Meeting Students’ Academic, Behavioral, and Social Needs: Working in Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

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For Ferguson-Florissant School District
June 6, 2019
www.ci3t.org

Agenda
• Introducing Ci3T ... working collaboratively and efficiently
• 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 Rehabilitation of the United States Department of Education

Agenda

Introducing Ci3T ... working collaboratively and efficiently
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, & Meneres, 2009)

Tier 3
Tertiary Prevention (≈5%)
Goal: Reduce Harm
Specialized individual systems for students with high risk

Tier 2
Secondary Prevention (15%)
Goal: Reverse Harm
Specialized group systems for students at risk

Tier 1
Primary Prevention (80%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Academic ◦ Behavioral ◦ Social
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: Secondary Prevention (+15%)
Tier 1: Primary Prevention (+35%)

Academic ◇ Behavioral ◇ Social

Validated Curricula PBIS Framework Validated Curricula

(Lane, Kalberg, & Menzies, 2009)
Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress


Establish, Clarify, Define Expectations


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

Tier 3: Tertiary Prevention
- Academic
- Behavioral
- Social

Tier 2: Secondary Prevention
- Academic
- Behavioral
- Social

Tier 1: Primary Prevention
- Academic
- Behavioral
- Social
The Five Social and Emotional Learning Core Competencies

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

(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 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 Others

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

Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane, Kalberg, & Mensies, 2009

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

Academic Behavioral Social
≈80% ≈15% ≈5%

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

CI3T Professional Learning Series

Session 1: 2 hours
Primary Prevention (Tier 1)
1. Introducing CI3T Model
2. The primary prevention plan
3. How to implement

Session 2: 2 hours
Secondary Prevention (Tier 2)
1. How to implement
2. Developing a Tier 2 plan
3. Monitoring Tier 2 plan

Session 3: Full day
Tertiary Prevention (Tier 3)
1. How to implement
2. Developing Tier 3 plan
3. Monitoring Tier 3 plan

Session 4: 2 hours
4. Integrated implementation

Session 5: 2 hours
5. Reflection and feedback

Session 6: Full day
6. Preparing to implement

Implementation

16
17
18
### Lawrence Public Schools ... Ci3T Training & Implementation

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### USD 497 MTSS-Ci3T Model of Support

- **Support Intensity**: Low, Medium, High
- **Positive Behavioral Interventions and Supports (PBIS) Framework**
- **Validated Curriculum**

### USD 497 School Board Priorities: The Foundation

- **Culturally Responsive Teaching**

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**Lawrence High School Implementation Manual 2015-2016**

- **Cooperations, Linked, Three-Tiered**
- **Ci3T Model of Prevention**

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**Lawrence Public Schools**

- **Ci3T Training & Implementation**

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

Comprehensive, Integrated, Three-Tiered Model of Prevention

Tertiary (Tier 3) Intervention Grids

Implementation Science

Adapted from Fixsen & Blasé, 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
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)

Considerations

Psychometrically Sound

Socially Valid

If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.
**Student Risk Screening Scale for Internalizing and Externalizing**

Available on ci3t.org
(SRSS-IE; Drummond, 1994 and Lane & Menzies, 2009)

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**STUDENT RISK SCREENING SCALE-IE**

12 items scale for use at the elementary, middle, and high schools
Subscale scores used for interpretation. No total scale score.

---

**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.

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>SRSS-E7</td>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
<td>4-8 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
<td>6-21 = high risk</td>
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### 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>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>45</td>
<td>39 (86.67%)</td>
<td>3 (6.67%)</td>
<td>3 (6.67%)</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>46</td>
<td>35 (76.09%)</td>
<td>10 (21.74%)</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>61</td>
<td>53 (86.89%)</td>
<td>6 (9.84%)</td>
<td>2 (3.28%)</td>
</tr>
</tbody>
</table>
RESULTS: SRSS-IE: **EXTERNALIZING** Subscale Elementary

<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 Testing</th>
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<tbody>
<tr>
<td>Nurse Visits</td>
<td>23 (19.66) 469</td>
<td>34 (22.48) 1,247</td>
<td>115.82 (46.46) 107</td>
<td>L &lt; M &lt; H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.052 (0.08) 3,256</td>
<td>0.047 (0.30) 820</td>
<td>0.1080 (0.46) 389</td>
<td>L &lt; M &lt; H</td>
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RESULTS: SRSS-IE: **INTERNALIZING** Subscale Elementary

