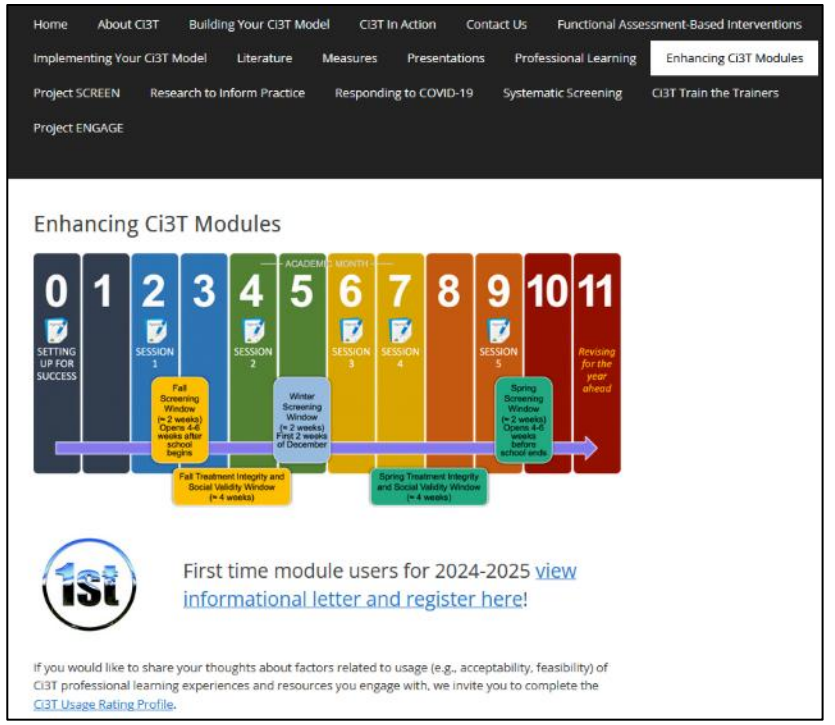
Creating Positive, Productive Environments: Using Comprehensive, Integrated, Three-tiered (Ci3T) Models to Meet Students Multiple Needs

CDE Affective Needs Conference January 8, 2026 – Day 1

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2

If you have not done so already, we invite you to visit the Ci3T Website to access modules and complete a one-time registration process!



Ci3T +ENHANCE | Comprehensive, Integrated, Three-Tiered Model of Prevention

Agenda

1. Welcome & Introductions
2. Overview of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
3. Systematic Screening: Tools & Logistics
4. Using Systematic Screening to
    1. Inform Instruction at Tier 1
    2. Empower Educators with Low-Intensity Strategies
    3. Connect Students to Tier 2 and Tier 3 Interventions
5. Wrapping Up and Moving Forward

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With sincere gratitude

The Ci3T Journey

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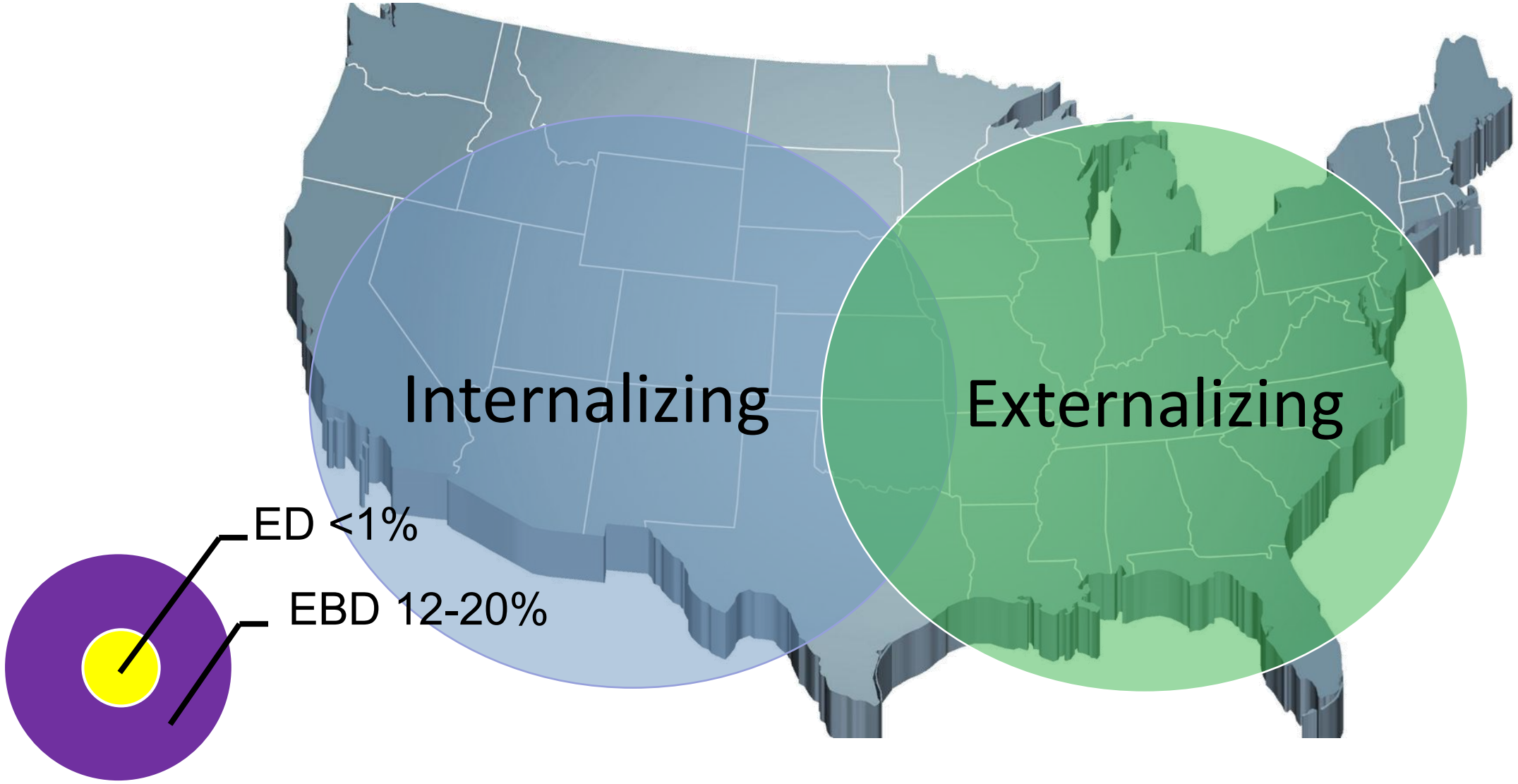
Creating Positive, Productive Systems for All Students



Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*, 4-18.

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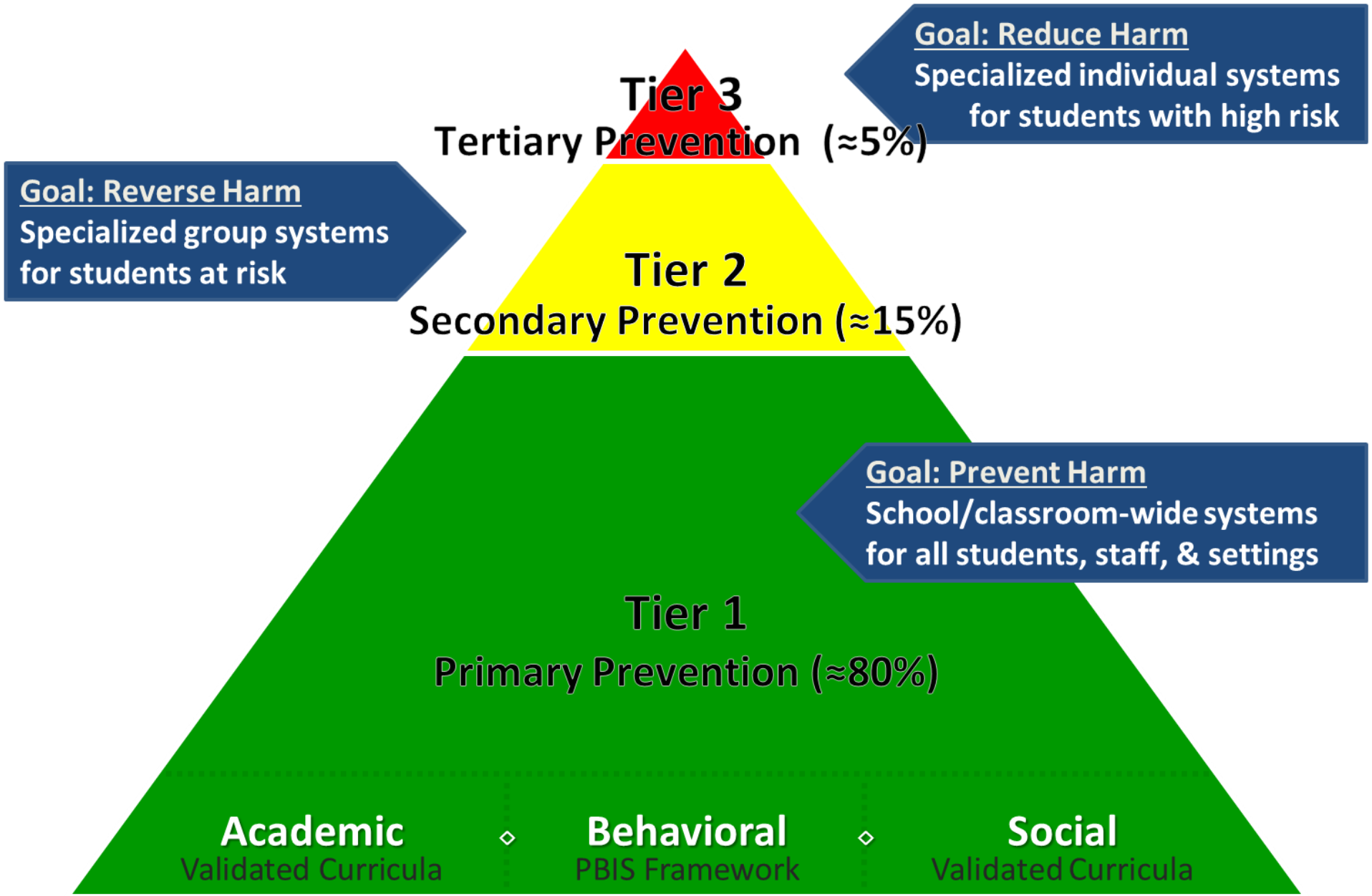
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Ci3T Research Team

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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
condary Prevention (≈15%)

Tier 1
Primary Prevention (≈80%)

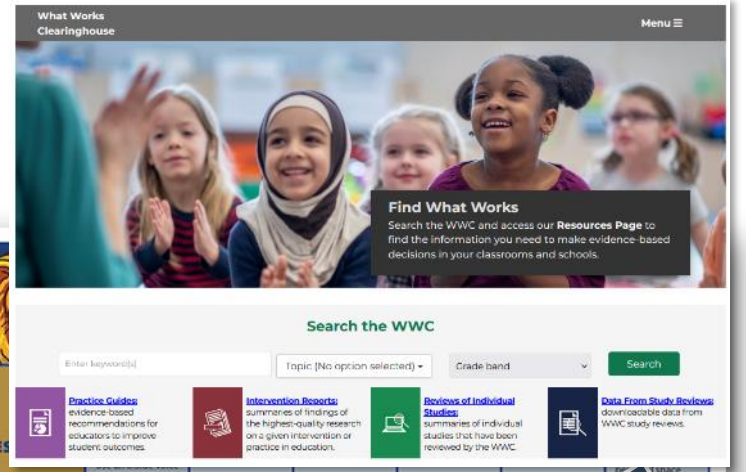
Academic ◇ **Behavioral** ◇ **Social**

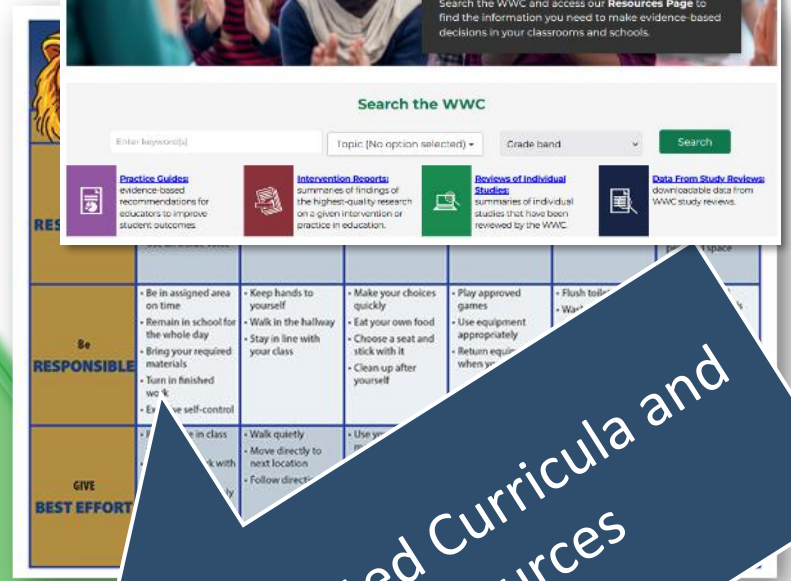
Validated Curricula | PBIS Framework | Validated Curricula

District & State Standards Quality Instruction

Positive Behavioral Interventions and Supports

Validated Curricula and Resources





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Ci3T Professional Learning Series

Pre-Training Activities

- Team member selection
- Schoolwide Expectations Survey for Specific Settings (SESSS)

Session 1: 2 hours

- Ci3T model overview

Homework: Share overview with faculty and staff; Build reactive plan

Session 2: Full day

- Building the primary prevention plan

Homework: Finalize and share expectation matrix and teaching & reinforcing components

Session 3: 2 hours

- How to monitor the plan
- Student team members attend

Homework: Share screeners; Complete assessment schedule

Session 4: Full day

- Building Tier 2 supports

Homework: Share Ci3T plan; Complete PIRS; Complete secondary grid

Session 5: 2 hours

- Building Tier 3 supports
- Student team members attend

Homework: Share revised Ci3T plan; Complete Ci3T Feedback Form

Session 6: Full day

- Preparing to implement

Implementation

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Ci3T Implementation Manual

Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Coolidge Middle School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Coolidge Middle School Ci3T Leadership Team Members:

Kathleen Lane Wendy Oakes
Emily Cantwell David Royer

Franklin Pierce High School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Pierce High School Ci3T Leadership Team Members:

Kathleen Lane Wendy Oakes
Emily Cantwell David Royer

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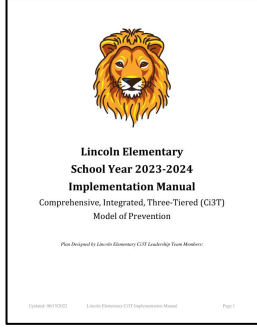
Ci3T Implementation Manual Primary (Tier 1) Plan



Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Updated: 06/15/2022 Lincoln Elementary Ci3T Implementation Manual Page 1

_____ School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. *see Expectation Matrix	
Area I: Academics Responsibilities **Students:** •	**Area II: Behavior Responsibilities** **Students:** •	**Area III: Social Skills Responsibilities** **Students:** •
Area I: Academics Responsibilities **Faculty and Staff:** Teach core programs and/or district standards with fidelity: (1) *List programs* (2) (3) Time (in min): • Conduct, report, and use screening and assessments (see Assessment Schedule) •	**Area II: Behavior Responsibilities** **Faculty and Staff:** Teach setting lessons according to school schedule: Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule) •	**Area III: Social Skills Responsibilities** **Faculty and Staff:** Teach core program(s) with fidelity: (1) *List programs* Number of Lessons: How often: How long: • Conduct, report, and use screening and assessments (see Assessment Schedule) •

What are ALL students accessing?

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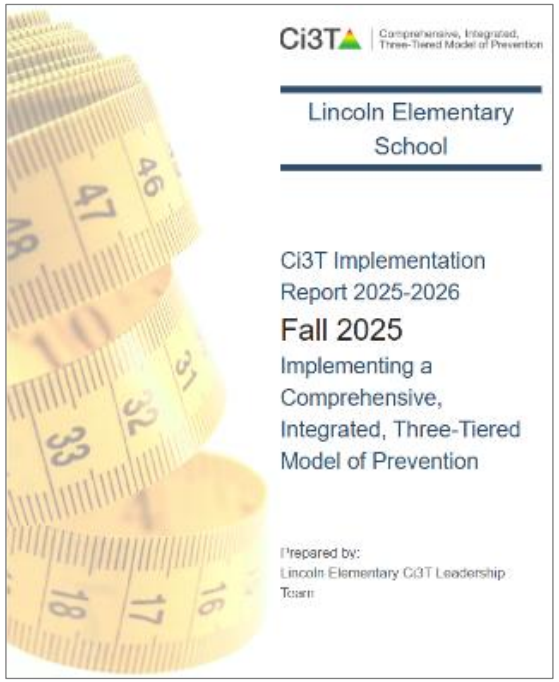
Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs according to district and state standards with fidelity: Harcourt *Math Expressions Common Core* • Differentiate instruction to meet the needs of all students. Examples: ○ Active supervision ○ Precorrection ○ Instructional feedback ○ Instructional choice ○ Increased opportunities to respond ○ Behavior specific praise ○ High-*p* requests practice opportunities. • Provide feedback in a timely manner to students and parents.	**Faculty and Staff:** the first week of school and reteach **Expectations** (monthly). • Display and model school-wide expectations in classrooms and other key settings. • Be consistent with expectations. • Use a positive response to initial indicators of not meeting expectations: ○ Praise students meeting expectations ○ Redirect students who are struggling ○ Reteach expectations ○ Allow student time to respond to request and re-engage	**Faculty and Staff:** ○ One 20 min lesson per week teacher lead ○ One 30 min lesson every other week co-taught by teacher and counselor • Grades 3 – 5 ○ One 20 min lesson per week teacher lead ○ One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for each grade level) lessons. • Provide tickets paired with behavior specific praise when students meet expectations.

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.



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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Academic ◇ **Behavioral** ◇ **Social**

Validated Curricula | PBIS Framework | Validated Curricula

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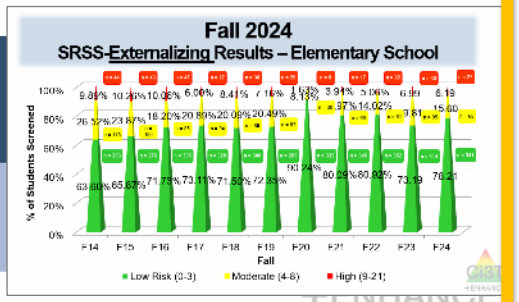
Essential Components of Primary (Tier 1) Prevention Efforts

Social Validity

Treatment Integrity

Systematic Universal Screening

Academic Behavior



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Interventions

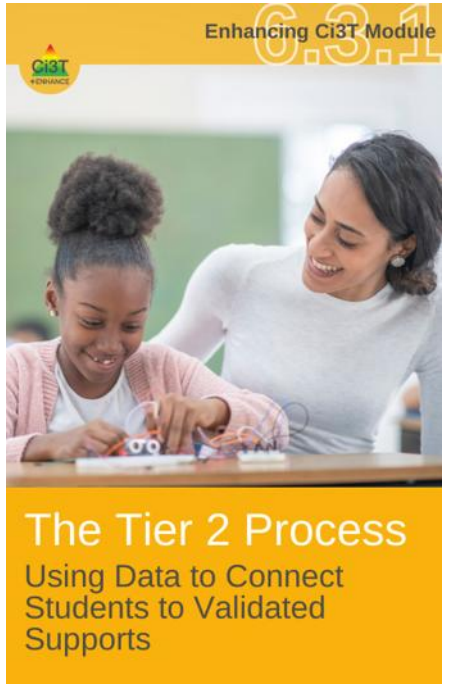
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: **Academic:** ☐AIMSweb: intensive or strategic level (written expression) ☐Two or more missing writing assignments within a grading period	**Student measures** Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences **AND** Work completion **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP	☐Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. **AND** ☐Passing grade on progress report or report card in writing or the academic area of concern **AND/OR** ☐Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check –In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	**Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ 2 or more office discipline referrals (ODR) in a 5-week period **AND/OR** **Academic:** ☐ Progress report: 1 or more course failures ☐ Progress report: Targeted for Growth for academic learning behaviors	**Student measures** Daily progress reports **Treatment integrity** Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) **Social validity** Teacher: IRP-15 Student: CIRP	☐ SRSS-E7 score: Low (0-3) ☐ SRSS-I5 score: Low (0-1) ☐ With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	**Behavior:** ☐SRSS-E7: Moderate (4-8) ☐SRSS-I5: Moderate (2-3) ☐SRSS-E7: High (9-21) ☐SRSS-I5: High (4-15) ☐2 or more ODRs within a grading period **AND/OR**	**Student measures** Student behavior targeted for improvement (e.g. academic engaged time % of intervals, assignment completion, ODRs)	☐0-1 ODRs in a grading period **AND** ☐Zero missing assignments in a grading period **AND** ☐SRSS-E7: Low (0-3) ☐SRSS-I5: Low (0-1)

Tier 3

y Prevention (≈5%)

Tier 2

ry Prevention (≈15%)



Secondary (Tier 2) Intervention Grid

Behavioral
PBIS Framework

Social
Validated Curricula

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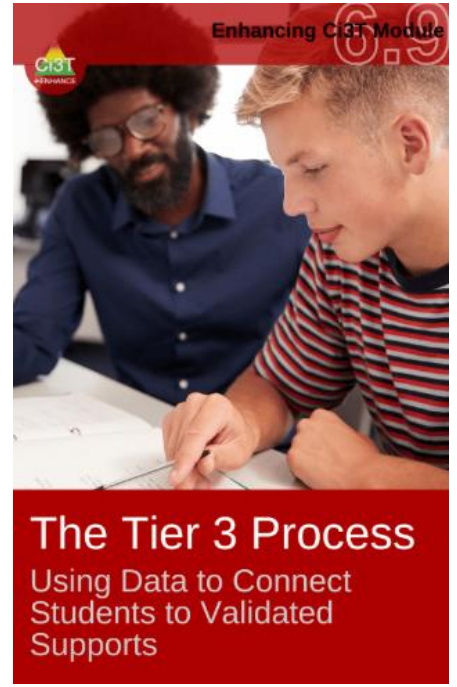
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tier 3

Tertiary Prevention (≈5%)

er 2

evention (≈15%)

avioral

amework

Social

Validated Curricula

Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007) The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction	Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school Year AND/ OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabetics and reading fluency.	Academic: reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer Interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.

Tertiary (Tier 3) Intervention Grid

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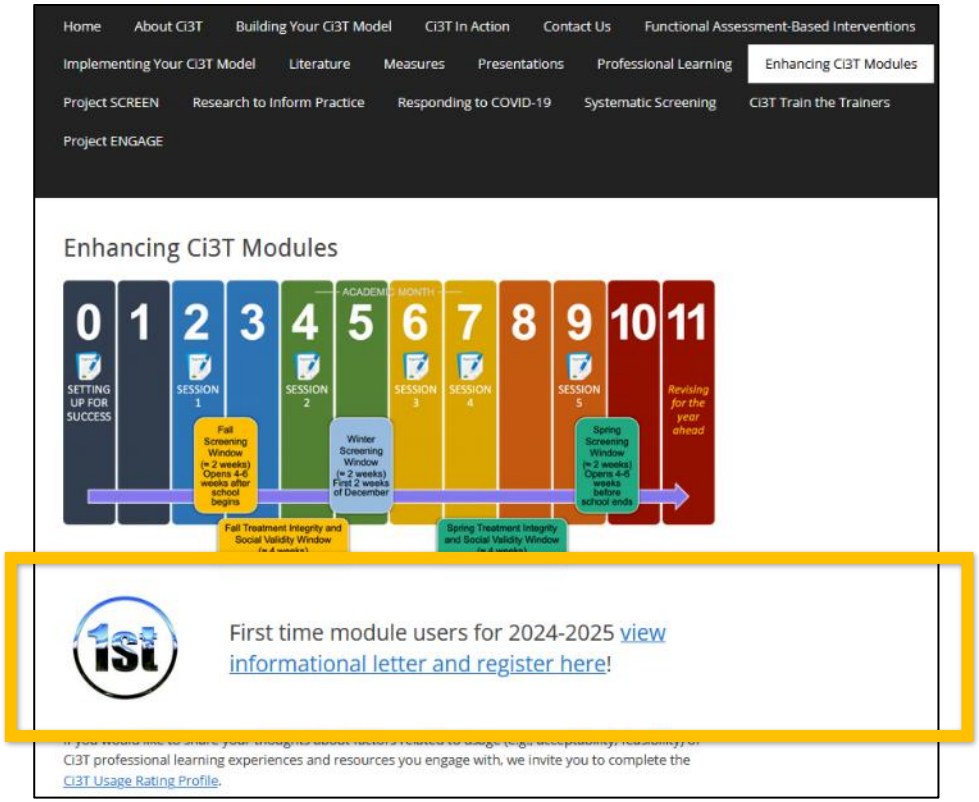
Enhancing Ci3T Modules

ci3t.org/enhance



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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)

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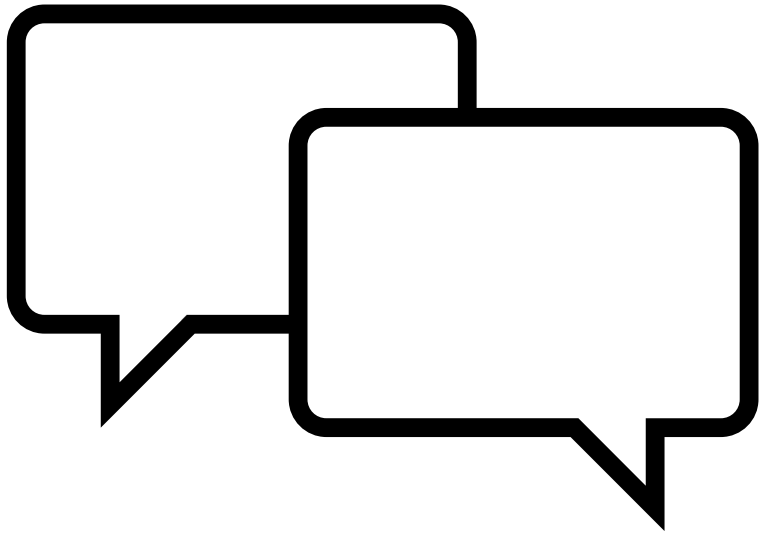
Transparency, Access, & Collaboration

Benefits of Ci3T Models

Talk Time: Potential Benefit of Integrated Tiered Systems

- What would be beneficial about Ci3T models of prevention for your district and each Pre-K-12 school?
- What elements of integrated systems are already in place?



