Tiered Systems …
A Comprehensive, Integrated Approach:
Introducing Ci3T Models
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Wenatchee, Washington
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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, Kaufman, & 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, 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)
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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

Tier 1: Early Prevention (≥80%)
Tier 2: Secondary Prevention (<)
Tier 3: Tertiary Resolution (~5%)

Academic • Behavioral • Social

District & State Standards, High Quality Instruction
Reading Street

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

**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.

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<table>
<thead>
<tr>
<th>Element</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>- Follow directions - Mandate academic success - Control your behavior</td>
<td>- Use a quiet voice on the phone - Keep hands to yourself - Follow adult requests</td>
<td>- Listen to and follow adult requests - Use polite language</td>
<td>- Follow the rules of the game - Keep to yourself</td>
<td>- Be in your own bathroom stall - Little talking</td>
<td>- Use kind words to other students - Sit quietly and follow the bus driver's rules</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>- Arrive on time - Be on task all day</td>
<td>- Keep hands to yourself - Follow the rules of the game</td>
<td>- Keep your hands to yourself - Use an inside voice</td>
<td>- Use the restroom and then return to class - Stay in your own bathroom stall</td>
<td>- Flush the toilet - Wash your hands with soap</td>
<td>- Don't throw trash and keep the bus clean - Listen to and follow the bus driver's rules</td>
</tr>
<tr>
<td><strong>Best Effort</strong></td>
<td>- Participate in class activities - Complete work with best effort - Be respectful - Ask for help politely</td>
<td>- Use kind words - Talk quietly with others</td>
<td>- Participate in approved games - Use equipment appropriately</td>
<td>- Take care of your business quickly - Keep your bathroom tidy</td>
<td>- Keep to the left of the bus - Use self-control</td>
<td>- Listen to and follow the bus driver's rules - Keep hands and feet to self</td>
</tr>
</tbody>
</table>


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

*(Lane, Kalberg, & Menzies, 2009)*

**Tier 1: Primary Prevention**

- Academic
- Behavioral
- Social

**Tier 2: Secondary Prevention**

**Tier 3: Tertiary Prevention**

*(=5%)**

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**Positive Action**

**Connect with Data**

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The Five Social and Emotional Learning Core Competencies

Self-awareness
Social Awareness
Responsibility
Social & Emotional Learning
Relationship Skills
Self-management
Responsible Decision making

(CASEL, 2013)

Outcomes Associated with Social Skills Training

Explicit social-emotional learning (SEL) skills instruction
SEL skills acquisition
Improved attitudes about self, others, and school
Positive social behavior
Fewer conduct problems
Less emotional distress
Academic success

(CASEL, 2013)

Social Component: Examples of Schoolwide Programs

Positive Action
www.positiveaction.net
- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education

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

- 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)

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

Academic Behavioral Social

C3I3T Professional Learning Series
<table>
<thead>
<tr>
<th>Lawrence Public Schools: Ci3T Training &amp; Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase</strong></td>
</tr>
<tr>
<td><strong>Elementary School</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Middle and High Schools</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>College and Career Center</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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**USD 497 MTSS-Ci3T Model of Support**

- **High Support:**
  - Positive Behavioral Interventions and Supports (PBIS) Framework
- **Medium Support:**
  - Validated Core Resource
  - Blended Learning Environments
  - Personalized Learning
  - Differentiation
- **Low Support:**
  - Academic
  - Behavioral
  - Social

**USD 497 School Board Priorities:**
- Excellence
- Equity
- Engagement

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

Communication: Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity

Treatment Integrity

Systematic Screening

Academia

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring
Comprehensive, Integrated, Three-Tiered Model of Prevention  
(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Intervention Grids

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

Tertiary (Tier 3) Intervention Grids

Implementation Science  
Adapted from Fixsen & Blasé, 2005

- Exploration & Adoption
  - We think we know what we need so we are planning to move forward (evidence-based)

- Installation
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- Initial Implementation
  - Let’s give it a try & evaluate (demonstration)

- Full Implementation
  - That worked, let’s do it for real (investment)

- Sustainability & Continuous Regeneration
  - Let’s make it our way of doing business (institutionalized use)
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

Systematic Screening

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)

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Nominated but Did Not Exceed Criteria</th>
<th>Exceeded Normal Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2007 (N = 60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2008 (N = 69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2009 (N = 66)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Lane, Menzies, Oakes, & Kalberg, 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.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing</td>
<td>47</td>
<td>62</td>
<td>50</td>
</tr>
<tr>
<td>Internalizing</td>
<td>13</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

