Please log in to Ci3T.org … Presentations

Meeting Students' Multiple Needs within Comprehensive, Integrated, Three-tiered (Ci3T) Models:
The Importance of Systematic Screening

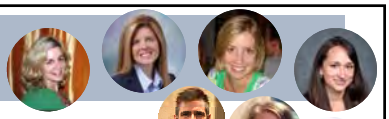
SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE
Myrtle Beach, South Carolina
Friday, April 20, 2018
Keynote Address

Kathleen Lynne Lane, Ph.D., BCBA-D

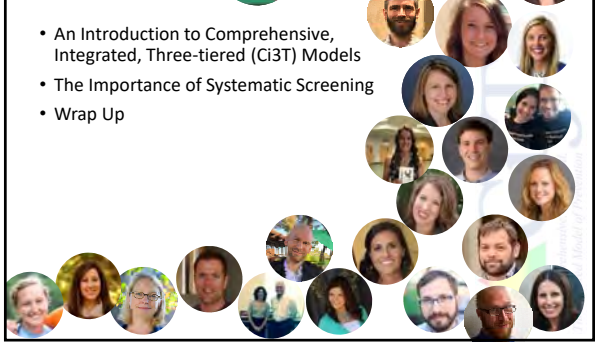
PBIS Positive Behavioral Interventions & Supports

ies INSTITUTE OF EDUCATION SCIENCES

Objectives

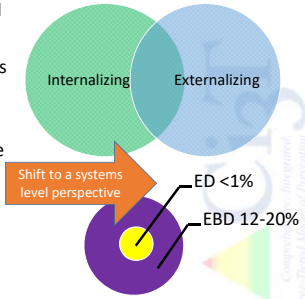


- An Introduction to Comprehensive, Integrated, Three-tiered (Ci3T) Models
- The Importance of Systematic Screening
- Wrap Up



Thank you…
For Your Commitment

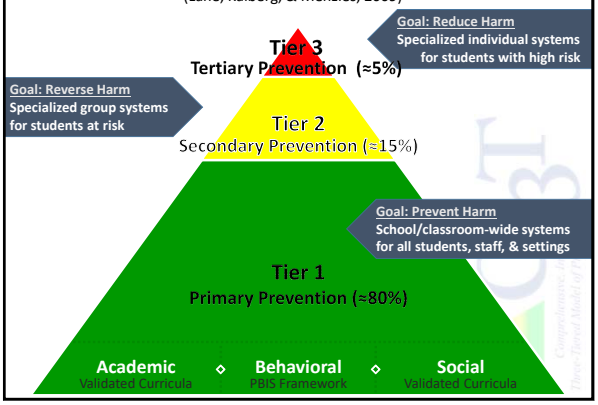
- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
  - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley,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

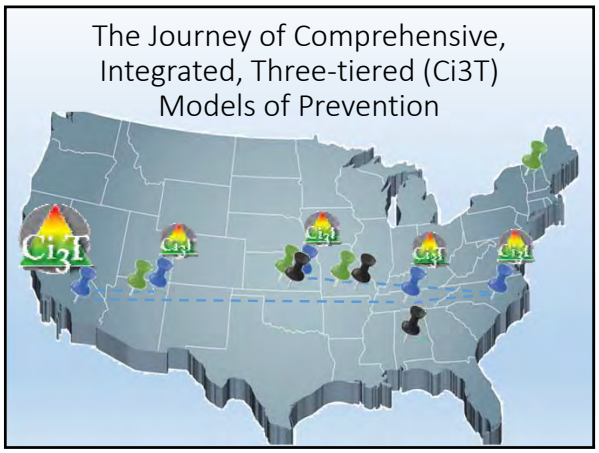


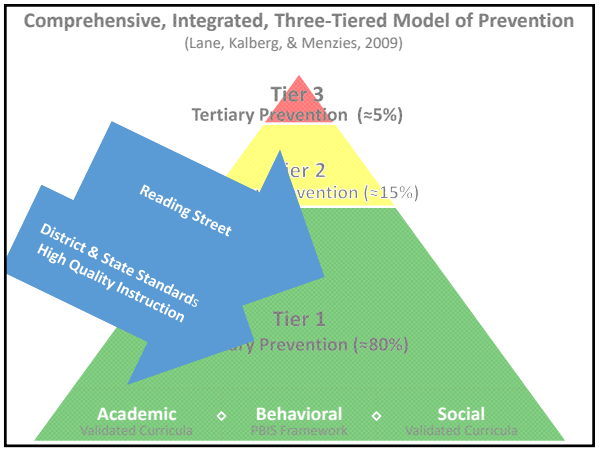
Michael Yudin urged educators and educational system leaders to "pay as much attention to students' social and behavioral needs as we do academics" …