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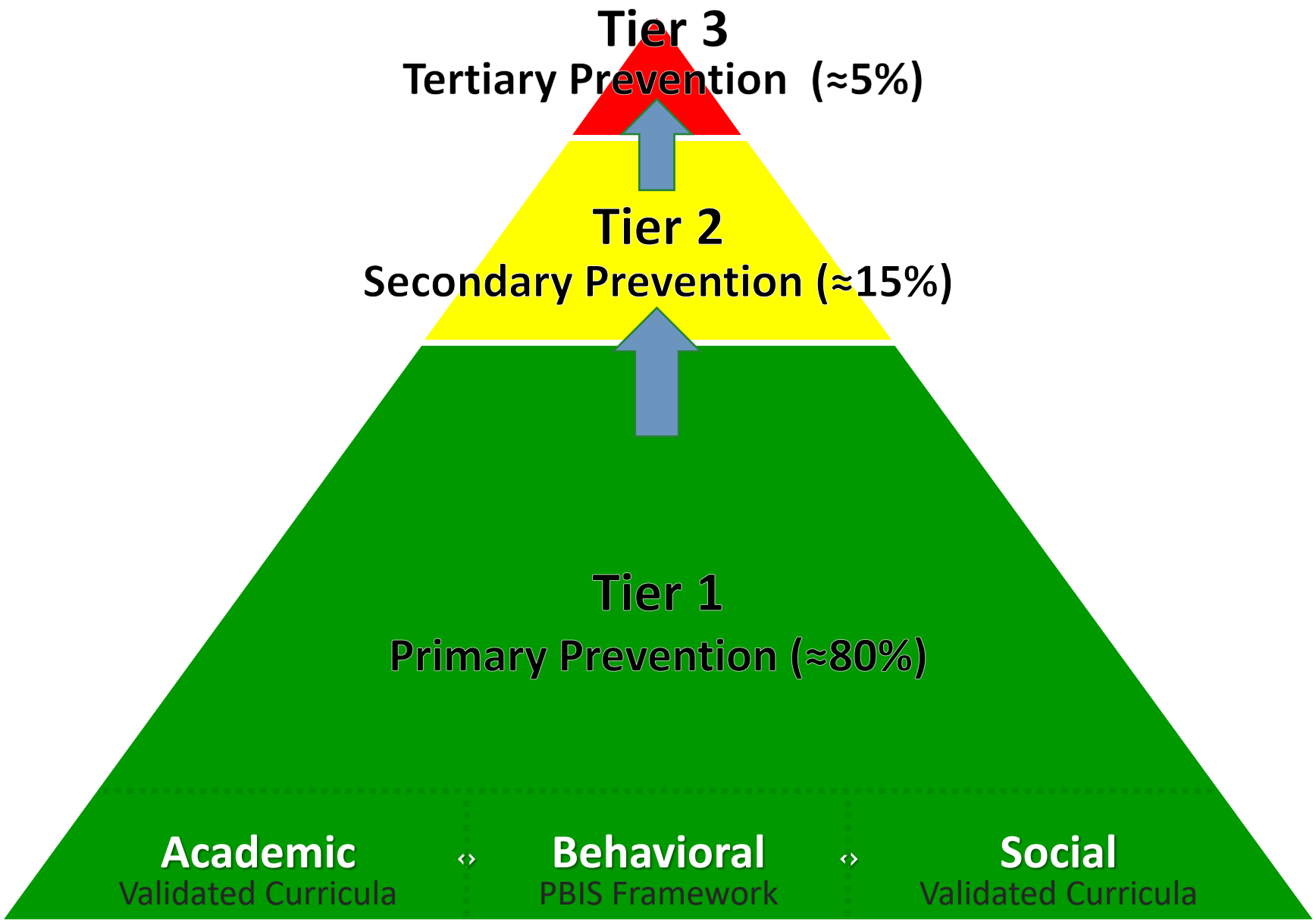
Systematic Screening…

Behavioral Screening: Tools and Logistics

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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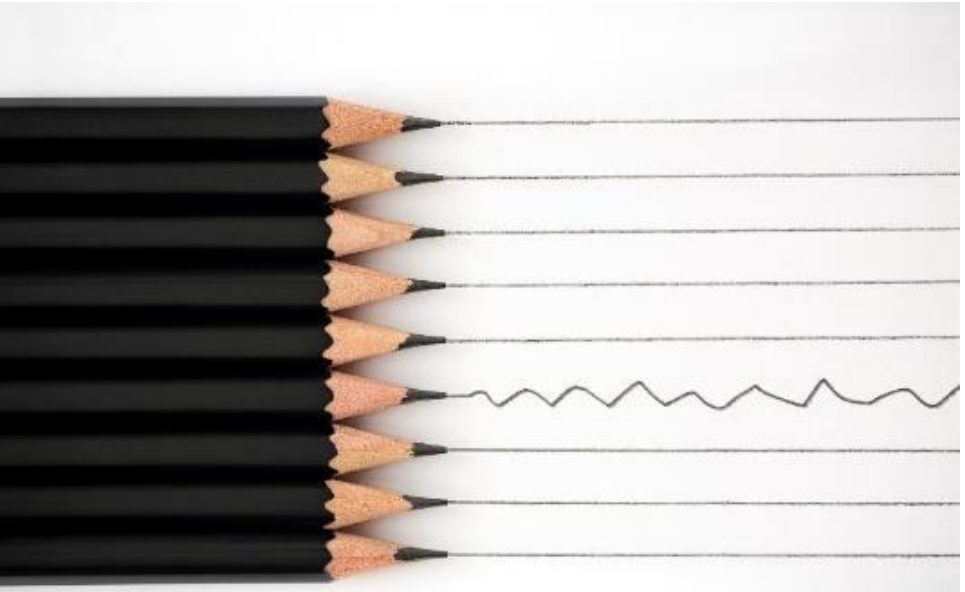
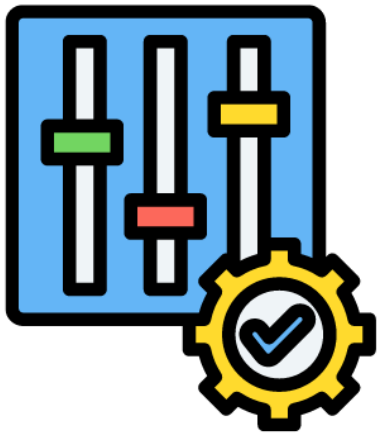
Systematic Screening … Logistics

Fall → Winter → Spring



- Selecting
- Installing
- Analyzing

Behavioral and Academic Screening
How are students responding?



Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

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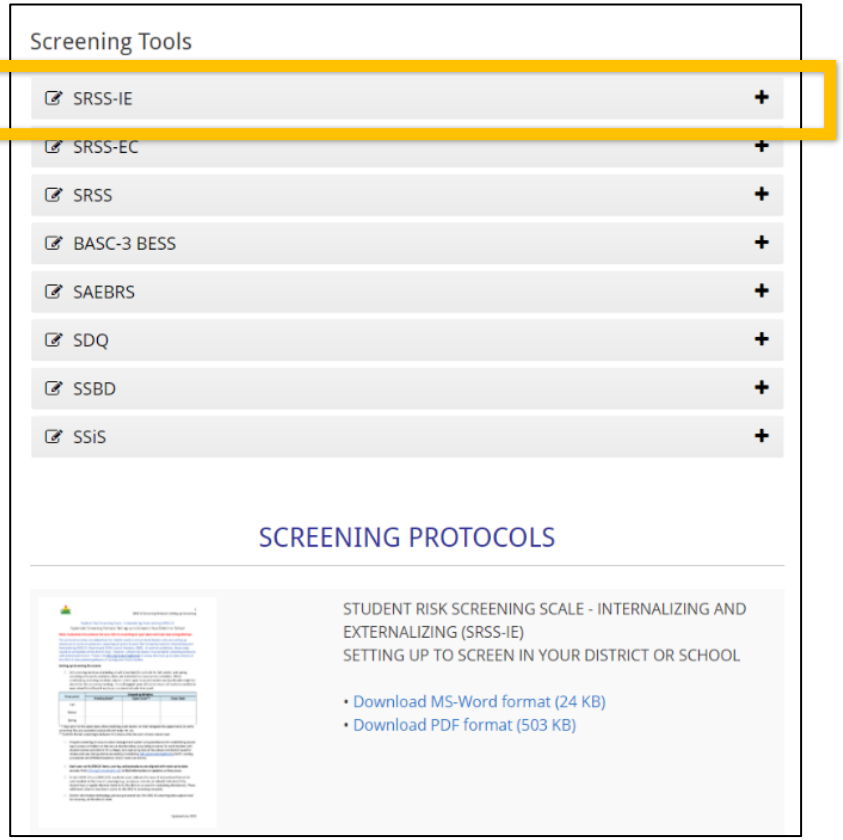
https://www.ci3t.org/screening



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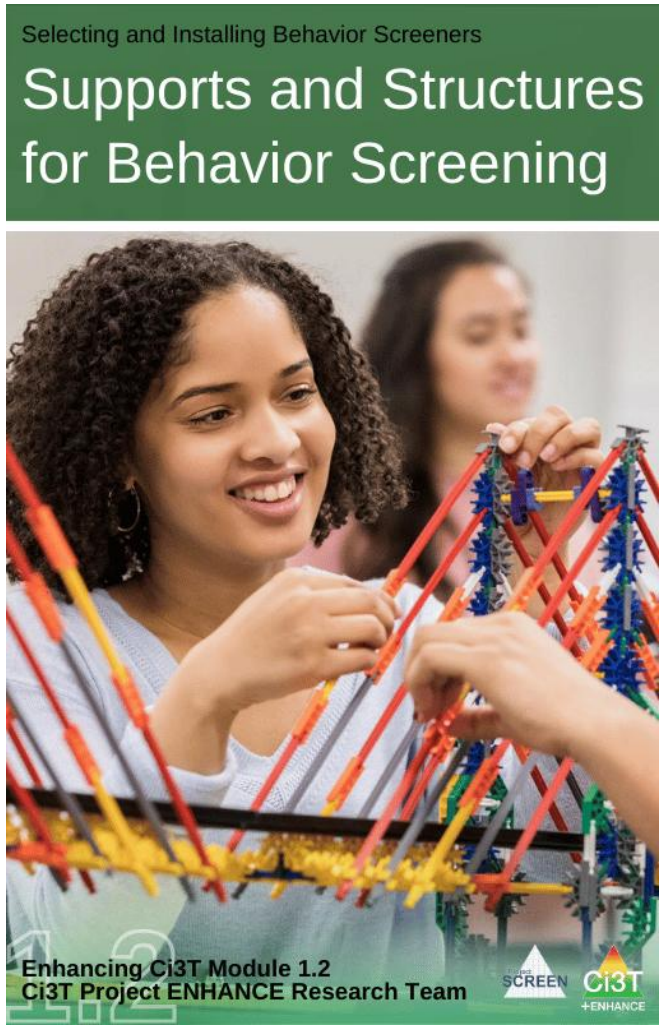
Selecting & Installing Behavior Screening



Psychometrically Sound

Socially Valid

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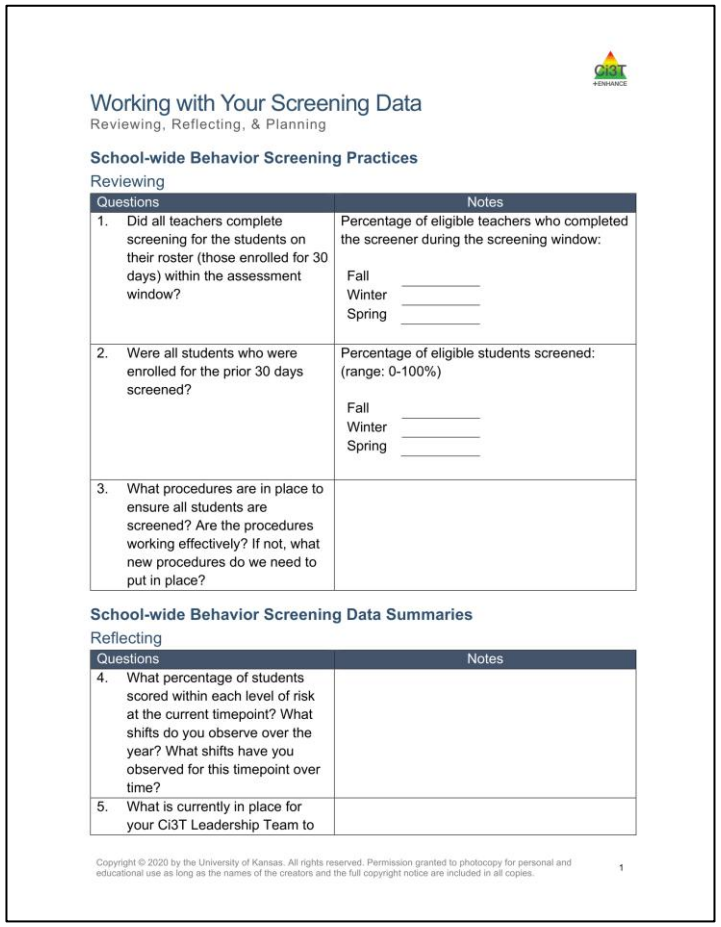
A Closer Look: Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)



Working with Your Screening Data

Reviewing, Reflecting, & Planning

School-wide Behavior Screening Practices

Reviewing

Questions	Notes
1. Did all teachers complete screening for the students on their roster (those enrolled for 30 days) within the assessment window?	Percentage of eligible teachers who completed the screener during the screening window: Fall _____ Winter _____ Spring _____
2. Were all students who were enrolled for the prior 30 days screened?	Percentage of eligible students screened: (range: 0-100%) Fall _____ Winter _____ Spring _____
3. What procedures are in place to ensure all students are screened? Are the procedures working effectively? If not, what new procedures do we need to put in place?	

School-wide Behavior Screening Data Summaries

Reflecting

Questions	Notes
4. What percentage of students scored within each level of risk at the current timepoint? What shifts do you observe over the year? What shifts have you observed for this timepoint over time?	
5. What is currently in place for your Ci3T Leadership Team to	

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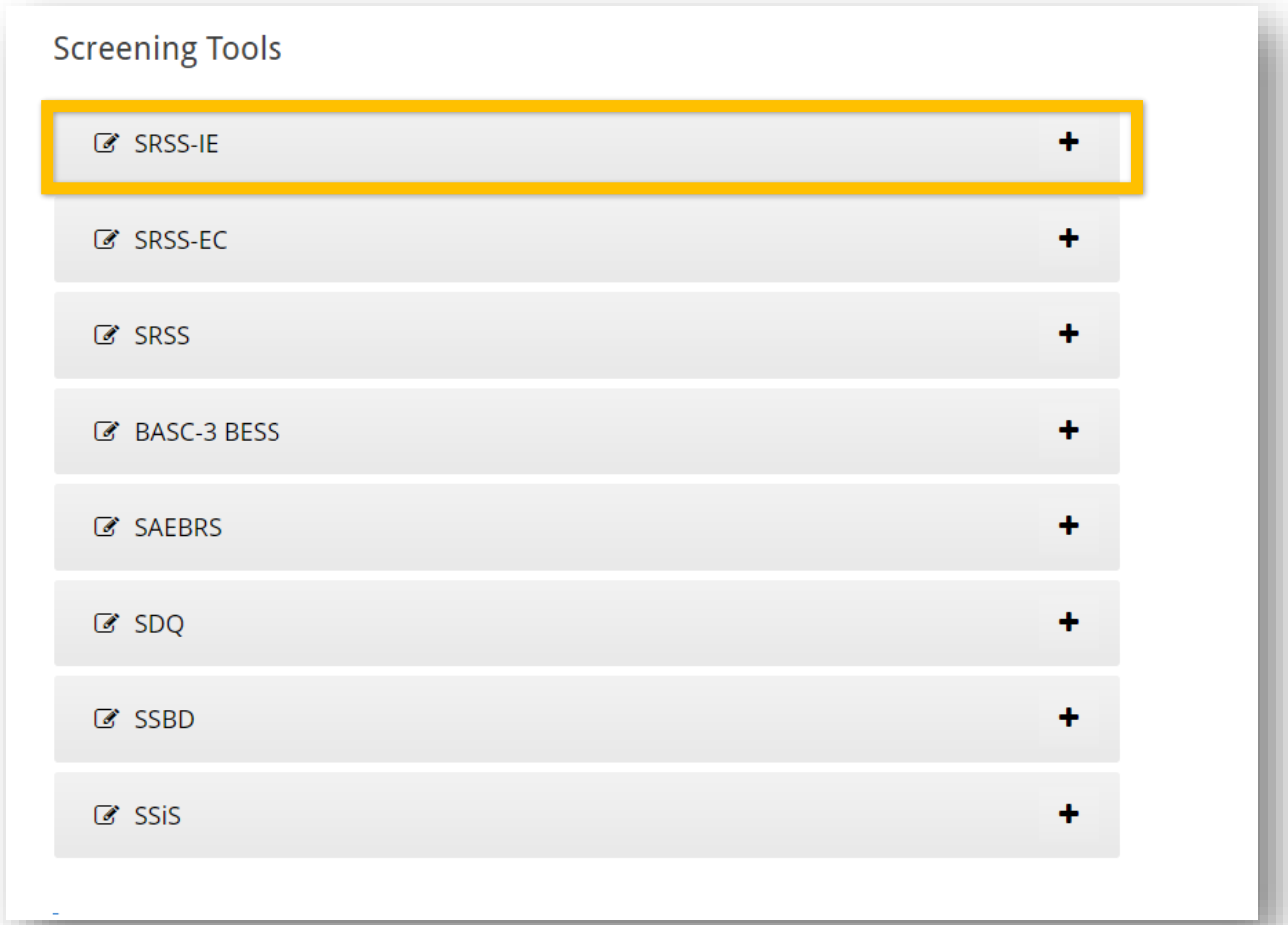

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Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Elementary

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE 12): Elementary School Version

Note: Columns hidden. Please refrain from adding or deleting columns to this spreadsheet. Sheet is locked to prevent accidental editing. Contact school-site screening coordinator for assistance if needed. Sheet lock password is: unlock (all lower case). If you ever have trouble with the password, try UNLOCK (all capital).

Note: Free for use unless used for commercial purposes.
If you are interested in using the SRSS-IE for commercial purposes or incorporating into a systems, contact Kathleen.Lane@ku.edu to learn about the possibility of a licensing agreement.

START HERE: Please fill out red shaded fields below prior to screening

Teacher Name:	
Date of screening:	
Screening Course Name:	
Timepoint:	
Students to be Screened	0
Screenings Complete	0 (0%)

Screening directions: Use the below scale to rate each item for each student.
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently

Note. Shaded items summed to compute SRSS-I TOTAL score.

Key:
SRSS-E = Externalizing
SRSS-I = Internalizing (shaded items)
SRSS-IE = Full scale**
Yellow = Moderate Risk | Red = High Risk
***SRSS-IE Full Scale not recommended for decision-making at this time*

Formula generated: Teacher Name	Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E Total	SRSS-I Total	SRSS-IE Total	Items Complete	Screening Status
Example: Adam Wallenburg	*Example: Smith, Sally*	*11111*	*0*	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22	*12*	*Complete*
Example: Adam Wallenburg	*Example: Lane, Nathan*	*112345*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	0	1	1	*12*	*Complete*
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Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Secondary

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE 12): Middle and High School Version

Note: Columns hidden. Please refrain from adding or deleting columns to this spreadsheet. Sheet is locked to prevent accidental editing. Contact school-site screening coordinator for assistance if needed. Sheet lock password is: unlock (all lower case). If you ever have trouble with the password, try UNLOCK (all capital).

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START HERE: Please fill out red shaded fields below prior to screening

Teacher Name:	
Date of screening:	
Screening Course Name:	
Screening Period Number	
Timepoint:	
Students to be Screened	1
Screenings Complete	0 (0%)

Screening directions: Use the below scale to rate each item for each student.
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently

*Note. Shaded items summed to compute SRSS-I TOTAL score; *Peer rejection is summed in SRSS-E and SRSS-I Total scores, and is added once to SRSS-IE Total score.*

Key:
SRSS-E = Externalizing
SRSS-I = Internalizing (shaded items)
SRSS-IE = Full scale**
Yellow = Moderate Risk | Red = High Risk

***SRSS-IE Full Scale not recommended for decision-making at this time*

Formula generated: Teacher Name	Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection*	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E Total	SRSS-I Total	SRSS-IE Total	Items Complete	Screening Status
Example: Adam Wallenburg	*Example: Smith, Sally*	*11111*	*0*	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	10	22	*12*	*Complete*
Example: Adam Wallenburg	*Example: Lane, Nathan*	*112345*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*0*	0	1	1	*12*	*Complete*
	1	1	2																	
			3																	
			4																	
			5																	
			6																	
			7																	
			8																	
			9																	
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			13																	
			14																	
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			17																	
			18																	

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SRSS-IE: Cut Scores

Elementary School	
SRSS-E7	SRSS-I5
Items 1-7	Items 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk

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	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

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

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284

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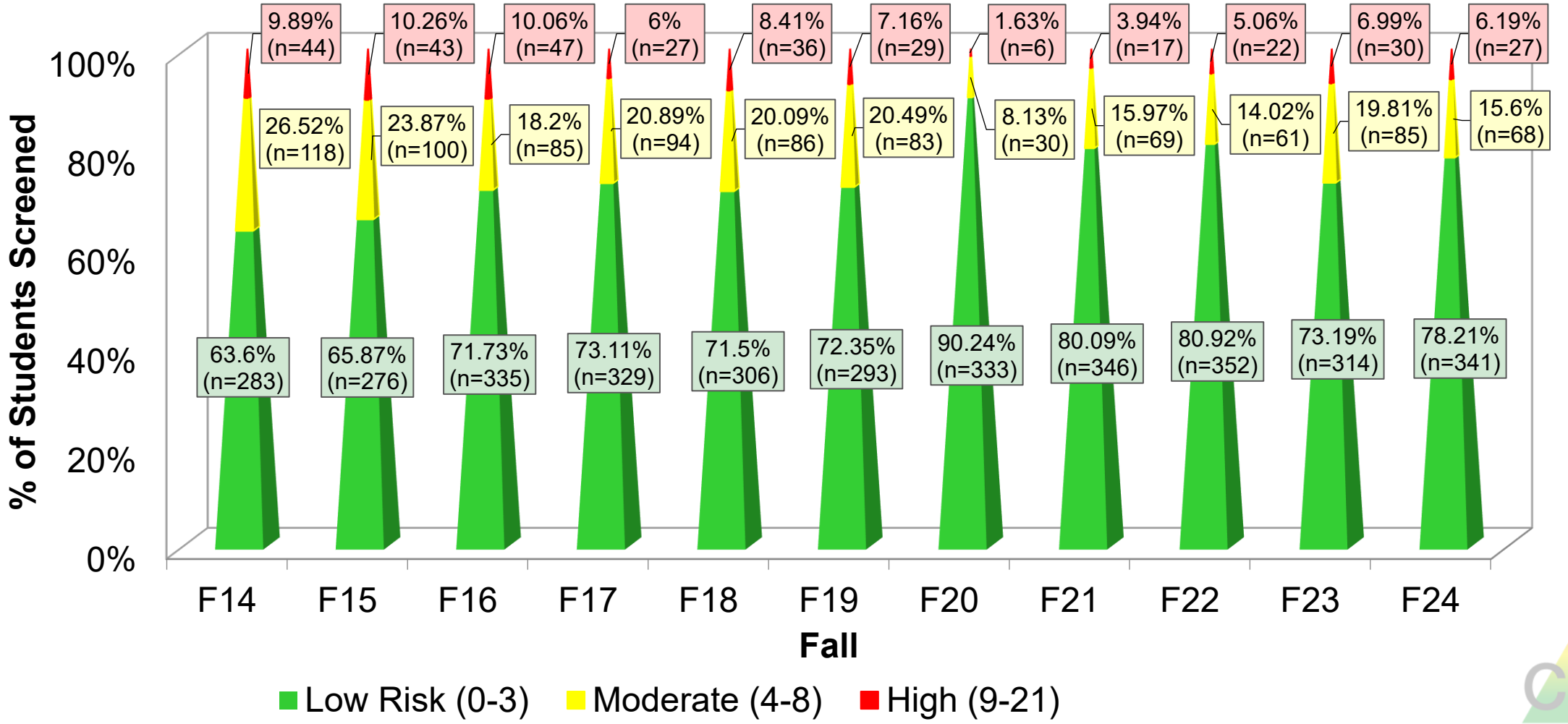
Fall Over Time
SRSS-Externalizing Results – Elementary School Level



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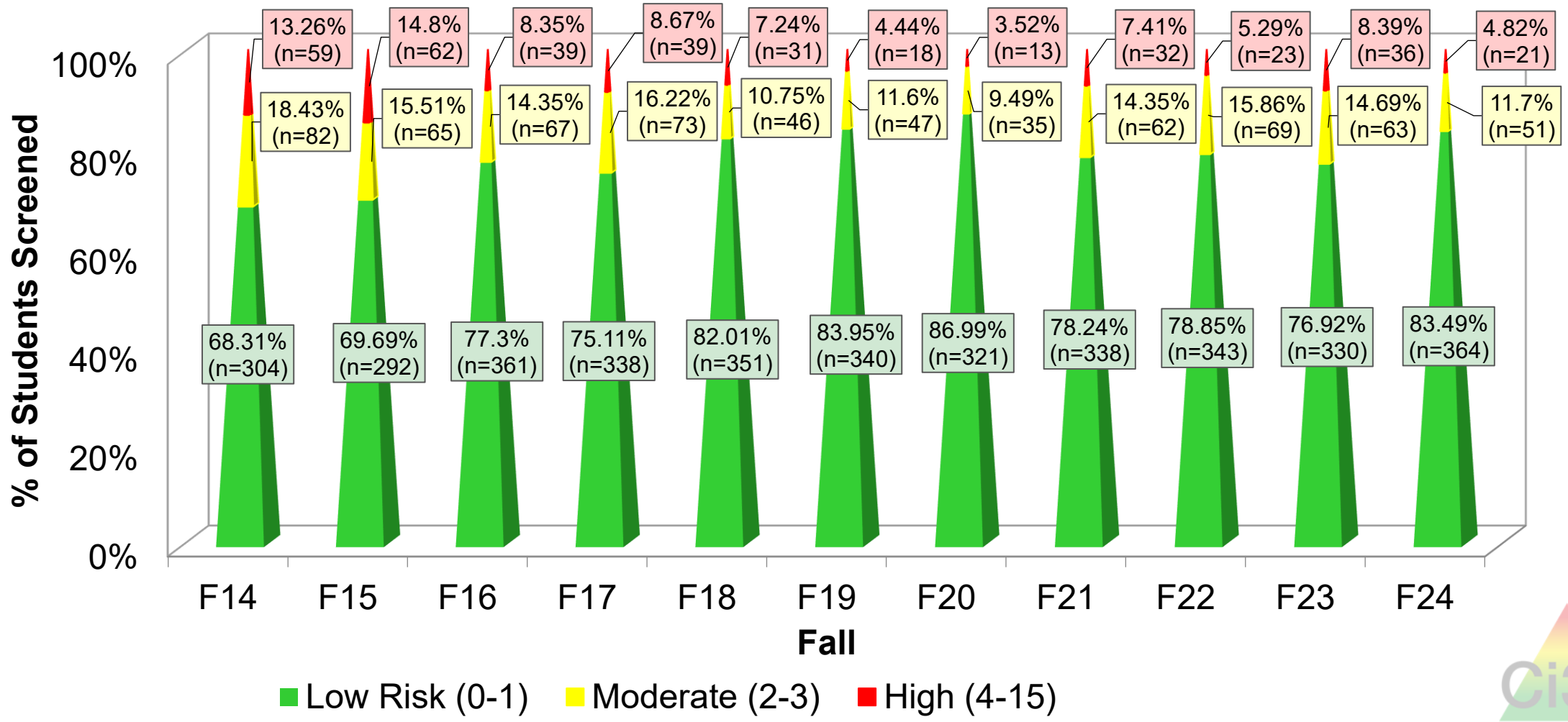
Fall Over Time
SRSS-Internalizing Results – Elementary School Level



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Fall 2024
SRSS-Internalizing Results – Elementary School Grade Level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

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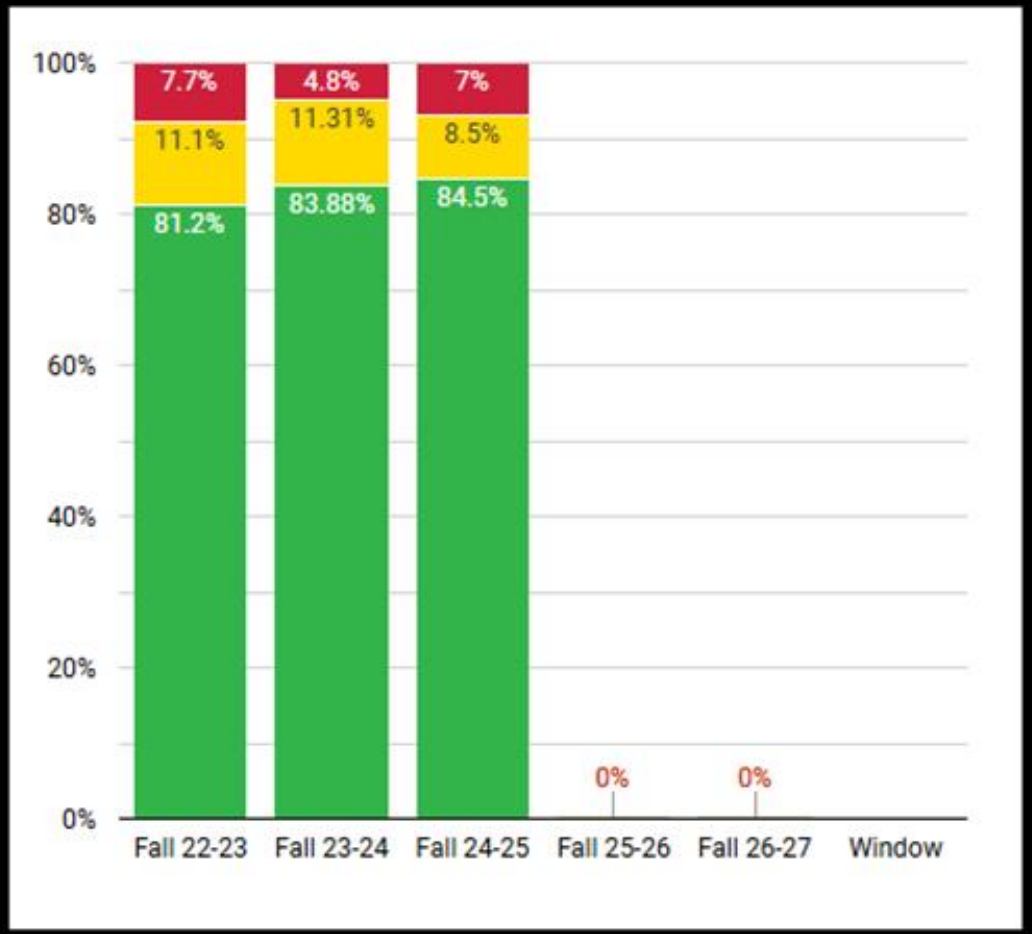
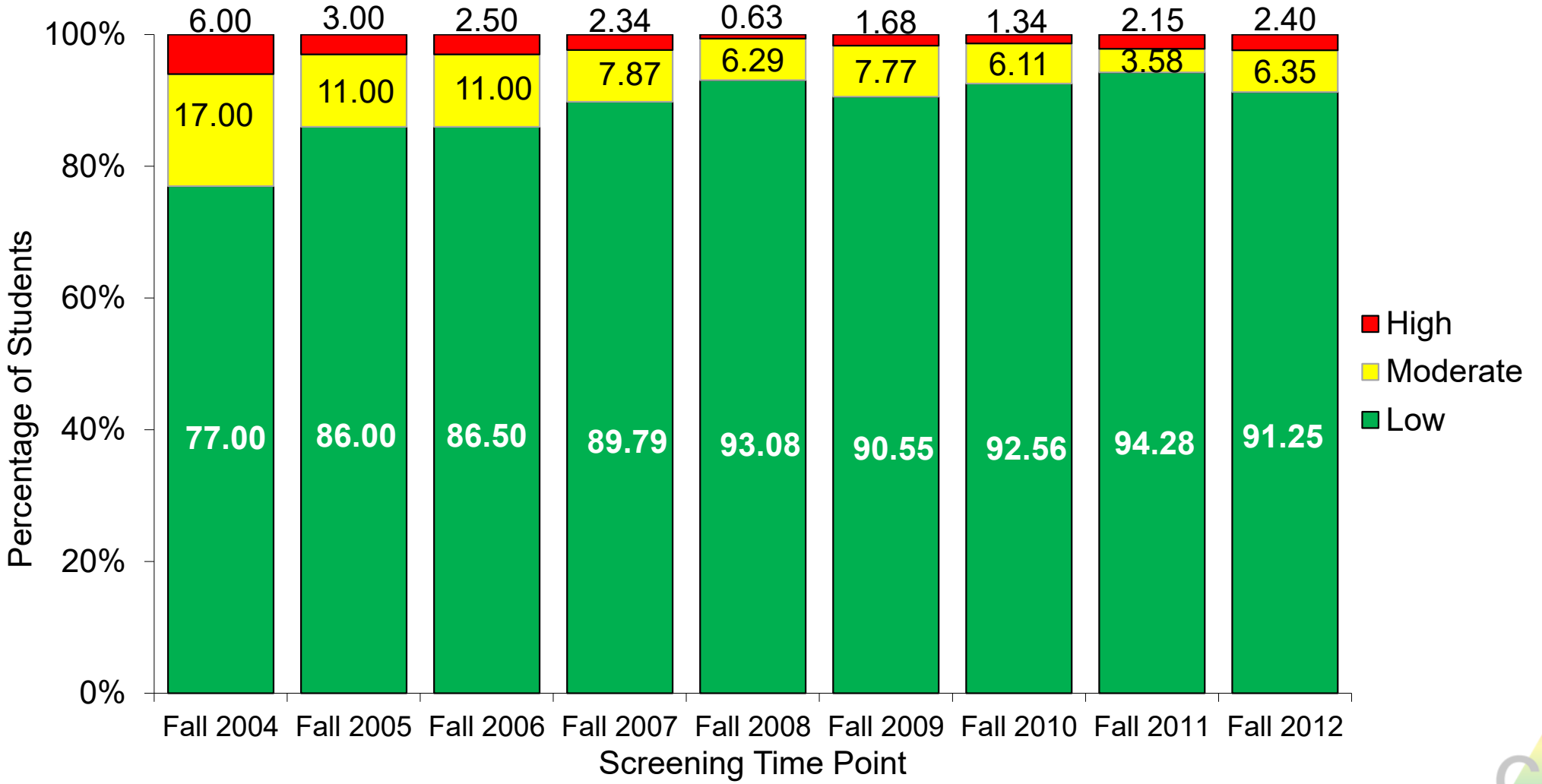
SRSS-IE *Internalizing*



Window	Grade	Risk Level	Number of Students	Total Screened	Percentage
Fall	0 Kin	3 High Risk	8	107	7.5
Fall	0 Kin	2 Moderate Risk	5	107	4.7
Fall	0 Kin	1 Low Risk	94	107	87.9
Fall	1st	3 High Risk	15	110	13.6
Fall	1st	2 Moderate Risk	18	110	16.4
Fall	1st	1 Low Risk	77	110	70
Fall	2nd	3 High Risk	9	136	6.6
Fall	2nd	2 Moderate Risk	13	136	9.6
Fall	2nd	1 Low Risk	114	136	83.8
Fall	3rd	3 High Risk	11	122	9
Fall	3rd	2 Moderate Risk	16	122	13.1
Fall	3rd	1 Low Risk	95	122	77.9
Fall	4th	3 High Risk	4	132	3
Fall	4th	2 Moderate Risk	7	132	5.3
Fall	4th	1 Low Risk	121	132	91.7
Fall	5th	3 High Risk	7	166	4.2
Fall	5th	2 Moderate Risk	7	166	4.2
Fall	5th	1 Low Risk	152	166	91.6

Student Risk Screening Scale

Fall 2004-2012 • Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention? *Preventing School Failure, 58,* 143-158. doi: 10.1080/1045988X.2014.893978 [*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.]

