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

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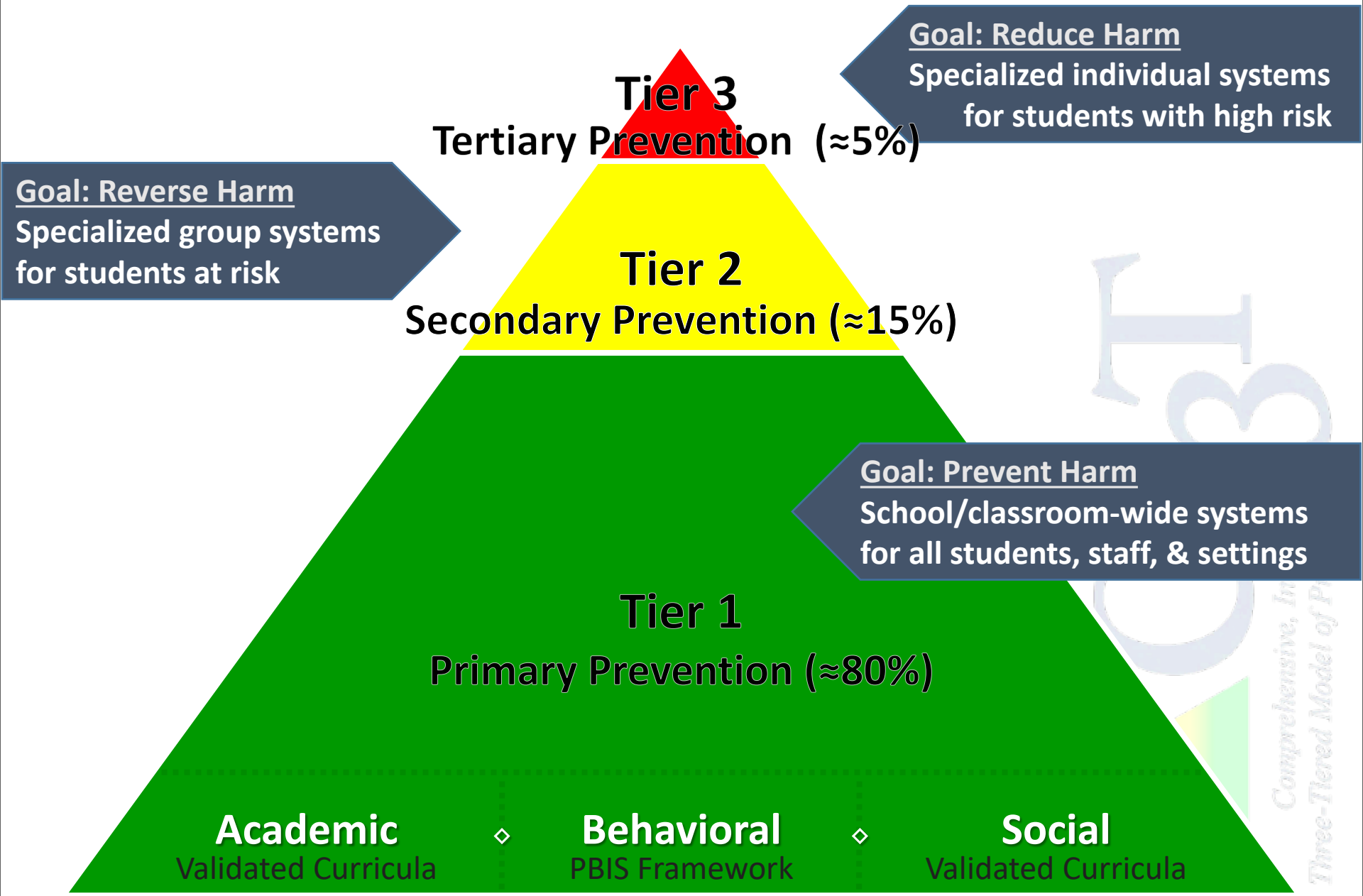
Key Words:
Classroom, Training

Ci3
Comprehensive, Integrated, Three-Tiered Model of Prevention

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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

Source: Lane, K.L., Oakes, W.P., & Menzies, H.M. (2014). Comprehensive, integrated, three-tiered models of prevention: Why does my school—and district—need an integrated approach to meet students' academic, behavioral, and social needs? *Preventing School Failure: Alternative Education for Children and Youth, 58*, 121-128.

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

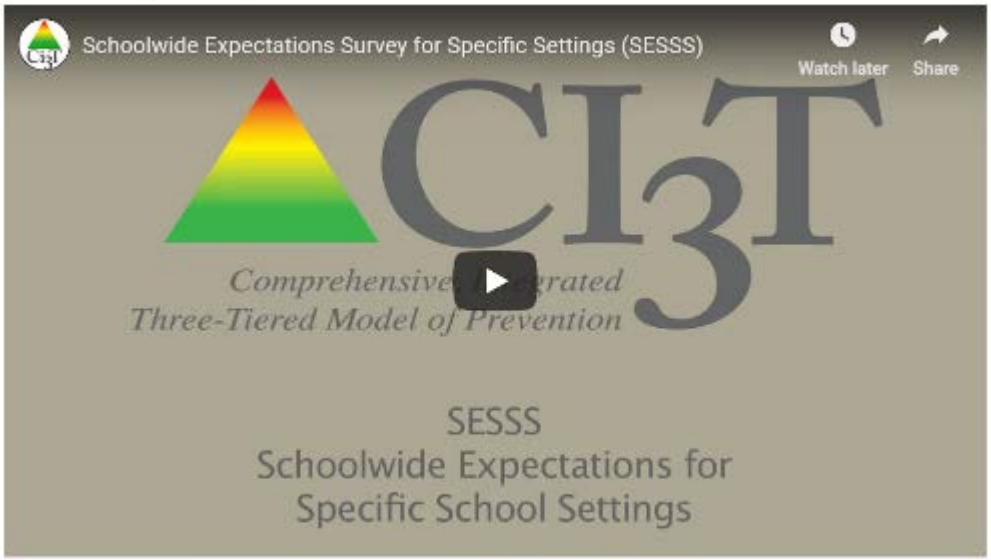
- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using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

Source: Horner, R.H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85.

