Comprehensive, Integrated, Three-Tiered Models: A Focus on Systematic Screening

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New York
www.ci3t.org

Agenda

• Introducing CI3T … working collaboratively and efficiently
• Systematic Screening Tools & Logistics
• Using Screening Data to Inform Instruction
  • Tier 1 practices
  • Teacher-delivered strategies
  • Tier 2 and 3 supports
• Action Plans: Moving Forward

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

Agenda

Introducing Ci3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction
Tier 1 practices
Teacher-delivered strategies
Tier 2 and 3 supports
Action Plans: Moving Forward

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized individual systems for students with high risk

Goal: Reverse Harm
Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

Validated Curricula PBIS Framework (Lane, Kalberg, & Menzies, 2009)

Comprehensive, Integrated, Three-Tiered Model of Prevention

Tier 3 Tertiary Prevention (+5%)

Tier 2 Secondary Prevention (+15%)

Tier 1 Primary Prevention (40-50%)

Academic Behavioral Social

District & State Standards, High Quality Instruction

Tier 3 Tertiary Prevention (+5%)

Tier 2 Secondary Prevention (+15%)

Tier 1 Primary Prevention (40-50%)

Academic Behavioral Social

Positive Behavior Interventions and Supports (PBIS)
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


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**A Framework, Not a Curriculum**

ELEMENTARY SETTINGS

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sit with your back to the door. • Keep your hands to yourself.</td>
<td>• Walk in line. • Listen to the last person in line. • Keep your hands to yourself.</td>
<td>• Sit with your back to the door. • Keep your hands to yourself.</td>
<td>• Play approved games. • Use equipment appropriately.</td>
<td>• Keep hands to yourself. • Wash hands with soap. • Throw away any trash properly.</td>
<td>• Talk quietly with others. • Listen to and follow the bus driver's rules.</td>
</tr>
</tbody>
</table>

**Establish, Clarify, Define Expectations**

- Arrive to class on time
- Complete class activities
- Complete with academic affect
- Use inside voice

- Respect
  - Follow directions
  - Use kind words and actions
  - Control your temper
  - Cooperate with others
  - Use an inside voice

- Responsibility
  - Arrive to class on time
  - Bring your required materials
  - Turn in finished work
  - Exercise self-control

- Best Effort
  - Participate in class activities
  - Complete work with best effort


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

- Tier 3: Tertiary Prevention (5%)
- Tier 2: Secondary Prevention (15%)
- Tier 1: Primary Prevention (80%)

The Five Social and Emotional Learning Core Competencies

(CASEL, 2013)

Outcomes Associated with Social Skills Training

(CASEL, 2013)

Social Component: Examples of Schoolwide Programs

Social-emotional

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

Connect With Kids

- connectwithkids.com
  - A curriculum 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

1. Listens to Others
2. Follows Directions
3. Follows Classroom Rules
4. Ignores Peer Distractions
5. Asks for Help
6. Takes Turns in Conversations
7. Cooperates With Others
8. Controls Temper in Conflict Situations
9. Acts Responsibly With Others
10. Shows Kindness to Others

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

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

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

Primary Prevention (Tier 1): ≈80%
Secondary Prevention (Tier 2): ≈15%
Tertiary Prevention (Tier 3): ≈5%

Academic | Behavioral | Social

CI3T Professional Learning Series

Pre-Training
Activities

Session 1 2 hours
Pre-Training Overview

Session 2 Full day
Building the primary prevention plan

Session 3 2 hours
Pre-Training

Session 4 Full day
Building the Tier 2

Session 5 2 hours
Pre-Training

Session 6 Full day
Preparing to implement

Post-Training

Implementation

- Brainstorming:
  - What is working?
  - What is not working?
- Group Discussions:
  - Identifying needs
  - Developing action plans
- Group Discussions:
  - Identifying goals
  - Developing implementation plans
- Group Discussions:
  - Identifying strategies
  - Developing implementation strategies
- Group Discussions:
  - Identifying challenges
  - Developing solutions
- Group Discussions:
  - Identifying feedback
  - Developing feedback systems
### Lawrence Public Schools ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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### USD 497 MTSS-Ci3T Model of Support