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Middle School
Behavior & Academic Characteristics of SRSS Risk Groups

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

(Lane, Parks, Kalberg, & Carter, 2007)

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Research Study

Hammill Institute on Disabilities

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Examination of the Factor Structure and Measurement Invariance of the SRSS-IE

Kathleen Lynne Lane, PhD, BCBA-D, CF-L2[1], Wendy Peia Oakes, PhD[2], Mark Matthew Buckman, PhD[1], Nathan Allen Lane, MS[1], Katie Scarlett Lane, MA[3], Kandace Fleming, PhD[1], Rebecca E. Swinburne Romine, PhD[1], Rebecca L. Sherod, MSE[1], Chi-Ning Chang, PhD[1], Jamie Jones, BA[1], Emily Dawn Cantwell, MSE[1], and Meredith Crittenden, MS, BCBA[4]

Abstract

Given the need for a swift, systematic way to identify students with internalizing and externalizing behavior patterns to connect these students with appropriate supports, we present new findings of the Student Risk Screening Scale–Internalizing and Externalizing (SRSS-IE). In this article, we examined (a) factor structure of the SRSS-IE and (b) the extent to which measurement invariance holds across gender, special education status, race, and ethnicity, as well as time point (fall, winter, spring) within each school level (elementary, middle, high). The sample includes 124 schools from four U.S. geographic regions in their first year of implementing the SRSS-IE collected over a 10-year span. Using confirmatory factor analysis procedures accounting for the nesting of students within teachers' classrooms, we confirmed a two-factor structure (internalizing and externalizing) and determined three items may be removed from the instrument while maintaining adequate model fit, pending replication with schools in later stages of screening implementation. All model comparisons between configural, metric, scalar, and strict models met invariance criteria within a time point. Longitudinal models also met these invariance criteria. We discuss educational implications, limitations, and directions for future research.

Keywords

universal behavioral screening, psychometric properties

Throughout the United States, federal, state, and local educational leaders have placed a high priority on developing integrated tiered systems of support such as comprehensive, integrated, three-tiered (Ci3T) models of prevention to assist educators in meeting students' academic, behavioral, and social and emotional well-being learning needs (Lane, Buckman, et al., 2020; McIntosh & Goodman, 2016). Having moved beyond "wait-to-fail" models (Sugai & Horner, 2002), leaders are embracing systemic structures for *prevention* and *search-and-serve* mandates (IDEA, 2004). Integrated tiered systems offer an array of evidence-based strategies, practices, and programs at each level of prevention: Tier 1 for all, Tier 2 for some, and Tier 3 for a few students (Lane, Cook, & Tankersley, 2013). Tiered systems provide a structure for guiding educators to achieve their goals of (a) preventing the development of learning and behavior challenges and (b) responding effectively and efficiently when such challenges do arise (Lane, Oakes, Cantwell, Royer, et al., 2019). A keystone feature of tiered systems is data-informed decision-making, with academic and behavior systematic screening data used in tandem with other student performance data (e.g., office discipline referrals [ODRs], nurse visits, attendance) to detect students for whom Tier 1 prevention efforts—even when implemented with integrity—are insufficient to meet their multiple needs (Buckman et al., 2021; Oakes et al., 2014).

Tiered systems may hold particular benefit for students with and at risk for emotional and behavioral disorders (EBD; Lane, Buckman, et al., 2020). Students with EBD are those who experience externalizing (e.g., aggression,

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Article

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Additional Evidence of Predictive Validity of SRSS-IE Scores With Elementary Students

Kathleen Lynne Lane, PhD, BCBA-D, CF-L2[1], Wendy Peia Oakes, PhD[2], Mark Matthew Buckman, PhD[1], Nathan Allen Lane, MS[1], Katie Scarlett Lane, MA[3], Kandace Fleming, PhD[1], Rebecca E. Swinburne Romine, PhD[1], Rebecca L. Sherod, MSE[1], Chi-Ning Chang, PhD[1], and Emily Dawn Cantwell, MSE[4]

Abstract

In this article, we examined predictive validity of the newly defined *Student Risk Screening Scale–Internalizing and Externalizing* (SRSS-IE 9, with nine items) when used by teachers for the first time, with a sample of 24,535 elementary students from 74 schools in four U.S. geographic regions. Results indicated fall externalizing and internalizing latent factors as well as subscale scores (SRSS-E5 and SRSS-I4, respectively) from the SRSS-IE 9 predicted year-end behavioral outcomes (office discipline referrals, suspensions, and nurse visits), academic outcomes (reading and math scores and course failures), as well as referrals to special education for elementary students. SRSS-IE 12 subscale scores for externalizing (SRSS-E7) and internalizing (SRSS-I5) using the original 12-item version subscales were similarly predictive of these outcomes. We discussed educational implications, limitations, and directions for future inquiry.

Keywords

universal behavior screening, predictive validity, tiered systems

Well before the COVID-19 pandemic, educational leaders across the United States and in several European countries implemented universal behavior screening to detect students with and at risk for emotional and behavioral disorders (EBDs) at the earliest signs of concern. Since the 1990s, these efforts have often focused on detecting both major disorders of childhood: externalizing (e.g., aggressive, noncompliant) and internalizing (e.g., anxious, withdrawn) behaviors (Achenbach, 1991; Walker & Severson, 1992). This is encouraging given the prevalence of these behavior challenges, as well as the deleterious outcomes when these behavior patterns are left unchecked (Walker et al., 2004).

Pre-COVID point prevalence estimates indicated between 12% and 20% of school-age youth experienced mild-to-severe EBD (Forness et al., 2012). A recent National Survey of Children's Health reported significant increases from 2016 to 2020 in the number of students experiencing anxiety disorders (29%; from 7.1% to 9.2%), depression (27%; from 3.1% to 4.0%), and a significant increase from 2019 to 2020 for conduct problems (21% increase; from 6.7% to 8.1%; Lebrun-Harris et al., 2022). Yet, <1% of students receive special education services under the emotional disturbance (ED) category according to the Individuals with Disabilities Education Improvement Act (IDEA, 2004; National Center for Education Statistics, 2023). This means most students with and at risk for EBD are served by general educators (Lane et al., 2023). This can be a difficult charge given these students tend to experience strained relationships with others, exhibit limited self-regulation skills, and often struggle academically (e.g., engagement and performance; Bradshaw et al., 2008; Nelson et al., 2004). Also, life does not typically become easier for students with EBD following the school years, as they experience high rates of divorce, acts of violence, unemployment, substance abuse, and poor mental health (Centers for Disease Control and Prevention [CDC], 2020; Wagner & Davis, 2006).

Furthermore, in 2019, a national report indicated 37% of high school students reported experiencing mental health

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New evidence of predictive validity of SRSS-IE scores with middle and high school students

Kathleen Lynne Lane✉, Wendy Peia Oakes[2], Mark Matthew Buckman[1], Nathan Allen Lane[1], Katie Scarlett Lane[3], Kandace Fleming[4], Rebecca E. Swinburne Romine[4], Rebecca L. Sherod[1], Emily Dawn Cantwell[5] and Chi-Ning Chang[6]

[1]Department of Special Education, University of Kansas, Lawrence, KS, United States, [2]Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, United States, [3]Neag School of Education, University of Connecticut, Storrs, CT, United States, [4]Life Span Institute, University of Kansas, Lawrence, KS, United States, [5]Olathe, Kansas, KS, United States, [6]Department of Foundations of Education, Virginia Commonwealth University, Richmond, VA, United States

Introduction: We report predictive validity of the newly defined Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE 9, with 9 items) when used for the first time by middle and high school teachers from 43 schools.

Methods: The sample included 11,773 middle school-aged students representing four geographic regions, and 7,244 high school-aged students representing three geographic regions.

Results: Results indicated fall SRSS-IE externalizing and internalizing latent factors as well as subscale scores (SRSS-E5, SRSS-I4, respectively) predicted year-end behavioral (office discipline referrals and in school suspensions) and academic (course failures) outcomes for middle and high school students as well as referrals to special education for middle school students. Internalizing scores also predicted referrals to special education for high school students. Externalizing and internalizing scores predicted nurse visits at the middle and high school levels with all models except for subscale models of internalizing in middle school. SRSS-IE 12 subscale scores for externalizing (SRSS-E7) and internalizing (SRSS-I5) using the original 12 items were similarly predictive of these outcomes, with few variations.

Discussion: We discuss educational implications, limitations, and directions for future inquiry.

KEYWORDS

universal behavior screening, predictive validity, tiered systems, internalizing behavior, externalizing behavior

Introduction

Adolescents' well-being was negatively affected by lifestyle changes necessitated by the COVID-19 pandemic. Many students experienced ongoing periods of lockdowns, school disruptions, lack of access to internet or technology to engage in school and social relationships, increased negative messages on social media, and shifts in access to extracurricular activities. These circumstances likely contributed to students' feelings of social isolation, exacerbated symptoms of depression and anxiety (Office of the Surgeon General, 2021; Bera et al., 2022),

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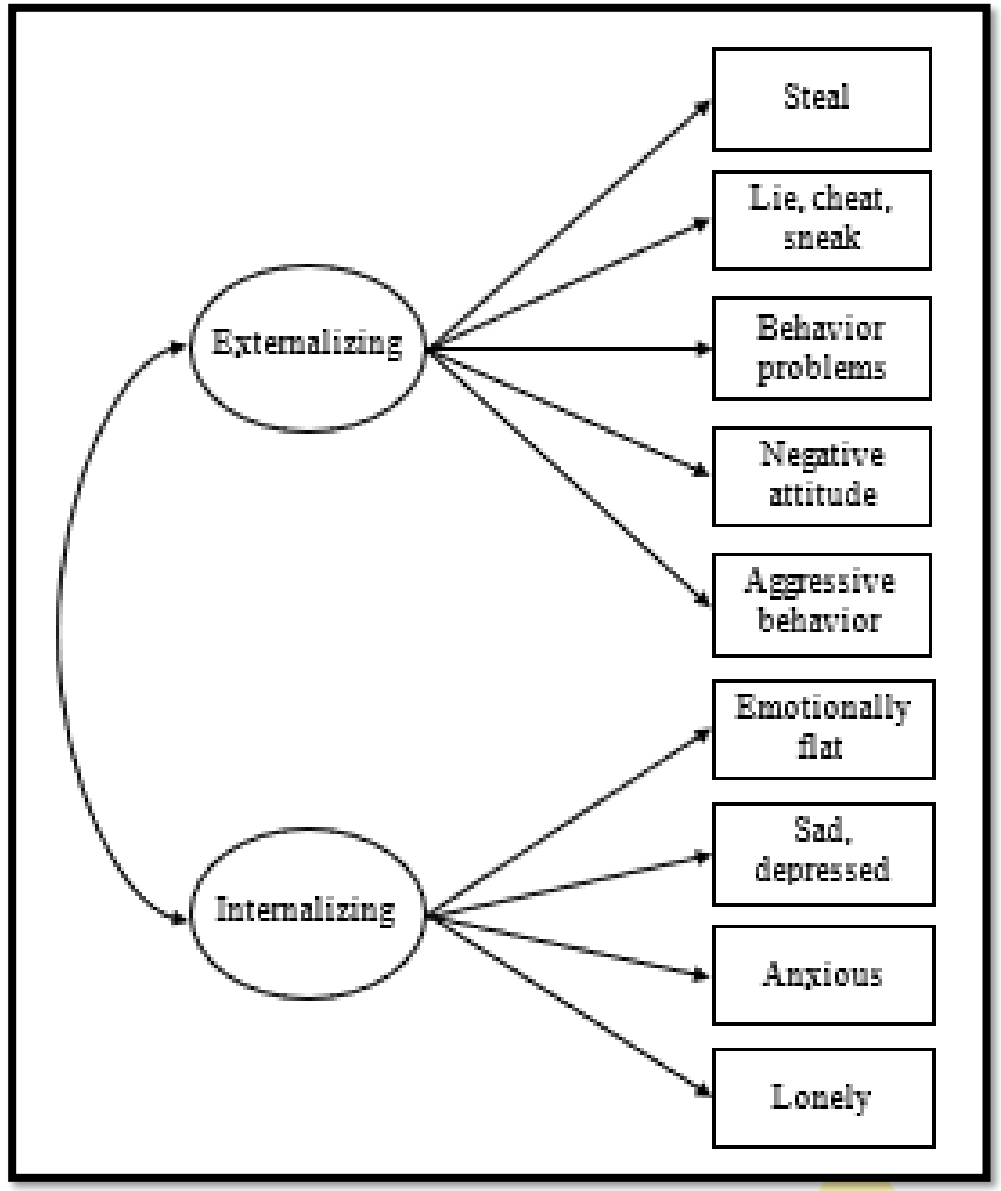
Measurement Invariance

Established strict invariance across groups & time suggesting the SRSS-IE functions in the same way:

- Male & Female
- White & Students of Color
- White & Black
- Hispanic & non-Hispanic
- Sped & non-Sped
- Overtime: Fall – Winter – Spring



Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S, Fleming, K., Swinburne Romine, R., Sherod, R., Chang, C., Jones, J., Cantwell, E., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education, 45*(3), 152-172. https://doi.org/10.1177/07419325231193147

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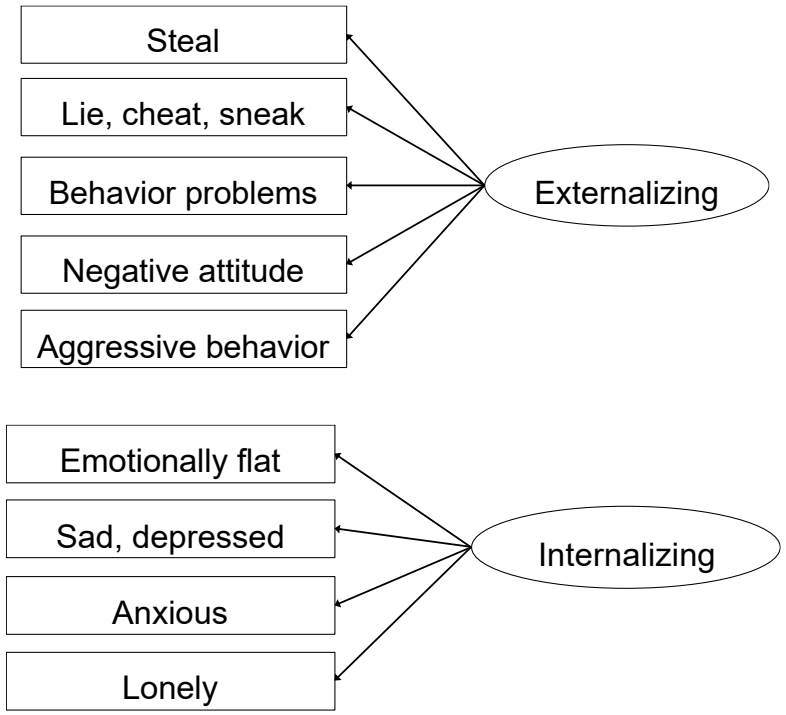
Predictive Validity – Elementary School

24,535 students in grades K-6
64 schools in **4** geographic regions



		Elementary School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals			
Internalizing	ODRs			
	Suspensions			0.0011
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals			

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024) Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders. 49*(3), 189-204. https://doi.org/10.1177/01987429231222890

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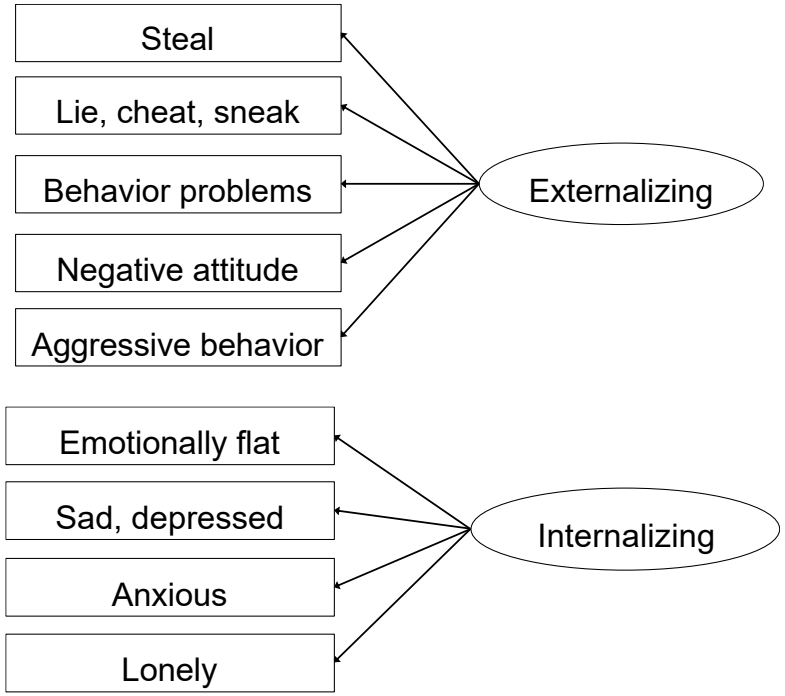
Predictive Validity – Middle School

11,773 students in grades 6-8
4 geographic regions



		Middle School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits		0.0250	
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.0010	0.001	
Internalizing	ODRs			
	Suspensions			
	Nurse Visits	0.0200	0.3100	0.2560
	Reading			
	Math			
	Course Failures			
	SPED Referrals			

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8:1251063. https://doi.org/10.3389/feduc.2023.1251063

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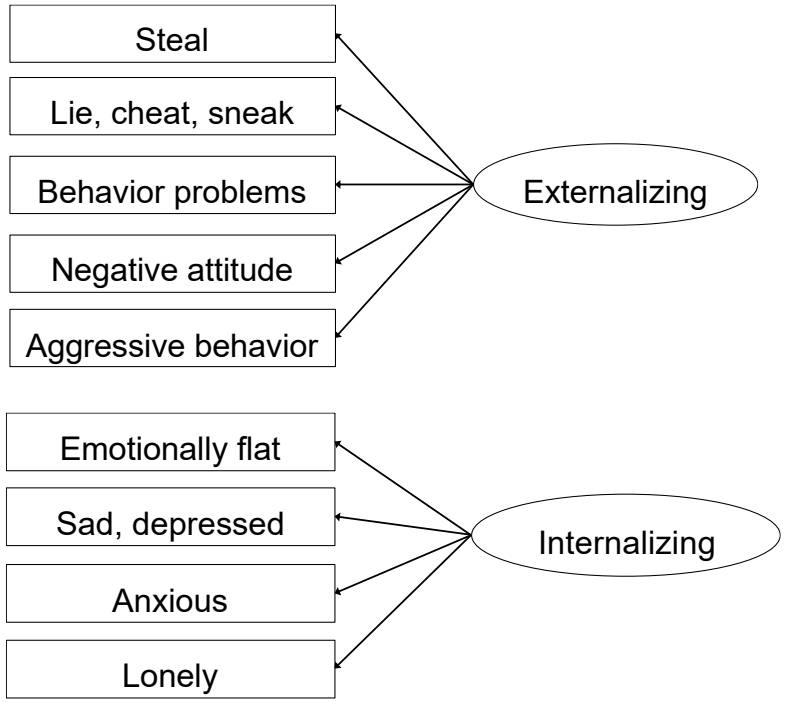
Predictive Validity – High School

7,244 students in grades 9-12
3 geographic regions



		High School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.3150	0.3090	0.1360
Internalizing	ODRs	0.0010	0.0010	
	Suspensions			
	Nurse Visits		0.0010	0.0010
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.0540	0.0210	0.0430

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8:1251063. https://doi.org/10.3389/feduc.2023.1251063

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What is Behavior Screening?

What are features of systematic behavior screening?

Reliable and valid

Completed for ALL students

Conducted in Fall, Winter, and Spring

What are the benefits?

Data are used to shape instruction to meet students' multiple needs

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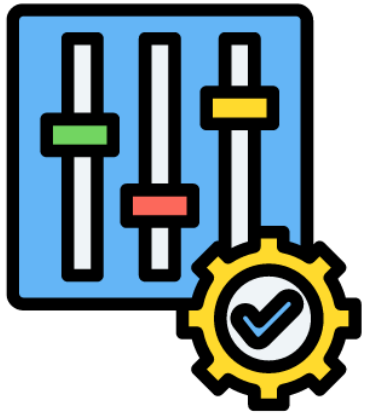
students

Winter, and Spring

What are the benefits?

Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

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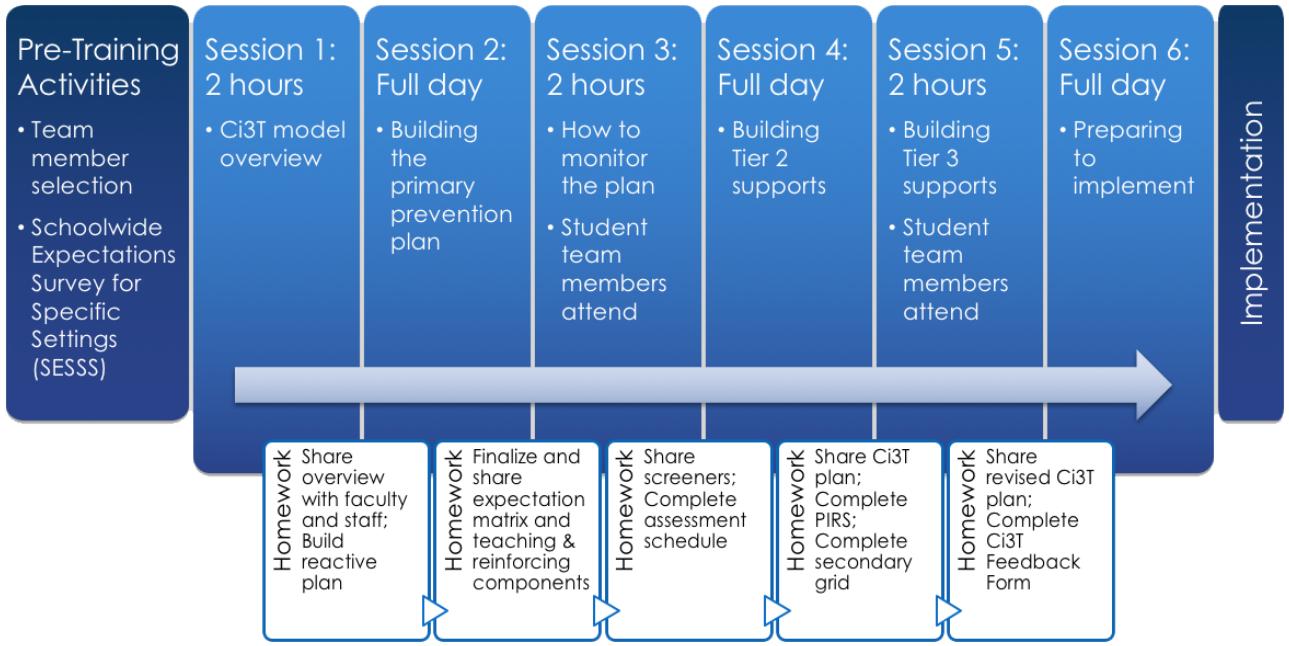
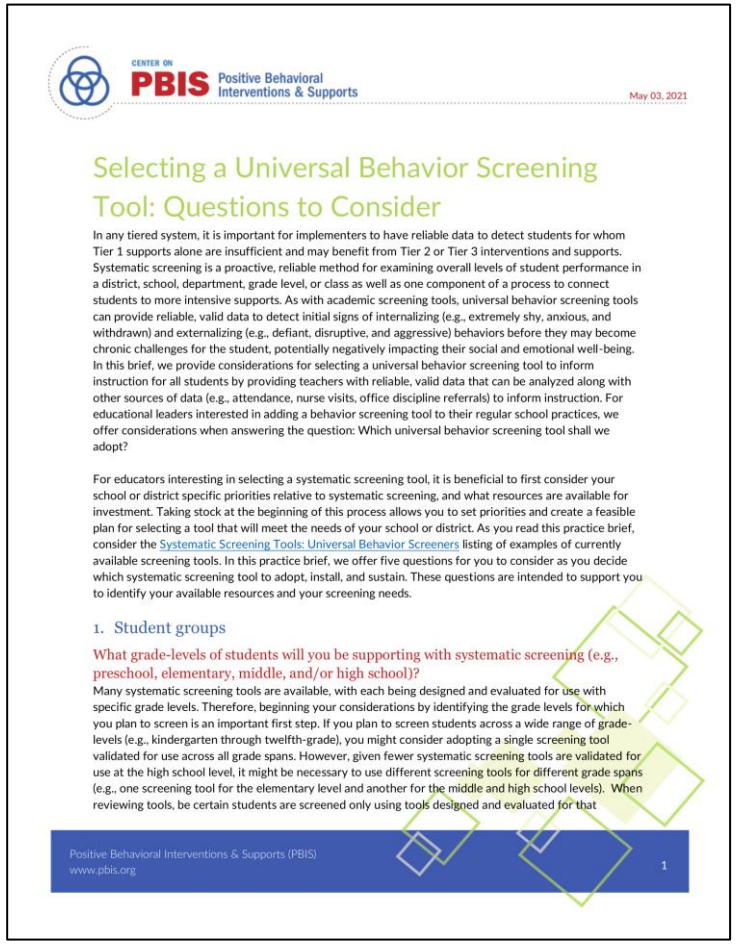
Selecting a Systematic Screener





CENTER ON PBIS Positive Behavioral Interventions & Supports

May 03, 2021

Selecting a Universal Behavior Screening Tool: Questions to Consider

In any tiered system, it is important for implementers to have reliable data to detect students for whom Tier 1 supports alone are insufficient and may benefit from Tier 2 or Tier 3 interventions and supports. Systematic screening is a proactive, reliable method for examining overall levels of student performance in a district, school, department, grade level, or class as well as one component of a process to connect students to more intensive supports. As with academic screening tools, universal behavior screening tools can provide reliable, valid data to detect initial signs of internalizing (e.g., extremely shy, anxious, and withdrawn) and externalizing (e.g., defiant, disruptive, and aggressive) behaviors before they may become chronic challenges for the student, potentially negatively impacting their social and emotional well-being. In this brief, we provide considerations for selecting a universal behavior screening tool to inform instruction for all students by providing teachers with reliable, valid data that can be analyzed along with other sources of data (e.g., attendance, nurse visits, office discipline referrals) to inform instruction. For educational leaders interested in adding a behavior screening tool to their regular school practices, we offer considerations when answering the question: Which universal behavior screening tool shall we adopt?