Sample Elementary School Expectation Matrix

	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
le	• Be in assigned area on time • Remain in school	• Keep hands to yourself • Walk in the	• Make your choices quickly	• Play approved games • Use equipment	• 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
					• 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

Schoolwide Expectations Survey for Specific Settings (SESSS)



SESSS TRANSCRIPT

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

Establish, Teach, Acknowledge

Teams and District Decision Makers to review current evidence to inform

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)

Source: Elliott, S. N., & Gresham, F. M. (2007). *Social Skills Improvement System: Classwide intervention program teacher's guide.* Bloomington, MN: Pearson Assessments.

Social Component: Examples of Schoolwide Programs

Character Education

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

Social-emotional

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

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

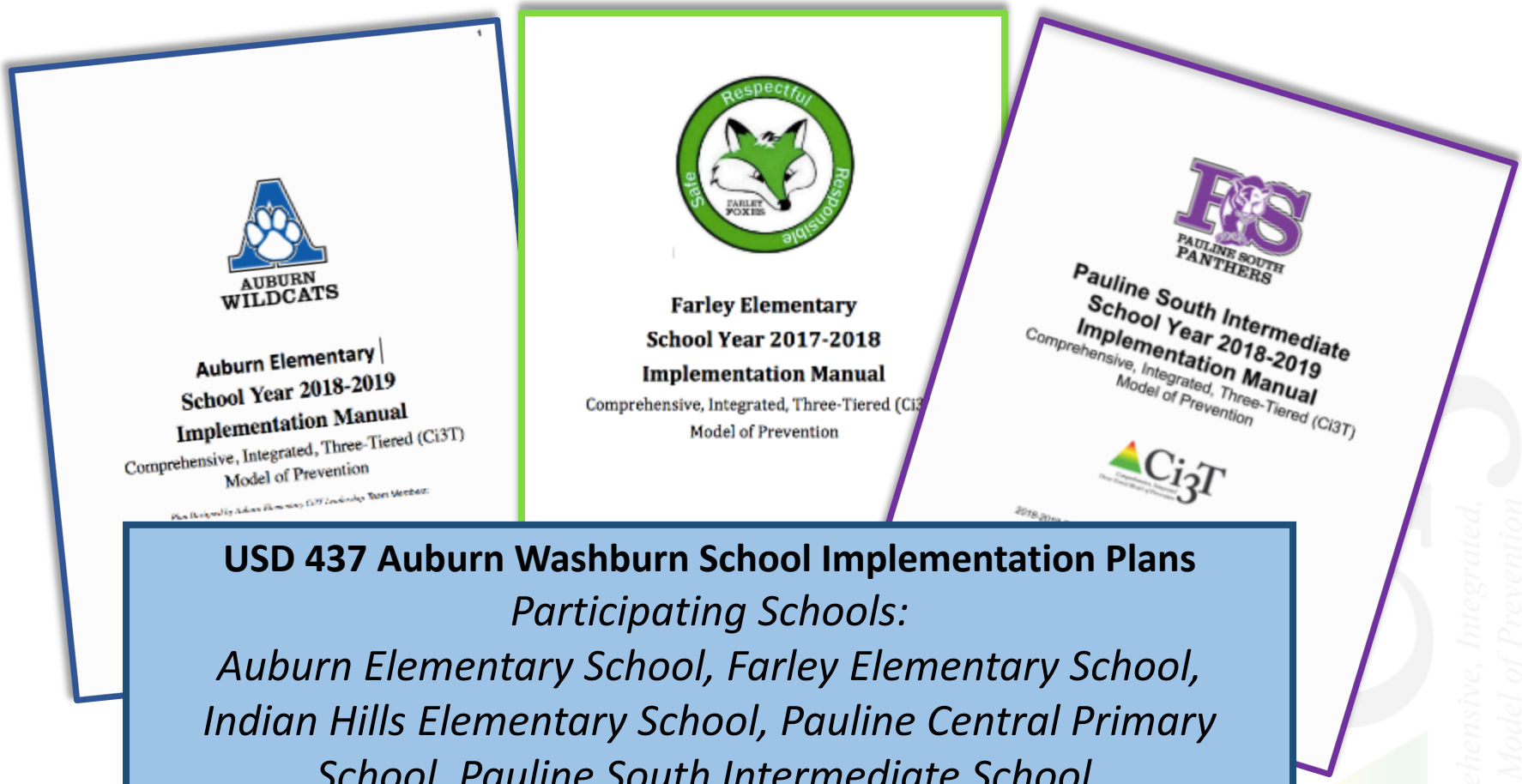
- Building Tier 3 supports
- Student team members attend