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

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

Note. The numbers represent 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 *5</td>
<td>24</td>
<td>4 (5.56%)</td>
<td>1 (1.39%)</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>66 *96/81</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 (DRUMMOND, 1994)

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

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

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

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

Available from ci3.org and mibsi.org (SRSS; Drummond, 1994)
Student Risk Screening Scale (SRSS)

Fall 2004 – 2012
Middle School

Variable | Risk | Significance Testing
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (&lt;422) M (SD)</td>
<td>Moderate (n=51) M (SD)</td>
</tr>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (n=328) M (SD)</td>
<td>Moderate (n=52) M (SD)</td>
<td>High (n=35) M (SD)</td>
</tr>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
</tr>
</tbody>
</table>

| Source: Lane, Parks, Kalberg, & Carter, 2007 |

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (n=328) M (SD)</td>
<td>Moderate (n=52) M (SD)</td>
<td>High (n=35) M (SD)</td>
</tr>
<tr>
<td>ODR</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
</tr>
</tbody>
</table>

| Source: Lane, Kalberg, Parks, & Carter, 2008 |
### 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.

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**Student Risk Screening Scale for Internalizing and Externalizing**

Available on ci3t.org

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

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.

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

- Item 1-7: low risk
- Item 8-12: moderate risk
- Item 9-21: high risk

<table>
<thead>
<tr>
<th>Elementary School - Fall</th>
<th>SRSS-E7 Results – All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening Time Point</td>
<td>% of Students Screened</td>
</tr>
<tr>
<td>N = 25</td>
<td>6.94%</td>
</tr>
<tr>
<td>N = 86</td>
<td>4.58%</td>
</tr>
<tr>
<td>N = 36</td>
<td>2.91%</td>
</tr>
<tr>
<td>N = 12</td>
<td>2.34%</td>
</tr>
<tr>
<td>N = 250</td>
<td>9.36%</td>
</tr>
<tr>
<td>N = 17</td>
<td>11.86%</td>
</tr>
<tr>
<td>N = 6</td>
<td>17.59%</td>
</tr>
<tr>
<td>N = 255</td>
<td>84.59%</td>
</tr>
</tbody>
</table>


### RESU LTS:

**SRSS-IE: EXTERNALIZING Subscale Elementary**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Externalizing</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>M (SD)</td>
<td>n</td>
</tr>
<tr>
<td>0.0052 (0.08)</td>
<td>1,256</td>
<td>0.0427 (0.30)</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.0052 (0.08)</td>
<td>1,256</td>
<td>0.0427 (0.30)</td>
</tr>
</tbody>
</table>
### RESULTS:

**SRSS-IE: INTERNALIZING SUBSCALE ELEMENTARY**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>M (SD)</td>
<td>M (SD)</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Fall Internalizing</td>
<td>44 (41.45)</td>
<td>459</td>
</tr>
<tr>
<td>Winter Internalizing</td>
<td>2,070</td>
<td>628</td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>144 (7.37)</td>
<td>3,387</td>
</tr>
<tr>
<td></td>
<td>3,387</td>
<td>628</td>
</tr>
<tr>
<td></td>
<td></td>
<td>450</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.0142 (0.15)</td>
<td>0.0510 (0.36)</td>
</tr>
<tr>
<td></td>
<td>3,387</td>
<td>628</td>
</tr>
</tbody>
</table>

Lane, Oakes et al. (2018)

### SRSS-IE Middle and High School Scoring

![Image of SRSS-IE scoring sheet]

### 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.

<table>
<thead>
<tr>
<th>Items</th>
<th>Risk</th>
<th>Items</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>low risk</td>
<td>8-12</td>
<td>high risk</td>
</tr>
<tr>
<td>0-3</td>
<td>low risk</td>
<td>0-3</td>
<td>low risk</td>
</tr>
<tr>
<td>4-15</td>
<td>high risk</td>
<td>9-21</td>
<td>high risk</td>
</tr>
</tbody>
</table>

Elementary School Level:

Middle and High School Levels:
**Sample High School Fall (Externalizing) 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>F15</td>
<td>2.42%</td>
<td>8.05%</td>
<td>99.53%</td>
</tr>
<tr>
<td>F16</td>
<td>2.64%</td>
<td>8.45%</td>
<td>99.11%</td>
</tr>
<tr>
<td>F17</td>
<td>2.96%</td>
<td>8.86%</td>
<td>99.18%</td>
</tr>
<tr>
<td>F18</td>
<td>3.28%</td>
<td>9.27%</td>
<td>99.15%</td>
</tr>
<tr>
<td>F19</td>
<td>3.60%</td>
<td>9.68%</td>
<td>99.12%</td>
</tr>
</tbody>
</table>