For educators interesting in selecting a systematic screening tool, it is beneficial to first consider your school or district specific priorities relative to systematic screening, and what resources are available for investment. Taking stock at the beginning of this process allows you to set priorities and create a feasible plan for selecting a tool that will meet the needs of your school or district. As you read this practice brief, consider the Systematic Screening Tools: Universal Behavior Screeners listing of examples of currently available screening tools. In this practice brief, we offer five questions for you to consider as you decide which systematic screening tool to adopt, install, and sustain. These questions are intended to support you to identify your available resources and your screening needs.

1. Student groups

What grade-levels of students will you be supporting with systematic screening (e.g., preschool, elementary, middle, and/or high school)?

Many systematic screening tools are available, with each being designed and evaluated for use with specific grade levels. Therefore, beginning your considerations by identifying the grade levels for which you plan to screen is an important first step. If you plan to screen students across a wide range of grade-levels (e.g., kindergarten through twelfth-grade), you might consider adopting a single screening tool validated for use across all grade spans. However, given fewer systematic screening tools are validated for use at the high school level, it might be necessary to use different screening tools for different grade spans (e.g., one screening tool for the elementary level and another for the middle and high school levels). When reviewing tools, be certain students are screened only using tools designed and evaluated for that

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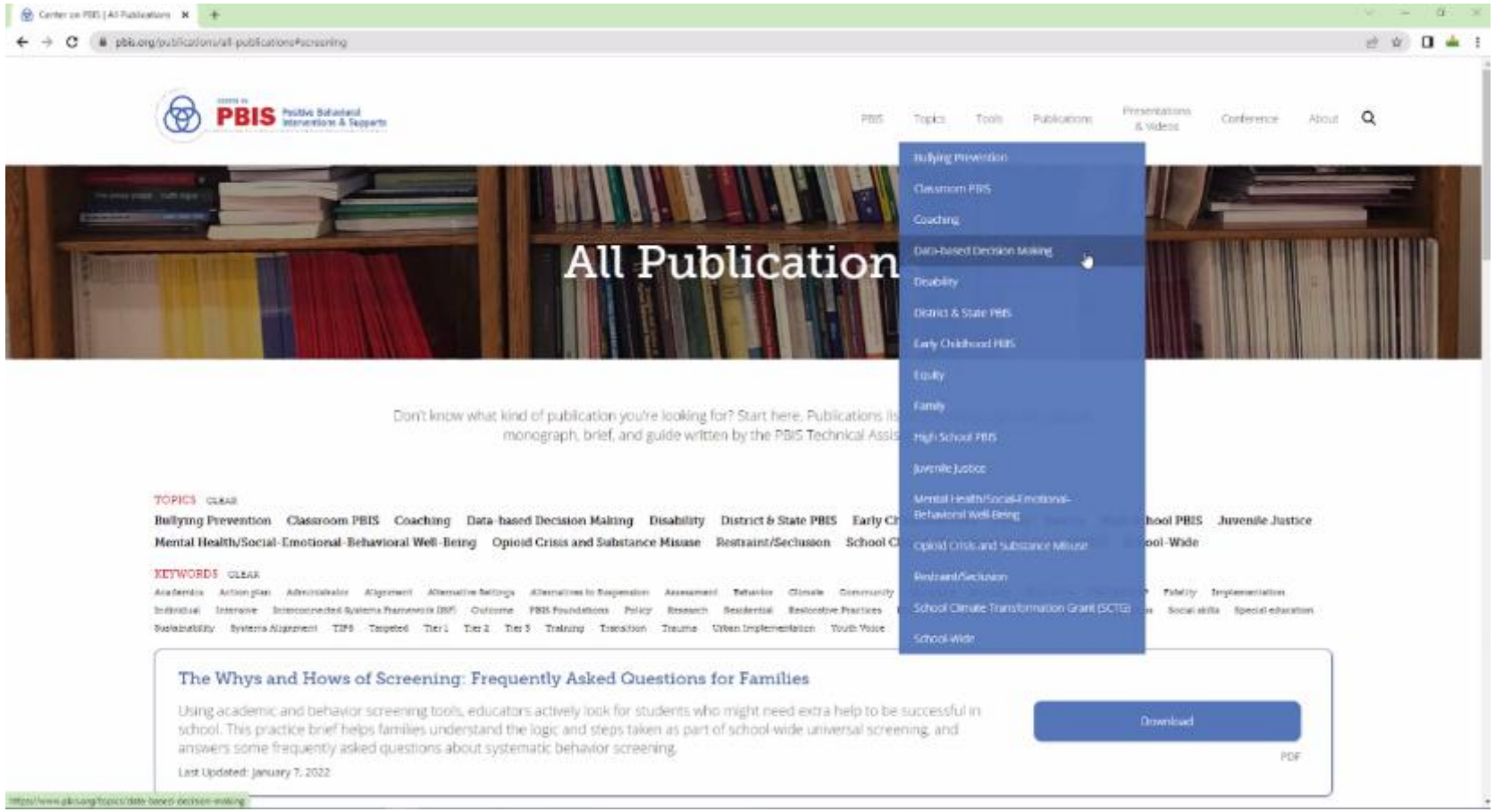
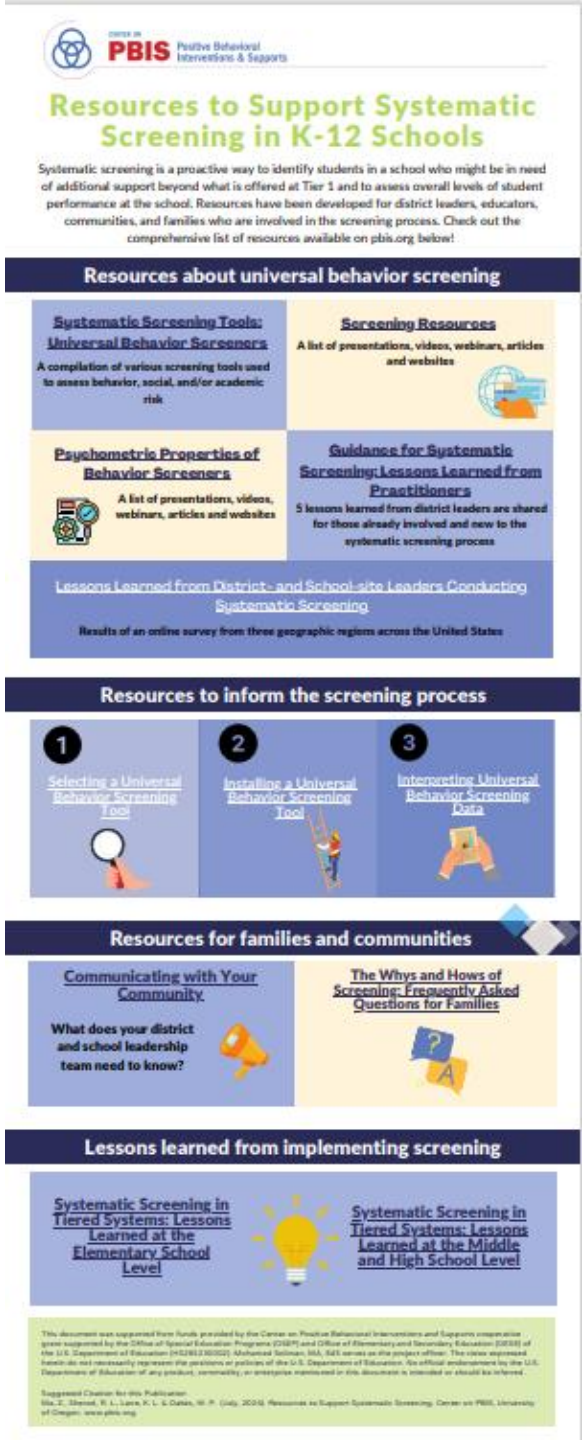
Resources for screening: PBIS.org…





Tips for Communicating with Your Community about Systematic Screening

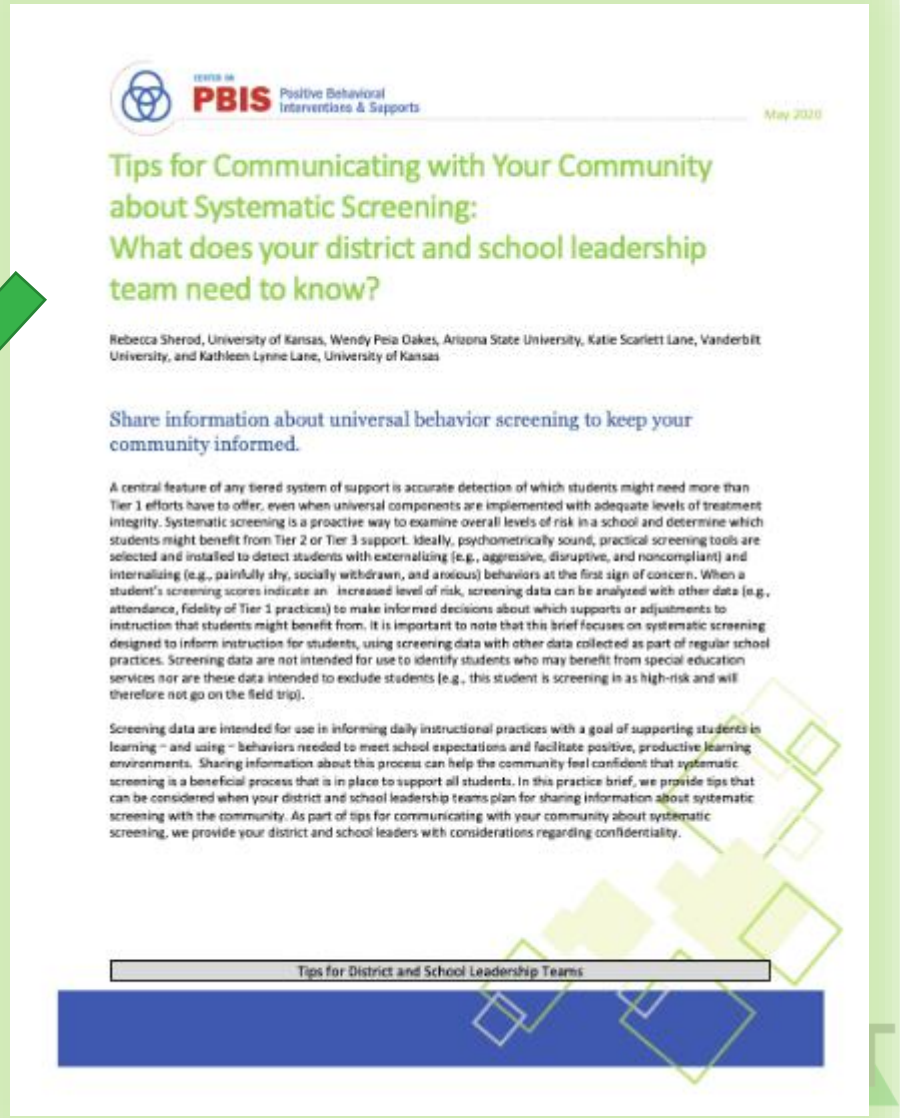
Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Download

Word Doc

Materials



PBIS Positive Behavioral Interventions & Supports

May 2020

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

Rebecca Sherod, University of Kansas, Wendy Peia Oakes, Arizona State University, Katie Scarlett Lane, Vanderbilt University, and Kathleen Lynne Lane, University of Kansas

Share information about universal behavior screening to keep your community informed.

A central feature of any tiered system of support is accurate detection of which students might need more than Tier 1 efforts have to offer, even when universal components are implemented with adequate levels of treatment integrity. Systematic screening is a proactive way to examine overall levels of risk in a school and determine which students might benefit from Tier 2 or Tier 3 support. Ideally, psychometrically sound, practical screening tools are selected and installed to detect students with externalizing (e.g., aggressive, disruptive, and noncompliant) and internalizing (e.g., painfully shy, socially withdrawn, and anxious) behaviors at the first sign of concern. When a student's screening scores indicate an increased level of risk, screening data can be analyzed with other data (e.g., attendance, fidelity of Tier 1 practices) to make informed decisions about which supports or adjustments to instruction that students might benefit from. It is important to note that this brief focuses on systematic screening designed to inform instruction for students, using screening data with other data collected as part of regular school practices. Screening data are not intended for use to identify students who may benefit from special education services nor are these data intended to exclude students (e.g., this student is screening in as high-risk and will therefore not go on the field trip).

Screening data are intended for use in informing daily instructional practices with a goal of supporting students in learning – and using – behaviors needed to meet school expectations and facilitate positive, productive learning environments. Sharing information about this process can help the community feel confident that systematic screening is a beneficial process that is in place to support all students. In this practice brief, we provide tips that can be considered when your district and school leadership teams plan for sharing information about systematic screening with the community. As part of tips for communicating with your community about systematic screening, we provide your district and school leaders with considerations regarding confidentiality.

Tips for District and School Leadership Teams

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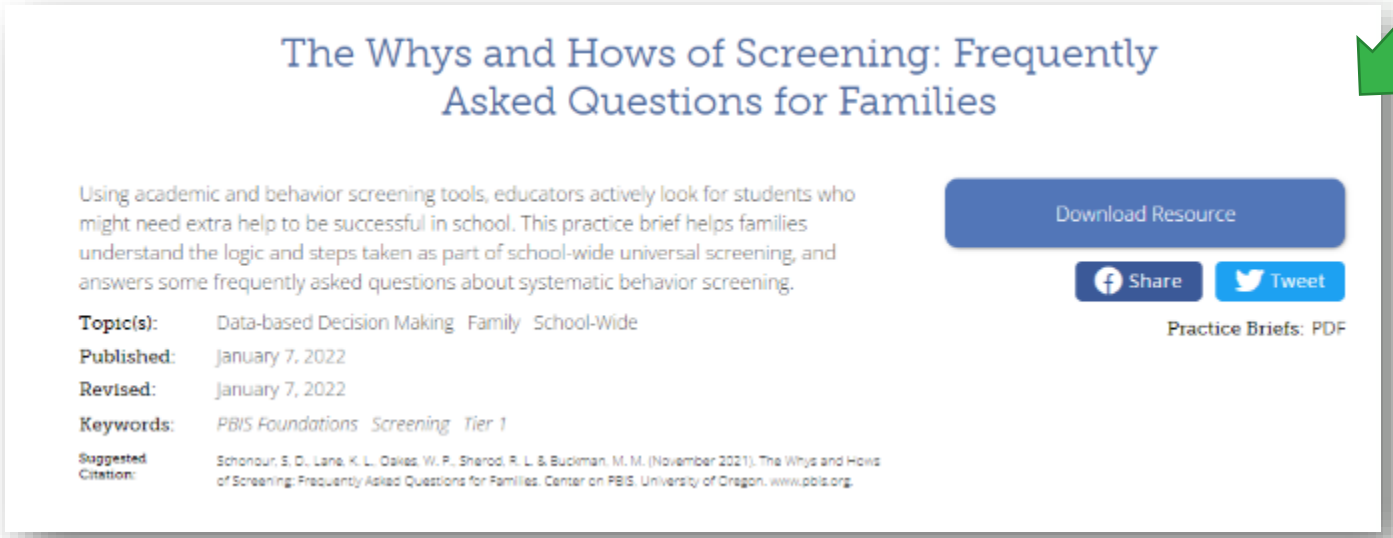
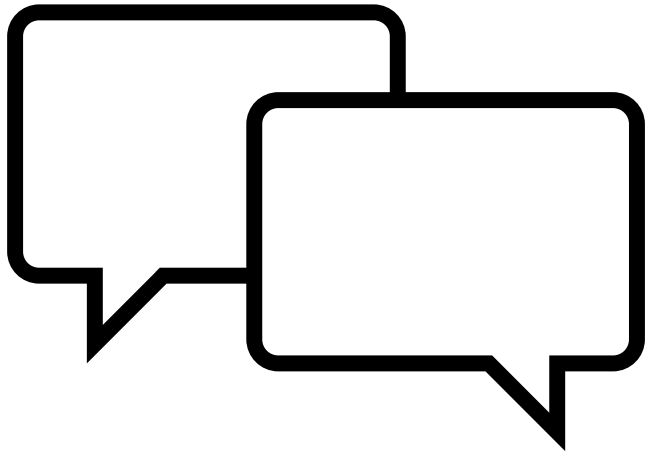
The Whys and Hows of Screening: Frequently Asked Questions for Families



Talk Time: Systematic Screening

- What are some of your initial thoughts on:
  - potential benefits of systematic screening?
  - potential challenges of systematic screening?
- What questions do you have about systematic screening?



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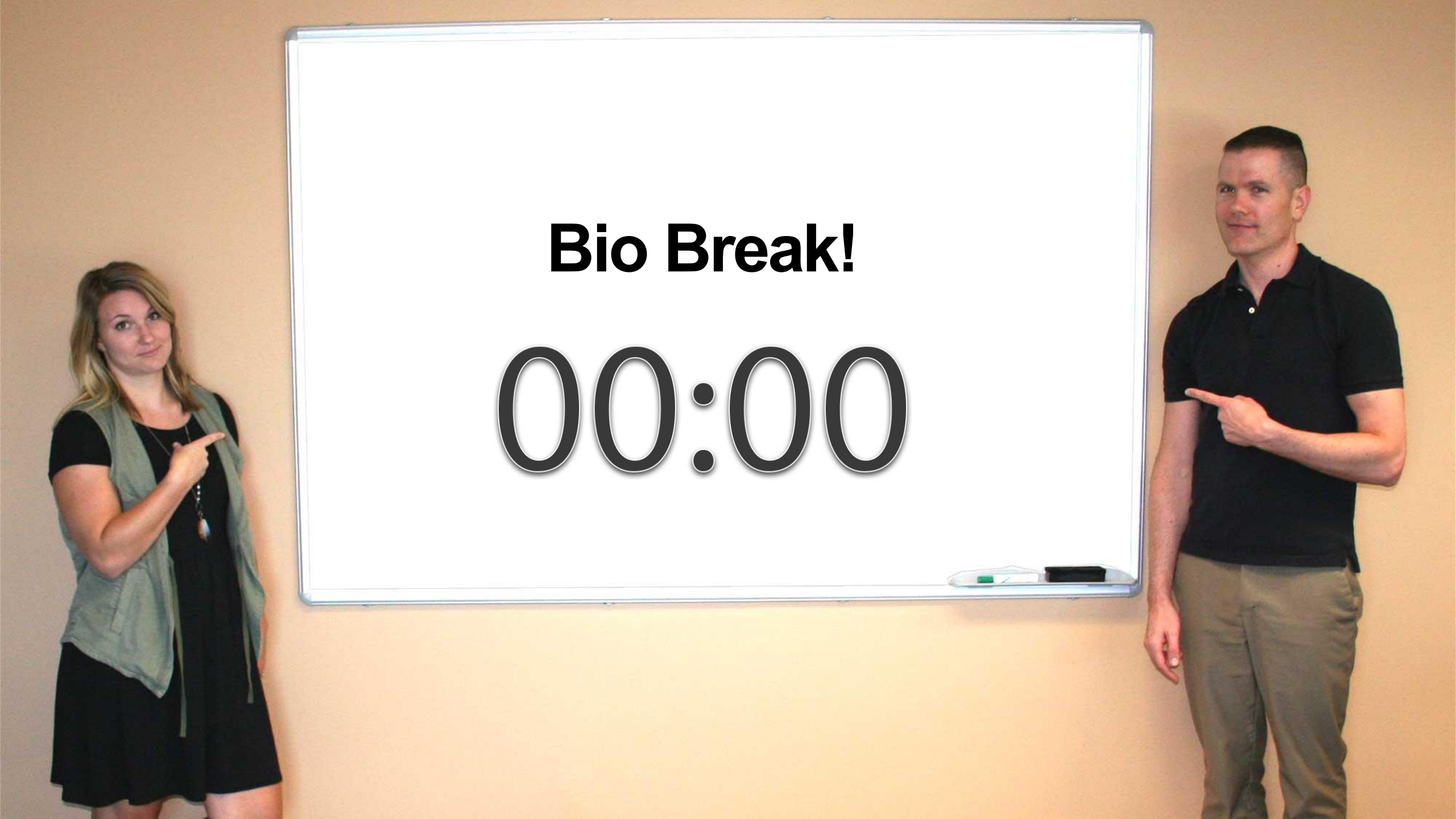
Bio Break!
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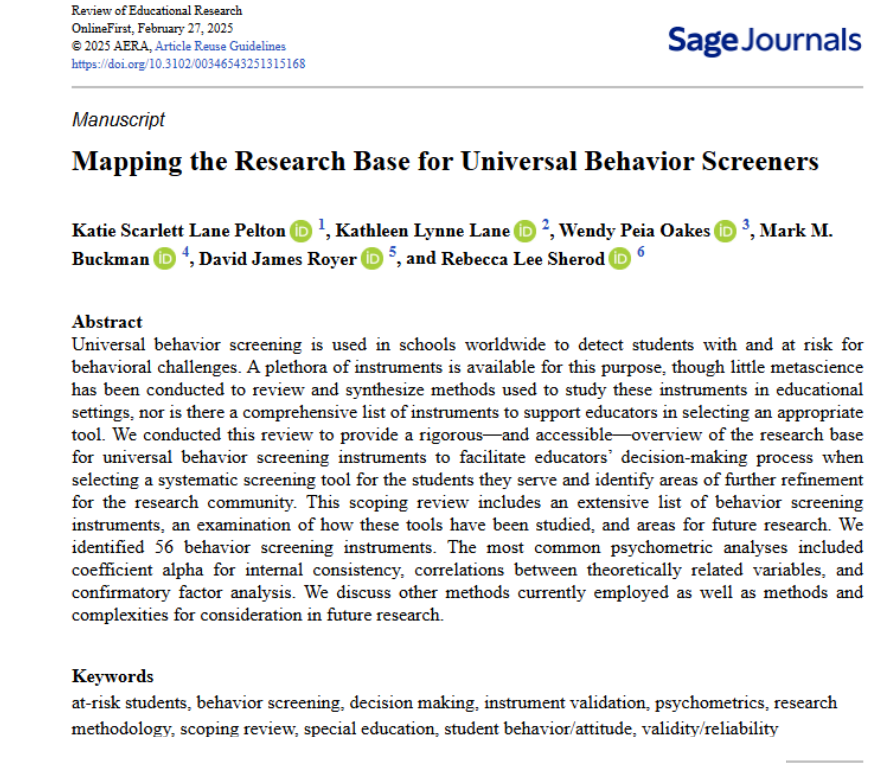
Exploring Systematic Screening Tools: Check out LDBase!

- Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2025). Mapping the research base for universal behavior screeners. *Review of Educational Research*, 00346543251315168.
- To access the data set from our scoping review – *Mapping the Research Base for Universal Behavior Screeners* – visit this link at LDBase: https://ldbase.org/projects/0a153f89-2424-449f-8aea-d4d82cae9805



Review of Educational Research
OnlineFirst, February 27, 2025
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https://doi.org/10.3102/00346543251315168

Sage Journals

Manuscript

Mapping the Research Base for Universal Behavior Screeners

Katie Scarlett Lane Pelton [1], Kathleen Lynne Lane [2], Wendy Peia Oakes [3], Mark M. Buckman [4], David James Royer [5], and Rebecca Lee Sherod [6]

Abstract

Universal behavior screening is used in schools worldwide to detect students with and at risk for behavioral challenges. A plethora of instruments is available for this purpose, though little metascience has been conducted to review and synthesize methods used to study these instruments in educational settings, nor is there a comprehensive list of instruments to support educators in selecting an appropriate tool. We conducted this review to provide a rigorous—and accessible—overview of the research base for universal behavior screening instruments to facilitate educators' decision-making process when selecting a systematic screening tool for the students they serve and identify areas of further refinement for the research community. This scoping review includes an extensive list of behavior screening instruments, an examination of how these tools have been studied, and areas for future research. We identified 56 behavior screening instruments. The most common psychometric analyses included coefficient alpha for internal consistency, correlations between theoretically related variables, and confirmatory factor analysis. We discuss other methods currently employed as well as methods and complexities for consideration in future research.

Keywords

at-risk students, behavior screening, decision making, instrument validation, psychometrics, research methodology, scoping review, special education, student behavior/attitude, validity/reliability

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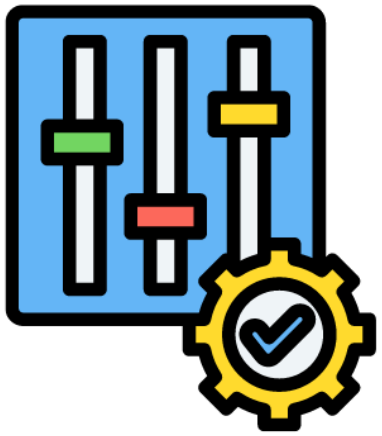
Using Systematic Screening Data to…

Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

Behavioral and Academic Screening
How are students responding?