Homework: Share revised Ci3T plan; Complete Ci3T Feedback Form

Session 6: Full day

- Preparing to implement

Implementation



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

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinf

Ci3T Primary Plan: Procedures fo

Responsibilities

Faculty and Staff will:

- Use district mandated curriculum and instructional resources in the classroom.
  - Math - 90 mi
- Prov
  - stud
- Diff
  - all stude
- Use proactive strategies to support
  - engagement. Examples:
    - Active supervision
    - Precorrection
    - Instructional Feedback
    - Instructional choice
    - Increased opportunities to respond
    - Behavior specific praise
- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention
- P
  - t

Responsibilities

Faculty and Staff will:

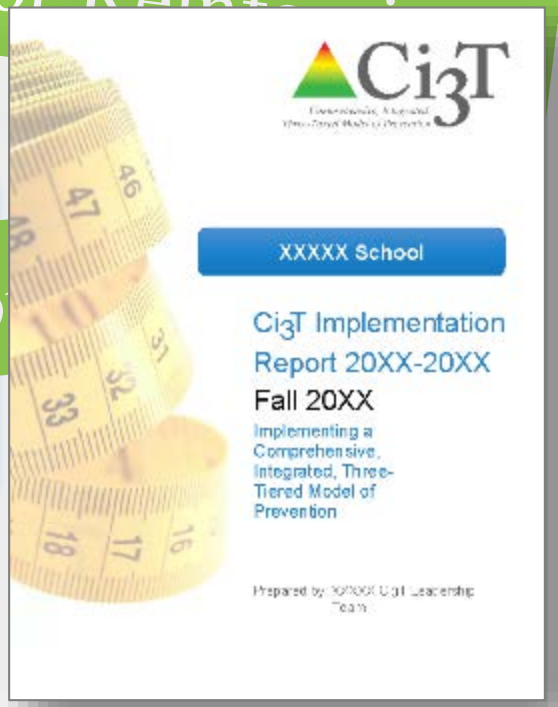
- Implement the Positive Behavioral Interventions
  - and Sup
  - consistent expectations with each student.
- Provide behavior specific praise and positive reinforcement to students who display school-
  - during both academic and
- Foster a
- Implement the reactive plan consistent
  - with fidelity.
- Use a positive response to initial indicators of not meeting expectations:
  - Praise students meeting expectations first
  - Redirect student who are struggling
  - Reteach expectations
  - All
  - difficulties.
- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Follow guidelines on flow chart
  - Enter behavior data on Skyward on same day as incident
  - Communicate with parents about problem solving worksheets

Faculty and Staff will:

- Teach weekly Positive Action lessons
  - Grade
  - lead
  - co-
  - One 20 minute lesson per week teacher lead
  - One 45 minute lesson every other week co-taught by teacher and counselor

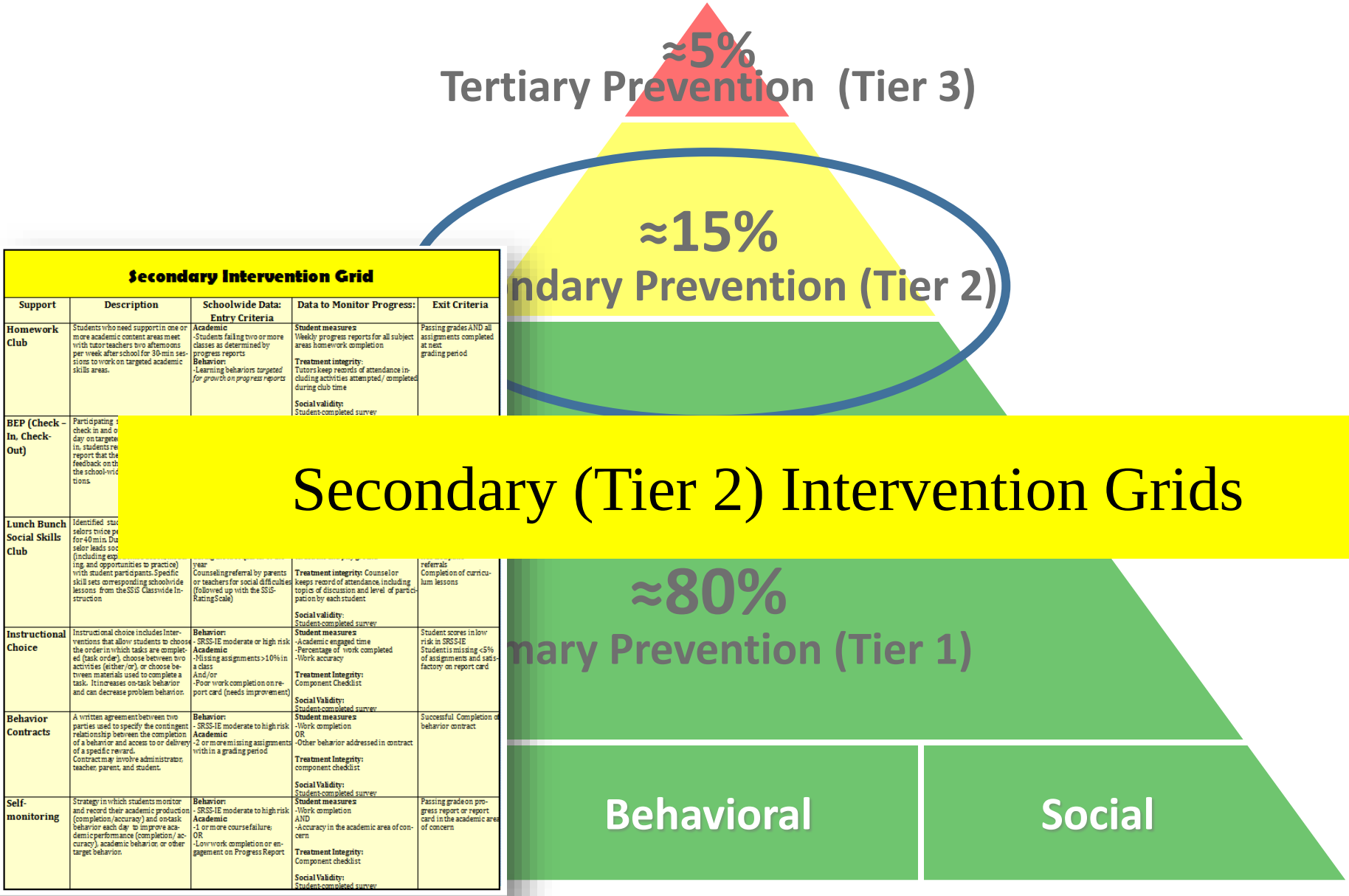
(See appendix for specific lessons for each grade level)