- **Excellence**
- **Equity**
- **Engagement**

- **Primary Support (Tier 1)**: Positive Behavioral Interventions and Supports (PBIS) Framework
- **Secondary Support (Tier 2)**: Blended Learning Environments, Personalized Learning, Differentiation
- **Tertiary Support (Tier 3)**: Validated Core Resource, CI3T – Comprehensive Integrated 3-Tiered Model of Prevention

### USD 497 School Board Priorities: The Foundation

- **Culturally Responsive Teaching**
Ci3T Primary Plan: Roles and Responsibilities

all stakeholder groups

Communication:
Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity
Treatment Integrity
Systematic Screening
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

Tertiary Prevention (>5%)

Secondary (Tier 2) Intervention Grids

Secondary Prevention (>15%)

Academic ◇ Behavioral ◇ Social

Validated Curricula PBIS Framework

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

Implementation Science
(Adapted from Fixsen & Blase, 2005)

- We think we know what we need so we are planning to move forward (evidence-based)
- Let’s make sure we’re ready to implement (capacity infrastructure)
- Let’s give it a try & evaluate (demonstration)
- That worked, let’s do it for real (investment)
- Let’s make it our way of doing business (institutionalized use)
Transparency, Access, & Collaboration

Benefits of Ci3T Models

Agenda

Introducing Ci3T ... working collaboratively and efficiently

Systematic Screening Tools & Screening Logistics

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

Action Plans: Moving Forward
What screening tools are available?

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

www.ci3t.org

Considerations

Psychometrically Sound

Socially Valid

If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.
Systematic Screener for Behavior Disorders

Available from Pacific Northwest Publishing

(SSBD 2nd ed.; Walker, Severson, & Feil, 2014)

SSBD Results – Winter 2007 through Winter 2009
Risk Status of Nominated Students

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

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

Source. Lane, Veranth, Stiles, & Gallang, 2012. Figure 2.2 WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavior disorders over a three year period.
Note. The numbers represent totals for the students for whom the SSBD was completed.

SAMPLE DATA: SSBD
WINTER 2009-2010
CRITICAL NEED COMPARISON BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Students Screened</th>
<th>Students Nominated</th>
<th>Students w/ Critical Need</th>
<th>Critical Internalizing</th>
<th>Critical Externalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
<td>24</td>
<td>4 (5.56%)</td>
<td>1 (1.39%)</td>
<td>3 (4.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>66 *98/81</td>
<td>24</td>
<td>1 (1.54%)</td>
<td>0 (0.00%)</td>
<td>1 (1.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>60 *10</td>
<td>18</td>
<td>3 (5.00%)</td>
<td>2 (3.33%)</td>
<td>1 (1.67%)</td>
</tr>
</tbody>
</table>

* Students missing
Student Risk Screening Scale

Available from ci3t.org and miblsi.org

(SRSS; Drummond, 1994)

Student Risk Screening Scale
( Drummond, 1994)

The SRSS is a 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
- Aggressive Behavior
- Peer Rejection

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

(SRSS; Drummond, 1994)
Student Risk Screening Scale
Fall 2004 – 2012
Middle School

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>77.00</td>
<td>86.00</td>
<td>86.50</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>89.79</td>
<td>93.08</td>
<td>90.55</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>94.28</td>
<td>91.25</td>
<td>94.25</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>91.25</td>
<td>96.25</td>
<td>94.25</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>94.25</td>
<td>96.25</td>
<td>94.25</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>94.25</td>
<td>96.25</td>
<td>94.25</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>94.25</td>
<td>96.25</td>
<td>94.25</td>
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<tr>
<td>Fall 2011</td>
<td>94.25</td>
<td>96.25</td>
<td>94.25</td>
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<tr>
<td>Fall 2012</td>
<td>94.25</td>
<td>96.25</td>
<td>94.25</td>
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</tbody>
</table>


Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). Systematic screenings of behavior to support instruction: From preschool to high school. New York, NY: Guilford Press.