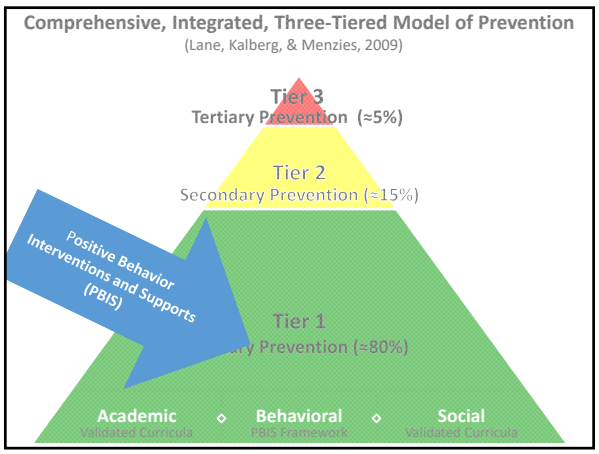
2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

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




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


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


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

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

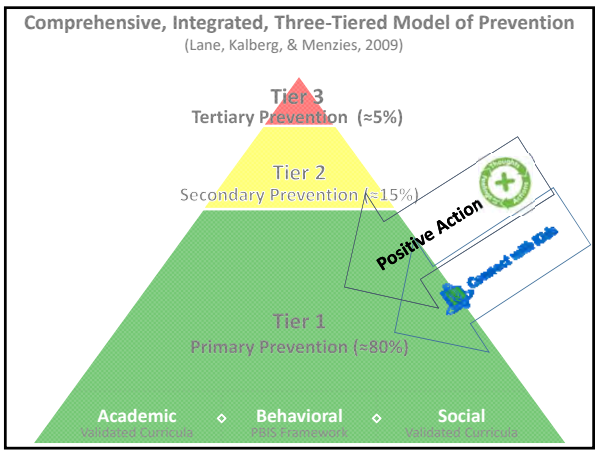
- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using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

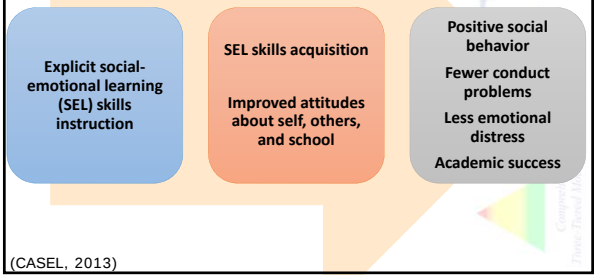
Source: Lane, K.L., Kalberg, J.R., & Menzies, H.M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach.* New York, NY: Guilford Press.



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
  - bullying / conflict resolution
  - counselor, parent, and family classes

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

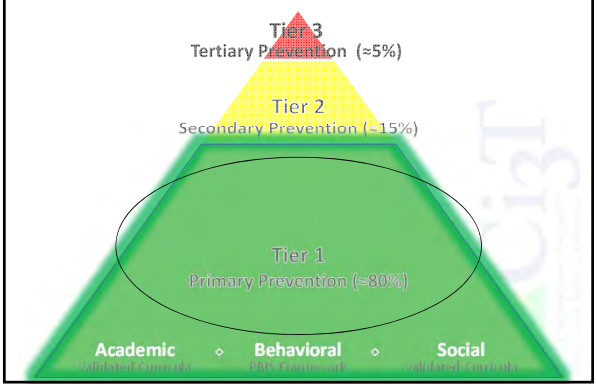
Top 10 School-related Social Skills

- 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

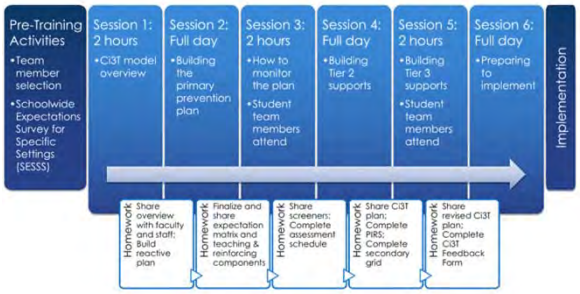
(Lane et al. 2004, 2007; Gresham & Elliott, 2008)