- Model social skills expected of students.
- with behavior specific



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



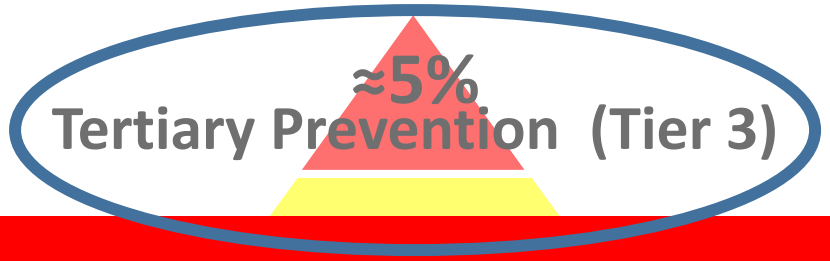
Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Homework Club	Students who need support in one or more academic content areas meet with tutor teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	**Academic** -Students failing two or more classes as determined by progress reports **Behavior:** -Learning behaviors *targeted for growth on progress reports*	**Student measures** Weekly progress reports for all subject areas homework completion **Treatment integrity:** Tutors keep records of attendance including activities attempted/ completed during club time **Social validity:** Student-completed survey	Passing grades AND all assignments completed at next grading period
BEP (Check – In, Check-Out)	Participating s check in and o day on targete in, students re report that the feedback on th the school-wid tions.			
Lunch Bunch Social Skills Club	Identified stu selors twice pe for 40 min. Du selor leads soc (including exp ing, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSiS Classwide Instruction	year Counseling referral by parents or teachers for social difficulties (followed up with the SSiS-Rating Scale)	**Treatment integrity:** Counselor keeps record of attendance, including topics of discussion and level of participation by each student **Social validity:** Student-completed survey	referrals Completion of curriculum lessons
Instructional Choice	Instructional choice includes Interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	**Behavior:** - SRSS-IE moderate or high risk **Academic** -Missing assignments >10% in a class And/or -Poor work completion on report card (needs improvement)	**Student measures** -Academic engaged time -Percentage of work completed -Work accuracy **Treatment Integrity:** Component Checklist **Social Validity:** Student-completed survey	Student scores in low risk in SRSS-IE Student is missing <5% of assignments and satisfactory on report card
Behavior Contracts	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -2 or more missing assignments within a grading period	**Student measures** -Work completion OR -Other behavior addressed in contract **Treatment Integrity:** component checklist **Social Validity:** Student-completed survey	Successful Completion of behavior contract
Self-monitoring	Strategy in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -1 or more course failure; OR -Low work completion or engagement on Progress Report	**Student measures** -Work completion AND -Accuracy in the academic area of concern **Treatment Integrity:** Component checklist **Social Validity:** Student-completed survey	Passing grade on progress report or report card in the academic area of concern

Secondary (Tier 2) Intervention Grids

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

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.

0%
ention (Tier 1)

vioral

Social

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

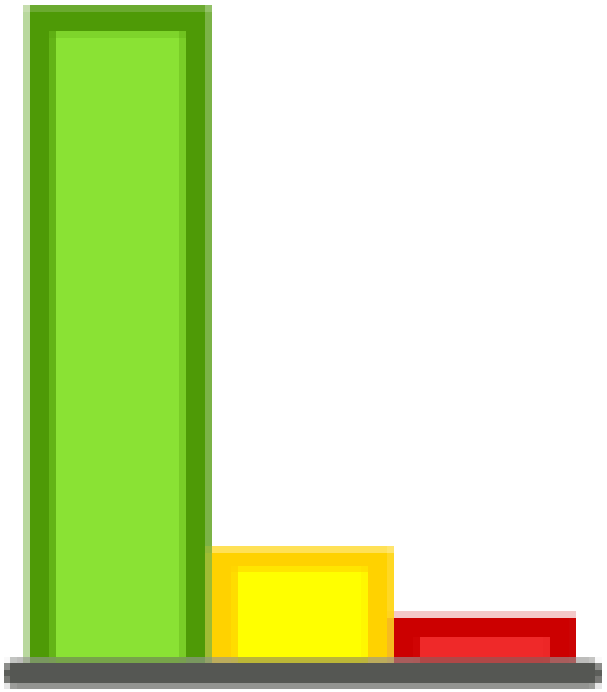
- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