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

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

Lane, Parks, Kalberg, & Carter (2007)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328) M (SD)</th>
<th>Moderate (n = 52) M (SD)</th>
<th>High (n = 35) M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L &gt; M, H</td>
</tr>
</tbody>
</table>

Lane, Kalberg, Parks, & Carter (2008)

STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Non-Instructional Raters

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328) M (SD)</th>
<th>Moderate (n = 52) M (SD)</th>
<th>High (n = 35) M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L &gt; M, H</td>
</tr>
</tbody>
</table>
Sample Data: SRSS by Grade

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students in Grade Level</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>99</td>
<td>73 (73.74%)</td>
<td>16 (16.16%)</td>
<td>10 (10.10%)</td>
</tr>
<tr>
<td>1st</td>
<td>100</td>
<td>85 (85.00%)</td>
<td>9 (9.00%)</td>
<td>6 (6.00%)</td>
</tr>
<tr>
<td>2nd</td>
<td>99</td>
<td>89 (89.90%)</td>
<td>9 (9.09%)</td>
<td>1 (1.01%)</td>
</tr>
</tbody>
</table>

Percentage refers to the percentage of the grade level population screened.

Student Risk Screening Scale for Internalizing and Externalizing

Available on ci3t.org
(SRSS-IE; Drummond, 1994 and Lane & Menezes, 2009)
### SRSS-IE for Elementary Schools

<table>
<thead>
<tr>
<th>Item Range</th>
<th>0-3</th>
<th>4-8</th>
<th>9-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td></td>
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<td></td>
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<tr>
<td>Moderate Risk</td>
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<tr>
<td>High Risk</td>
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</tr>
</tbody>
</table>

### SRSS-IE for Middle and High Schools

<table>
<thead>
<tr>
<th>Item Range</th>
<th>0-3</th>
<th>4-5</th>
<th>6-18</th>
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<tr>
<td>Low Risk</td>
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</tr>
<tr>
<td>Moderate Risk</td>
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<tr>
<td>High Risk</td>
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### SRSS-IE: Cut Scores

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<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
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</thead>
<tbody>
<tr>
<td>SRSS-E7 Items 1-7</td>
<td>SRSS-I5 Items 8-12</td>
</tr>
<tr>
<td>SRSS-E7 Items 4-8</td>
<td>SRSS-I6 Items 1-7</td>
</tr>
</tbody>
</table>

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

**Elementary School Level:**

**Middle and High School Levels:**
New Lessons Learned
SRSS-IE:
An update on predictive validity at the elementary level


Procedures

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
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</thead>
<tbody>
<tr>
<td>Fall Externalizing</td>
<td>23 (9.6)</td>
<td>46 (14.0)</td>
<td>115.8 (24.6)</td>
<td>L &lt; M &lt; H</td>
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<tr>
<td>Nurse Visits</td>
<td>Winter</td>
<td>Spring</td>
<td>ORF</td>
<td>MAP Reading</td>
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<tr>
<td>In-School Suspensions</td>
<td>0.0052 (0.08)</td>
<td>0.0427 (0.30)</td>
<td>0.1080 (0.46)</td>
<td>L &lt; M &lt; H</td>
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RESULTS:

SRSS-IE: INTERNALIZING Subscale Elementary

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>M (SD)</th>
<th>n</th>
<th>Significance Testing</th>
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</thead>
<tbody>
<tr>
<td>Fall Internalizing</td>
<td>Low</td>
<td>4 (41.45)</td>
<td>459</td>
<td>139.18</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>14 (47.85)</td>
<td>2,070</td>
<td>19</td>
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<td></td>
<td>High</td>
<td>15 (46.85)</td>
<td>628</td>
<td>2070</td>
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Winter Internalizing

