E3 Creating Positive, Productive, Classrooms: District-level Professional Learning for Successful Low-Intensity Strategies

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[www.ci3t.org](http://www.ci3t.org)

**Key Words:** Classroom, Training
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

**Tier 1**
Primary Prevention (≈80%)

- **Academic**
  Validated Curricula
- **Behavioral**
  PBIS Framework
- **Social**
  Validated Curricula

**Tier 2**
Secondary Prevention (≈15%)

- Goal: Prevent Harm
  School/classroom-wide systems for all students, staff, & settings

**Tier 3**
Tertiary Prevention (≈5%)

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

- Goal: Reverse Harm
  Specialized group systems for students at risk
Academic Component

• Coordinated instruction within and across grade levels

• Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards

• Benchmarking student progress to inform instruction

• Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

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

# Sample Elementary School Expectation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
<th>Bus &amp; Arrival/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Follow directions</td>
<td>Use a quiet voice</td>
<td>Keep your food to yourself</td>
<td>Respect others’ personal space</td>
<td>Use the restroom and then return to class</td>
<td>Use kind words towards the bus driver and other students</td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td>Walk on the right side of the hallway</td>
<td>Use manners</td>
<td>Follow the rules of the game</td>
<td>Stay in your own bathroom stall</td>
<td>Listen to and follow the bus drivers’ rules</td>
</tr>
<tr>
<td></td>
<td>Control your temper</td>
<td>Face forward</td>
<td>Listen to and follow adult requests</td>
<td>Line up when the bell rings</td>
<td>Give others privacy</td>
<td>Stay in your personal space</td>
</tr>
<tr>
<td></td>
<td>Cooperate with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use an inside voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be on Time</strong></td>
<td>Be in assigned area on time</td>
<td>Keep hands to yourself</td>
<td>Make your choices quickly</td>
<td>Play approved games</td>
<td>Flush toilet</td>
<td>Bring home all needed materials</td>
</tr>
<tr>
<td></td>
<td>Remain in school</td>
<td>Walk in the</td>
<td></td>
<td>Use equipment appropriately</td>
<td>Wash hands with soap</td>
<td>Talk quietly with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Turn in equipment when you are done</td>
<td>Throw away any trash properly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Report any problems to your teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Include Others</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>Include Others</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Schoolwide Expectations Survey for Specific Settings (SESSS)

Comprehensive, Integrated, Three-Tiered Model of Prevention

SESSS
Schoolwide Expectations for Specific School Settings

Establish, Teach, Acknowledge

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The SCHOOLWIDE EXPECTATIONS SURVEY FOR SPECIFIC SETTINGS (SESSS; Lane, Oakes, & Menzies, 2010) allows school-based faculty and staff to identify behaviors that are critical for student success at the school, classroom, and individual student level. These expectations guide the prevention system. This tool is useful for teams and district decision makers to review current evidence to inform decision making.
Social Component: Identifying a Validated Curriculum

• Violence Prevention
  • Second Step Violence Prevention (www.cfchildren.org)

• Character Education
  • Positive Action (www.positiveaction.net)
  • Caring School Community (www.characterplus.org)

• Social Skills
  • Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)

Social Component: Examples of Schoolwide Programs

**Positive Action**
www.positiveaction.net
- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
  - site-wide climate development
  - drug education
  - bullying / conflict resolution
  - counselor, parent, and family classes
  - community/coalition components

**Connect With Kids**
connectwithkids.com
- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness
The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
Ci3T Professional Learning Series

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

Session 1: 2 hours
- Ci3T model overview

Session 2: Full day
- Building the primary prevention plan

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

Session 4: Full day
- Building Tier 2 supports

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

Session 6: Full day
- Preparing to implement

Implementation

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

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

Homework
- Share screeners; Complete assessment schedule

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

Homework
- Share revised Ci3T plan; Complete Ci3T Feedback Form
USD 437 Auburn Washburn School Implementation Plans
Participating Schools:
Auburn Elementary School, Farley Elementary School, Indian Hills Elementary School, Pauline Central Primary School, Pauline South Intermediate School, Wanamaker Elementary School
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