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

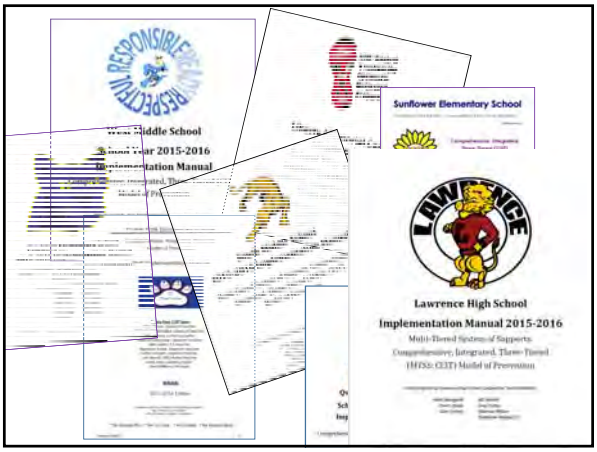


Ci3T Professional Learning Series

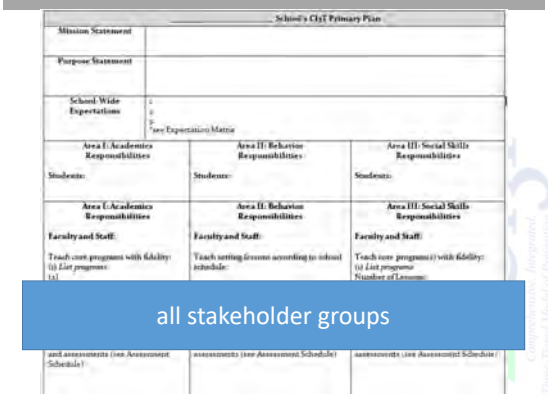


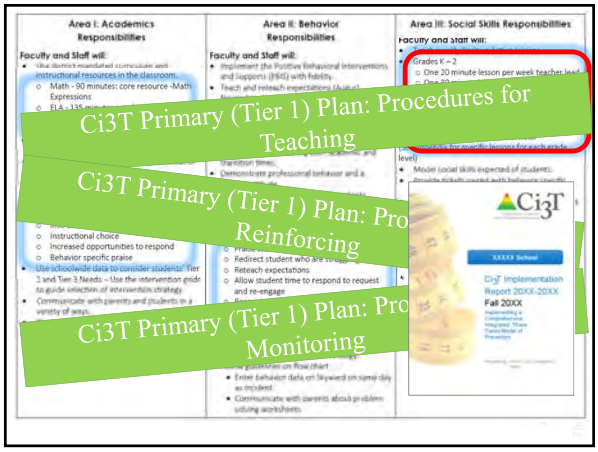
Lawrence Public Schools … Ci3T Training & Implementation

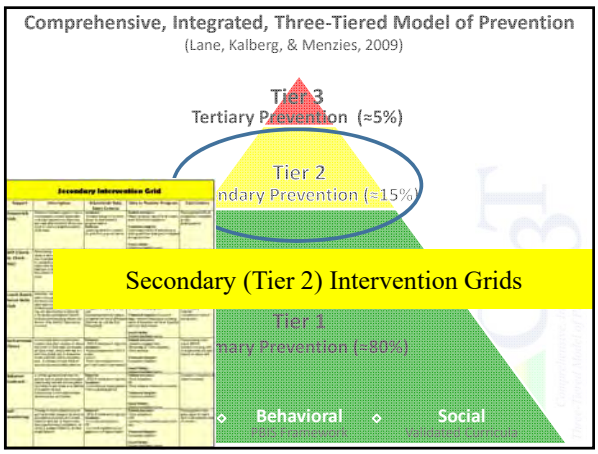
Phase	Year						
	2013-14	14-15	15-16	16-17	17-18	18-19	19-20
Elementary School							
Ci3T Training							
Implementation Year 1							
Implementation Year 2							
Sustain and Develop Practices							
Middle and High Schools							
Ci3T Training							
Implementation Year 1							
Implementation Year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