<table>
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<tr>
<th>Nurse Visits</th>
<th>M (SD)</th>
<th>n</th>
<th>Significance Testing</th>
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<tbody>
<tr>
<td>12</td>
<td>44 (7.37)</td>
<td>3,387</td>
<td>139.18</td>
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<tr>
<td>22</td>
<td>12 (3.00)</td>
<td>628</td>
<td>19</td>
</tr>
<tr>
<td>32</td>
<td>2 (0.22)</td>
<td>450</td>
<td>2070</td>
</tr>
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</table>

In-School Suspensions

<table>
<thead>
<tr>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 25</td>
<td>n = 76</td>
<td>n = 150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
<td>N = 35</td>
<td>N = 250</td>
</tr>
</tbody>
</table>

Oral Reading Fluency

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 25</td>
<td>n = 35</td>
<td>n = 250</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
<td>N = 35</td>
<td>N = 250</td>
</tr>
</tbody>
</table>

Results:

SRSS-IE: INTERNALIZING Subscale Elementary

Elementary School - Fall SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>N = 25</td>
<td>N = 86</td>
<td>N = 25</td>
</tr>
<tr>
<td>F15</td>
<td>N = 250</td>
<td>N = 300</td>
<td>N = 250</td>
</tr>
<tr>
<td>F16</td>
<td>N = 255</td>
<td>N = 250</td>
<td>N = 250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students Screened</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
<td>N = 86</td>
<td>N = 25</td>
<td></td>
</tr>
<tr>
<td>N = 250</td>
<td>N = 300</td>
<td>N = 250</td>
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</tr>
<tr>
<td>N = 255</td>
<td>N = 250</td>
<td>N = 250</td>
<td></td>
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</tbody>
</table>

SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>45</td>
<td>39 (86.67%)</td>
<td>4 (8.89%)</td>
<td>2 (4.44%)</td>
</tr>
<tr>
<td>1st</td>
<td>48</td>
<td>45 (93.75%)</td>
<td>3 (6.25%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>2nd</td>
<td>58</td>
<td>44 (75.86%)</td>
<td>10 (17.24%)</td>
<td>4 (6.90%)</td>
</tr>
</tbody>
</table>
Fall 2017
SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>45</td>
<td>39 (86.67%)</td>
<td>3 (6.67%)</td>
<td>3 (6.67%)</td>
</tr>
<tr>
<td>4th</td>
<td>46</td>
<td>35 (76.09%)</td>
<td>10 (21.74%)</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>5th</td>
<td>61</td>
<td>53 (86.89%)</td>
<td>6 (9.84%)</td>
<td>2 (3.28%)</td>
</tr>
</tbody>
</table>

Elementary School - Fall
SRSS-I5 Results – All Students

Elementary School - Winter
SRSS-I5 Results – All Students
New Lessons Learned
SRSS-IE:
An update on predictive validity at the secondary level


SRSS-IE: EXTERNALIZING SUBSCALE
MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD)</th>
<th>Moderate M (SD)</th>
<th>High M (SD)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Fall Externalizing</td>
<td>1.56 (0.54)</td>
<td>2.38 (1.1)</td>
<td>2.74 (0.84)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,670</td>
<td>30</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Office discipline referrals</td>
<td>0.03 (0.24)</td>
<td>0.17 (0.63)</td>
<td>0.75 (2.13)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td></td>
<td>1,830</td>
<td>328</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.11 (0.89)</td>
<td>0.67 (2.74)</td>
<td>1.56 (3.22)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td></td>
<td>1,830</td>
<td>328</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>
**Variable Risk Significance Testing**