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

**Secondary Intervention Grid**

- **Support**
  - Homework Club
  - BIP (Check-In, Check-Out)
  - Lunch Bunch/Social Skills Club
- **Description**
  - **Instructional Choice**
  - **Behavior Contracts**
  - **Self-Monitoring**

**Data to Monitor Progress**

- **Exit Criteria**

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**Secondary (Tier 2) Intervention Grids**

- **Behavioral**
- **Social**

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**Notes**

- Detailed information provided in the chart and tables.
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Academic
- Behavioral
- Social

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

<table>
<thead>
<tr>
<th>Tertiary Intervention</th>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>A functional assessment is completed to develop an individualized intervention plan. Functional assessments review of student records, interviews, teacher, parent, student, and direct observation of the target behavior: SSS Rating System Functional; assessment information is placed in the function matrix (Umbricht, Ferro, Langsford, &amp; Lane, 2007). The Decision Model (Umbricht et al., 2007) is used to determine the method of the intervention.</td>
<td>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 SSS-IE High Risk</td>
<td>Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity assessed and data are graphed to determine effect of the intervention. Component checklist for A-B-C Intervention tactics completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (IERP-15) and student (QFRP)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Lindamood Phoneme Sequencing®</td>
<td>Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; right words, use of context clues; Computer-supported practice. Addressing reading outcomes: alphabetic and reading fluency.</td>
<td>Academic reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider): SSS-IE Moderate or High Risk on screening OR Two or more office discipline referrals indicating concerns with peer interactions</td>
<td>Student measures: AIMSweb Reading CI; 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</td>
<td>Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probe. Monitor progress bi-weekly once exited.</td>
<td></td>
</tr>
</tbody>
</table>
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)
Student Risk Screening Scale for Internalizing and Externalizing

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

**Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0**

**ELEMENTARY USE**

<table>
<thead>
<tr>
<th>DATE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER NAME:</td>
<td></td>
</tr>
<tr>
<td>0 = Never</td>
<td></td>
</tr>
<tr>
<td>1 = Occasionally</td>
<td></td>
</tr>
<tr>
<td>2 = Sometimes</td>
<td></td>
</tr>
<tr>
<td>3 = Frequently</td>
<td></td>
</tr>
</tbody>
</table>

Use the above scale to rate each item for each student.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Steal</th>
<th>Lie, Cheat, Steal</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Shy, Withdrawn</th>
<th>Sad, Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
<th>SRSS TOTAL</th>
<th>SRSS-IE TOTAL</th>
<th>SRSS-IE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
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<td>2</td>
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<td>2</td>
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<td>0</td>
<td>13</td>
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<td>6</td>
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<td>0</td>
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<td>1</td>
<td>3</td>
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<td>0</td>
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<td>10</td>
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<td>13</td>
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</tr>
</tbody>
</table>
## SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th></th>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SRSS-E7</strong></td>
<td>Items 1-7</td>
<td>Items 1-7</td>
</tr>
<tr>
<td></td>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td></td>
<td>4-8 = moderate risk</td>
<td>4-8 = moderate risk</td>
</tr>
<tr>
<td></td>
<td>9-21 = high risk</td>
<td>9-21 = high risk</td>
</tr>
<tr>
<td><strong>SRSS-I5</strong></td>
<td>Items 8-12</td>
<td>Items 4, 8-12</td>
</tr>
<tr>
<td></td>
<td>0-1 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td></td>
<td>2-3 = moderate risk</td>
<td>4-5 = moderate risk</td>
</tr>
<tr>
<td></td>
<td>4-15 = high risk</td>
<td>6-18 = high risk</td>
</tr>
</tbody>
</table>