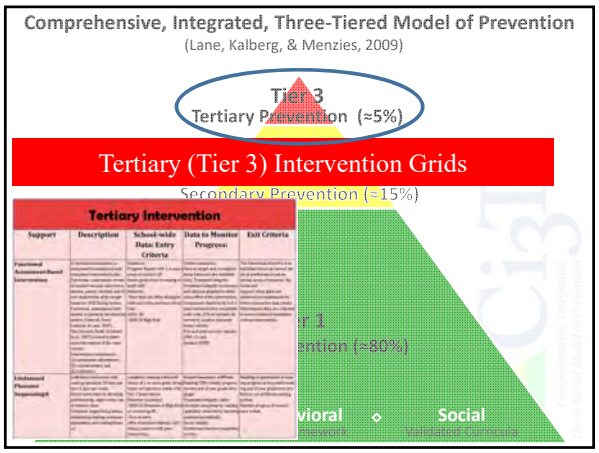


Ci3T Primary Plan: Roles and Responsibilities









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)

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

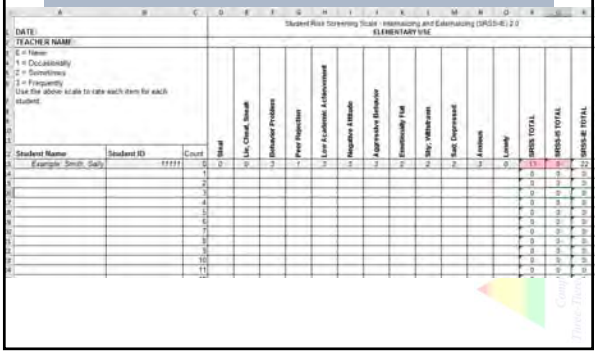
Social Validity

Treatment Integrity

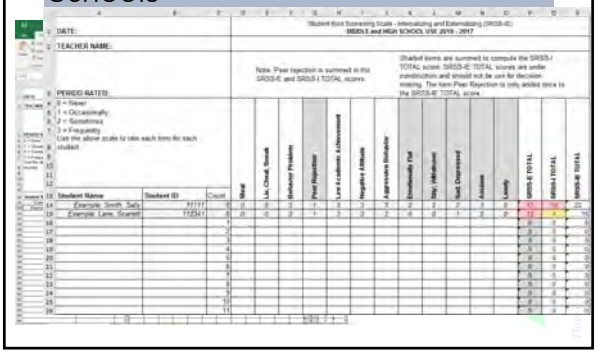
Systematic Screening

Acad

SRSS-IE for Elementary Schools



SRSS-IE for Middle and High Schools



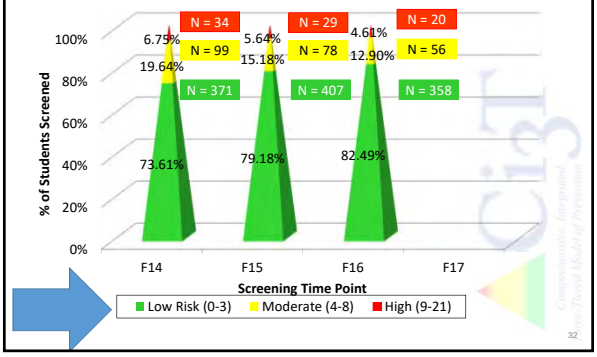
SRSS-IE: Cut Scores

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

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40,* 159-170.

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

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



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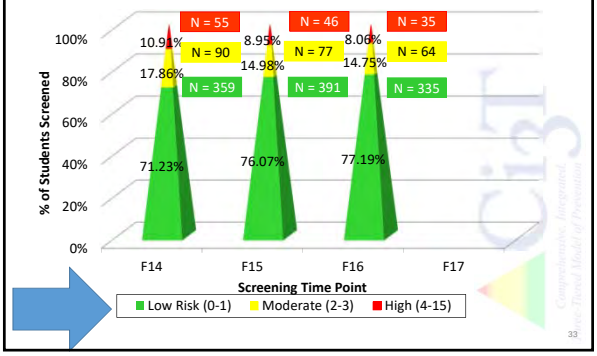
Sample Elementary School: Fall (Internalizing)
SRSS-I5 Results – All Students



