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

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Keynote Address
Lincoln Intermediate Unit
Summer Institute
New Oxford, PA

www.ci3t.org
Agenda

• Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• The Role of Screening: Using Screening Data to Shape Instruction
  • At Tier 1: Primary Prevention Efforts
  • At all Tiers: Teacher-delivered Strategies
• At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Implementing Ci3T Models: A Respectful Partnership

District & State Standards: High-Quality Instruction
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzie, 2009)

Tertiary Prevention (Level 3, <5%)

Tier 2
Primary Prevention (40-50%)

Tier 1
Academic ◇ Behavioral ◇ Social

Lincoln Elementary Expectation Matrix

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzie, 2009)
The Five Social and Emotional Learning Core Competencies

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

(CASEL, 2013)

Social Component: Examples of Schoolwide Programs

**Positive Action**
- www.positiveaction.net
- Improves academic, behavioral and emotional performance.
- Curriculum-based approach.
- Effectively increases positive behaviors and decreases negative behaviors.
- 6-7 units per grade.
- Regional coordinators.
- Video series (educator, student, community, school)
- Copes with change, transition, and conflict.
- Relationships, friends, and family.
- Socially responsible people.

**Connect With Kids**
- connectwithkids.com
- A curriculum using real stories presented through documentary-style videos, non-fiction books, teaching guides and parental resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and life skills
  - Mental and emotional health
  - Social and drug prevention

**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, & Menzies, 2009)

Primary Prevention (~80%)

Secondary Prevention (~15%)

Tertiary Prevention (~5%)

Academic  ◇  Behavioral  ◇  Social

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

Session 1: Full day  Building the prevention plan
Session 2: Full day  Building Tier 2 supports
Session 3: 2 hours  How to implement Tier 2 student members of teams
Session 4: 2 hours  Building Tier 3 supports  Student members of teams
Session 5: 2 hours  Building Tier 3 student members of teams
Session 6: Full day  Preparing to implement

Ci3T Professional Learning Series
### Practitioner University Partnership ... Ci3T Training & Implementation

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### Ci3T Primary Plan: Roles and Responsibilities

- all stakeholder groups
### A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

#### Area 1: Academic Responsibilities
- **Faculty and Staff:**
  - Teach core programs according to district and state standards with fidelity:
    - English Language Arts of uninterrupted instruction, 19 minutes of reading, 20 minutes of writing, Scott Foresman Reading Street Core
    - Math 600 min of core (Houghton Mifflin Harcourt Exposure: Common Core
    - Differentiation approach

#### Area 2: Behavioral Responsibilites
- **Health & Well-being**

#### Area 3: Social Skills, Responsibility
- **Continual Learning**
  - Monitor meaningful, engaging learning for all students:
    - Active participation
    - Presentation
    - Instructional feedback
    - Assessment data
    - Social emotional learning
    - Behavioral strategy plan
    - High engagement
  - Communicate at least weekly with families and students:
    - Maintain ongoing relationships with teaching and class teams included in the meeting
    - Post weekly family updates in your classroom channels
    - Offer family and student meetings with a class team
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Continued Learning
• Provide lessons to support students with meeting Expectations within your online classroom and virtual meetings
• Teach Expectations for remote learning
• Set clear Expectations for your students’ learning times allowing for flexibility for unique family needs
• Begin each lesson by stating the Expectations for that lesson
• Use precorrection to set students up for successful engagement
• Use behavior specific praise to reinforce desired behaviors
• Use private communications for redirecting students’ behavior (e.g., private chat features)
• Recognize effort with new schedule, expectations and practices.
• Model expected behaviors
• Support families in how to set a daily schedule and expectations for students keeping the 3 social expectations in place (Be Respectful, Be Responsible, Give Best Effort) to help with transition between home

Planning for 2020-2021: Structured Flexibility

Roles and Responsibilities

Continued Learning
• Begin each lesson with a reminder of the social skills needed to fully engage in the lesson
• Utilize online Second Step resources to continue regular social skill lessons with asynchronous activities as well as synchronous sessions
• Share the Second Step family resources with all students’ families
• Include social skills language and examples in an integrated fashion in academic instruction
• Participate in available professional learning for flexible learning engagement strategies
Planning for an Integrated Approach

Procedures for Teaching

Faculty and Staff:

Students:

Parents/Community:

Lane & Oakes 2012

https://youtu.be/b4swsa_knYE
Continued Learning

Procedures for teaching the Ci3T plan for continued learning environments to all faculty and staff include:

A Look at Procedures for Teaching at Tier 1

Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/ Community:

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Virtual Learning Incentives

FREE Incentives:

- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc. (check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student’s name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)
- Personalized stickers in See Saw (2nd grade has been using this)

Adapted and shared with permission from a district partner
Systematic Screening
Academic Behavior

Comprehensive, Integrated, Three-Tiered Model of Prevention
Low, Kuberg, & Menes, 2008

Tier 1
Primary Prevention (60%)
- Behavioral

Tier 2
Secondary (Tier 2) Intervention Grids

Tier 3
Tertiary (Tier 3) Intervention Grids

Social Validity
Treatment Integrity
Systematic Screening
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)

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

- Installation
  - Let’s give it a try & evaluate (pilot effectiveness)

- 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)

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What screening tools are available?

Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

SRSS-IE: Cut Scores

Elementary School Level:

Middle and High School Levels:

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

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate Risk (4-8)</th>
<th>High Risk (9-21)</th>
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<tbody>
<tr>
<td>N</td>
<td>25</td>
<td>86</td>
<td>250</td>
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<tr>
<td>N</td>
<td>17</td>
<td>57</td>
<td>255</td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>36</td>
<td>255</td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>50</td>
<td>255</td>
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</table>

Screening Time Point Percentage
- Fall: 69.25% Low Risk, 17.59% Moderate Risk, 6.93% High Risk
- Winter: 85.47% Low Risk, 11.88% Moderate Risk, 2.65% High Risk
- Spring: 77.16% Low Risk, 15.77% Moderate Risk, 6.93% High Risk
- Summer: 84.16% Low Risk, 15.77% Moderate Risk, 6.93% High Risk
**Sample Elementary School Fall**

SRSS-15 (internalizing) Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low R (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tbody>
<tr>
<td>F14</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>F15</td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>F16</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>F17</td>
<td>30%</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>F18</td>
<td>40%</td>
<td>80%</td>
<td>10%</td>
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</table>

**Fall 2018**

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>
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<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>51 (87.93%)</td>
<td>6 (10.34%)</td>
<td>1 (1.72%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>40 (76.92%)</td>
<td>8 (15.38%)</td>
<td>4 (7.69%)</td>
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<tr>
<td>2nd</td>
<td>61</td>
<td>51 (83.61%)</td>
<td>6 (9.84%)</td>
<td>4 (6.50%)</td>
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**Student Risk Screening Scale Fall 2004 – 2012 Middle School**


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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
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<tr>
<td>ODR</td>
<td>1.50 (2.55)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.91)</td>
<td>L&gt;M&gt;H</td>
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<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&gt;M&gt;H</td>
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<tr>
<td>GPA</td>
<td>3.51 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L&gt;M, H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.59)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>L&gt;M, H</td>
</tr>
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(Sources: Hinkin, Lindberg, & Kallberg, 2007)

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**Screening Data: High School Yrs1-3**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall - SRSSIE -I</th>
<th>Fall - SRSSIE -E</th>
<th>Winter - SRSSIE -I</th>
<th>Winter - SRSSIE -E</th>
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<tr>
<td>2016</td>
<td>80.28% 10.36% 9.36%</td>
<td>2016 - 80.56% 8.02% 2.42%</td>
<td>2016 - 87.25% 6.49% 3.26%</td>
<td>2016 - 87.25% 6.49% 3.26%</td>
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<tr>
<td>2017</td>
<td>90.18% 6.16% 3.69%</td>
<td>2017 - 91.29% 6.18% 2.54%</td>
<td>2017 - 86.14% 9.02% 4.85%</td>
<td>2017 - 86.14% 9.02% 4.85%</td>
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<tr>
<td>2018</td>
<td>90.91% 5.86% 3.23%</td>
<td>2018 - 92.22% 6.02% 1.58%</td>
<td>2018 - 88.79% 8.52% 2.69%</td>
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Implementation ... Data-Informed Decision Making

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Examining Academic and Behavioral Data: Elementary School Level

Low-Intensity Strategies

Professional Learning! www.ci3t.org/pl
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Support Description

School-wide Data:

Entry Criteria

Data to Monitor

Progress

Exit Criteria

Daily Behavior Report

(DBR)

Card

DBR will be completed by the classroom teacher during daily observation periods (e.g., core instruction during English language arts and parents will sign off each day). Staff will be asked to rate student classroom engagement.

SRSS-E7 score:

Moderate (4-8)

AND

SRSS-I5 score:

Moderate (2-3)

AND

Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation]

AND

Parent permission

Academic

Student measures

• Daily behavior report (DBR; daily)

• Attendance and tardies

Social validity

• Teacher: IRP-15

• Student: CIRP

Treatment integrity

• Tier 2 modified intervention

• Ci3T (direct observation) [not if randomized]

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

http://dbr.education.uconn.edu/
Comprehensive, Integrated, Three-Tiered Model of Prevention
Kert, Kelley, & Marcon, 2009

Tertiary (Tier 3) Intervention Grids

Support

Description

Schoolwide Data:
Entry Criteria:
Data to Monitor:
Progress:
Exit Criteria:

Functional
Assessment

Based

Intervention

Individualized
interventions
developed by
the behavior
specialist and
PBS team

Students who:
Behavior-
scored in the high risk
category on the
Student Risk
Screening Scale (SRSS), or
scored in the clinical range
on one following Strengths
and Difficulties (SDQ)
subscales:
Emotional Symptoms,
Conduct Problems,
Hyperactivity, or Prosocial
Behavior,

- earned more than 5 office
discipline referrals (ODR)
during a
grading period

Academic
identified at highest risk for
school failure: recommended
for retention; or scored far
below basic on state-
district-wide assessments.

Data will be collected
on both the (a)
target (problem)
and (b)
replacement
(desirable)
behavior.
Weekly teacher
report on
academic status
ODR data collected
weekly

Changes in Harry’s Behavior

assessment-based intervention to increase academic engaged time in an inclusive
middle school setting. Beyond Behavior, 2, 44–54.
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Considerations for Systematic Screening PK-12 in the COVID-19 Era

Recommendations to Consider: Pre-COVID-19

• 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

Recommendations to Consider: Screening in the COVID-19 Era

• Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities
• Recommendation 2: Use Multiple Sources of Data to Inform Instruction
• Recommendation 3: Screen Responsibly

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Action Planning

Resources for Responding to COVID-19
Ci3T Monthly Leadership Team Meetings

Building Capacity & Supporting Sustainability Professional Learning Offerings for 2020-2021

Ci3T Training and Coaching Calls