**Elementary School Level:**

**Middle and High School Levels:**
Sample Elementary School Fall

SRSS-E7 (externalizing) Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>Low Risk (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14</td>
<td>69.25%</td>
<td>6.93%</td>
<td>4.56%</td>
</tr>
<tr>
<td>N = 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>85.47%</td>
<td>23.82%</td>
<td>9.97%</td>
</tr>
<tr>
<td>N = 86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F16</td>
<td>77.16%</td>
<td>17.59%</td>
<td>5.25%</td>
</tr>
<tr>
<td>N = 300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F17</td>
<td>84.16%</td>
<td>11.88%</td>
<td>3.96%</td>
</tr>
<tr>
<td>N = 300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F18</td>
<td>80.44%</td>
<td>15.77%</td>
<td>3.79%</td>
</tr>
<tr>
<td>N = 255</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% of Students Screened

F14: N = 25
F15: N = 86
F16: N = 300
F17: N = 250
F18: N = 255
## Fall 2018

### SRSS-Internalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>52 (89.66%)</td>
<td>6 (10.34%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>43 (82.69%)</td>
<td>3 (5.77%)</td>
<td>6 (11.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>61</td>
<td>51 (83.61%)</td>
<td>7 (11.48%)</td>
<td>3 (4.92%)</td>
</tr>
</tbody>
</table>
## Fall 2018
### SRSS-Internalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>57</td>
<td>46 (80.70%)</td>
<td>7 (12.28%)</td>
<td>4 (7.02%)</td>
</tr>
<tr>
<td>4th</td>
<td>42</td>
<td>23 (54.76%)</td>
<td>13 (30.95%)</td>
<td>6 (14.29%)</td>
</tr>
<tr>
<td>5th</td>
<td>47</td>
<td>33 (70.21%)</td>
<td>9 (19.15%)</td>
<td>5 (10.64%)</td>
</tr>
</tbody>
</table>
Implementation ... Data-Informed Decision Making
Examining your screening data ...

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

See Lane, Menzies, Bruhn, and Crnobori (2011)
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Fall Screeners

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>N=534</td>
</tr>
<tr>
<td></td>
<td>High: 6.00%</td>
</tr>
<tr>
<td></td>
<td>Moderate: 17.00%</td>
</tr>
<tr>
<td></td>
<td>Low: 77.00%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>N=502</td>
</tr>
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<td>Moderate: 3.71%</td>
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<td></td>
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Lane & Oakes
Examining your screening data ...

... implications for Tier 1 efforts

... implications for teacher-delivered strategies

... implications for Tier 2 and Tier 3 supports

See Lane, Menzies, Bruhn, and Crnobori (2011)
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Schoolwide Positive Behavior Support

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

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

Higher Intensity Strategies

Assessment

Assess, Design, Implement, and Evaluate

Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies

Managing Challenging Behaviors in Schools
Research-Based Strategies That Work
Kathleen Lynne Lane, Holly Mariah Menzies, Ailaine L. Bruhn, and Mary Cronin
Examining Academic and Behavioral Data – Elementary Level

<table>
<thead>
<tr>
<th>TEACHER NAME</th>
<th>R. Collins</th>
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<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
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Low-Intensity Strategies: Building capacity through professional learning

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High $p$ Requests
Precorrection
Incorporating Choice

Self-monitoring
Behavior Contracts
<table>
<thead>
<tr>
<th>Tier 1 Low Intensity Strategies</th>
<th>Lawrence High School Experts</th>
</tr>
</thead>
</table>
| **Behavior Specific Praise**: Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: "Zoe, thank you for adding thorough responses to your assignment today." | • Bill DeWitt, Administration  
• Barb Williams, Learning Coach/AVID  
• Laura Koster, Physical Education  
• Heidi Woods, Special Education  
• Sylvia Trevino-Maack, Student Services  
• Susan Micka, English  
• Maren Santelli, Special Education  
• Liz Crickard, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Charlotte Anderson, Library  
• Cheryl Hughes, Special Education  
• Jeanne Yantzie, Special Education |
| **Opportunities to Respond**: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol. | • Bill DeWitt, Administration  
• Mike Norris, Administration  
• Sylvia Trevino-Maack, Student Services  
• Maren Santelli, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Charlotte Anderson, Library  
• Cheryl Hughes, Special Education  
• Stephanie Magnuson, Math |
| **Choice and Preferred Activities**: Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors. | • Barb Williams, Learning Coach/AVID  
• Laura Koster, Physical Education  
• Kelsey Buek, English  
• Jack Hood, Social Studies  
• Sylvia Trevino-Maack, Student Services  
• Maren Santelli, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Jeanne Yantzie, Special Education |
Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