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<td>Items 8-12</td>
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<td>4-15 = high risk</td>
</tr>
</tbody>
</table>

Elementary School Levels:

Middle and High School Levels:

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

- 100% of Students Screened
- 25.44% Low Risk (0-3)
- 8.02% Moderate (4-8)
- 6.8% High (9-21)
### 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>381 (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>

#### 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>GPA</td>
<td>3.56 (0.47)</td>
<td>3.07 (0.58)</td>
<td>2.74 (0.61)</td>
<td>L &gt; M &gt; H</td>
</tr>
<tr>
<td>Fall Externalizing</td>
<td>0.38 (1.83)</td>
<td>0.49 (1.83)</td>
<td>0.75 (1.83)</td>
<td>Spring GPA Course Failures</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</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>Office discipline referrals</td>
<td>0.06 (1.82)</td>
<td>0.17 (1.82)</td>
<td>0.19 (1.82)</td>
<td>N.S.</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.18 (1.82)</td>
<td>0.67 (3.59)</td>
<td>0.45 (1.47)</td>
<td>L &lt; M, H = H</td>
</tr>
</tbody>
</table>

#### SRSS-IE: INTERNALIZING 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>GPA</td>
<td>3.51 (0.51)</td>
<td>3.33 (0.55)</td>
<td>3.16 (0.64)</td>
<td>L &gt; M &gt; H</td>
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<td>Fall Internalizing</td>
<td>1.42 (1.82)</td>
<td>1.67 (1.82)</td>
<td>2.22 (1.82)</td>
<td>Spring GPA Course Failures</td>
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<tr>
<td>Winter Internalizing</td>
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<tr>
<td>Nurse Visits</td>
<td>0.06 (1.82)</td>
<td>0.17 (1.82)</td>
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Variable Risk Significance

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<tr>
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<th>Nurse Visits</th>
<th>In-School Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (SD)</td>
<td>3.07 (0.7)</td>
<td>L &lt; M, H</td>
<td>1.34 (2.0)</td>
<td>0.07 (0.44)</td>
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<tr>
<td>High (SD)</td>
<td>1.96 (0.6)</td>
<td>M = H</td>
<td>0.88 (2.2)</td>
<td>0.11 (0.57)</td>
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SRSS-IE: **EXTERNALIZING** Subscale - High School

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<th>Variable</th>
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<th>Course Failures</th>
<th>Nurse Visit</th>
<th>ODR Suspensions</th>
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<td>Low (SD)</td>
<td>3.00 (0.8)</td>
<td>L &lt; M, H</td>
<td>0.06 (0.3)</td>
<td>0.10 (1.4)</td>
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<tr>
<td>High (SD)</td>
<td>1.62 (0.8)</td>
<td>M = H</td>
<td>0.12 (1.4)</td>
<td>0.19 (1.8)</td>
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SRSS-IE: **INTERNALIZING** Subscale - High School

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<th>Variable</th>
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<th>Nurse Visit</th>
<th>ODR Suspensions</th>
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<tr>
<td>Low (SD)</td>
<td>0.43 (1.0)</td>
<td>1.00 (1.0)</td>
<td>1.00 (1.0)</td>
<td>L &lt; M, H</td>
<td>M = H</td>
<td>L &lt; M, H</td>
</tr>
<tr>
<td>Moderate M (SD)</td>
<td>n = 123</td>
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<tr>
<td>High M (SD)</td>
<td>n = 132</td>
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Screening ... Considering the Logistics & Ci3T in Action

Screening Data: High School Yrs1-3

<table>
<thead>
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<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<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>
<td>2.42%</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>
<td>2.54%</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>
<td>1.58%</td>
</tr>
</tbody>
</table>

Data sharing...