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

Student Risk Screening Scale for Internalizing and Externalizing

DATE:																
TEACHER NAME:																
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.			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
Student Name	**Student ID**	Count														
Example: Smith, Sally	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9
		1													0	0
		2													0	0
		3													0	0
		4													0	0
		5													0	0
		6													0	0
		7													0	0
		8													0	0



Available from ci3t.org

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

SRSS-IE for Elementary Schools

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	**DATE:**			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 **ELEMENTARY USE**														
2	**TEACHER NAME:**																	
3	0 = Never			**Steal**	**Lie, Cheat, Sneak**	**Behavior Problem**	**Peer Rejection**	**Low Academic Achievement**	**Negative Attitude**	**Aggressive Behavior**	**Emotionally Flat**	**Shy; Withdrawn**	**Sad; Depressed**	**Anxious**	**Lonely**	**SRSS TOTAL**	**SRSS-I5 TOTAL**	**SRSS-IE TOTAL**
4	1 = Occasionally																	
5	2 = Sometimes																	
6	3 = Frequently																	
7	Use the above scale to rate each item for each student.																	
8																		
9																		
10																		
11																		
12	**Student Name**	**Student ID**	Count															
13	*Example: Smith, Sally*	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	9	22
14			1													0	0	0
15			2													0	0	0
16			3													0	0	0
17			4													0	0	0
18			5													0	0	0
19			6													0	0	0
20			7													0	0	0
21			8													0	0	0
22			9													0	0	0
23			10													0	0	0
24			11													0	0	0

SRSS-IE: Cut Scores

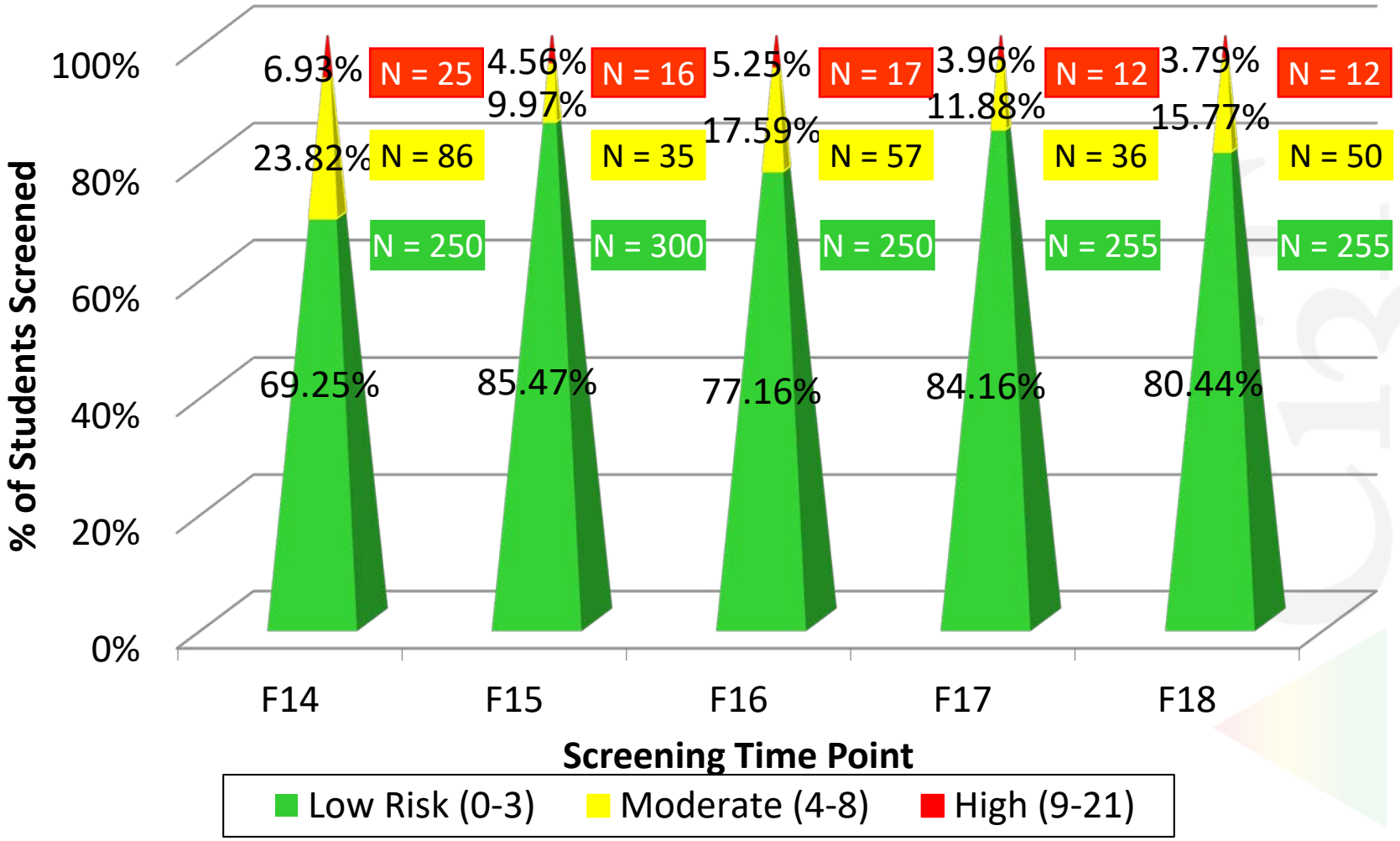
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate 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