TIERED INTERVENTION LIBRARY

Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/or Microsoft Word documents of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

Professional Learning

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP)/ Check In- Check Out (CICO)
- Behavior-Specific Praise (BSP)
- Direct Behavior Rating (DBR)
- High-P Request Sequence (HIGH-P)
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond (OTR)
- Precorrection
- Repeated Readings
TIERED INTERVENTION LIBRARY

Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

More interventions will be added each month during 2015-2016.

The Behavior Education Program (BEP)/ Check In- Check Out (CICO) (POSTED November 11, 2016)

Check-in/Check-out, also referred to as the Behavior Education Program (BEP); Crane e; a low-intensity intervention that can be used as a support for students who require add and meet school-wide behavior expectations. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Record, and a scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, access to adult instructive feedback; and recognition of student behavioral successes (Lane, Capizzi, & et al., 2016).

Download all documents for BEP/CICO:
- Introduction
- PowerPoint presentation
- Sample: BEP Daily Progress Record
- Sample: BEP Daily Progress Record
- Sample: BEP Home Report Template
- BEP Student DPR Data Tracker
- Intervention grid: PDF or MS-Word
- Treatment Integrity Checklist
- Social validity: student forms
- Social validity: student forms sc
- Social validity: student forms sc
- Social validity: adult forms
- Social validity: adult forms
- INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

A Look at Instructional Choice

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

A Look at Increasing Opportunities to Respond

HIGH-P REQUEST SEQUENCE (HIGH-P) (POSTED November 03, 2016)

A Look at High-probability Request Sequences
Examining your screening data ...

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Intervention Grids

≈80% Primary Prevention (Tier 1)
≈15% Secondary Prevention (Tier 2)
≈5% Tertiary Prevention (Tier 3)
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Tertiary (Tier 3) Intervention Grids

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; SSSS Rating System. Functional Assessment Information is placed in the function matrix (Umbricht, Ferro, Lengua, & Lane, 2007). The Decision Model (Umbricht et al., 2007) is used to determine the method of the intervention. | Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: | 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-B-C Intervention matrix completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (TPS-15) and student (GIRP). | 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; right words, use of context clues; Computer supported practice. Addressing reading outcomes: alphabet, word recognition, fluency. | Academic reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 Intervention Behavior (consider): SSSS-IE Moderate or High Risk on screening OR Two or more office discipline referrals. Rating 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 program bi-weekly once exited.
Ci3T Training Series

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

**Session 2:** Mission and Purpose
- Establish Roles and Responsibilities
- Procedures for Teaching
- Procedures for Reinforcing
- Reactive Plan

**Session 3:** Procedures for Monitoring

**Session 4:** Revise Primary Plan using Stakeholder feedback
- Prepare presentation

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

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

- Core Content Curriculum
- Check In - Check Out
- Functional Assessment-based Interventions

- Reading, Math, Writing Benchmarking and Progress Monitoring Tools
- Student Driven Interventions, Strategies, & Practices
- Additional Tier 3 Supports

- Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low-Intensity Behavior Supports
Ci3T IMPLEMENTATION

Professional Learning Series

SESSION 1: Setting up for Success
TECHNOLOGY TRAINING
PART 1: Preparing Your Data Structures
SESSION 2: Monitoring and Communicating for Success
TECHNOLOGY TRAINING
PART 2: Preparing Implementation Reports
SESSION 3: Using Your Data to Inform Instruction
SESSION 4: True Integration
SESSION 5: Planning for the Year Ahead
SUMMER SUPPORT

Fall T.I. Window (4 wks)
October 4th Monday – 3rd Friday

Spring T.I. Window (4 wks)
February 2nd Monday – 2nd Friday
Lessons Learned ... a Work in Progress

Examining your screening data ...