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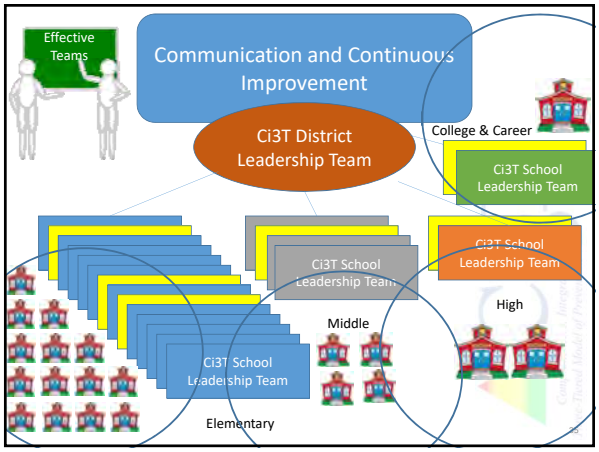
Implementation …
Data-Informed Decision Making



Data-Informed Decision Making: Using Your Data to Support Your Faculty and Staff

Examples:

- Empowering teachers with low-intensity supports
- Managing challenging behaviors
- Supporting your equity goals

Examining your screening data …

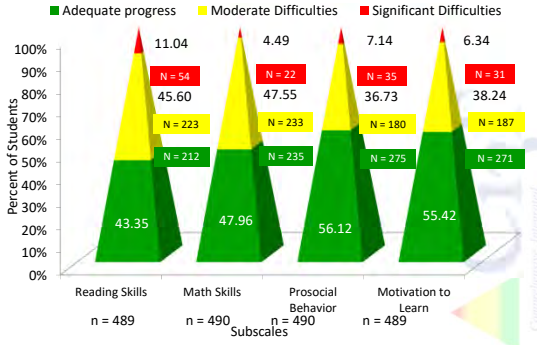
… **implications for primary prevention efforts**

… implications for teachers

… implications for student-based interventions

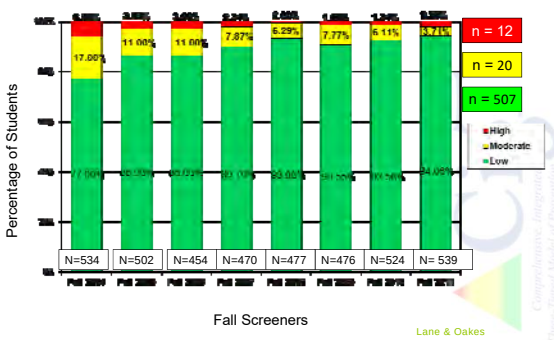
See Lane, Menzies, Bruhn, and Crnobori (2011)

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



Lane & Oakes

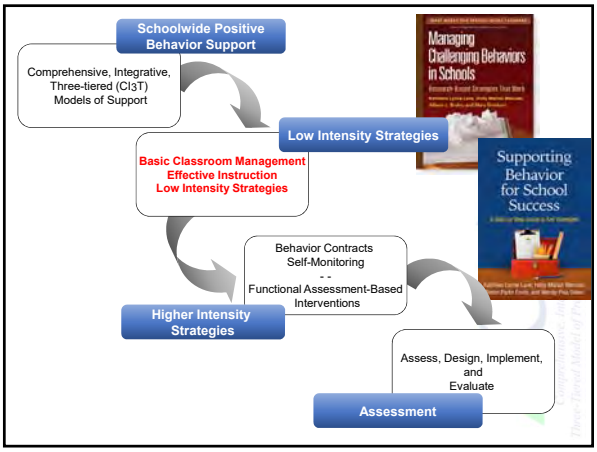
Examining your screening data …

… implications for primary prevention efforts

… implications for teachers

… implications for student-based interventions

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

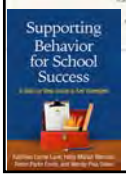


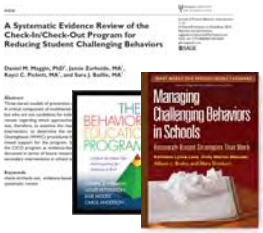
Examining Academic and Behavioral Data – Elementary Level

TEACHER NAME	R. Collins						
Date: December 2014							
			0 Well Above				
		1 Target	1 Above Average	0-3 Low	0-1 Low	0-1 Low	
		2 Average	2 Average	4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Below Average	3 Below Average	9-21 High	4-15 High	6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS Behavior	SRSS-IS 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	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julins, O'Tarri	2132	3	2	6	2	3	7
Justice, Jesse	2003	2	3	3	1	0	3
Ochoa, Kelly	2009	1	3	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	2	3	0	0	1
Reed, Kendra	2022	3	0	18	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	8	0