- Schoolwide data
  ...decisions related to primary prevention efforts
- Grade / Department / Class
  ...implications for teachers' practice
- Individual student
  ...decisions about student-based interventions
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, Bruhn, and Crnobori (2011)
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Percentage of Students

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, Menzies, Bruhn, and Crnobori (2011)
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

Low-Intensity Strategies

<table>
<thead>
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<th>Lawrence High School Experts</th>
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<tr>
<td>Behavior Specific Praise</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
<tr>
<td>Active Supervision</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
<tr>
<td>Instructional Feedback</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
<tr>
<td>High p Requests</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
<tr>
<td>Precorrection</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
<tr>
<td>Incorporating Choice</td>
<td>Staff, Williams, Learning Coach/AEC, Social Worker, Special Education</td>
</tr>
</tbody>
</table>

Opportunities to Respond: Creating frequent opportunities for students to respond to teacher requests. Teachers should provide approximately four to six opportunities for students to complete a task, either verbally, in writing, or through a game or activity.

Choice and Preferred Activities: Offering students the opportunity to choose which instructional activity they would like to complete. This increases student engagement and decreases problem behaviors.
ci3t.org

Professional Learning! www.ci3t.org/pl

Professional Learning tab
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, Bruhn, and Crnobori (2011)
BASC² – Behavior and Emotional Screening Scale
Spring 2012

[Graph showing percentage of students in different subgroups across Total, Sixth, Seventh, and Eighth grades.

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

Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Entry Criteria</th>
<th>Exit Criteria</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: SRS &gt; mod to high risk Academic: 2 or more missing assignments within a grading period</td>
<td>Work completion, or other behavior addressed in contract: Treatment Integrity; Social Validity</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Students will monitor and record their academic production (completion/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, treatment integrity</td>
</tr>
</tbody>
</table>
## Small group Reading Instruction with Self-Monitoring

<table>
<thead>
<tr>
<th>Support Description</th>
<th>SchoolWide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students who:</td>
<td>AIMSweb reading PSF and NWF progress monitoring probes (weekly).</td>
<td>Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.</td>
</tr>
<tr>
<td>Behavior: Fall SRSS at moderate (4–8) or high (9–21) risk. Academic: Fall AIMSweb LNF at the strategic or intensive level.</td>
<td>AIMSweb reading PSF and NWF progress monitoring probes (weekly).</td>
<td>Daily self-monitoring checklists.</td>
<td></td>
</tr>
<tr>
<td>Treatment Integrity:</td>
<td>Social Validity:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First Grade Students’ Self Monitoring Form

Support

<table>
<thead>
<tr>
<th>School-wide Data</th>
<th>Data to Monitor Progress</th>
<th>End Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent - SNIP</td>
<td>Parent - CIPE</td>
<td></td>
</tr>
</tbody>
</table>

Counselors and/or social workers will lead small group Positive Action sessions for approximately 30-60 min 3-3 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).

Sample Elementary Intervention Grid: PA

Treatment Integrity

Social Validity

Monitor student progress

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

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 the 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>School-wide Data: Entry Criteria</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>Counselor- or social worker-led small group SSIS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to fully engage 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 SSIS lessons appropriate for student skillsets as identified using SSIS-Rating Scale (teacher and parent version).</td>
<td>Students are referred to SSIS by the SSIS dedicated team based on a combination of factors, including but not limited to, SRSS-E7 and I5 scores in the moderate range (4 – 8), evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation], and parental permission.</td>
<td>Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.</td>
<td>Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point.</td>
</tr>
</tbody>
</table>

READ 180 (Stage C) Reading Intervention

Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily. Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentoring Program (Sophomores/Juniors/Seniors)</strong></td>
<td><strong>Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance.</strong> Volunteer teachers serve as mentors, meeting weekly (30 – 60 min) with students during the school day.</td>
<td>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).</td>
<td>Students who no longer meet criteria next fall.</td>
</tr>
<tr>
<td><strong>Targeted Algebra II Study Hall</strong></td>
<td>Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 30 min per day until exit criteria is met.</td>
<td>Algebra II classroom grades. Algebra II Study Hall grades. Daily class average if grade is ≤ 75.</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
</tr>
</tbody>
</table>

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Ternome, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Support Description

Schoolwide Data: Entry Criteria

Data to Monitor

Exit Criteria

The functional-based intervention will be faded once a functional relation is established using a validated single-case methodology (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

Changes in Harry’s Behavior

Agenda

Introducing Ci3T ... working collaboratively and efficiently
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
2019 – 2020 Professional Learning

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?