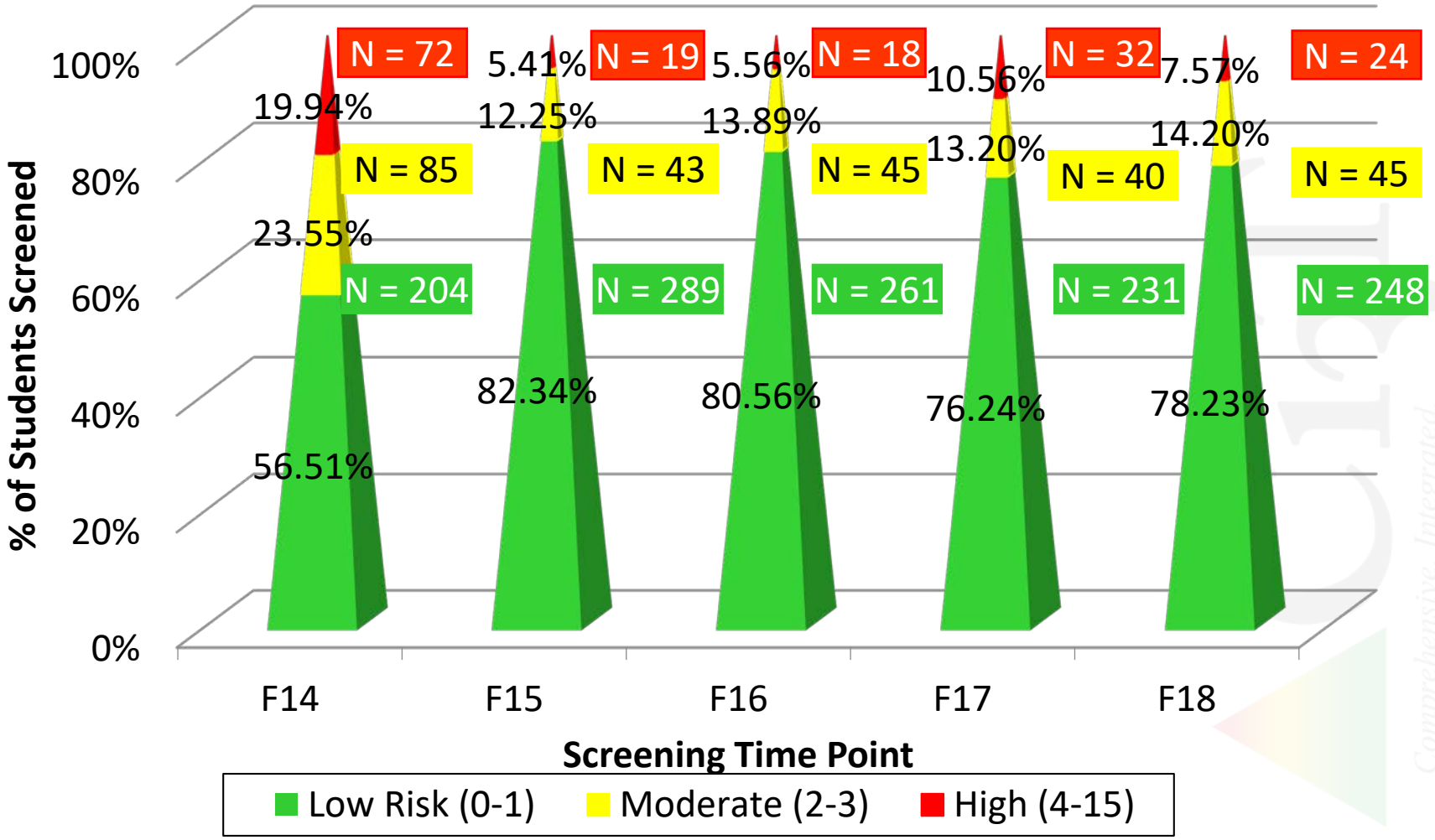
Sample Elementary School Fall

SRSS-E7 (externalizing) Results – All Students



Sample Elementary School Fall

SRSS-I5 (internalizing) Results – All Students



Fall 2018

SRSS-Internalizing Results: Grade level

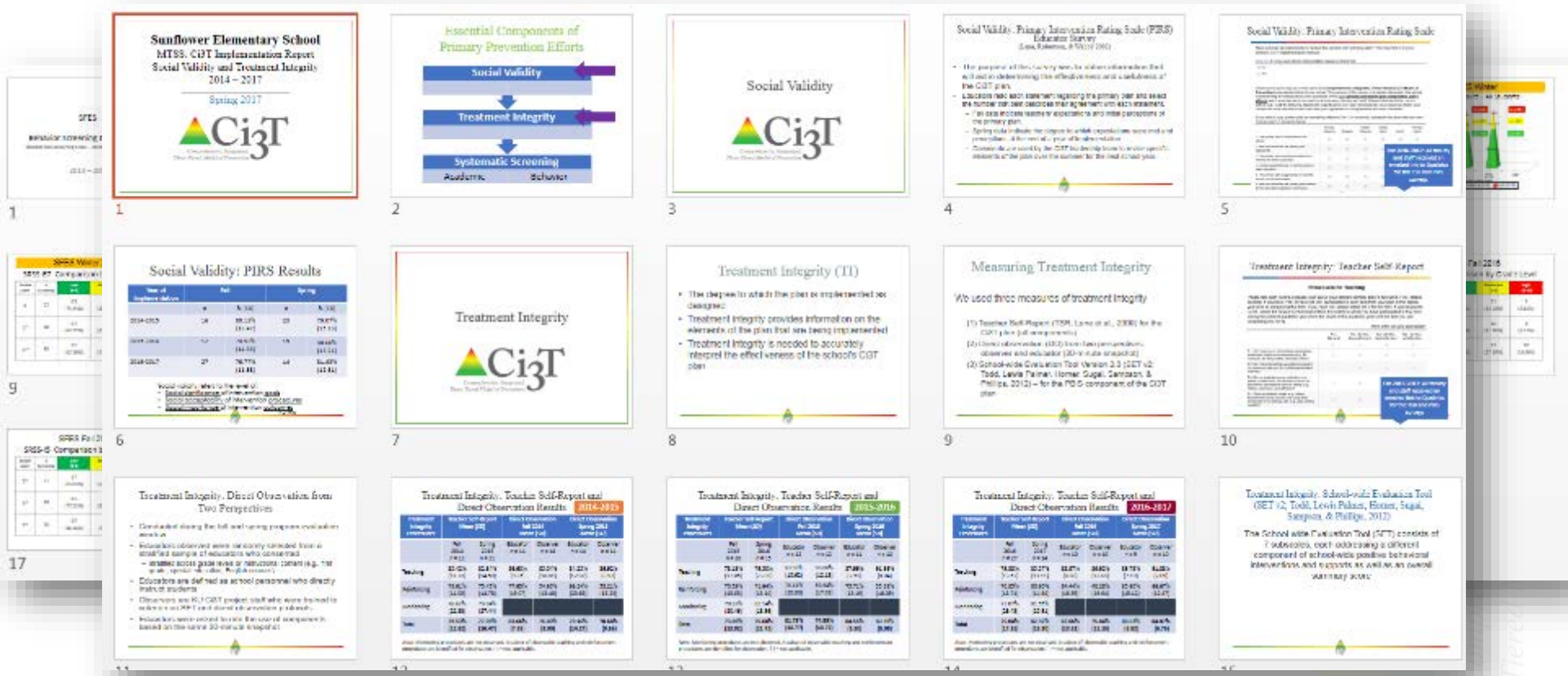
Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	58	52 (89.66%)	6 (10.34%)	0 (0.00%)
1st	52	43 (82.69%)	3 (5.77%)	6 (11.54%)
2nd	61	51 (83.61%)	7 (11.48%)	3 (4.92%)