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)
District-level Professional Learning for Successful Low-Intensity Strategies

USD 437 Auburn Washburn Roadmap to Success
Developing a Coordinated District Plan for Professional Learning

- Offering a range of professional learning options
- Using Treatment Integrity data to support coaching
- Meeting principals and teachers where they are.
Offering a Range of Professional Learning Options

District-wide Professional Development Days

- Break Out Sessions
- Mini Sessions
- KU Ci3T Team
- Poster Session
- Unconference
Unconference: Brainstorm Session
Staff are invited to brainstorm possible reinforcement plans for the upcoming school year (student reinforcement, parent reinforcement, teacher reinforcement)

Active Supervision

Examples of OTR

Instructional Feedback-Chp. 5

Instructional feedback is a learning vehicle for assessing specific knowledge, skills, and abilities that are essential in the field of education and training. It is used to provide constructive feedback on the performance of students, teachers, or other professionals.

Instructor feedback should be used when students have a basic understanding of the new material and are working toward mastering and applying it. When students have a solid foundation of knowledge, instructor feedback can be used to help them improve their understanding and performance.

Effective feedback is feedback that is specific, timely, and relevant to the task at hand. It should be given in a clear and concise manner, and should be based on observable evidence of student performance.

Examples of OTR include:

- Whiteboard/Visual Cues/Choral Response
- Whole Class Response Cards
- Response Cards
Offering a Range of Professional Learning Options

Building Level Professional Learning

- Book Studies
- Professional learning provided by district administrators, principals, leadership team members and coaches
- Presentation by KU Ci3T Leadership Team
- Use of Ci3T website
- District coaching at leadership team meetings
Supporting Behavior for School Success

Precorrection and Behavior Specific Praise

- Teaching of expectation before the event or activity is to occur.
- Being Proactive versus Reactive
- Tie Behavior Specific Praise to expectations that were taught with Pre-Correction or reviewed.

Examples of Instructional Choice for Whole-Class

Behavior Specific Praise

Teresa Plachecki

Auburn Washburn Unified School District 437
Inspiring, Challenging, and Preparing Every Child, Every Day
Using Treatment Integrity Data to Support Coaching

• District Level Team calibrated to conduct Direct Observations.
• District and building owned data.
• Analyze data to develop district, building and educator professional learning.
• Partnering with “Champions” of low intensity strategies
Meeting Principals and Teachers
Where They Are
Lessons Learned
Kansas

Location: KU Adams Alumni Center, Lawrence
Information and Registration: please click the links in the flyer.

2018-2019 EMPOWER Professional Learning

Date
October 3, 2018 5:30-7:00 PM
November 15, 2018 5:30-7:00 PM
January 30, 2019 5:30-7:00 PM
March 28, 2019 5:30-7:00 PM
April 17, 2019 5:30-7:00 PM

Location: KU Adams Alumni Center, 1201 Ch味 Ave, Lawrence, KS 66044
Audience: Pre-K-12th grade teachers, administrators, related service providers, and parents
Capacity: 50 Education

Topic
Moving Forward with Ci3T: Setting Up for Success

Discussion in the Context of Increasing Engagement and Minimizing Disruption

Using Schoolswide Data to Connect Students with Secondary (Tier 2) and Tertiary (Tier 3) Interventions

Supporting Students with Challenging Behaviors: Managing Acting Out Behavior

Supporting Students with Internalizing Behaviors

Building and Installing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

A Practical Guide to Supporting School Success

Kathleen Lynne Lane
Wendy Pea Oakes
Emily D. Cantwell
David J. Royer

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2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.