Inform Tier 1 Instruction

Identify opportunities for teacher-delivered, low-intensity strategies

Connect students to Tier 2 and Tier 3 interventions

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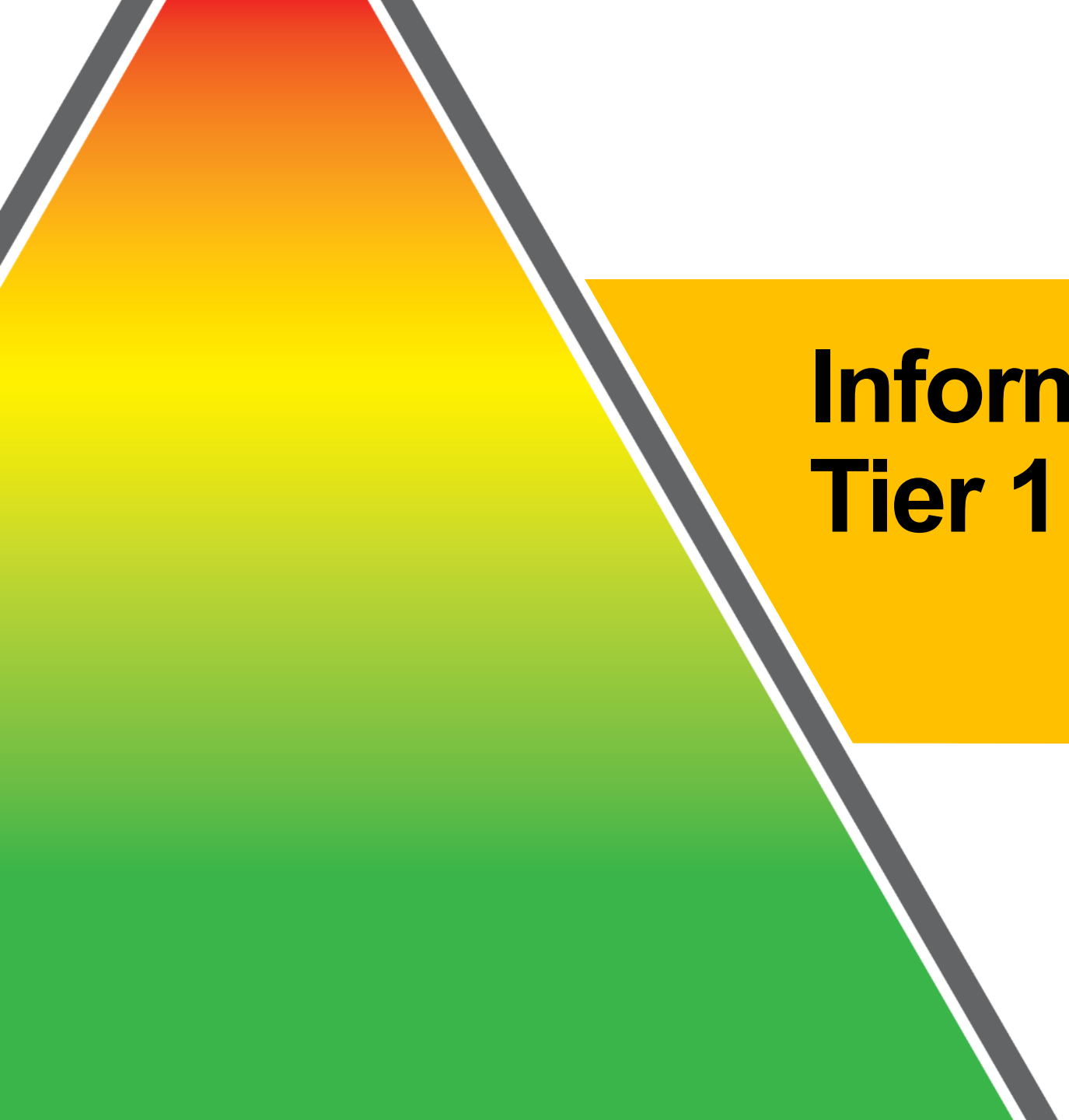
Using Systematic Screening Data to…

Inform Instruction at Tier 1

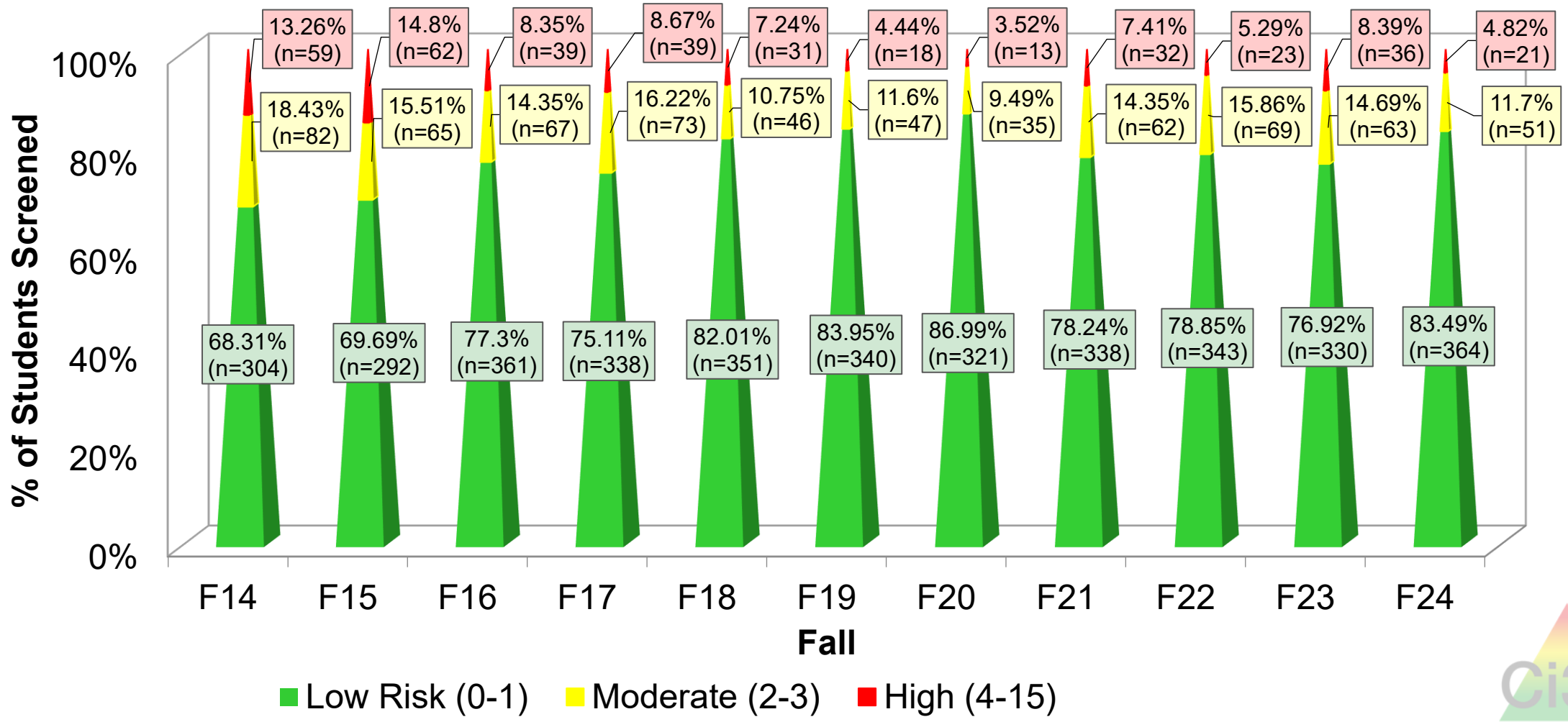
Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports



Inform Instruction at Tier 1

Fall Over Time
SRSS-Internalizing Results – Elementary School Level



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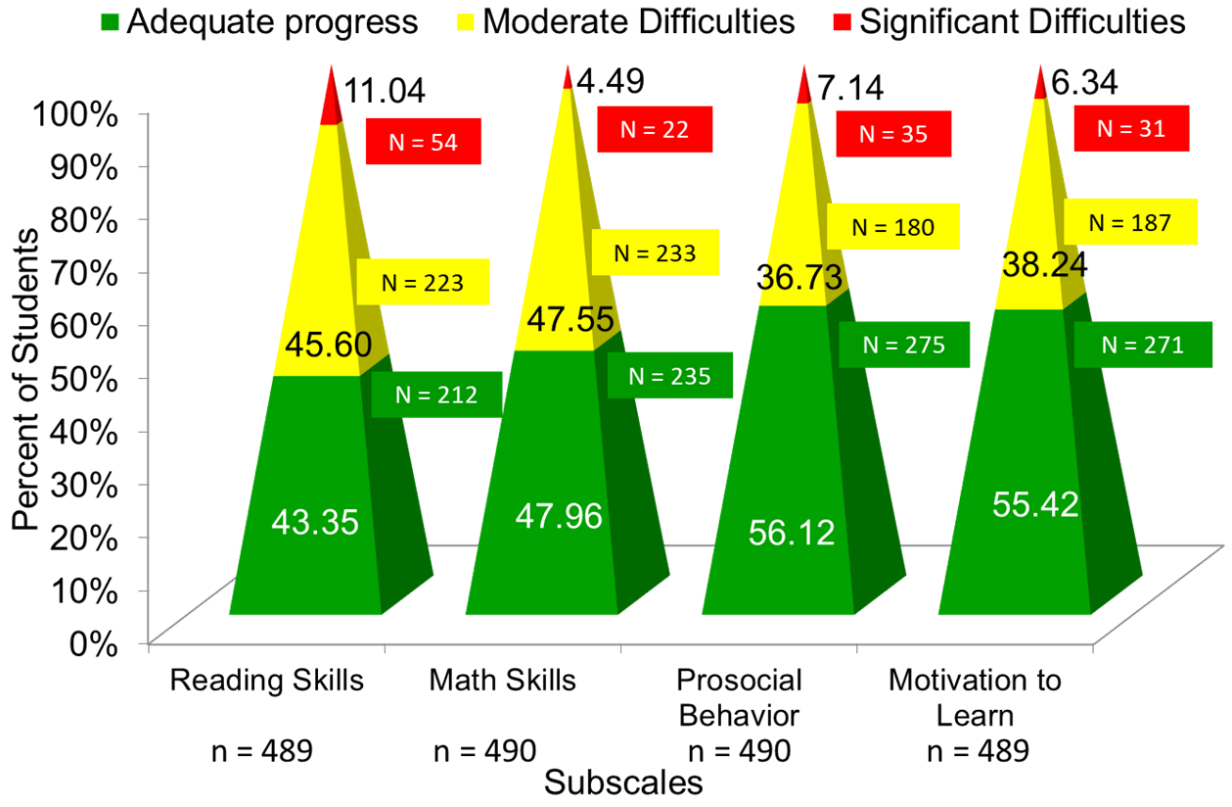
Data to Indicate a Focus on Tier 1: School Level

Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure, 58*(1), 143-158.

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Data to Indicate a Focus on Tier 1: Breakdown by Grade-Level

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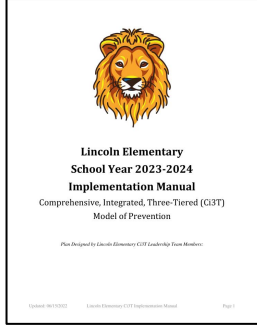

Academics

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Responsibilities
Faculty and Staff: • Teach core programs according to district and state standards with integrity • Use teacher-delivered, low-intensity strategies to support students' active engagement	**Faculty and Staff:** Implement Positive Behavioral Interventions and Supports (PBIS) with integrity. • Teach all setting Expectations within the first week of school and reteach Expectations (monthly). • Display and model school-wide expectations in classrooms and other key settings. • Implement the reactive plan with integrity.	**Faculty and Staff:** Teach schoolwide social skills/ character education curricula with integrity: • Teach daily Second Step ® lessons (link to grade level instructional schedules) • Seek ways to engage parents as partners in the school program

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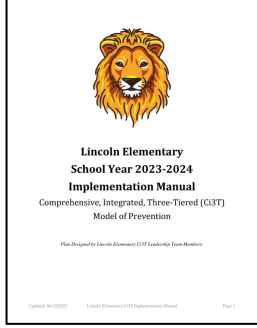
Academics



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Behavioral

Embedding and Integrating Ci3T Domains Into Daily Instruction

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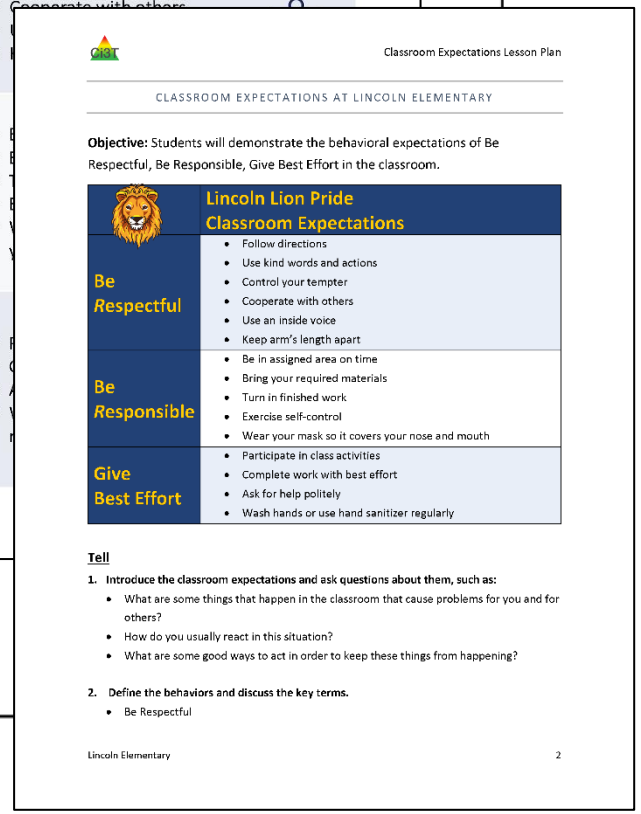

Classroom Expectations Lesson Plan

CLASSROOM EXPECTATIONS AT LINCOLN ELEMENTARY

Objective: Students will demonstrate the behavioral expectations of Be Respectful, Be Responsible, Give Best Effort in the classroom.

Lincoln Lion Pride Classroom Expectations	
Be Respectful	• Follow directions • Use kind words and actions • Control your tempter • Cooperate with others • Use an inside voice • Keep arm's length apart
Be Responsible	• Be in assigned area on time • Bring your required materials • Turn in finished work • Exercise self-control • Wear your mask so it covers your nose and mouth
Give Best Effort	• Participate in class activities • Complete work with best effort • Ask for help politely • Wash hands or use hand sanitizer regularly

Tell

1. **Introduce the classroom expectations and ask questions about them, such as:**
   - What are some things that happen in the classroom that cause problems for you and for others?
   - How do you usually react in this situation?
   - What are some good ways to act in order to keep these things from happening?
2. **Define the behaviors and discuss the key terms.**
   - Be Respectful

Lincoln Elementary 2

Behavioral

Embedding and Integrating Ci3T Domains Into Daily Instruction

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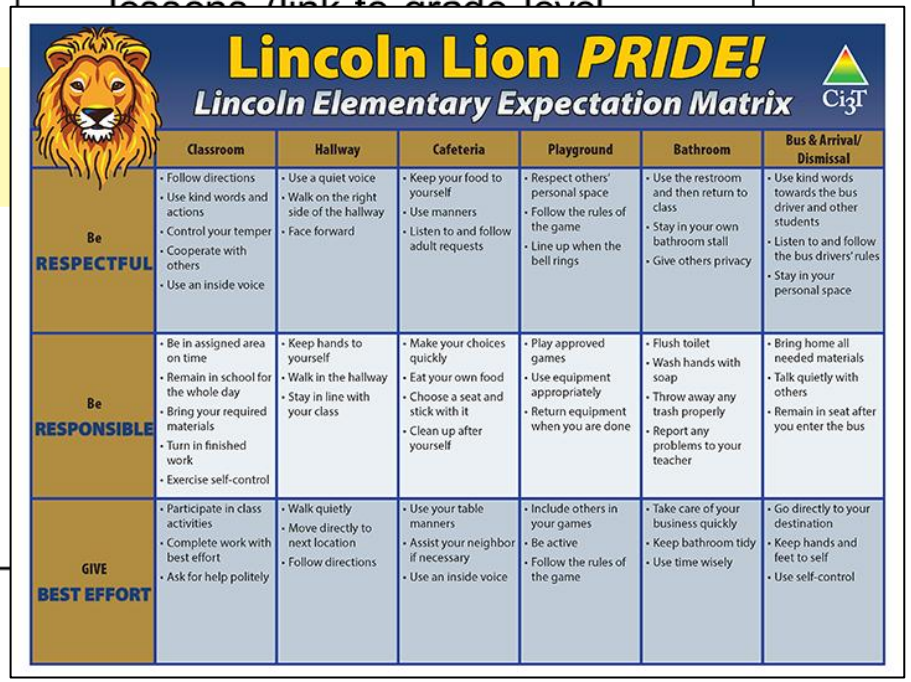

Lincoln Lion PRIDE!

Lincoln Elementary Expectation Matrix

Ci3T

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/ Dismissal
Be **RESPECTFUL**	• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Face forward	• Keep your food to yourself • Use manners • Listen to and follow adult requests	• Respect others' personal space • Follow the rules of the game • Line up when the bell rings	• Use the restroom and then return to class • Stay in your own bathroom stall • Give others privacy	• Use kind words towards the bus driver and other students • Listen to and follow the bus drivers' rules • Stay in your personal space
Be **RESPONSIBLE**	• Be in assigned area on time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control	• Keep hands to yourself • Walk in the hallway • Stay in line with your class	• Make your choices quickly • Eat your own food • Choose a seat and stick with it • Clean up after yourself	• Play approved games • Use equipment appropriately • Return equipment when you are done	• Flush toilet • Wash hands with soap • Throw away any trash properly • Report any problems to your teacher	• Bring home all needed materials • Talk quietly with others • Remain in seat after you enter the bus
GIVE **BEST EFFORT**	• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move directly to next location • Follow directions	• Use your table manners • Assist your neighbor if necessary • Use an inside voice	• Include others in your games • Be active • Follow the rules of the game	• Take care of your business quickly • Keep bathroom tidy • Use time wisely	• Go directly to your destination • Keep hands and feet to self • Use self-control

Behavioral

Embedding and Integrating Ci3T Domains Into Daily Instruction

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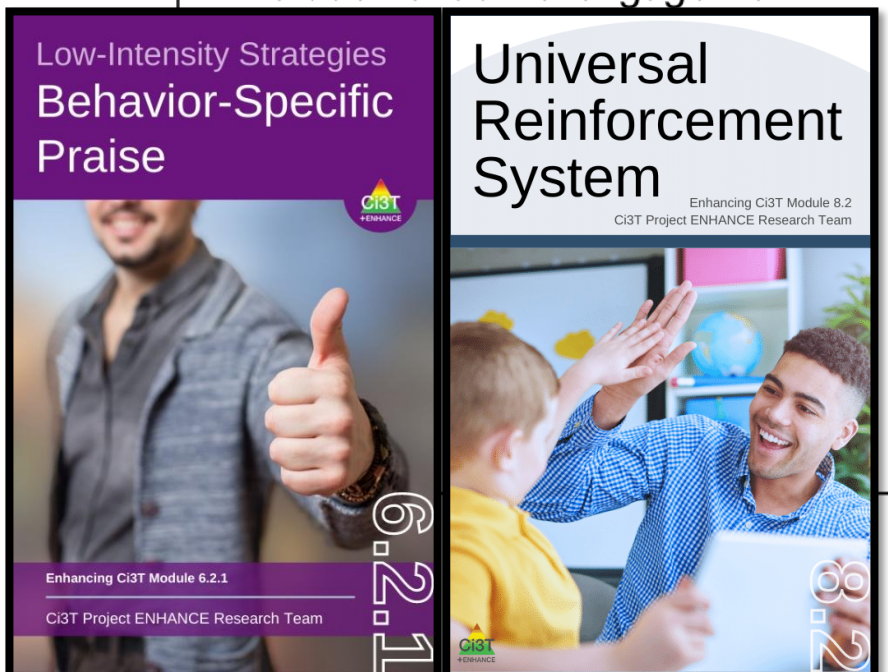

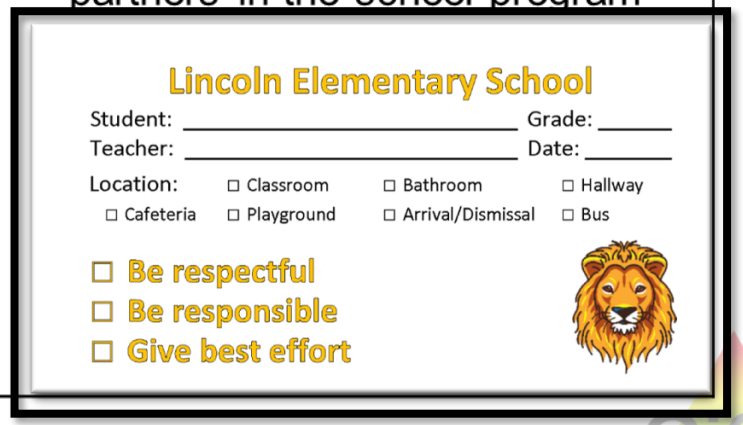

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6-Step Instructional Approach for Responding to Challenging Behavior

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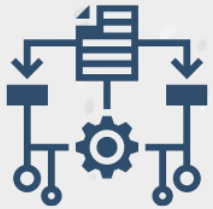
In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

1 Show empathy

- recognize student in distress
- communicate support
- consider timing & body language

2 Maintain flow of instruction



- explain instructions clearly
- check for understanding
- give physical space

3 Acknowledge other students meeting expectations

- provide behavior-specific praise when students meet expectations and show previously taught skills

4 Redirect and reteach expected behavior

Remember, the direction is to pick even or odd problems!

- remind student of what needs to done
- be brief and clear

5 Allow time and space

- move away and allow student time to get back on track
- avoid "hovering"

6 Recognize and reinforce appropriate behavior when demonstrated

- look for opportunities to reinforce expectations
- give immediate, precise, and sincere feedback

How we *first* respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!

References: Colvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates
Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.

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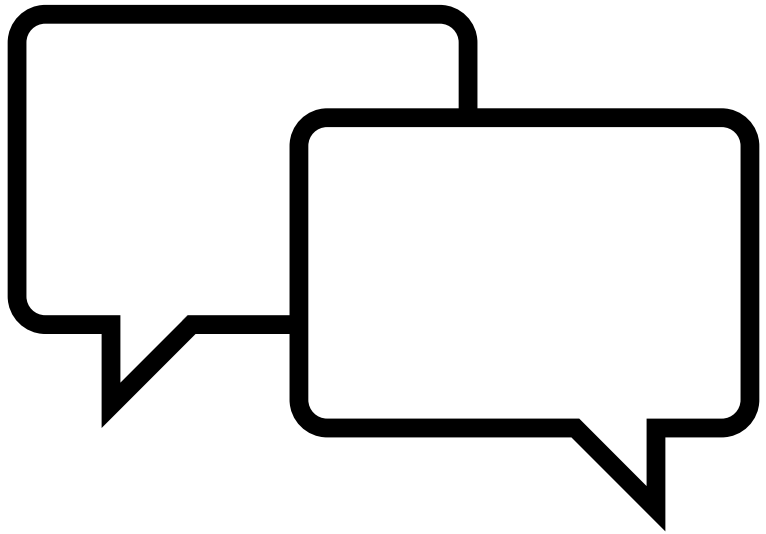
Talk Time 1: Building the Base

- How do you currently teach and practice expected behaviors?
- How do you currently acknowledge expected behaviors?



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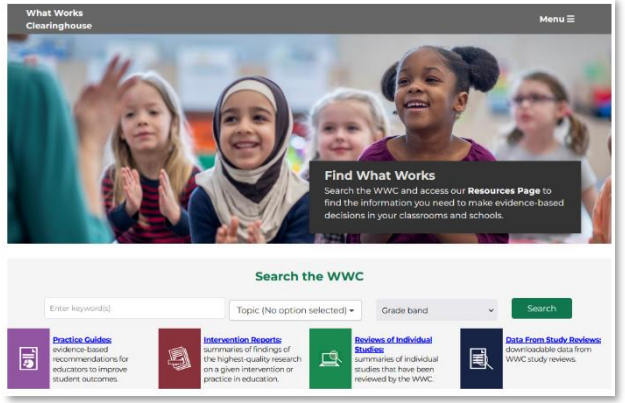
Social



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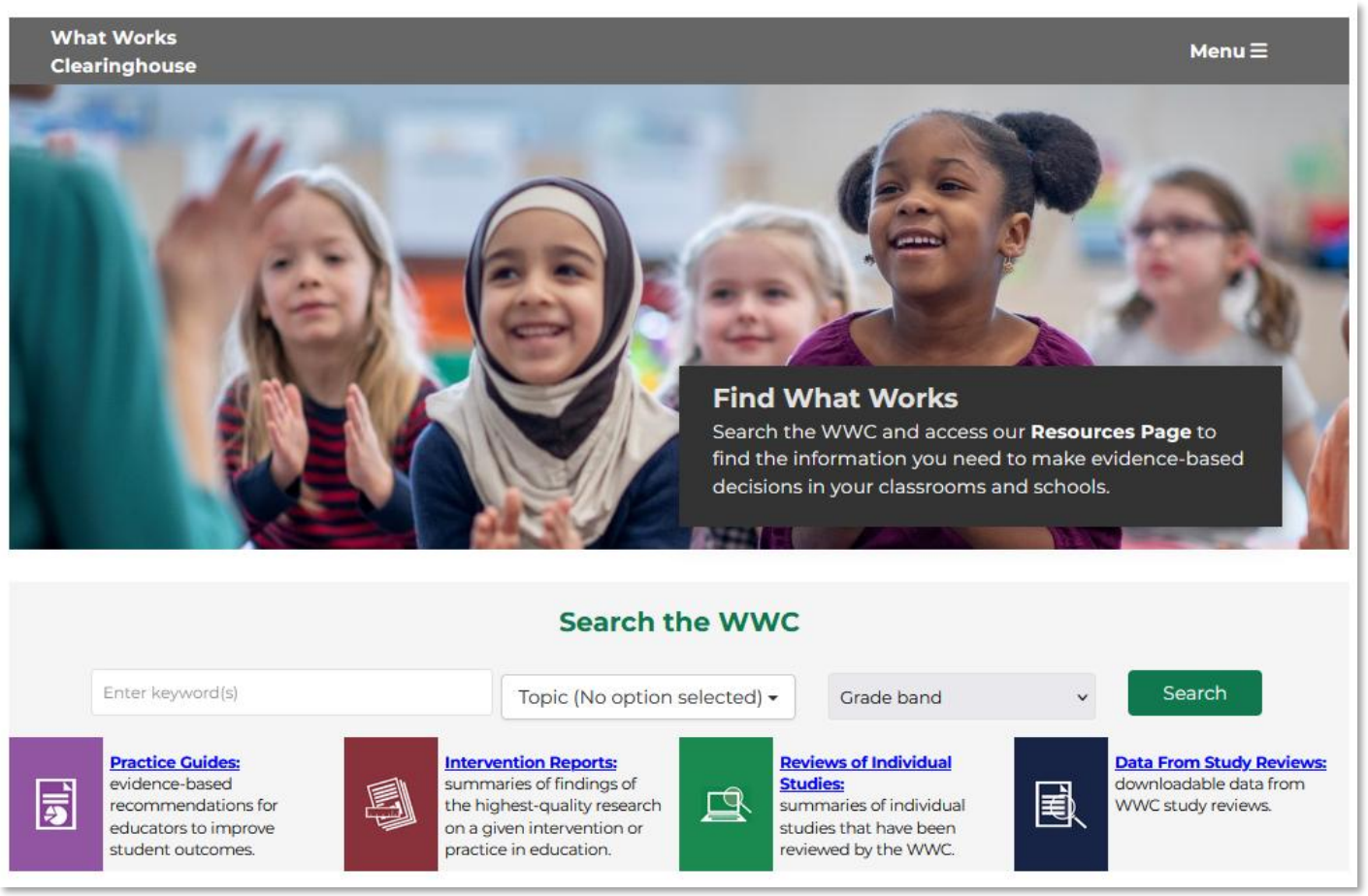
What Works Clearinghouse



https://ies.ed.gov/ncee/wwc/

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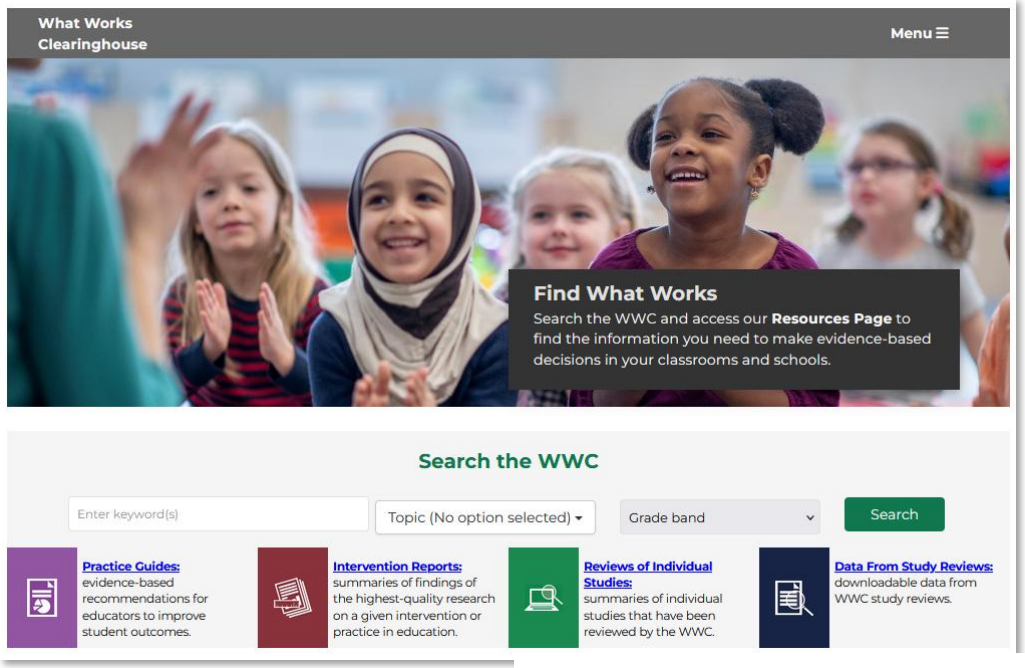
Exploring Resources: What Works Clearinghouse



[What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)

https://ies.ed.gov/ncee/wwc/

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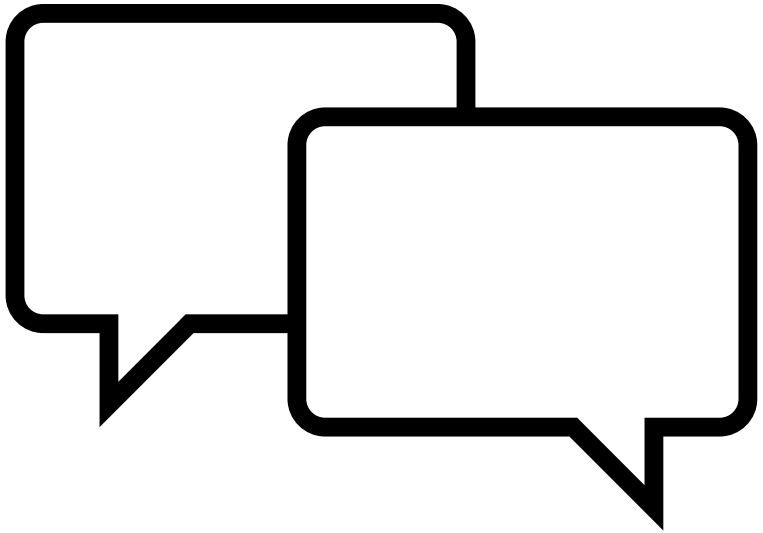
Talk Time 2: Building the Base

- How do you currently teach social and emotional well being skills?
- What are your school or district's current areas of strength in academic, behavior, and social and emotional well-being learning domains?