### SRSS-IE: **INTERNALIZING** SUBSCALE

**MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD) n</th>
<th>Moderate M (SD) n</th>
<th>High M (SD) n</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>3.51 (0.51) 1,642</td>
<td>3.33 (0.55) 32 (16.5)</td>
<td>3.16 (0.64) 180</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>Office discipline referrals</td>
<td>0.06 (0.40) 1,820</td>
<td>0.17 (1.24) 181</td>
<td>0.19 (0.75) 250</td>
<td>N.N.</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.18 (1.10) 1,820</td>
<td>0.67 (8.59) 181</td>
<td>0.45 (1.47) 250</td>
<td>L &lt; M, H M = H</td>
</tr>
</tbody>
</table>

### SRSS-IE: **EXTERNALIZING** SUBSCALE

**HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD) n</th>
<th>Moderate M (SD) n</th>
<th>High M (SD) n</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>3.07 (0.82) 2,379</td>
<td>2.44 (0.83) 123</td>
<td>2.27 (0.98) 132</td>
<td>L &gt; M, H M = H</td>
</tr>
<tr>
<td>Office discipline referrals</td>
<td>1.43 (3.33) 3,540</td>
<td>3.54 (6.05) 250</td>
<td>4.04 (5.80) 250</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.07 (2.40) 1,820</td>
<td>0.41 (1.36) 181</td>
<td>0.42 (1.28) 250</td>
<td>L &lt; M, H M = H</td>
</tr>
</tbody>
</table>

**GPA**

- Fall: 3.51 (0.51) 1,642
- Winter: 3.33 (0.55) 32 (16.5)
- Spring: 3.16 (0.64) 180

**Course Failures**

- Fall: 0.52 (1.42) 1,820
- Winter: 0.86 (1.85) 181
- Spring: 1.22 (2.06) 250

**Nurse Visits**

- Fall: 4.32 (16.39) 1,820
- Winter: 4.85 (6.92) 181
- Spring: 6.77 (9.56) 250

**In-School Suspensions**

- Fall: 0.06 (0.40) 1,820
- Winter: 0.17 (1.24) 181
- Spring: 0.19 (0.75) 250

### SRSS-IE: **INTERNALIZING** SUBSCALE

**HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low M (SD) n</th>
<th>Moderate M (SD) n</th>
<th>High M (SD) n</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>0.04 (0.0) 2,379</td>
<td>2.22 (123) 132</td>
<td>2.42 (1.28)</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>Office discipline referrals</td>
<td>0.07 (2.40) 1,820</td>
<td>0.41 (1.36) 181</td>
<td>0.42 (1.28) 250</td>
<td>L &lt; M, H M = H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.18 (1.10) 1,820</td>
<td>0.67 (8.59) 181</td>
<td>0.45 (1.47) 250</td>
<td>L &lt; M, H M = H</td>
</tr>
</tbody>
</table>

**GPA**

- Fall: 3.07 (0.82) 2,379
- Winter: 2.44 (0.83) 123
- Spring: 2.27 (0.98) 132

**Course Failures**

- Fall: 1.16 (2.17) 2,379
- Winter: 2.59 (2.66) 123
- Spring: 2.83 (3.21) 132

**Nurse Visits**

- Fall: 1.43 (3.33) 3,540
- Winter: 3.54 (6.05) 250
- Spring: 4.04 (5.80) 250

**In-School Suspensions**

- Fall: 0.07 (2.40) 1,820
- Winter: 0.41 (1.36) 181
- Spring: 0.42 (1.28) 250

**Fall Internalizing**

- GPA: 3.51 (0.51)
- Nurse Visits: 4.32 (16.39)
- In-School Suspensions: 0.18 (1.10)

**Winter Internalizing**

- GPA: 3.33 (0.55)
- Nurse Visits: 4.85 (6.92)
- In-School Suspensions: 0.67 (8.59)