Low-Intensity Strategies: Building capacity through professional learning

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



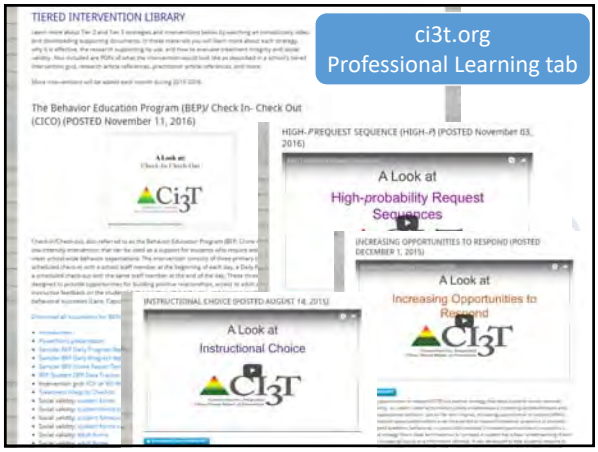


- Self-monitoring
- Behavior Contracts

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

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


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
Ci3T

Examining your screening data …

… implications for primary prevention efforts

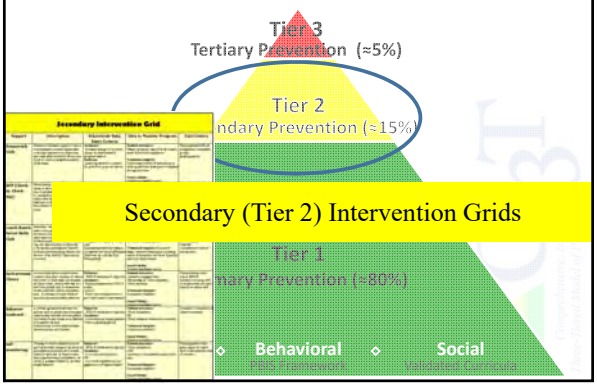
… implications for teachers

… implications for student-based interventions

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

Comprehensive, Integrated, Three-Tiered Model of Prevention

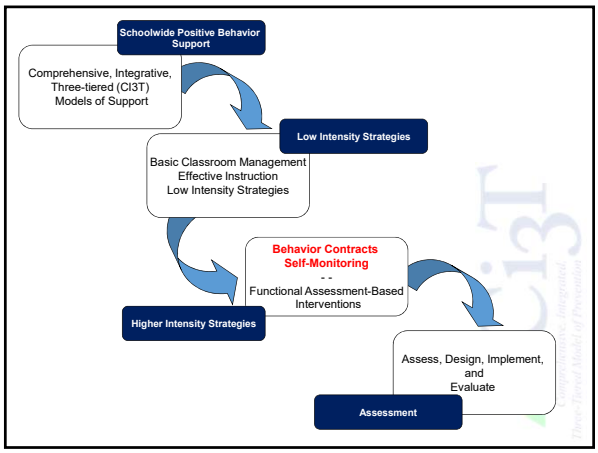
(Lane, Kalberg, & Menzies, 2009)

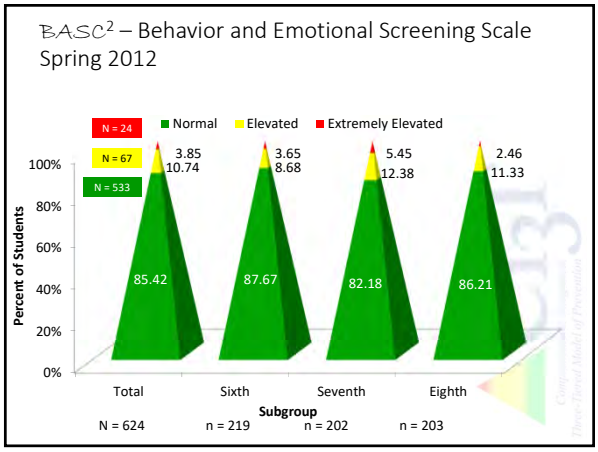


Secondary (Tier 2) Prevention

- 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.