- Low Risk (0-3): Green
- Moderate (4-8): Yellow
- High (9-21): Red

---

**Sample High School Fall (Externalizing) 2016 SRSS-E7 Comparison by Grade Level**

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

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**Sample High School Fall (Internalizing) SRSS-I6 Results – All Students**

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-3)</th>
<th>High (6-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F16</td>
<td>5.60%</td>
<td>4.18%</td>
<td>90.22%</td>
</tr>
<tr>
<td>F17</td>
<td>5.87%</td>
<td>4.45%</td>
<td>90.68%</td>
</tr>
<tr>
<td>F18</td>
<td>6.14%</td>
<td>4.73%</td>
<td>90.13%</td>
</tr>
<tr>
<td>F19</td>
<td>6.41%</td>
<td>5.00%</td>
<td>90.59%</td>
</tr>
</tbody>
</table>

- Low Risk (0-3): Green
- Moderate (4-3): Yellow
- High (6-18): Red
Sample High School Fall (Internalizing) 2016

SRSS-I6 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-5)</th>
<th>High (6-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>397</td>
<td>353 (88.92%)</td>
<td>24 (6.05%)</td>
<td>20 (5.04%)</td>
</tr>
<tr>
<td>10th</td>
<td>428</td>
<td>388 (90.65%)</td>
<td>14 (3.27%)</td>
<td>26 (6.07%)</td>
</tr>
<tr>
<td>11th</td>
<td>396</td>
<td>353 (89.14%)</td>
<td>16 (4.04%)</td>
<td>27 (6.82%)</td>
</tr>
<tr>
<td>12th</td>
<td>317</td>
<td>293 (92.43%)</td>
<td>10 (3.15%)</td>
<td>14 (4.42%)</td>
</tr>
</tbody>
</table>

New Lessons Learned

SRSS-I6: An update on predictive validity at the secondary level


SRSS-I6: **EXTERNALIZING** SUBSCALE

**MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Externalizing GPA</td>
<td>3.56 (0.49)</td>
<td>3.07 (0.58)</td>
<td>2.74 (0.60)</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>Winter 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>Spring Course Failures</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>Nurse Visit*</td>
<td>4.01 (16.20)</td>
<td>6.67 (8.65)</td>
<td>9.66 (11.65)</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>ODR</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>Variable</td>
<td>Risk</td>
<td>Significance Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>3.51 (0.51)</td>
<td>3.33 (0.55)</td>
<td>3.16 (0.64)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,642</td>
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<td>1142</td>
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<tr>
<td>Course Failures*</td>
<td>0.52 (1.4)</td>
<td>0.86 (1.85)</td>
<td>1.22 (2.06)</td>
<td>N.S.</td>
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<tr>
<td></td>
<td>1,820</td>
<td></td>
<td>167</td>
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<tr>
<td>Nurse Visits</td>
<td>4.32 (16.3)</td>
<td>4.85 (6.92)</td>
<td>6.77 (9.56)</td>
<td>L = M, H</td>
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<tr>
<td></td>
<td>1,820</td>
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<td>181</td>
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<tr>
<td>In-School Suspensions</td>
<td>0.18 (1.10)</td>
<td>0.67 (1.59)</td>
<td>0.45 (1.47)</td>
<td>L &lt; M, H</td>
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</table>

**SRSS-IE: INTERNALIZING SUBSCALE**

**MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>GPA</td>
<td>3.07 (0.79)</td>
<td>2.44 (0.83)</td>
</tr>
<tr>
<td></td>
<td>2,363</td>
<td></td>
</tr>
<tr>
<td>Course Failures*</td>
<td>1.16 (2.17)</td>
<td>2.59 (2.66)</td>
</tr>
<tr>
<td></td>
<td>1,820</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>1.34 (7.66)</td>
<td>0.41 (1.36)</td>
</tr>
<tr>
<td></td>
<td>1,820</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
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**SRSS-IE: EXTERNALIZING SUBSCALE**

**HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Risk</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>GPA</td>
<td>3.04 (0.82)</td>
<td>2.44 (0.83)</td>
</tr>
<tr>
<td></td>
<td>2,379</td>
<td></td>
</tr>
<tr>
<td>Course Failures*</td>
<td>1.25 (2.17)</td>
<td>2.59 (2.66)</td>
</tr>
<tr>
<td></td>
<td>1,820</td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>1.16 (2.07)</td>
<td>1.22 (2.06)</td>
</tr>
<tr>
<td></td>
<td>1,820</td>
<td></td>
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<tr>
<td>In-School Suspensions</td>
<td>0.04 (3.3)</td>
<td>0.43 (3.3)</td>
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</table>

<table>
<thead>
<tr>
<th>Variable</th>
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<td></td>
<td>1,820</td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.07 (1.86)</td>
<td>0.67 (1.59)</td>
</tr>
</tbody>
</table>
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...
Data sharing...

- Schoolwide data
decisions related to primary prevention efforts

- Grade / Department / Class
implications for teachers’ practice

- Individual student
decisions about student-based interventions

Communication and Continuous Improvement

Elementary

Middle

High

Effective Teams

Ci3t.org/screening

Systematic 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, Mendoza, Bruhn, and Cimberli (2013)
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, Menzies, Brach, and Olmsted (2011)
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Basic Classroom Management:
- Effective Instruction
- Low Intensity Strategies

Behavior Contracts:
- Self-Monitoring
- Functional Assessment-Based Interventions

Assessment:
- Assess, Design, Implement, and Evaluate

Schoolwide Positive Behavior Support


Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies
- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice
- Self-monitoring
- Behavior Contracts
Examining your screening data …

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

See Lane, Maresic, Brony, and Oblon (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menses, 2009)

BASC2 – Behavior and Emotional Screening Scale
Spring 2012

Comprehensive, Integrated, Three-Tiered Model of Support

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment/Behavioral Interventions

Higher Intensity Strategies

Assessment

Low Intensity Strategies

Schoolwide Positive Behavior Support

Comprehensive, Integrated, Three-Tiered (CI3T) Models of Support

Secondary (Tier 2) Intervention Grids
Small group reading instruction with self-monitoring

- Students who: **Behavior:** Fall SRSS at moderate (4–8) or high (9–21) risk
  **Academic:** Fall AIMSweb LNF at the strategic or intensive level

- **Data to Monitor:**
  - AIMSweb reading PSF and NWF progress monitoring probes (weekly).
  - Daily self-monitoring checklists

**Exit Criteria:**
- Meet AIMSweb reading benchmark at next screening time point.
- Low Risk on SRSS at next screening time point.

**Support:**
- 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.

**Description:**
- Students who:
  - Behavior: Fall SRSS at moderate (4-8) or high (9–21) risk
  - Academic: Fall AIMSweb LNF at the strategic or intensive level
- **Data to Monitor:**
  - AIMSweb reading PSF and NWF progress monitoring probes (weekly).
  - Daily self-monitoring checklists
- **Exit Criteria:**
  - Meet AIMSweb reading benchmark at next screening time point.
  - Low Risk on SRSS at next screening time point.

**Social Validity:**
- Treatment integrity, implementation, & treatment integrity checklist.

**Intellectual Validity:**
- Ease of use of intervention.

**Treatment Integrity:**
- Compliance with intervention procedures.

**Academic Validity:**
- Progression and accuracy of the academic status of learners (or target behavior) relative to the self-monitoring plan.

**Behavior Validity:**
- Pacing driven by progress reports of behavior.

**Methodology:**
- Experimental, N = 18.

**References:**
### First Grade Students' Self Monitoring Form

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Self-Check:</strong></td>
<td>Checking my work 2 times before handing it in.</td>
</tr>
<tr>
<td>2. <strong>Self-Monitoring:</strong></td>
<td>Writing a checkmark next to each correct answer.</td>
</tr>
<tr>
<td>3. <strong>Self-Reflection:</strong></td>
<td>Reflecting on areas of improvement.</td>
</tr>
<tr>
<td>4. <strong>Self-Assessment:</strong></td>
<td>Rating my work on a scale of 1-5.</td>
</tr>
</tbody>
</table>

### Treatment Integrity

**Social Validity**

- Monitor student progress

**Sample Elementary Intervention Grid: PA**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Action (PA)</td>
<td>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).</td>
</tr>
</tbody>
</table>

**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
- C3T 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
- SSiS-E7 and I5 scores are in the low risk category