**Spring Internalizing**

- GPA: 3.16 (0.64)
- Nurse Visits: 6.77 (9.56)
- In-School Suspensions: 0.45 (1.47)
Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall - SRSSIE-I</th>
<th></th>
<th></th>
<th>Fall - SRSSIE-E</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
<td>89.56%</td>
<td>8.02%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>2017</td>
<td>91.29%</td>
<td>6.18%</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>2018</td>
<td>92.22%</td>
<td>6.20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>WTR - SRSSIE-I</th>
<th></th>
<th></th>
<th>WTR - SRSSIE-E</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
<td>3.26%</td>
<td>2016</td>
<td>87.25%</td>
<td>9.49%</td>
</tr>
<tr>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
<td>4.85%</td>
<td>2017</td>
<td>86.14%</td>
<td>9.02%</td>
</tr>
<tr>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
<td>2.69%</td>
<td>2018</td>
<td>88.79%</td>
<td>8.52%</td>
</tr>
</tbody>
</table>

Strengths and Difficulties Questionnaire

Available from sdqinfo.org

(SDQ; Goodman, 1997)
SDQ: Screening Results by Domain
Elementary School Winter 2009

SDQ Results: 2nd Grade Students
* = number of students not rated (or missing items)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Number of Students Screened</th>
<th>Normal</th>
<th>Borderline</th>
<th>Abnormal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Difficulties</td>
<td>N=77</td>
<td>6</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>(61.96%)</td>
<td></td>
<td>(51.95%)</td>
<td>(32.47%)</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>N=78</td>
<td>5</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(47.44%)</td>
<td></td>
<td>(47.44%)</td>
<td>(43.59%)</td>
</tr>
<tr>
<td>Conduct Problems</td>
<td>N=78</td>
<td>5</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(47.44%)</td>
<td></td>
<td>(47.44%)</td>
<td>(43.59%)</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>N=78</td>
<td>5</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(47.44%)</td>
<td></td>
<td>(47.44%)</td>
<td>(43.59%)</td>
</tr>
<tr>
<td>Peer Problems</td>
<td>N=77</td>
<td>5</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(47.44%)</td>
<td></td>
<td>(47.44%)</td>
<td>(43.59%)</td>
</tr>
<tr>
<td>Prosocial Behavior</td>
<td>N=78</td>
<td>5</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(47.44%)</td>
<td></td>
<td>(47.44%)</td>
<td>(43.59%)</td>
</tr>
</tbody>
</table>

BASC³ Behavioral and Emotional Screening Scale©
Available from Pearson Education, PsychCorp™
(BASC¹ BESS; Kamphaus & Reynolds, 2015)
Spring 2012 – Total School

Social Skills Improvement System – Performance Screening Guide

Available from Pearson Education, PsychCorp®

(SSS-PSG; Elliott & Gresham, 2007)

Social, Academic, and Emotional Behavior Risk Screener

Available from Fastbridge Learning

(SAEBRS; Kilgus, Chafouleas, & Riley-Tillman, 2013)

SAEBRS SCALE

Fall 2015 Scores Schoolwide

Note - we present the percentage of students by risk category on the total scale and each subscale, as we find the two-step approach to subscale interpretation to be the most defensible.

SOURCE: Kilgus, Kilpatrick, Taylor, Eklund, & von der Embse, 2016 (in prep)
Screening ...
Considering the Logistics & Ci3T in Action

Starting the year with Ci3T...
Screening Practices
• District system ...
• Preparing...
• Previewing ...
• Dedicating time ...
• Reminding ...
• Supporting ...
• Following through ...
• Summarizing ...
• Using data to inform instruction...