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

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	1111	0	0	3	1	3	3	3	13	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, Mandie	2013	0	0	0	0	0	0	0	0	1
Brinck, 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
Hinkins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, O'Tien	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
Tims, Blake	2016	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

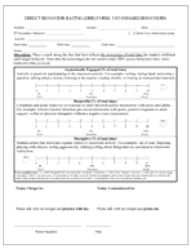
Teacher: Ms. Hurt Date: Time:

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 3 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.

Examples of Tier 2 Supports

Direct behavior Ratings (DBR)



Social Skills Intervention (SSI)

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)

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 [illegible] • [illegible] [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 ☐ [illegible] I5 scores are in the [illegible]

http://db[illegible]

Social Skill Interventions (SSI)

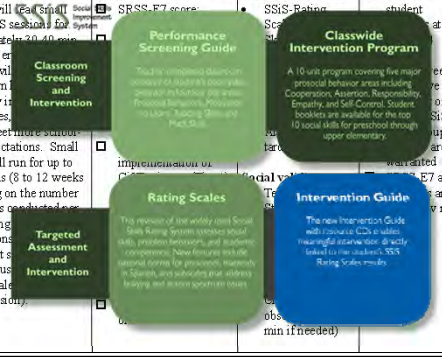
- Social skills important target for intervention
  - Social skills serve as academic enablers (DiPerma & Elliott, 2002)
- Consideration of strengths and deficits important for intervention planning (Lane et al., 2003)
- Effective SSIs tend to employ modeling, coaching, reinforcement (Gresham, 1998)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

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-I5 score: Mode ☐ 2 or fe first 3 school ☐ Evider 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 s have met or no er Positive on small p sessions warranted -E7 and I5 es are in ow risk gory

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 approx. [illegible] 2-3 days per Students will skills, learn more fully i experiences, how to meet wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using SSiS lessons for student identified us Rating Scale parent version).	**Behavior** ☐ SRSS-E7 score: ☐ SRSS-I5 score: ☐ 2 or fe first 3 school ☐ Evider imple Ci3T p plan [t integr obser ☐ Parent Academic ☐ Stude 3	**Student measures** • SSiS-Rating Scale min if needed)	☐ Review student progress at end of 24 sessions s have met or no er Positive on small p sessions warranted -E7 and I5 es are in ow risk gory



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 ….

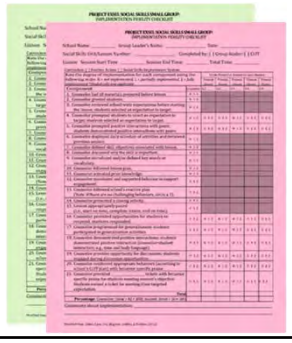
Positive Action (PA) Counselor Kit

Social Skills Improvement System (SSiS) Intervention Guide

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

Treatment Integrity

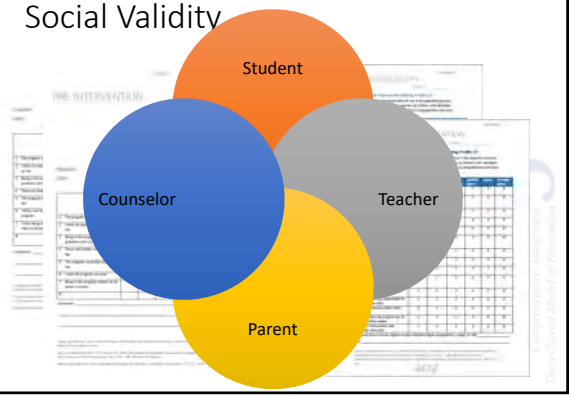


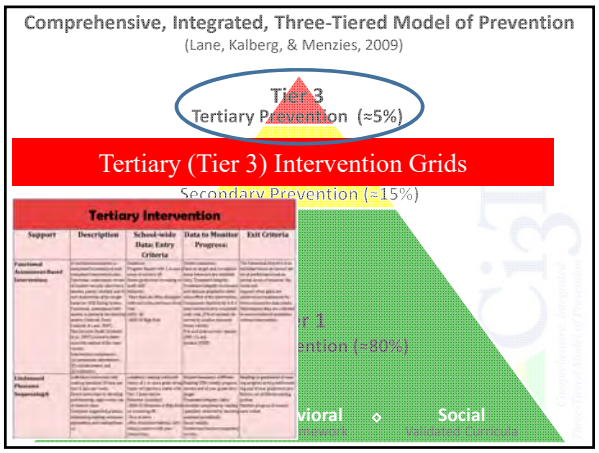
Social Skills Improvement System: Intervention Guide