**Exit Criteria**

- Relate student progress at end of 24 sessions
- min if needed
### Sample Elementary Intervention Grid: SSiS

<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>Social Skills Improvement System (SSiS) – counselor-led small group</td>
<td>Students will participate in a 3-day per week, small group SSiS session for approximately 30-40 min. SSiS sessions will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions for each student) using a subset of SSiS lessons identified using the SSiS Rating Scale (teacher and parent version).</td>
<td>Social Skills Improvement System (SSiS) – counselor-led small group</td>
<td>Social Skills Improvement System (SSiS) – counselor-led small group</td>
<td>Social Skills Improvement System (SSiS) – counselor-led small group</td>
</tr>
</tbody>
</table>

### Active Supervision

**Elementary Intervention**

1. **Support**: 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.
2. **Instruction**: Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress.
3. **Instruction**: Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.

**Student Measures:**

1. **Meeting individual READ 180 reading goals**
2. **Progress Monitoring with Scholastic Reading Inventory**
3. **Writing Assessments**
4. **Formative assessments (vocabulary, comprehension and spelling)**
5. **Curriculum-based assessments**
6. **Attendance in class**
7. **Engagement in class**
8. **Teachers monitor performance and attendance in class. Completion of weekly checklist for activities completed.**
9. **Social Validity**: Students and teachers complete surveys.

**READ 180 (Stage C) Reading Intervention**

<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>READ 180 (Stage C) Reading Intervention</td>
<td>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.</td>
<td>READ 180 (Stage C) Reading Intervention</td>
<td>READ 180 (Stage C) Reading Intervention</td>
<td>READ 180 (Stage C) Reading Intervention</td>
</tr>
</tbody>
</table>

**Student Measures:**

1. **Meeting individual READ 180 reading goals**
2. **Progress Monitoring with Scholastic Reading Inventory**
3. **Writing Assessments**
4. **Formative assessments (vocabulary, comprehension and spelling)**
5. **Curriculum-based assessments**
6. **Attendance in class**
7. **Engagement in class**
8. **Teachers monitor performance and attendance in class. Completion of weekly checklist for activities completed.**
9. **Social Validity**: Students and teachers complete surveys.

---

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%). |

### SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

<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>Functional Assessment Based Intervention</td>
<td>Students who: Behavior scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one of the 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</td>
<td>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified 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 validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.</td>
<td></td>
</tr>
</tbody>
</table>

### Changes in Harry’s Behavior

![Graph showing changes in Harry's Behavior](image)

Agenda

Introducing C3T … 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

Ci3T Professional Learning Series

Pre-Training Activities
- Team member selection
- Stakeholder expectation Setting for successful Model

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

Session 2:
- Mission and Purpose
- Procedures for Teaching
- Procedures for Reinforcing

Session 3:
- Procedures for Monitoring

Session 4:
- Procedures for Monitoring

Session 5:
- Overview of Teacher-Focused Strategies
- Overview of Student-Focused Strategies
- Using data to determine
- Draft the Secondary Intervention Grid based on existing supports

Session 6:
- Final revisions of Ci3T Plan based on stakeholder feedback
- Draft Tertiary Prevention Intervention Grids
- Design Implementation Manual and Plan for roll out to faculty, students, and parents

Implementation Stages of Tier 2 and 3 within Ci3T

MTSS Ci3T Training Series

- Overview of Ci3T Training Sequence

Additional Professional Development on Specific Topics
- Core Content Curricula
- Teacher Drive Supports: Instructional Techniques to improve
- Reading, Math, Writing Benchmarking and Progress Monitoring Tools
- Student Directed Interventions: Strategies & Practices
- Additional Tier 3 Supports

Finalized Intervention Based Interventions

Activities:
- Check In - Check Out
- Functional Assessment

Implementation Stages of Tier 2 and 3 within Ci3T
Upcoming Professional Development

<table>
<thead>
<tr>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
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<tbody>
<tr>
<td>KU Ci3T Day 1</td>
<td>KU Ci3T Day 2</td>
<td>KU Ci3T Day 3</td>
<td>KU Ci3T Day 4</td>
<td>KU Ci3T Day 5</td>
<td>KU Ci3T Day 6</td>
<td>KU Ci3T Day 7</td>
<td>KU Ci3T Day 8</td>
<td>KU Ci3T Day 9</td>
</tr>
</tbody>
</table>

Ci3T IMPLEMENTATION
Professional Learning Series

Building Your Path
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
Wendy.Oakes@ASU.edu
www.c3it.org