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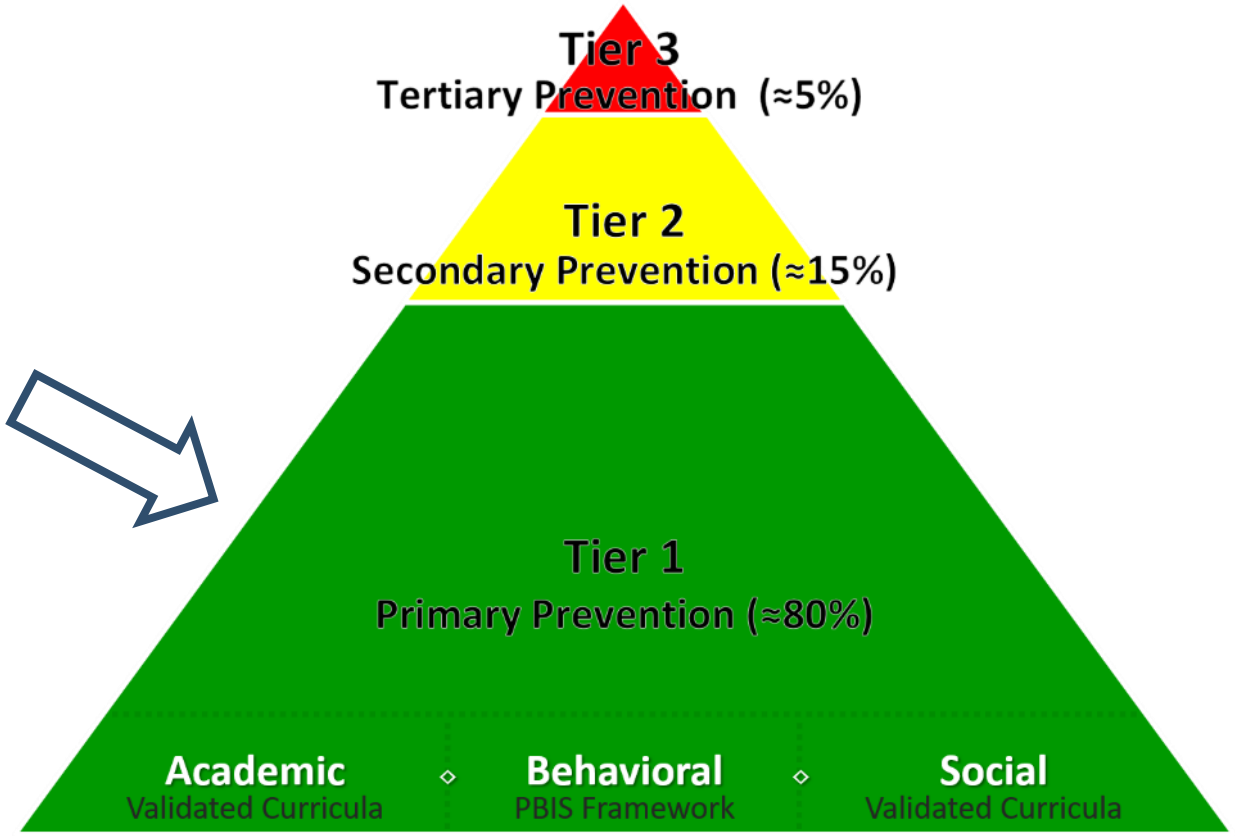
Providing Integrated Instruction: Ci3T Integrated Lesson Planning



Date: Class: Unit:

Integrated Lesson Plan

Topic / Standards	Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion					
Academic Objective(s)		Differentiated Objectives					
Social Skills Objective(s)							
Behavioral Expectation(s)							
Materials & Technology		Adapted or Assistive Technologies Instructional Choices					
Opening Activity (independent)							

Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *Ci3T integrated lessons plan template*. www.ci3t.org.

Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, July). *Embedding and integrating Ci3T domains into daily instruction*. Author. https://doi.org/10.17161/ci3t.42880

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Date: Class: Unit:

Integrated Lesson Plan

Topic	Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Standards							

Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion Differentiated Objectives
Academic Objective(s)		
Social Skills Objective(s)		
Behavioral Expectation(s)		

Teacher Reflection

Implementation: 0=*not at all*, 1=*limited*, 2=*partial*, 3=*full*

Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Precorrection (PC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Met individual student plan for academic, social skill, and behavioral supports.					0 1 2 3	

What went well?

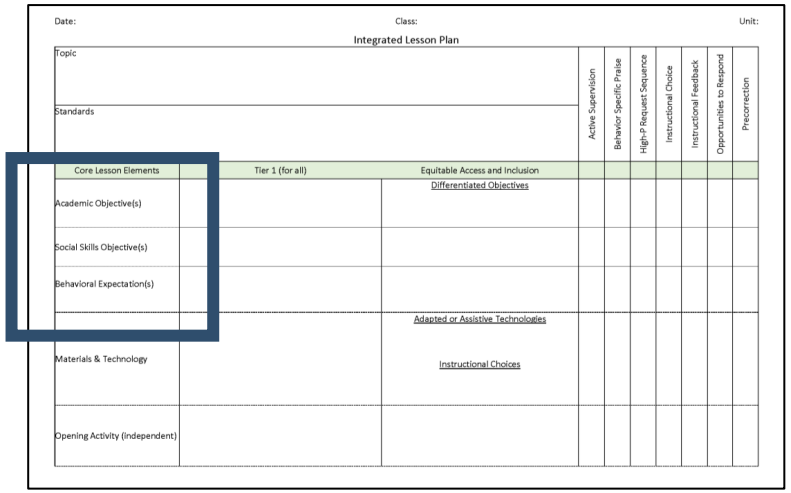
What did not go as expected?

What would I change in the future?

Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *Ci3T integrated lessons plan template*. www.ci3t.org.

Clarifying Lesson Objectives

- What academic skills (see standards) will students practice?
- What social skills (see Tier 1 curriculum) will students apply?
- What behavior expectations (see Expectation Matrix) will students demonstrate?



Date: Class: Unit:

Integrated Lesson Plan

Topic / Standards			Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion							
Academic Objective(s)		Differentiated Objectives							
Social Skills Objective(s)									
Behavioral Expectation(s)									
Materials & Technology		Adapted or Assistive Technologies Instructional Choices							
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Opportunities to Incorporate Low-Intensity Strategies

Where in my lesson might I incorporate a low-intensity strategy?

Date: Class:

Integrated Lesson Plan

Topic			Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Standards									
Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion							
Academic Objective(s)		Differentiated Objectives							
Social Skills Objective(s)									
Behavioral Expectation(s)									
Materials & Technology		Adapted or Assistive Technologies Instructional Choices							
Opening Activity (Independent)									

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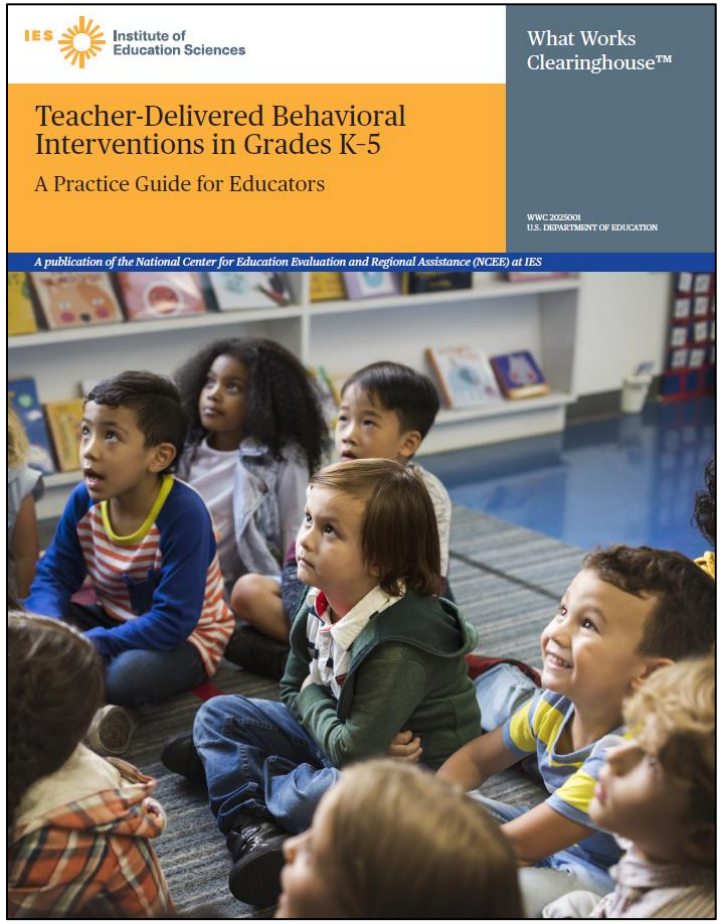
Resource Spotlight!



IES WWC What Works Clearinghouse ☰ MENU Search Go

PRACTICE GUIDE

Teacher-Delivered Behavioral Interventions in Grades K-5

Released: December 2024

- **Introduction document (160 KB)**
- **Summary document (479 KB)**
- **Full Guide (5.7 MB)**

Recommendations | Details | Panel

This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K–5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

1 Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations. ▾ Show More	STRONG EVIDENCE	TIER 1 STRONG
2 Remind students to engage in expected behaviors. ▾ Show More	STRONG EVIDENCE	TIER 1 STRONG
3 Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards. ▾ Show More	STRONG EVIDENCE	TIER 1 STRONG
4 Offer instructional choices to students to increase engagement and agency. ▾ Show More	MODERATE EVIDENCE	TIER 2 MODERATE
5 Provide students frequent and varying opportunities to respond to and engage in activities. ▾ Show More	MODERATE EVIDENCE	TIER 2 MODERATE
6 Teach students to monitor and reflect on their own behavior.		TIER 2

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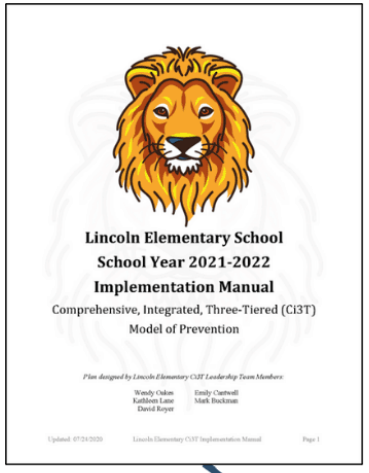
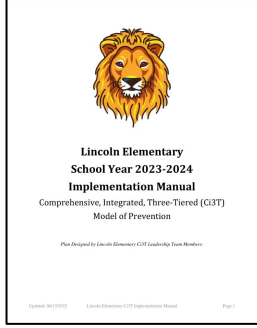
Low-Intensity, Teacher-Delivered Strategies at Tier 1



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities

Faculty and Staff:
Teach core programs according to district and state standards with integrity:
• English Language Arts (90 min of uninterrupted reading instruction; 30 min additional writing): *Scott Foresman Reading Street Common Core*
• Math (60 min of core) Houghton Mifflin Harcourt *Math Expressions Common Core*
• Differentiate instruction to meet the needs of all students.
• Plan for learning opportunities that minimize the use of instructional time and student engagement.
• Use proactive evidence-based strategies to support students' active engagement. Examples:
  ○ Active supervision
  ○ Precorrection
  ○ Instructional feedback
  ○ Instructional choice
  ○ Increased opportunities to respond
  ○ Behavior specific praise
  ○ High-p requests
• Provide meaningful and appropriate practice opportunities.
• Provide feedback in a timely manner to students and parents.
• Conduct, report, and use screening and assessments (see Assessment Schedule).
  ○ Benchmark progress three times a year for reading and math.
	Faculty and Staff:
	Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.
	• Foster a safe environment for all students.
	• Teach all setting **Expectations** within the first week of school and reteach **Expectations** (monthly).
	• Display and model school-wide expectations in classrooms and other key settings.
	• Be consistent with expectations.
	• Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings.
	• Demonstrate professional behavior and a positive attitude.
	• Follow the six-step instructional approach to support students struggling to meet expectations:
	  1. Show empathy
	  2. Maintain flow of instruction
	  3. Acknowledge other students meeting expectations
	  4. Redirect and Reteach expected behavior
	  5. Allow time and space
	  6. Recognize/reinforce appropriate behavior when demonstrated
	• Implement the reactive plan with integrity.
	• Conduct, report, and use screening and assessments (see **Assessment Schedule**)
		Faculty and Staff:
		Teach schoolwide social skills/ character education curricula with integrity:
		• Teach daily *Second Step* ® lessons (link to grade level instructional schedules)
		• Model social skills expected.
		• Teach Bully Prevention in Positive Behavior Support (*Stop, Walk, Talk*; OSEP-TAC, PBIS.org) according to master school schedule; 20 – 50 min lessons.
		• Provide tickets paired with behavior specific praise when students meet expectations.
		• Maintain communication with students and parents/guardians.
		• Seek ways to engage parents as partners in the school program.
		• Collaborate regularly with colleagues.



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Tier 1

Practical Strategies for Preventing and Responding to Challenging Behavior

Embedding Low-Intensity Supports in Daily Instruction

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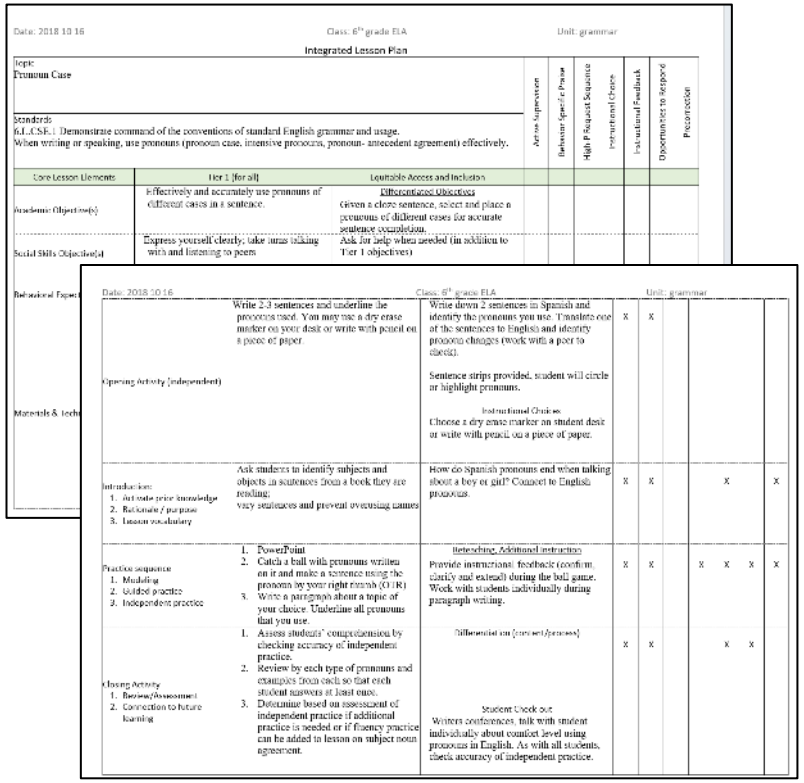
Exploring Resources:

Embedding and Integrating Ci3T Domains Into Daily Instruction



Integrated Lesson Plan

Topic: Pronoun Case

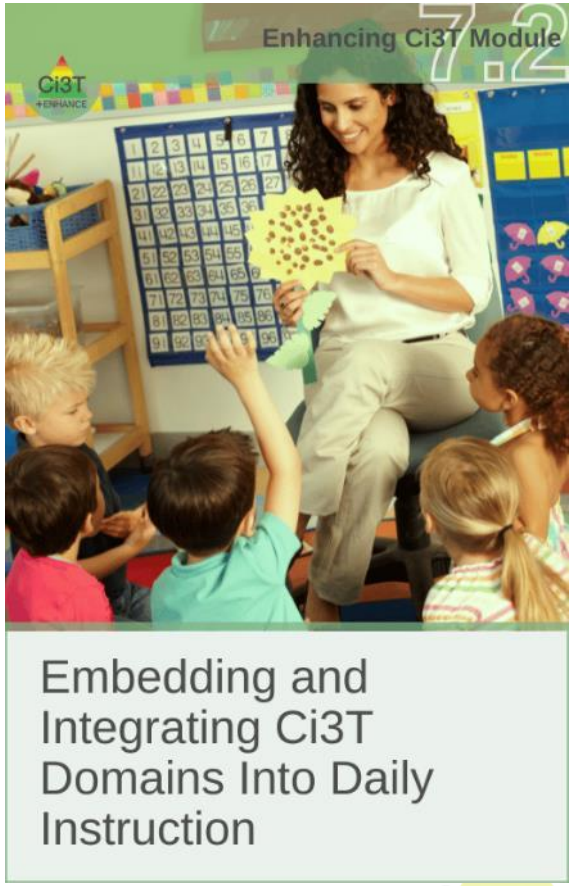
Standards: 6.L.CS.C.1 Demonstrate command of the conventions of standard English grammar and usage. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

Core Lesson Elements	Tier 1 [for all]	Equitable Access and Inclusion
Academic Objective(s)	Effectively and accurately use pronouns of different cases in a sentence.	Differentiated Objectives: Given a cloze sentence, select and place a pronouns of dilleent cases for accurate sentence completion.
Social Skills Objective(s)	Express yourself clearly; take turns talking with and listening to peers	Ask for help when needed (in addition to Tier 1 objectives)

Across Supervision | Behavior Specific Praise | High P Request Sequence | Instructional Choice | Instructional Feedback | Opportunities to Respond | Preparation

Date: 2018 10 16 | Class: 6th grade ELA | Unit: grammar

Opening Activity (independent)	Write 2-3 sentences and underline the pronouns used. You may use a dry erase marker on your desk or write with pencil on a piece of paper.	Write down 2 sentences in Spanish and identify the pronouns you use. Translate one of the sentences to English and identify pronoun changes (work with a peer to check). Sentence strips provided, student will circle or highlight pronouns. Instructional Choices: Choose a dry erase marker on student desk or write with pencil on a piece of paper.	x	x					
Introduction: 1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary	Ask students to identify subjects and objects in sentences from a book they are reading; vary sentences and prevent overusing names	How do Spanish pronouns end when talking about a boy or girl? Connect to English pronouns.	x	x			x		x
Practice sequence 1. Modeling 2. Guided practice 3. Independent practice	1. PowerPoint 2. Catch a ball with pronouns written on it and make a sentence using the pronoun by your right thumb (O HR) 3. Write a paragraph about a topic of your choice. Underline all pronouns that you use.	Reteaching, Additional Instruction: Provide instructional feedback (confirm, clarify and extend) during the ball game. Work with students individually during paragraph writing.	x	x		x	x	x	x
Closing Activity 1. Review/Assessment 2. Connection to future learning	1. Assess students' comprehension by checking accuracy of independent practice. 2. Review by each type of pronouns and examples from each so that each student answers at least once. 3. Determine based on assessment of independent practice if additional practice is needed or if fluency practice can be added to lesson on subject noun agreement.	Differentiation [pre-set/process]: Student Check out: Writers conferences, talk with student individually about comfort level using pronouns in English. As with all students, check accuracy of independent practice.	x	x			x	x	



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Embedding and Integrating Ci3T Domains Into Daily Instruction

Exploring Resources:
Embedding and Integrating Ci3T Domains Into Daily Instruction

https://www.ci3t.org/enhance

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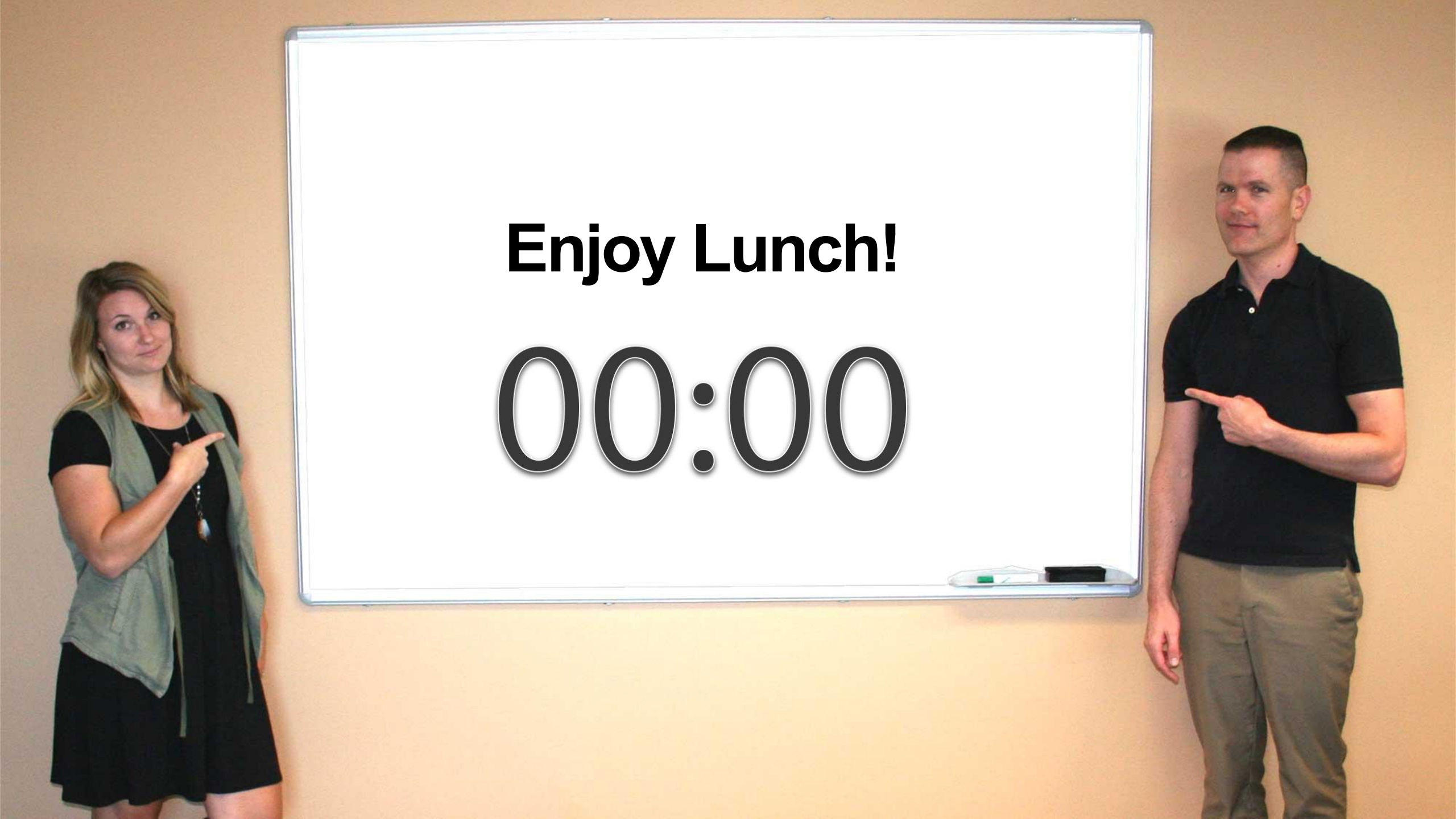
Enjoy Lunch!
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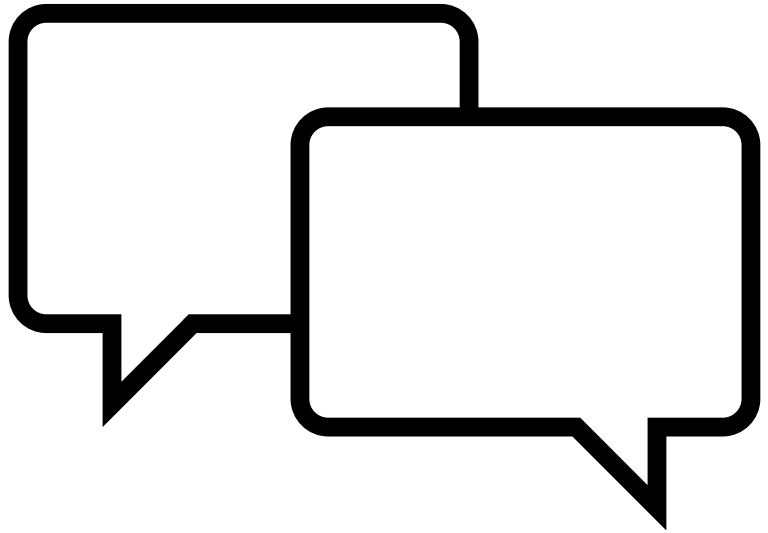
Talk Time: Integrated Instruction

- What could be the benefit of using an integrated approach to lesson planning?
- Create an action plan for:
  - Sharing this information with one or more colleagues
  - Using this information



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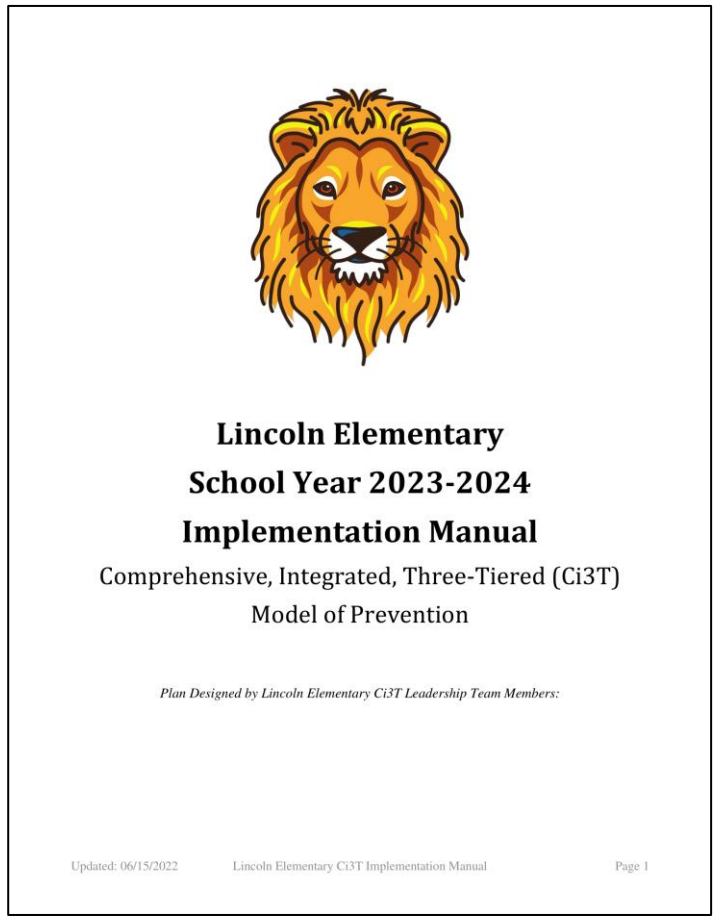
Tier 1: Support for All



Lincoln Elementary

School Year 2023-2024

Implementation Manual

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Updated: 06/15/2022 Lincoln Elementary Ci3T Implementation Manual Page 1

Ci3T = Proactive + Reactive

Approaches to support positive behavior

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The ABCs of Behavior:
A Focus On the Before and After

The ABCs of behavior, also known as the three-term contigency, can help us analyze antecedents, behavior, and consequences to explain, predict, and shape future behavior.

Antecedent

Antecedents are events that come before the behavior occurs, or things that set the stage for behavior to occur.

What happened before the behavior?

Behavior

Behavior refers to anything an individual does that is observable, measurable, and repeatable. Consider acquisition (can't do) and performance (won't do) behavioral needs.

What did the student do?

Consequence

Consequences are anything that comes following a behavior. They include events, situations, people's behavior, or things.

What happened after the behavior occurred?

Function

Why did the behavior happen?

- Identifies the reason why the behavior occurred, or why it is effective.
- There are different reasons individuals do things (to access or avoid things).

Collect and use data to inform decisions

All learning happens through consequences!

- **Antecedents** influence behavior and affect our future actions.
- **Consequences** determine the likelihood of engaging in behavior in the future.

Understanding Consequences: The Power of Reinforcement

Consequences are simply what occurs after the behavior. They do not have to be good or bad. Some consequences of behavior are natural, and others can be planned to support more positive behavior. We can use reinforcement intentionally as a consequence to increase the future probability of desirable behavior occurring. It is important to first identify what types of things students find reinforcing, depending on the function of their behavior, or why it happens and why it continues to occur.