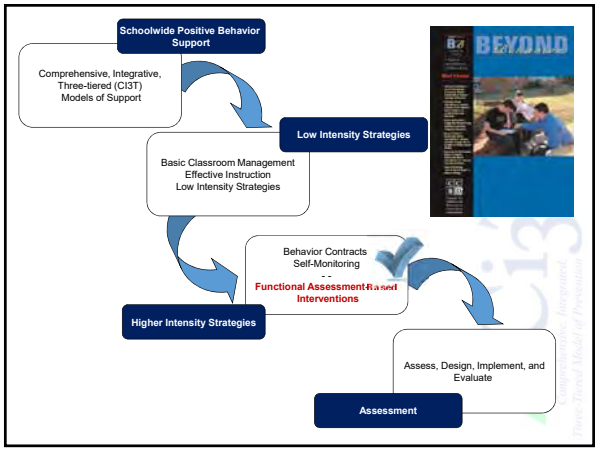
- Monitor Intervention:
  - Dosage
  - Attendance
  - Teaching
  - Reinforcing
- Behaviors
  - Interactions with counselor
  - Interactions with peers

3-point Likert-type Scale: 0 = *not implemented*, 1 = *partially implemented*, 2 = *fully implemented* *Shaded cells non-applicable

Social Validity



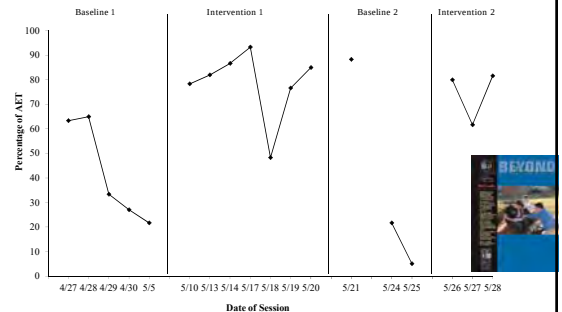




SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment -Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	Students who: **Behavior** -scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior, -earned more than 5 office discipline referrals (ODR) for major events during a grading period OR **Academic** identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments	Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis. Weekly teacher report on academic status ODR data collected weekly Treatment Integrity Social Validity	The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

Changes in Harry's Behavior



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

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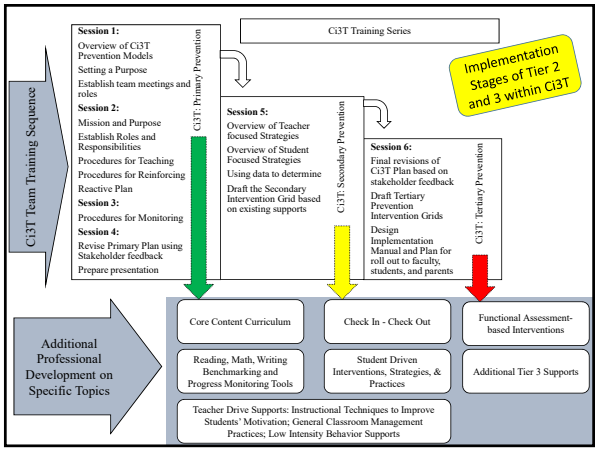
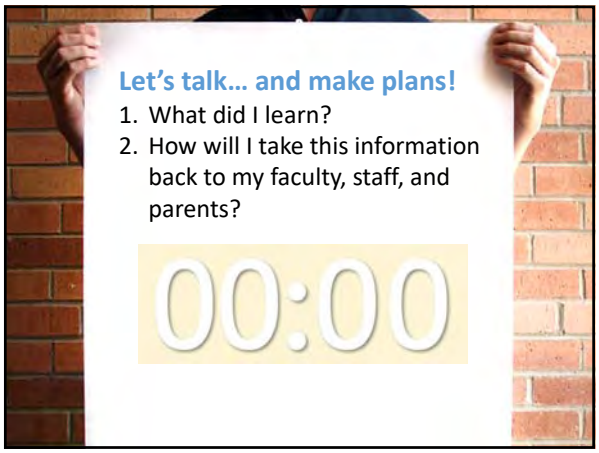


2016-2017 Professional Learning Opportunities


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

Thank you
Kathleen.Lane@KU.edu
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