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

SHARE
Sample Middle School: Fall
SRSS-E7 Results – All Students

Screening Time Point
- Low Risk (0-3)
- Moderate (4-8)
- High (9-21)

Communication and Continuous Improvement

Effective Teams

College & Career

Ci3T District Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

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Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3T School Leadership Team

Ci3t.org/screening
Agenda

Introducing Ci3T … working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
**Using Screening Data to Inform Instruction**
- Tier 1 practices
- Teacher-delivered strategies
- Tier 2 and 3 supports

Action Plans: Moving Forward

Examining your screening data …

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

See Lane, Mennis, Bruhn, and Croboson (2011)

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Data-Informed Decision Making
Implementation …
Data-Informed Decision Making

Examining your screening data …
... implications for Tier 1 practices
... implications for teacher-delivered strategies
... implications for Tier 2 and Tier 3 supports

See Lane, Menias, Bruhn, and Crovibori (2011)
Comprehensive, Integrative, Three-tiered (CI 3T) Model of Support

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Higher Intensity Strategies

Assessment

Examining Academic and Behavioral Data: Elementary School Level


Low-Intensity Strategies
Behavior-Specific Praise: Identifying the specific expectation the student met.
- "Nice, great job using your graphic organizer to draft your essay."
- "Justice, thank you for pushing in your chair to keep the walkway safe."
- "Niama, great job using your graphic organizer to draft your essay."
- "Justice, thank you for pushing in your chair to keep the walkway safe."

Opportunities to Respond: Creating frequent opportunities for students to respond to teacher prompts. Teachers should provide approximately four to six opportunities per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol.
- "Show me thumbs or thumbs down if..."
- "Show me on your white board what..."
- "Turn to your elbow partner and say..."
- "All together now, what is..."

Instructional Choice: Providing within-task or between-task choices to increase academic engaged time and motivation.
- "Ronaldo, of these 3 tasks today, which would you like to work on first?"
- "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"
- "Ronaldo, of these 3 tasks today, which would you like to work on first?"
- "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"
Examining your screening data …

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

See Lane, Mensen, Bruhn, and Crook (2011)
Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
<th>Social Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>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.</td>
<td>Behavior: SDBI - mild to high risk Academic: 2 or more missing assignments with a grading period</td>
<td>Work completion, or other behavior addressed in contract</td>
<td>Successful completion of behavior contract</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Students will monitor and record their academic production (completeness/accuracy) and on-task behavior each day.</td>
<td>Behavior: Students who score in the abnormal range for H and CP on the SDQ; Academic: course failure or at risk on CBM</td>
<td>Work completion and accuracy in the academic area of concern; passing grades</td>
<td>Passing grade on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4
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.

Small group Reading Instruction with Self-Monitoring


First Grade Students’ Self Monitoring Form

### Sample Elementary Intervention Grid: PA

#### 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 versions).

**Behavior**
- SRSS-E7 score: Moderate (4-8) and/or
- SRSS-I5 score: Moderate (2-3)
- 2 or fewer absences in first 3 months of school
- Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]
- Parent permission

**Academic**
- Student is in grade 2 or 3

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

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

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

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

### Sample Elementary Intervention Grid: SSiS

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Student Measures</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Improvement System (SSIS) – counselor-led small group</td>
<td>Counselors and/or social workers will lead small group SSIS small group sessions for 2-3 days per week. Students will acquire new social skills, learn how to engage more fully in social interactions, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (9 to 12 weeks) using a subset of SSIS lessons appropriate for student skillsets as identified using SSIS-Rating Scale, Teacher, and Parent versions</td>
<td>SSIS-Rating Scale (Pre/Post), Skills for Greatness (Pre/Post), Daily behavior report (DBR; daily)</td>
<td>Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]</td>
<td>SSIS-Rating Scale (Post)</td>
</tr>
</tbody>
</table>
# Active Supervision

## READ 180 (Stage C) Reading Intervention

- **Students**: Participants in a 90 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.

- **Entry Criteria**
  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**
  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

- **Exit Criteria**
  Students must instructional reading goals.