Fall 2018

SRSS-Internalizing Results: Grade level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
3rd	57	46 (80.70%)	7 (12.28%)	4 (7.02%)
4th	42	23 (54.76%)	13 (30.95%)	6 (14.29%)
5th	47	33 (70.21%)	9 (19.15%)	5 (10.64%)

Implementation …
Data-Informed Decision Making



Examining your screening data …

… **implications for Tier 1 efforts**

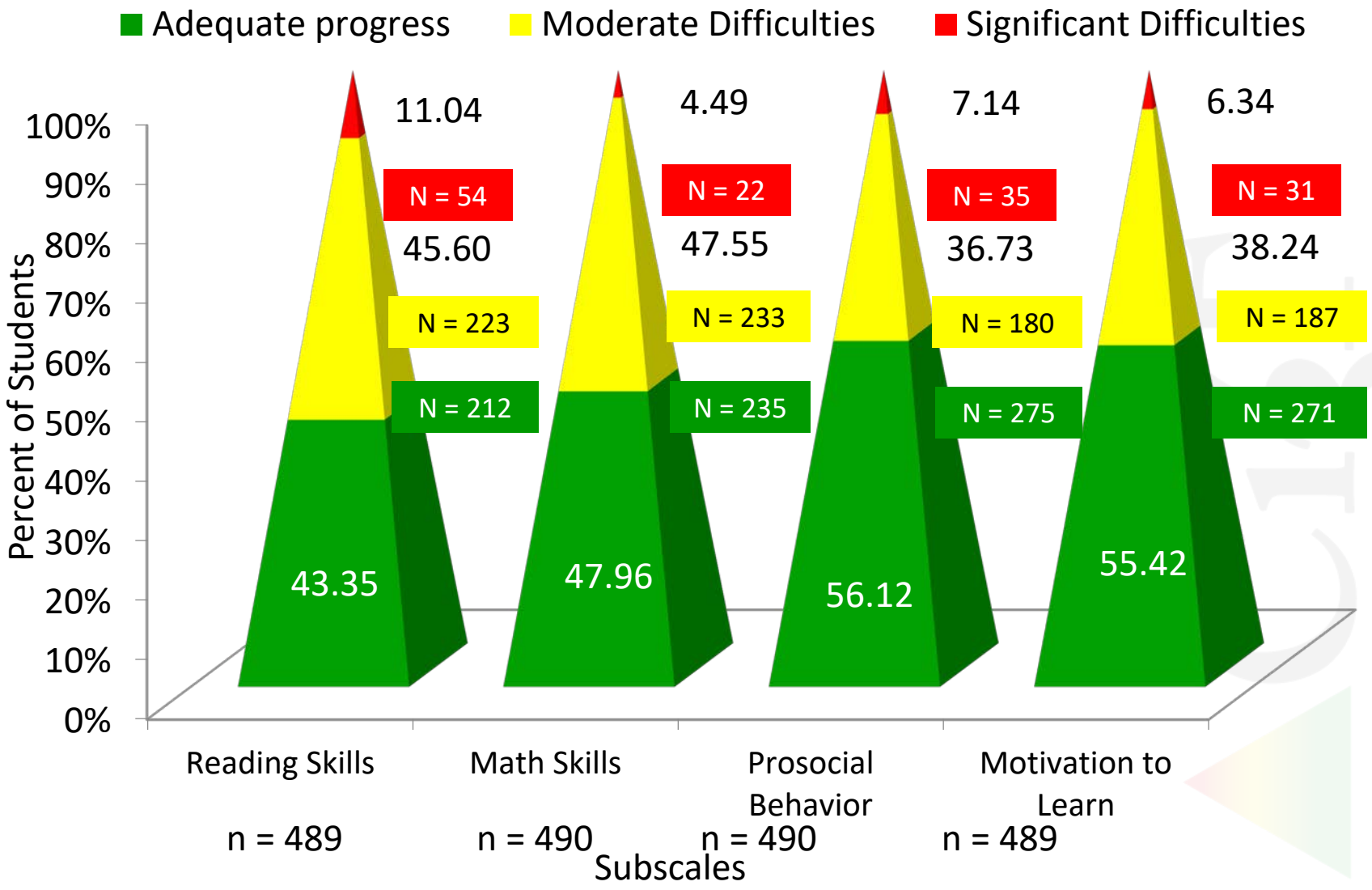
… implications for teacher-delivered strategies