Consequences

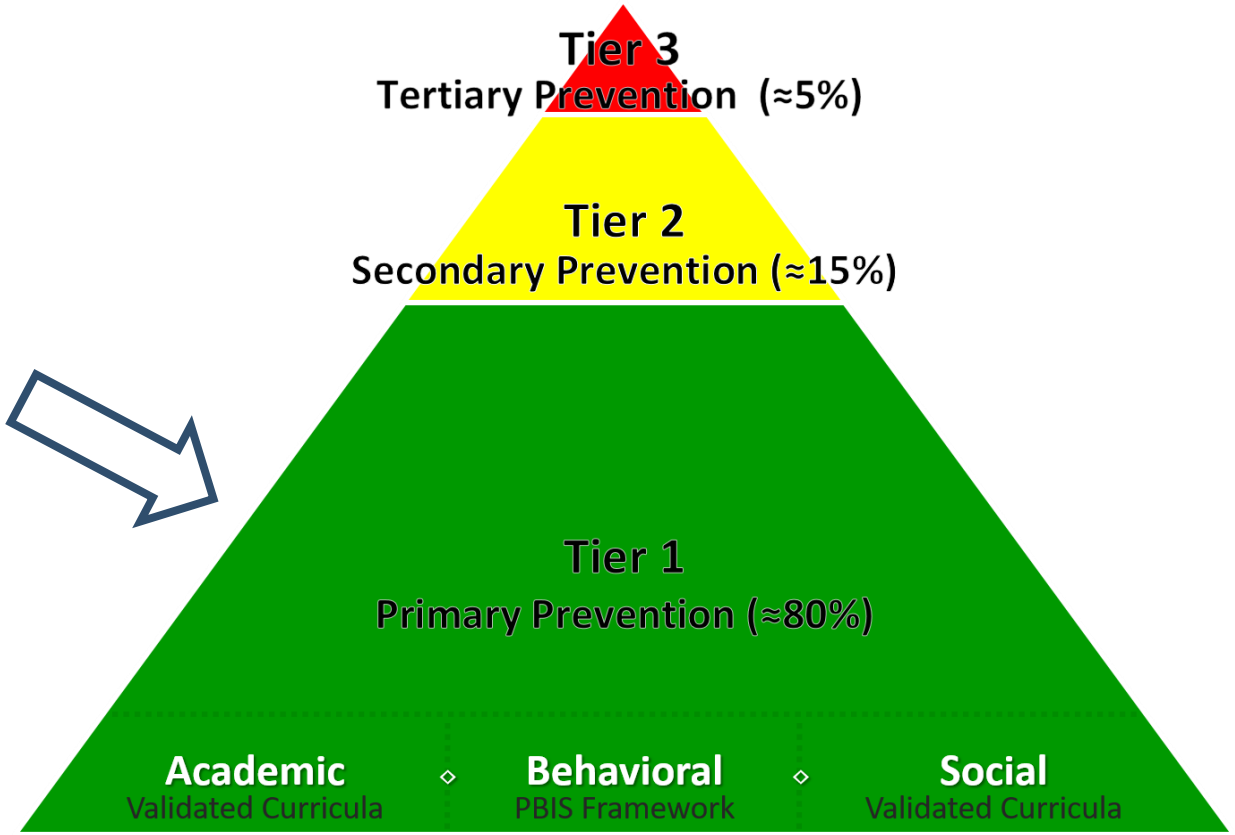
Effect on Future Behavior	Adds or Increases Stimulus (+)	Removes or Decreases Stimulus (–)
Increase	**Positive Reinforcement:** Introduces something desirable	**Negative Reinforcement:** Takes away something undesirable
Decrease	**Positive Punishment:** Introduces something aversive	**Negative Punishment:** Takes away something desirable

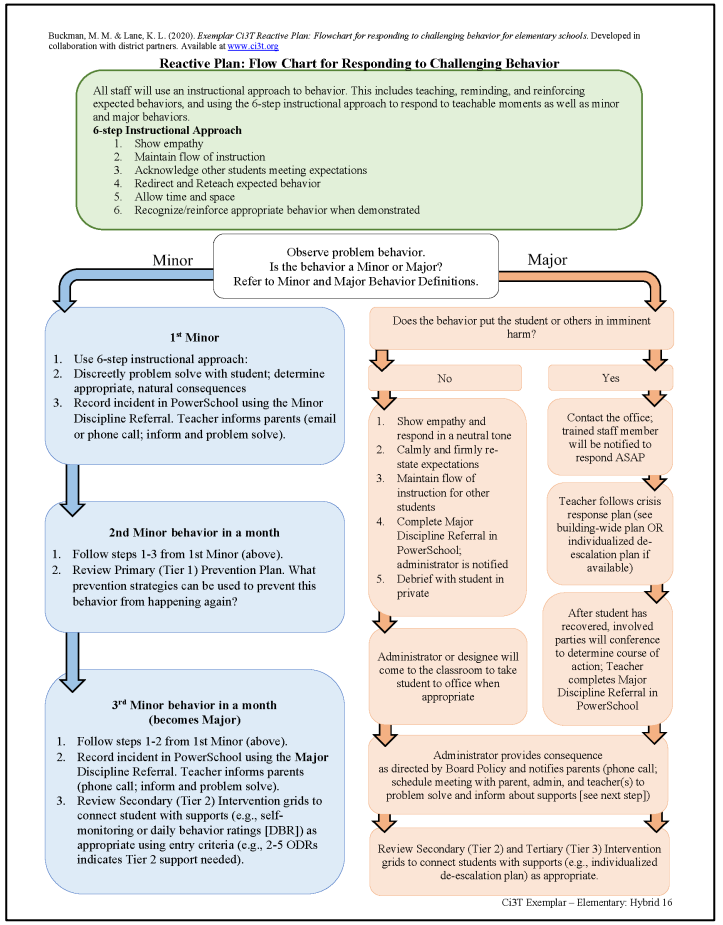
Reinforcement

	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangible/ Activities		
Sensory		

Remember *all learning happens through consequences!*

A Focus on: Responding to Challenging Behavior





Buckman, M. M. & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools.* Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

1. Show empathy
2. Maintain flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and Reteach expected behavior
5. Allow time and space
6. Recognize/reinforce appropriate behavior when demonstrated

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

Minor

1st Minor

1. Use 6-step instructional approach:
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor Discipline Referral. Teacher informs parents (email or phone call; inform and problem solve).

2nd Minor behavior in a month

1. Follow steps 1-3 from 1st Minor (above).
2. Review Primary (Tier 1) Prevention Plan. What prevention strategies can be used to prevent this behavior from happening again?

3rd Minor behavior in a month (becomes Major)

1. Follow steps 1-2 from 1st Minor (above).
2. Record incident in PowerSchool using the **Major** Discipline Referral. Teacher informs parents (phone call; inform and problem solve).
3. Review Secondary (Tier 2) Intervention grids to connect student with supports (e.g., self-monitoring or daily behavior ratings [DBR]) as appropriate using entry criteria (e.g., 2-5 ODRs indicates Tier 2 support needed).

Major

Does the behavior put the student or others in imminent harm?

No

1. Show empathy and respond in a neutral tone
2. Calmly and firmly re-state expectations
3. Maintain flow of instruction for other students
4. Complete Major Discipline Referral in PowerSchool; administrator is notified
5. Debrief with student in private

Administrator or designee will come to the classroom to take student to office when appropriate

Yes

Contact the office; trained staff member will be notified to respond ASAP

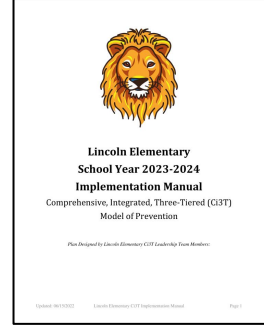
Teacher follows crisis response plan (see building-wide plan OR individualized de-escalation plan if available)

After student has recovered, involved parties will conference to determine course of action; Teacher completes Major Discipline Referral in PowerSchool

Administrator provides consequence as directed by Board Policy and notifies parents (phone call; schedule meeting with parent, admin, and teacher(s) to problem solve and inform about supports [see next step])

Review Secondary (Tier 2) and Tertiary (Tier 3) Intervention grids to connect students with supports (e.g., individualized de-escalation plan) as appropriate.

Ci3T Exemplar – Elementary: Hybrid 16



Lincoln Elementary
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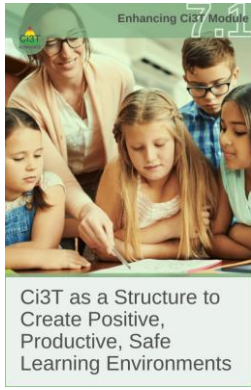

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Major

Does the behavior put the student or others in imminent harm?

No

1. Show empathy and respond in a neutral tone
2. Calmly and firmly re-state expectations
3. Maintain flow of

Yes

Contact the office; trained staff member will be notified to respond ASAP

Lincoln Elementary
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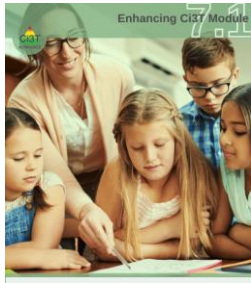

Ci3T as a Structure to Create Positive, Productive, Safe Learning Environments

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Describing a 6-step Instructional Approach for Responding to Challenging Behavior

6-Step Instructional Approach for Responding to Challenging Behavior

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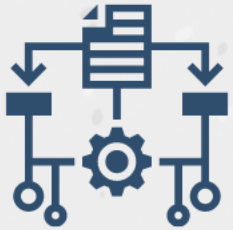
In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

1 Show empathy

- recognize student in distress
- communicate support
- consider timing & body language

2 Maintain flow of instruction



- explain instructions clearly
- check for understanding
- give physical space

3 Acknowledge other students meeting expectations

- provide behavior-specific praise when students meet expectations and show previously taught skills

4 Redirect and reteach expected behavior

Remember, the direction is to pick even or odd problems!

- remind student of what needs to done
- be brief and clear

5 Allow time and space

- move away and allow student time to get back on track
- avoid "hovering"

6 Recognize and reinforce appropriate behavior when demonstrated

- look for opportunities to reinforce expectations
- give immediate, precise, and sincere feedback

*** How we *first* respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!**

Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.

How Do I Implement a 6-Step Instructional Approach at My School?

- **Step 1** Show empathy
- **Step 2** Maintain the flow of instruction
- **Step 3** Acknowledge other students meeting expectations
- **Step 4** Redirect and reteach expected behavior
- **Step 5** Allow time and space
- **Step 6** Recognize and reinforce expected behavior when demonstrated

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Step 1: Show empathy

- What to do
- Why to do it
- What to avoid

Step 1: Show empathy

What to do

- Connect privately
- Strategically pause instruction
- Body language
- Verbally acknowledge & validate emotions

Why to do it

What to avoid

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Step 1: Show empathy

What to do

Why to do it

- Builds relationships
- Less likely to lead to escalation

What to avoid

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Step 1: Show empathy

What to do

Why to do it

What to avoid

- Harsh & public communication
- Overbearing
- Long winded

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Step 2: Maintain the flow of instruction

What to do

- Repeat instructions in a positive, friendly tone
- Physical movement

Why to do it

What to avoid

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Step 2: Maintain the flow of instruction

What to do

Why to do it

Creates solutions-based environments

What to avoid

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Step 2: Maintain the flow of instruction

What to do

Why to do it

What to avoid

- Engaging in arguments
- Providing too much attention

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Step 3: Acknowledge other students meeting expectations

What to do

- Behavior-specific praise
- Keep instruction moving forward
- Be calm and sincere

Why to do it

What to avoid

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Step 3: Acknowledge other students meeting expectations

What to do

Why to do it

Creates a positive, praise-rich environment to reinforce what is expected

What to avoid

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Step 3: Acknowledge other students meeting expectations

What to do

Why to do it

What to avoid

- Raising voice
- Body language that communicates distress or frustration

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Step 4: Redirect and reteach expected behavior

What to do

- Redirect the student to the task
- Provide reminders
- Reteach expected behavior

Why to do it

What to avoid

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Step 4: Redirect and reteach expected behavior

What to do

Why to do it

Gives the student a way to get back on track quickly and respectfully

What to avoid

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Step 4: Redirect and reteach expected behavior

What to do

Why to do it

What to avoid

Long conversations

Ci3T
+ENHANCE

Step 5: Allow time and space

What to do

Offer choice to get back on track

Why to do it

What to avoid

Ci3T
+ENHANCE

Step 5: Allow time and space

What to do

Why to do it

Reduces perceived tension or pressure

What to avoid

Ci3T +ENHANCE

Step 5: Allow time and space

What to do

Why to do it

What to avoid

Hovering

Ci3T
+ENHANCE

Step 6: Recognize and reinforce expected behavior when demonstrated

What to do

Provide the student with a reinforcer

Why to do it

What to avoid

Ci3T +ENHANCE

Step 6: Recognize and reinforce expected behavior when demonstrated

What to do

Why to do it

Performance feedback

What to avoid

Ci3T +ENHANCE

Step 6: Recognize and reinforce expected behavior when demonstrated

What to do

Why to do it

What to avoid

Being too enthusiastic

Ci3T +ENHANCE

How Do I Implement a 6-Step Instructional Approach at My School?

- **Step 1** Show empathy
- **Step 2** Maintain the flow of instruction
- **Step 3** Acknowledge other students meeting expectations
- **Step 4** Redirect and reteach expected behavior
- **Step 5** Allow time and space
- **Step 6** Recognize and reinforce expected behavior when demonstrated

Ci3T +ENHANCE

6-Step Instructional Approach for Responding to Challenging Behavior

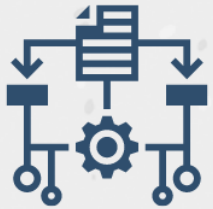
Ci3T +ENHANCE

In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

1 Show empathy

- recognize student in distress
- communicate support
- consider timing & body language

2 Maintain flow of instruction



- explain instructions clearly
- check for understanding
- give physical space

3 Acknowledge other students meeting expectations

- provide behavior-specific praise when students meet expectations and show previously taught skills

4 Redirect and reteach expected behavior

Remember, the direction is to pick even or odd problems!

- remind student of what needs to done
- be brief and clear

5 Allow time and space

- move away and allow student time to get back on track
- avoid "hovering"

6 Recognize and reinforce appropriate behavior when demonstrated

- look for opportunities to reinforce expectations
- give immediate, precise, and sincere feedback

How we *first* respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!

References: Colvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates
Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.

Ci3T +ENHANCE

Resource Review & Talk Time

1. Open the module *A Six-Step Instructional Approach to Responding to Challenging Behavior*
2. Complete one of the simulations
3. Discuss:
    1. What about the 6-Step approach do you find easiest to implement?
    2. What about the 6-Step approach might be challenging?
    3. What are some potential ways to address these challenges?

00:00

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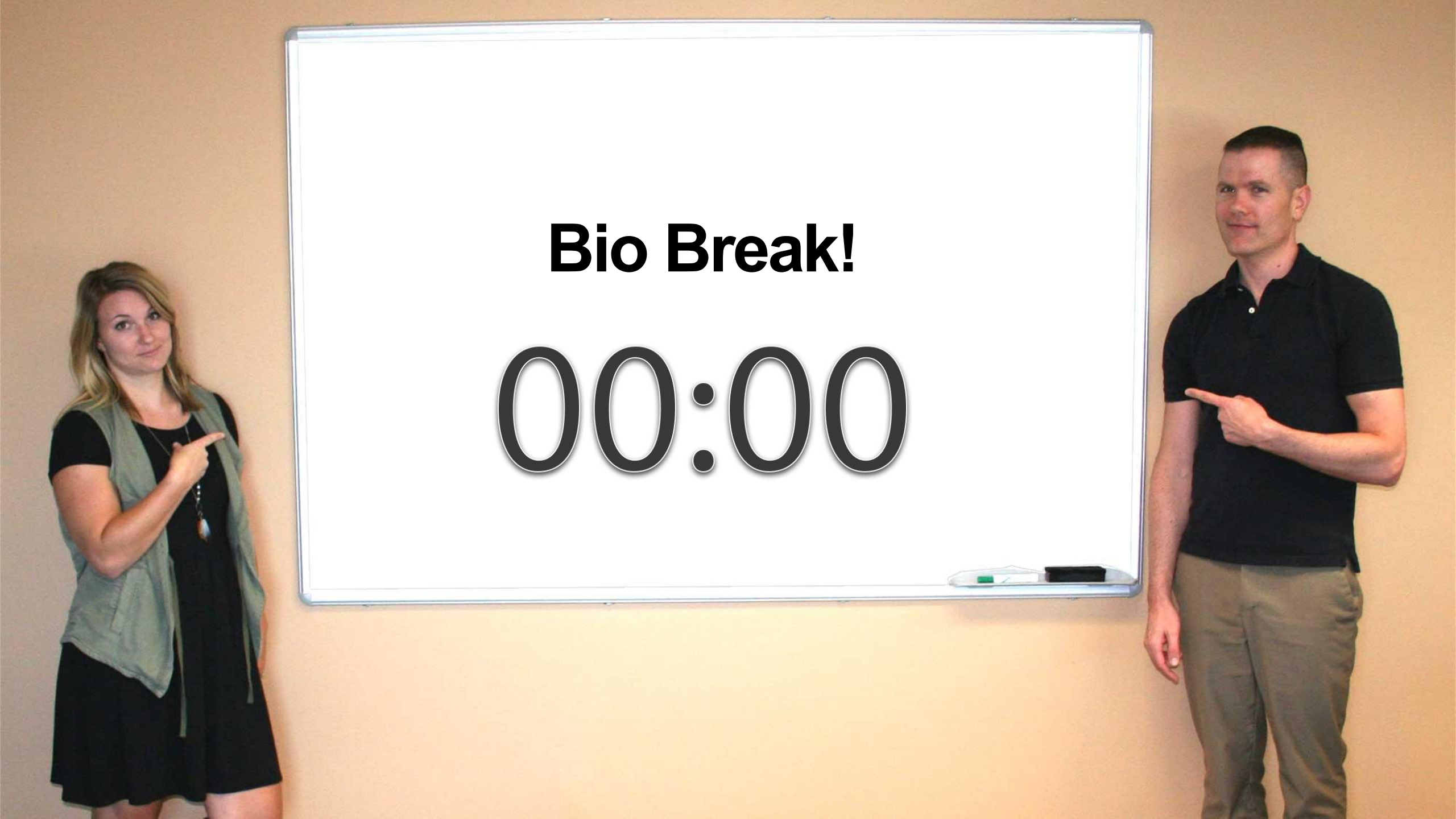
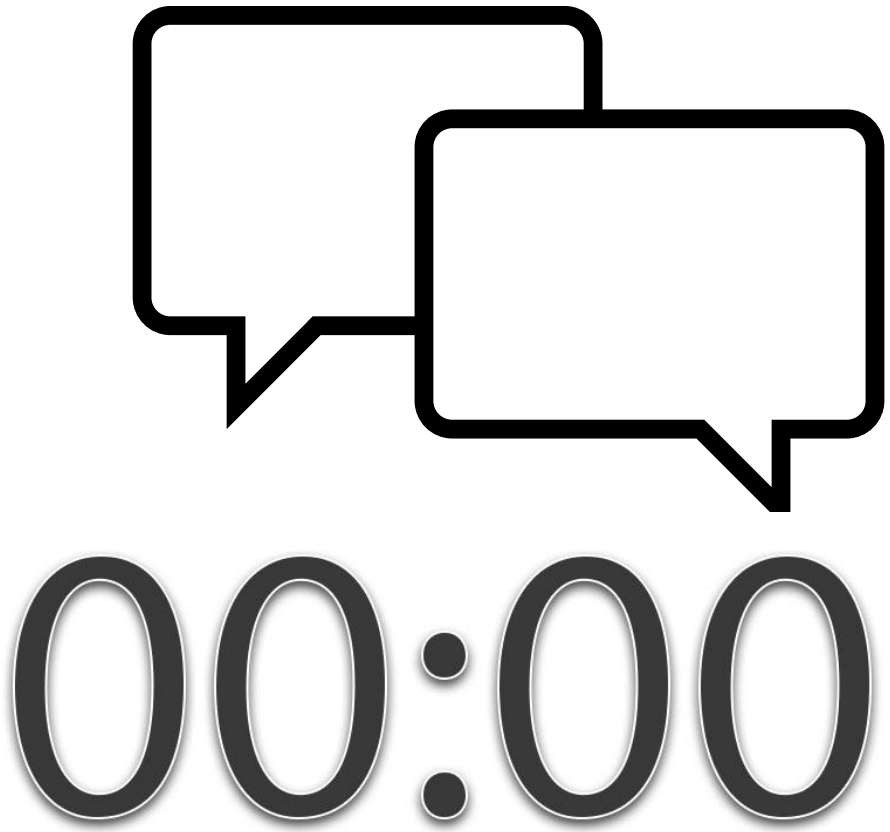

Bio Break!
00:00

Exploring Resources: A 6-Step Approach to Responding to Challenging Behavior

- Explore module resources:
  - Draft a 2-3 sentence email you can share with a colleague to explain the 6 Step Instructional Approach
  - What module resources would you share (e.g., infographic, interaction, video)?



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Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
condary Prevention (≈15%)

Tier 1
Primary Prevention (≈80%)

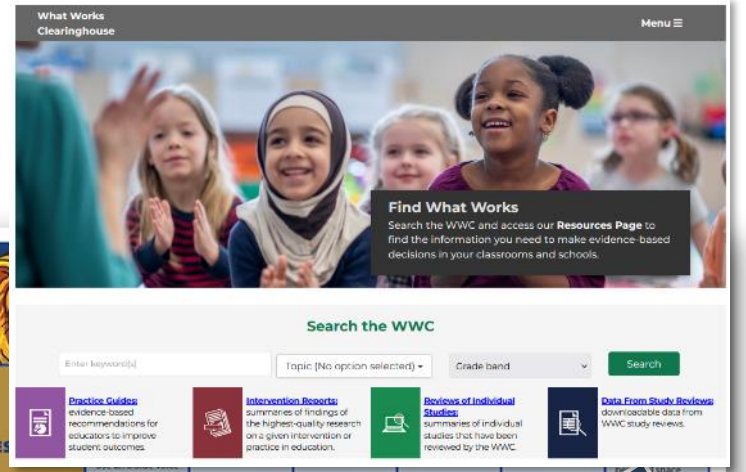
Academic ◇ **Behavioral** ◇ **Social**

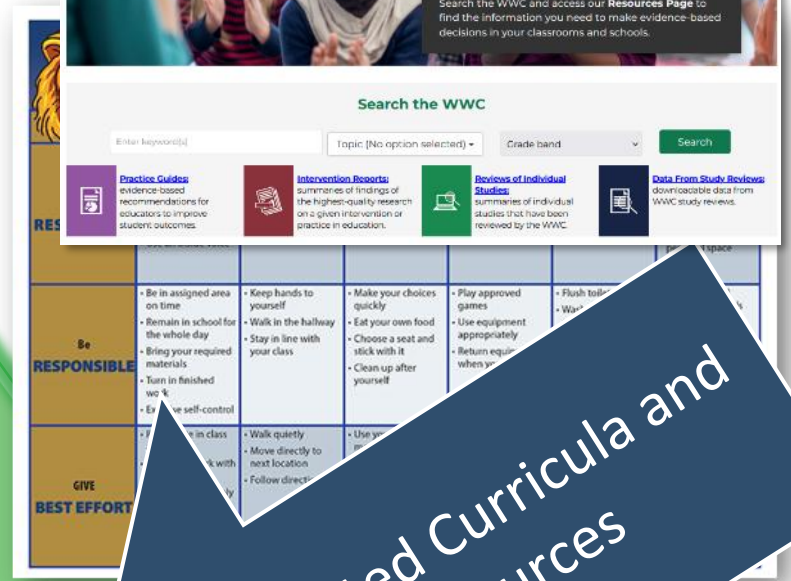
Validated Curricula | PBIS Framework | Validated Curricula

District & State Standards Quality Instruction

Positive Behavioral Interventions and Supports

Validated Curricula and Resources





Ci3T +ENHANCE

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Academic ◇ **Behavioral** ◇ **Social**

Validated Curricula | PBIS Framework | Validated Curricula

Ci3T +ENHANCE

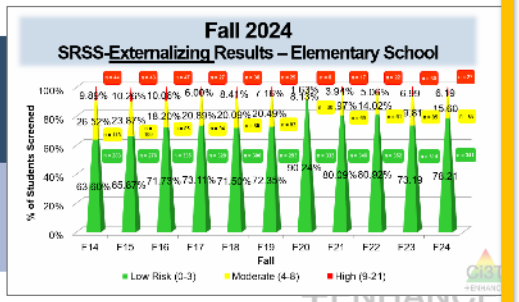
Essential Components of Primary (Tier 1) Prevention Efforts

Social Validity

Treatment Integrity

Systematic Universal Screening

Academic Behavior



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Interventions

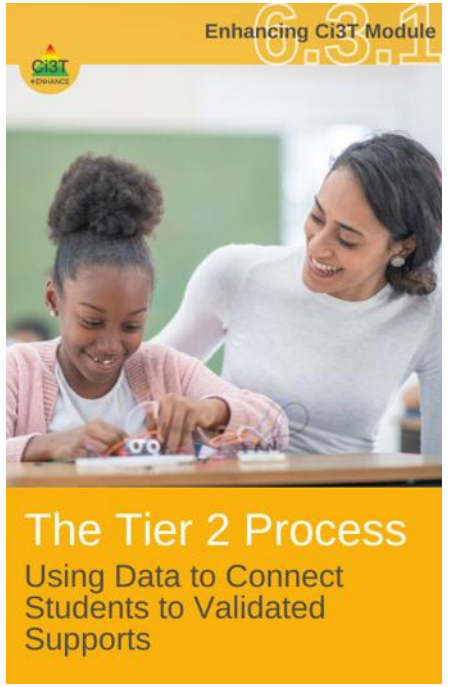
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: **Academic:** ☐AIMSweb: intensive or strategic level (written expression) ☐Two or more missing writing assignments within a grading period	**Student measures** Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences **AND** Work completion **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP	☐Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. **AND** ☐Passing grade on progress report or report card in writing or the academic area of concern **AND/OR** ☐Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check –In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check- in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	**Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ 2 or more office discipline referrals (ODR) in a 5-week period **AND/OR** **Academic:** ☐ Progress report: 1 or more course failures ☐ Progress report: Targeted for Growth for academic learning behaviors	**Student measures** Daily progress reports **Treatment integrity** Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) **Social validity** Teacher: IRP-15 Student: CIRP	☐ SRSS-E7 score: Low (0-3) ☐ SRSS-I5 score: Low (0-1) ☐ With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	**Behavior:** ☐SRSS-E7: Moderate (4-8) ☐SRSS-I5: Moderate (2-3) ☐SRSS-E7: High (9-21) ☐SRSS-I5: High (4-15) ☐2 or more ODRs within a grading period **AND/OR**	**Student measures** Student behavior targeted for improvement (e.g. academic engaged time % of intervals, assignment completion, ODRs)	☐0-1 ODRs in a grading period **AND** ☐Zero missing assignments in a grading period **AND** ☐SRSS-E7: Low (0-3) ☐SRSS-I5: Low (0-1)

Tier 3

y Prevention (≈5%)

Tier 2

ry Prevention (≈15%)



Secondary (Tier 2) Intervention Grid

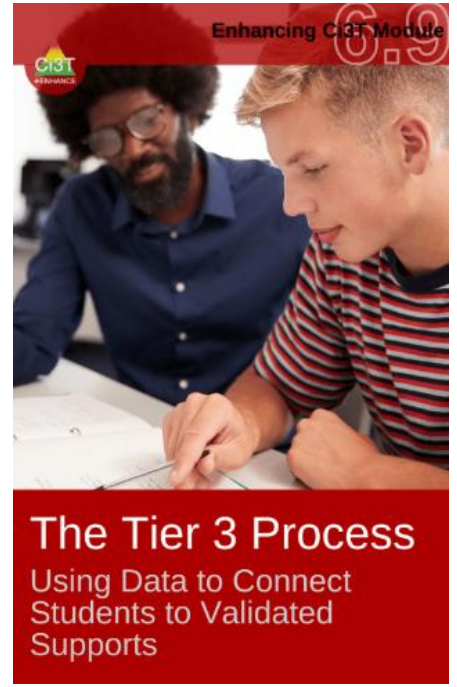
Behavioral
PBIS Framework

Social
Validated Curricula

Ci3T
+ENHANCE

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tier 3

Tertiary Prevention (≈5%)

er 2

evention (≈15%)

avioral

amework

Social

Validated Curricula

Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007) The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction	Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school Year AND/ OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabetics and reading fluency.	Academic: reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer Interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.

