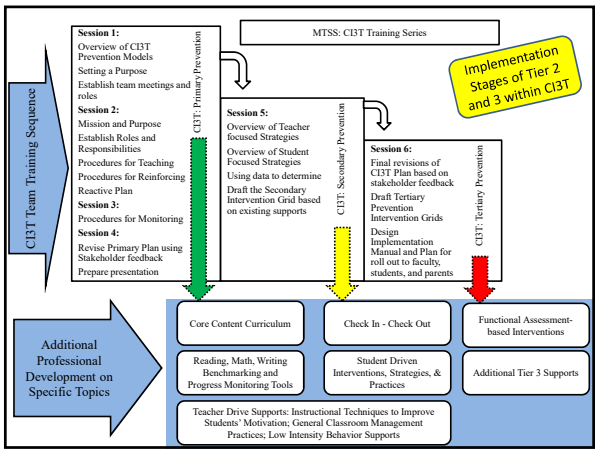
Recommendations to Consider

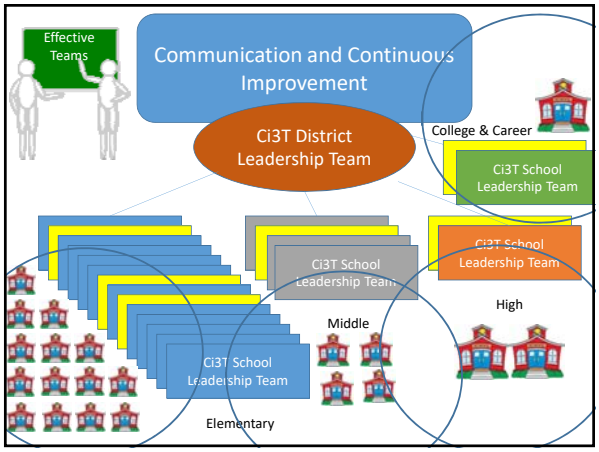
- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications- know your state laws

(Lane & Oakes, 2012)

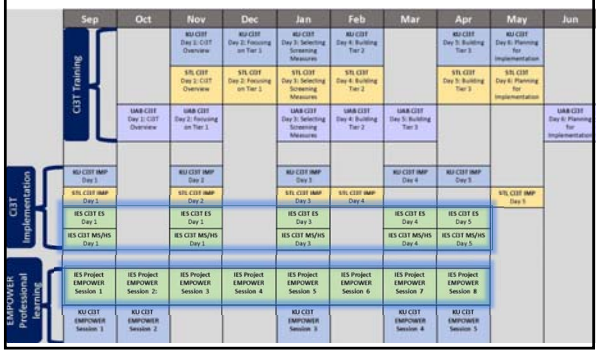
Ci3T Professional Learning Series





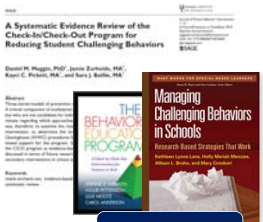


2016-2017 Professional Learning Opportunities



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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