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# Mentoring Program (Sophomores/Juniors/Seniors)

- **Focus**: Focus on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors, meeting weekly (30 – 60 min) with students during the school day.

- **Entry Criteria**
  1. 10th/11th/12th graders
  2. Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher
  3. Absences ≥ 5 days in one grading period
  4. Academic: GPA ≥ 2.75

- **Student Measures**
  1. Increase of GPA at mid-term and semester report cards.
  2. Decrease of ODR monitored weekly.
  3. Reduced absences (fewer than one per quarter)

- **Exit Criteria**
  Senior: Graduation

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10/26/2018

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Algebra II</td>
<td>Study Hall</td>
<td>(1) 12th graders</td>
<td>Student Measures: Algebra II classroom grades</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
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<td>Direct, targeted instruction of Algebra II learning targets by math teachers.</td>
<td>(2) Algebra II grade drops below a 75 at any point in the semester</td>
<td>Daily class average if grade is ≤ 75</td>
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<td>Time will be used to re-teach concepts, provide one-on-one or small group</td>
<td>(3) Have study hall time available and permission of 5th period teacher</td>
<td>Treatment Integrity: Daily monitoring of the lessons covered and student attendance</td>
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<td>instruction and offer greater supports for students struggling to pass the</td>
<td>(4) Self-selecting to engage in study hall</td>
<td>Social Validity: Pre and Post Student Surveys</td>
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<td>graduation requirement course.</td>
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<td>50 min per day until exit criteria is met.</td>
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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)
### SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<table>
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<tr>
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<tr>
<td>Functional Assessment Based Intervention</td>
<td>Individualized interventions developed by the behavior specialist and PBS team</td>
<td>Students who: <strong>Behavior</strong> 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 Questionnaires: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior; <strong>Academic</strong> identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior. Data will be collected by the team on an ongoing basis. Weekly teacher report on academic status. ODR data collected weekly.</td>
<td>The function-based intervention will be faded once a functional relation is demonstrated using a single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
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</table>

### Changes in Harry’s Behavior

<table>
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<tr>
<th>Session 1</th>
<th>Intervention 1</th>
<th>Session 2</th>
<th>Intervention 2</th>
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<tbody>
<tr>
<td>Percentage of AET</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
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Agenda

Introducing Ci3T ... working collaboratively and efficiently
Systematic Screening Tools & Screening Logistics
Using Screening Data to Inform Instruction

Tier 1 practices
Teacher delivered strategies
Tier 2 and 3 supports

Action Plans: Moving Forward

Recommendations to Consider

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

(Lane & Oakes, 2012)
District Decision Makers

Session 1:
- 2 hours
- Ci3T model overview

Session 2:
- Full day
- Building the primary prevention plan

Session 3:
- 2 hours
- How to monitor the plan
- Student team members attend

Session 4:
- Full day
- Building Tier 2 supports

Session 5:
- 2 hours
- Building Tier 3 supports
- Student team members attend

Session 6:
- Full day
- Preparing to implement Ci3T Professional Learning Series

Homework
- Share overview with faculty and staff; Build reactive plan
- Finalize and share expectation matrix and teaching & reinforcing components
- Share screeners; Complete assessment schedule
- Share Ci3T plan; Complete PIRS; Complete secondary grid
- Share revised Ci3T plan; Complete Ci3T Feedback Form

Implementation:
- Steps of Tier 2 and 3 within Ci3T

MTSS: Ci3T Training Series

Additional Professional Development on Specific Topics

Core Content Curriculum
- Reading, Math, Writing (Benchmarking Tools)
- Functional Instrument-based Interventions

Teacher Drive Supports: Instructional Techniques to Improve Students’ Motivations; General Classroom Management Functions; Low-Level Behavior Supports

Implementation:
- Steps of Tier 2 and 3 within Ci3T
2016-2017 Professional Learning Opportunities

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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?

Thank you
Kathleen.Lane@KU.edu
www.ci3t.org