Tertiary (Tier 3) Intervention Grid

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Using Systematic Screening Data to…

Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

Ci3T +ENHANCE

Using Systematic Screening Data to…

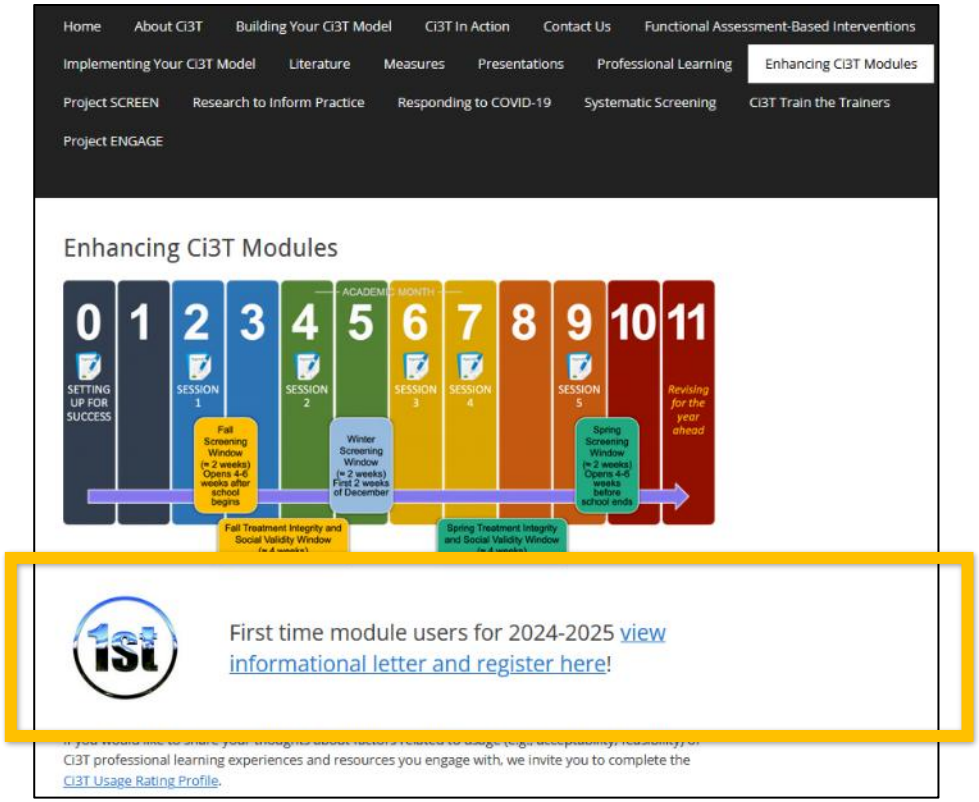
Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

Enhancing Ci3T Modules

ci3t.org/enhance



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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)

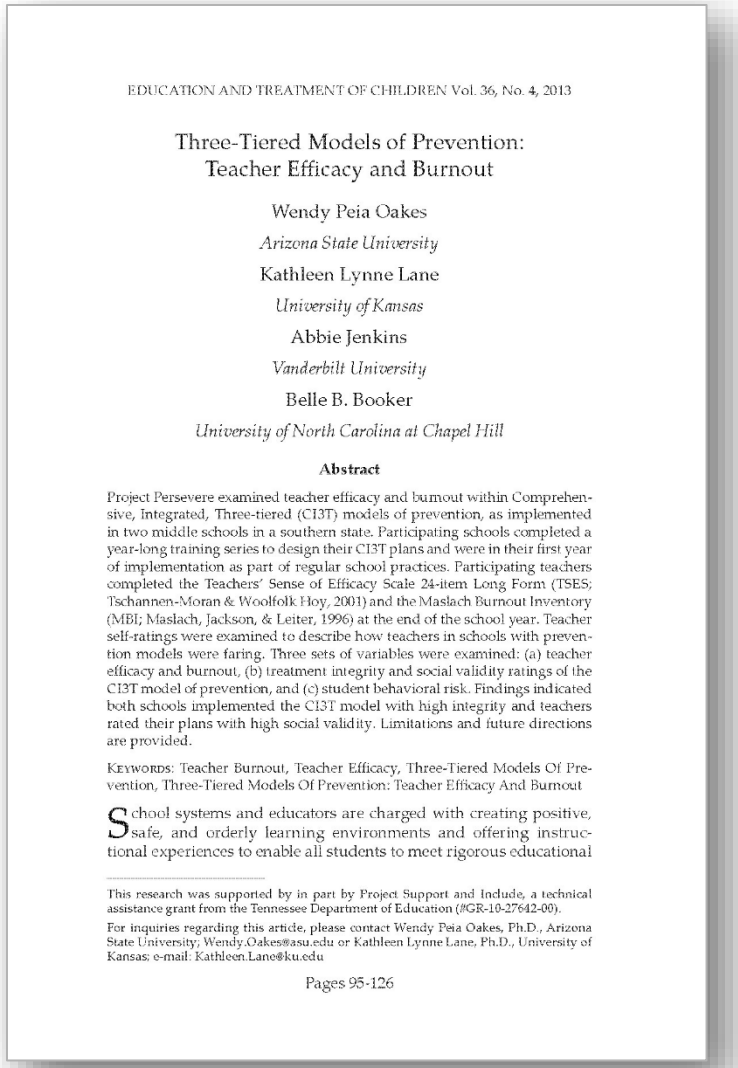
Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)

Ci3T +ENHANCE

Wrapping Up Day 1

Teachers Well-Being in Ci3T Models



EDUCATION AND TREATMENT OF CHILDREN Vol. 36, No. 4, 2013

Three-Tiered Models of Prevention: Teacher Efficacy and Burnout

Wendy Peia Oakes
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Kathleen Lynne Lane
University of Kansas
Abbie Jenkins
Vanderbilt University
Belle B. Booker
University of North Carolina at Chapel Hill

Abstract

Project Persevere examined teacher efficacy and burnout within Comprehensive, Integrated, Three-tiered (CI3T) models of prevention, as implemented in two middle schools in a southern state. Participating schools completed a year-long training series to design their CI3T plans and were in their first year of implementation as part of regular school practices. Participating teachers completed the Teachers' Sense of Efficacy Scale 24-item Long Form (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) and the Maslach Burnout Inventory (MBI; Maslach, Jackson, & Leiter, 1996) at the end of the school year. Teacher self-ratings were examined to describe how teachers in schools with prevention models were faring. Three sets of variables were examined: (a) teacher efficacy and burnout, (b) treatment integrity and social validity ratings of the CI3T model of prevention, and (c) student behavioral risk. Findings indicated both schools implemented the CI3T model with high integrity and teachers rated their plans with high social validity. Limitations and future directions are provided.

KEYWORDS: Teacher Burnout, Teacher Efficacy, Three-Tiered Models Of Prevention, Three-Tiered Models Of Prevention: Teacher Efficacy And Burnout

School systems and educators are charged with creating positive, safe, and orderly learning environments and offering instructional experiences to enable all students to meet rigorous educational

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Article

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Elementary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models of Prevention

Wendy Peia Oakes, PhD[1], Kathleen Lynne Lane, PhD, BCBA-D, CF-L I[2], David James Royer, PhD, BCBA[3], Holly M. Menzies, PhD[4], Mark Matthew Buckman, MS. Ed.[2], Nelson Brunsting, PhD[5], Emily D. Cantwell, MEd[2], Christopher Schatschneider, PhD[6], and Nathan Allen Lane, BS[6]

Abstract

In this article, we examined educators' efficacy and burnout within Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention, as implemented in 14 elementary schools in a Midwestern state. Participating schools completed a year-long training series to design their Ci3T plans and were in their second year of implementation as part of a districtwide initiative. We examined educators' year-end self-ratings to describe how teachers in schools with prevention models were faring, exploring three sets of variables (a) self-reported Ci3T treatment integrity, (b) social validity ratings of their Ci3T model of prevention, and (c) educators' sense of efficacy and burnout. Results indicated educators experienced emotional exhaustion; however, depersonalization and personal accomplishment scores revealed positive and large magnitude differences compared with a national sample. Moreover, educators reported higher levels of efficacy related to instructional strategies and classroom management than a national sample. Higher self-reported levels of Ci3T treatment integrity were associated with increased levels of efficacy related to student engagement. We discuss limitations and future directions.

Keywords

professional practice/standards and ethics, school(s)

Contemporary educators face many pressures including increased accountability for student achievement (Ryan et al., 2017), decreased funding (Lambert & McCarthy, 2006), and challenging working conditions (Goldring et al., 2014). Perhaps most substantial is the charge to provide rigorous learning experiences to students exhibiting a wide range of academic, behavioral, and social-emotional needs. To meet this challenge, schools have begun to adopt tiered prevention models, such as School-Wide Positive Behavior Interventions and Supports (SWPBIS; Sugai & Horner, 2002), Response to Intervention (RTI; Fuchs & Fuchs, 2006), Multi-Tiered System of Supports (MTSS), Interconnected Systems Framework (ISF; Barrett et al., 2013), and Comprehensive, Integrated, Three-tiered models of prevention (Ci3T; Lane, Oakes, & Menzies, 2014). These models provide a framework in which educators can proactively employ evidence-based practices to promote the learning of all students, identify students who exhibit additional needs, and provide targeted interventions according to students' individual needs (Lane, Oakes, & Menzies, 2014; Sugai et al., 2000).

Tiered systems may hold promise for supporting educators by offering a consistent, clear, and collaborative structure for general and special education communities to

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Empirical Research

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Secondary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models

Kathleen Lynne Lane, PhD, BCBA-D, CF-L I[1], Wendy Peia Oakes, PhD[2], David James Royer, PhD, BCBA[3], Holly M. Menzies, PhD[4], Nelson C. Brunsting, PhD[5], Mark Matthew Buckman, MEd[1], Eric Alan Common, PhD, BCBA-D[6], Nathan Allen Lane, MS[7], Christopher Schatschneider, PhD [7], and Katie Scarlett Lane[8]

Abstract

We examined educators' sense of efficacy and burnout within comprehensive, integrated, three-tiered (Ci3T) models of prevention implemented in four middle and two high schools. At the time of this study, schools had completed 2 years of implementing Ci3T models as part of a larger district initiative. We examined how educators were faring with a specific interest in their well-being. We explored four sets of educator-reported variables: Ci3T treatment integrity, Ci3T social validity, sense of efficacy, and feelings related to burnout. Results indicated educators experienced emotional exhaustion nearly identical to a national sample; however, depersonalization and personal accomplishment scores revealed positive and moderate-to-large-magnitude differences compared with a national sample. Moreover, educators reported higher levels of efficacy related to instructional strategies and classroom management than a national sample. Higher self-reported levels of Ci3T treatment integrity were associated with increased levels of efficacy related to the efficacy subscales of Student Engagement, Instructional Strategies, and Classroom Management. We conclude with a discussion of limitations and directions for future inquiry.

Keywords

Ci3T, tiered systems, self-efficacy, burnout

Middle and high school teachers experience a range of challenging job demands including difficult working conditions, role ambiguity, and frequent leadership turnover (Burkhauser et al., 2012). Navigating their professional environment can also affect their ability to meet their most important charge—meeting the educational needs of a diverse range of students, including individualizing academic content, managing behavior, and supporting social-emotional development (Skaalvik & Skaalvik, 2007). Tiered systems can assist educators by offering clearly defined roles, school-wide policies and procedures, and a collaborative structure for general and special educators to collectively support students' learning and well-being as well as educators' well-being (Kyriacou, 2001; Lane, Menzies, et al., 2013). To address these challenges, schools have adopted tiered systems such as Positive Behavior Interventions and Supports (PBIS; Sugai & Horner, 2002), Response to Intervention (RTI; Fuchs et al., 2010), Multi-Tiered System of Supports (MTSS; Johnson & Mellard, 2014), Interconnected Systems Framework (ISF; Barrett et al., 2013), and comprehensive, integrated, three-tiered models (Ci3T; Lane et al., 2019). These models offer a school-wide structure to provide educators with clarity of roles, prioritize evidence-based practices to promote all students' learning, use data to proactively identify students who exhibit additional needs, and inform targeted interventions to address identified needs (Sugai & Horner, 2002).

Evidence suggests implementation of tiered systems at the elementary level is associated with improvements in

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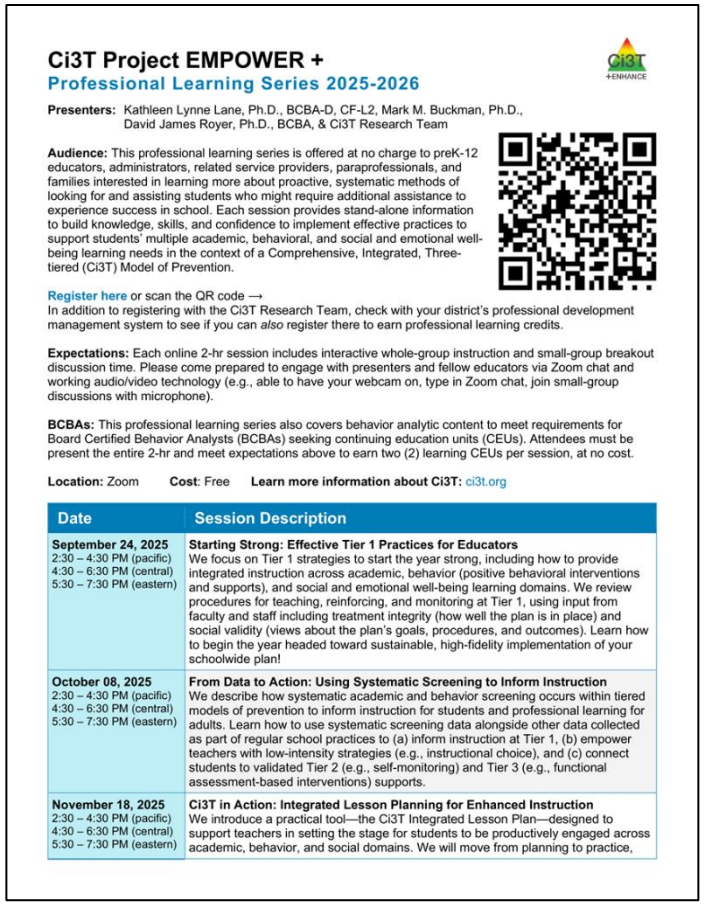
Project EMPOWER+



Ci3T Project EMPOWER +
Professional Learning Series 2025-2026

Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team

Audience: This professional learning series is offered at no charge to preK-12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic methods of looking for and assisting students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being learning needs in the context of a Comprehensive, Integrated, Three-tiered (Ci3T) Model of Prevention.

Register here or scan the QR code →
In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can *also* register there to earn professional learning credits.

Expectations: Each online 2-hr session includes interactive whole-group instruction and small-group breakout discussion time. Please come prepared to engage with presenters and fellow educators via Zoom chat and working audio/video technology (e.g., able to have your webcam on, type in Zoom chat, join small-group discussions with microphone).

BCBAs: This professional learning series also covers behavior analytic content to meet requirements for Board Certified Behavior Analysts (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr and meet expectations above to earn two (2) learning CEUs per session, at no cost.

Location: Zoom **Cost**: Free **Learn more information about Ci3T:** ci3t.org

Date	Session Description
September 24, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	**Starting Strong: Effective Tier 1 Practices for Educators** We focus on Tier 1 strategies to start the year strong, including how to provide integrated instruction across academic, behavior (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from faculty and staff including treatment integrity (how well the plan is in place) and social validity (views about the plan's goals, procedures, and outcomes). Learn how to begin the year headed toward sustainable, high-fidelity implementation of your schoolwide plan!
October 08, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	**From Data to Action: Using Systematic Screening to Inform Instruction** We describe how systematic academic and behavior screening occurs within tiered models of prevention to inform instruction for students and professional learning for adults. Learn how to use systematic screening data alongside other data collected as part of regular school practices to (a) inform instruction at Tier 1, (b) empower teachers with low-intensity strategies (e.g., instructional choice), and (c) connect students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional assessment-based interventions) supports.
November 18, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	**Ci3T in Action: Integrated Lesson Planning for Enhanced Instruction** We introduce a practical tool—the Ci3T Integrated Lesson Plan—designed to support teachers in setting the stage for students to be productively engaged across academic, behavior, and social domains. We will move from planning to practice,

EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Precorrection	January 21, 2026 (Wednesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Tuesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)	April 28, 2026 (Tuesday)

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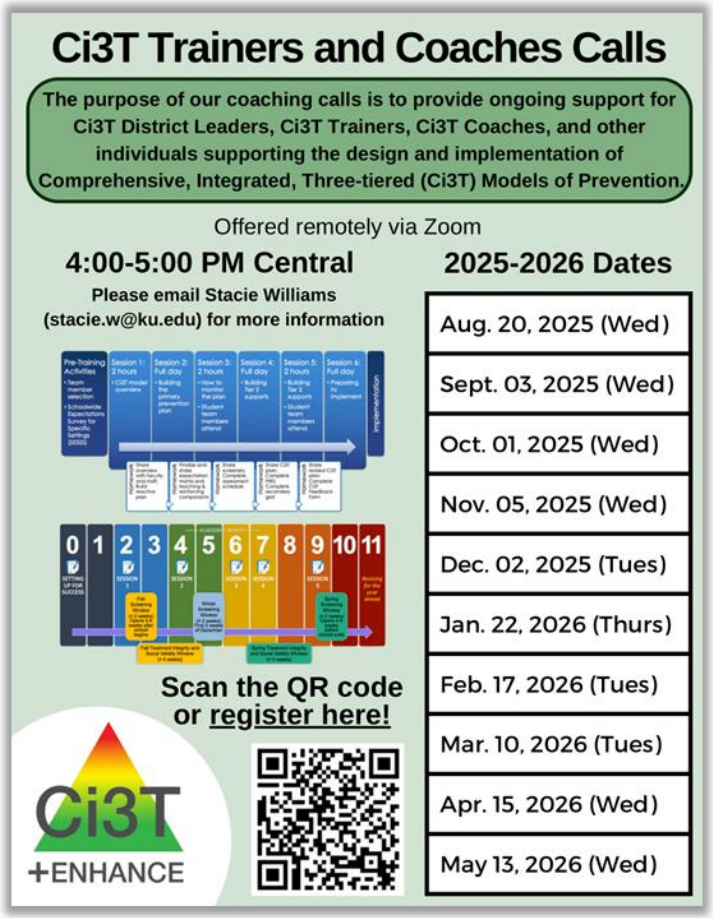
Ci3T Trainers and Coaches Calls



Ci3T Trainers and Coaches Calls Session	Date
Ci3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
Ci3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
Ci3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
Ci3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)

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Onboarding

Check for updates

Special Series: Implementing Practices Within I-MTSS

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Data-Informed Professional Learning and Instruction in Integrated Tiered Systems

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Abstract

There are many integrated Multi-tiered Systems of Support (iMTSS), which we refer to as integrated-tiered systems. These systems hold benefits for students with disabilities, as such systems have the potential to facilitate inclusion and focus the collective expertise of educators committed to meeting students' multiple needs. The Comprehensive, Integrated Three-Tiered (Ci3T) prevention model was designed to meet student's academic, behavioral, and social and emotional well-being needs within one integrated system. Using lessons learned over decades of research, we present a step-by-step approach to building educators' capacity to implement integrated tiered systems through data-informed professional learning. We illustrate how school leaders can use this approach to onboard new faculty, plan coordinated ongoing professional learning for all educators, and facilitate the use of data to inform instruction—all of which are intertwined through the design, implementation, and evaluation of Ci3T models.

Keywords

integrated tiered systems, Ci3T, data-informed professional learning

Ms. Rabadi is very excited about starting her new position at Lincoln Elementary School. She and her family were recently transferred to a military base in Kansas. Ms. Rabadi interviewed for a fifth-grade general education teaching position at a local district that prioritized inclusive programming for students with disabilities. The job position description said it was a Comprehensive, Integrated Three-tiered (Ci3T) model of prevention district with all 21 schools implementing Ci3T. She followed the links to the district and school websites, where she read more about Ci3T, which she learned was a type of integrated tiered system. Her previous district implemented schoolwide positive behavioral interventions and supports (PBIS), so she was familiar with tiered systems and was interested in learning more about a comprehensive, integrated framework.

Before Ms. Rabadi's interview at Lincoln Elementary School, the principal, Mr. MacMillan, sent her a copy of the school's Ci3T Implementation Manual. He asked her to read through the entire plan and come to the interview with any questions about faculty and staff roles and responsibilities in academic, behavioral, and social and emotional learning domains. Ms. Rabadi was relieved that the Ci3T Implementation Manual clearly listed everyone's responsibilities. She also felt she had a good sense of how to support students with diverse learning needs using available Tier 2 and Tier 3 interventions. The interview went well, and she was offered the position, which

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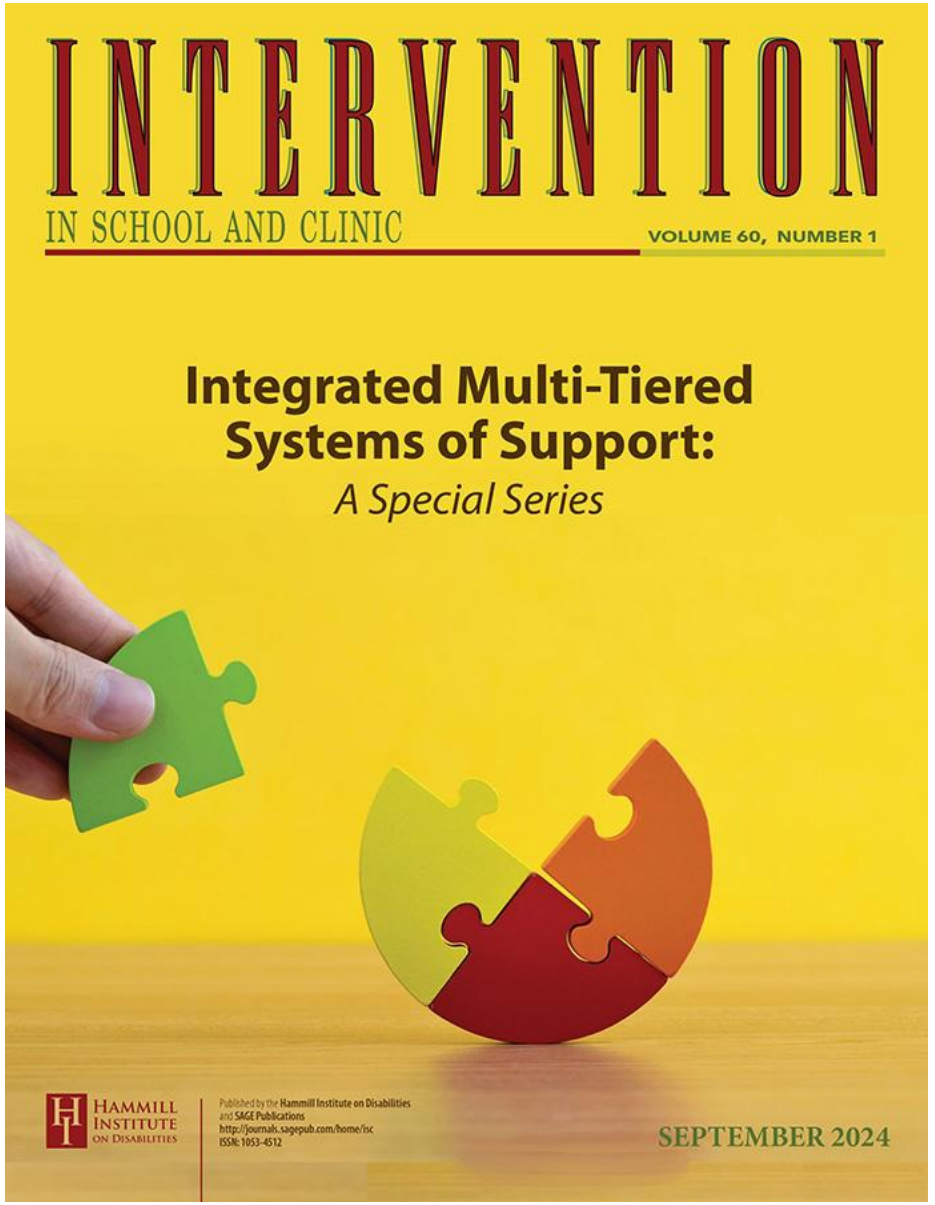

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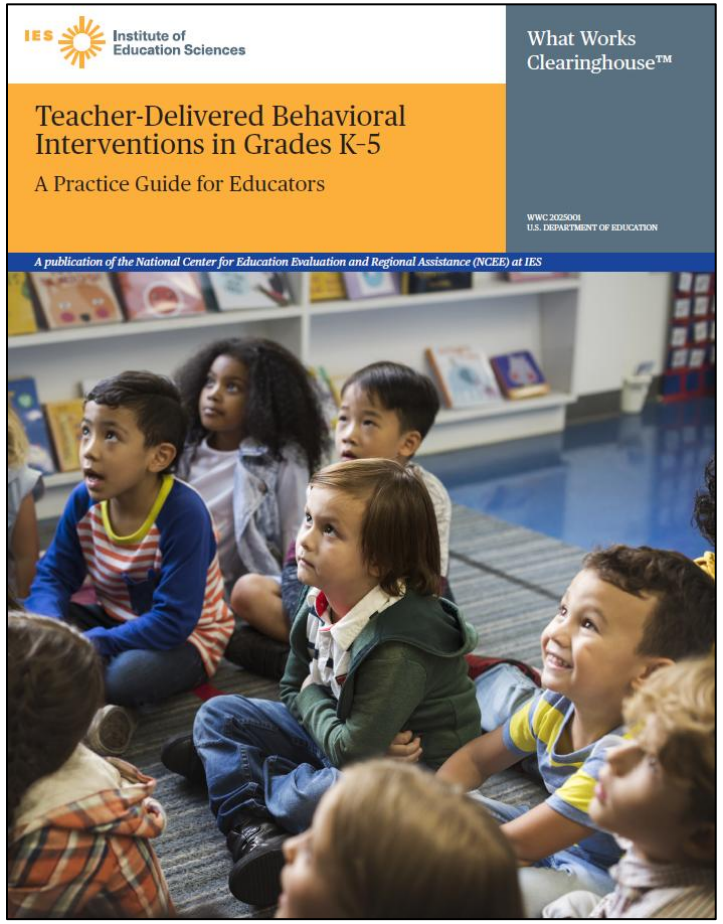
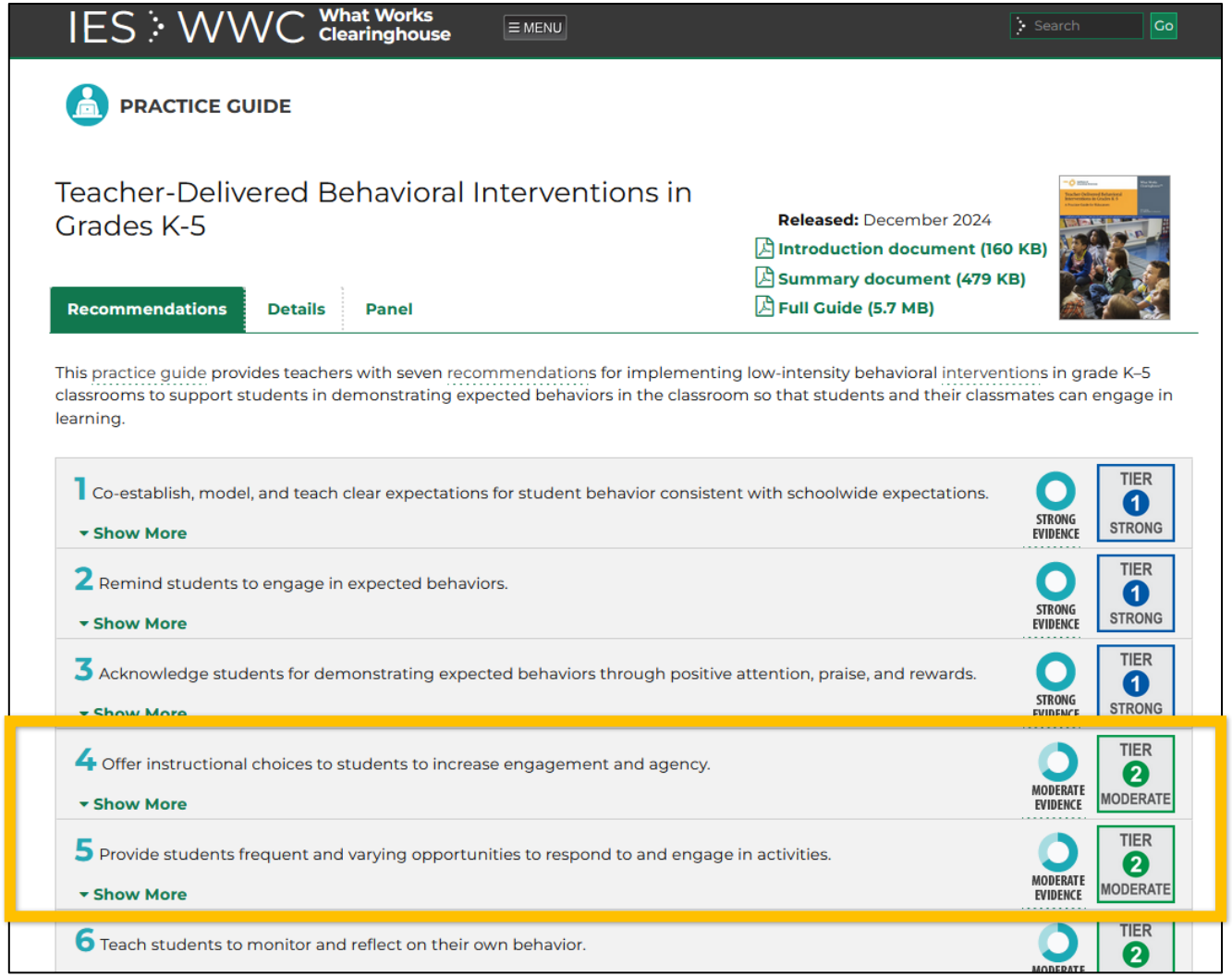
Resource Spotlight!





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Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Locate my school's Reactive Plan: Is the 6-step instructional approach for responding to challenging behavior included?	Kathleen		
Print out the infographic, email to grade level and department team, post in my classroom	Kathleen & Amy		

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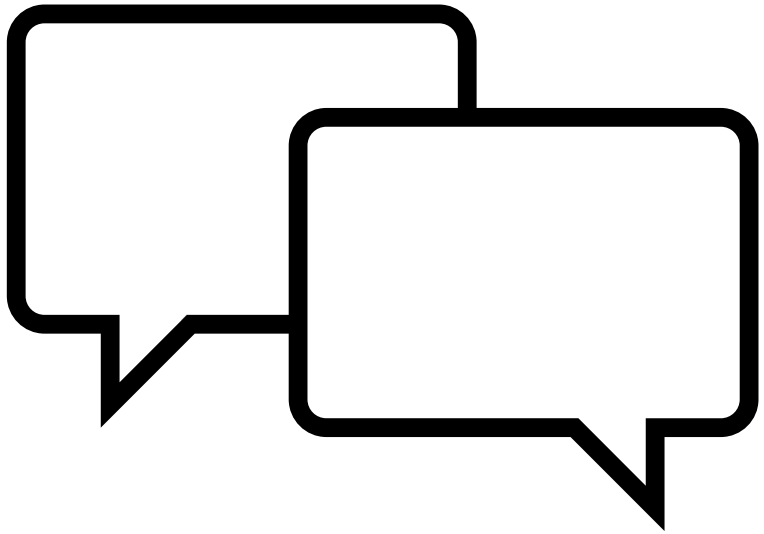
Talk Time: Revisiting Initial Impressions: Potential Benefit of Integrated Tiered Systems

- What would be beneficial about Ci3T models of prevention for your district and each Pre-K-12 school?
- How might systematic screening be used to inform Tier 1 practices?



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See you tomorrow!