… implications for Tier 2 and Tier 3 supports

See Lane, Menzies, Bruhn, and Crnobori (2011)

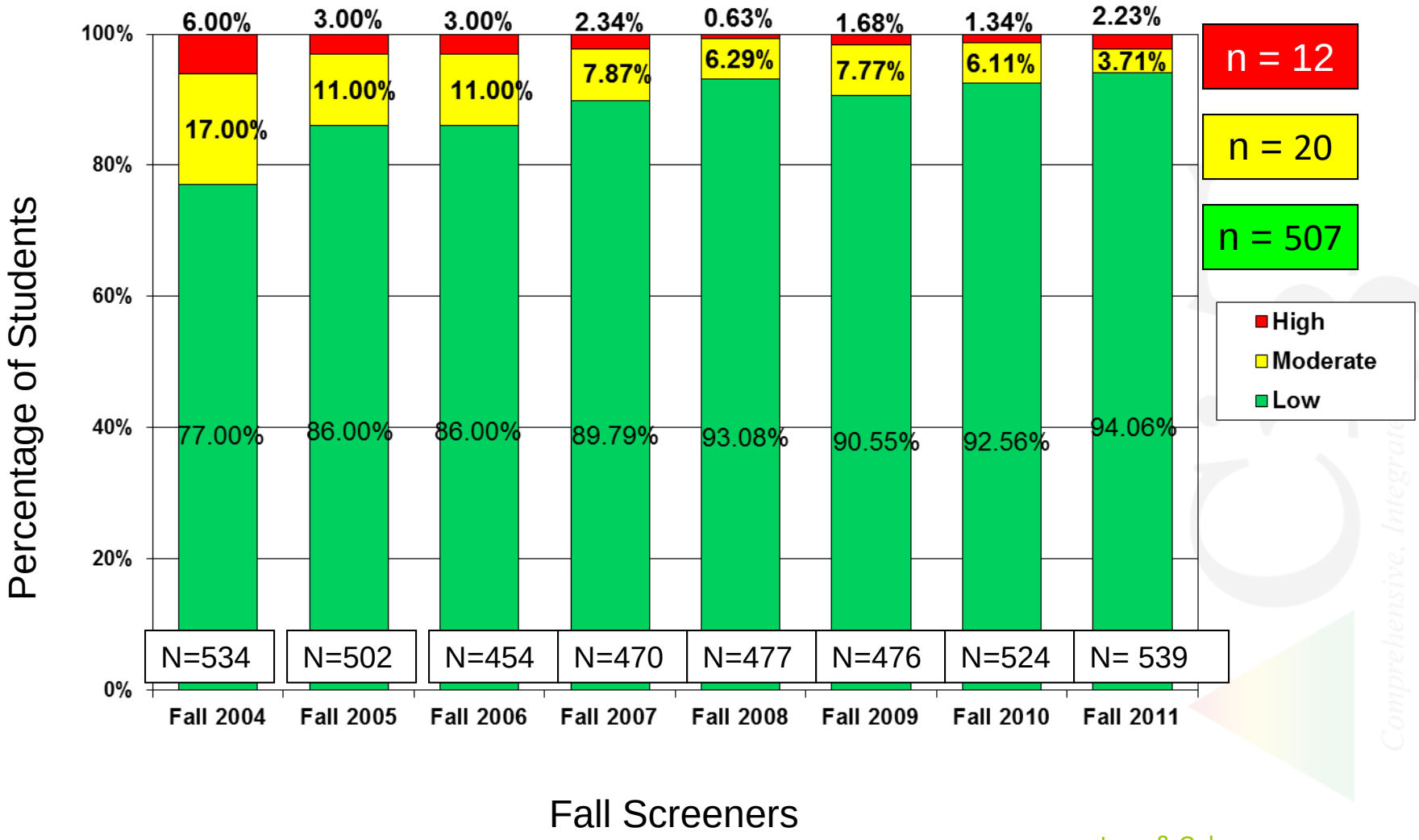
Comprehensive, Integrated, Three-Tiered Model of Prevention

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?

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



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)

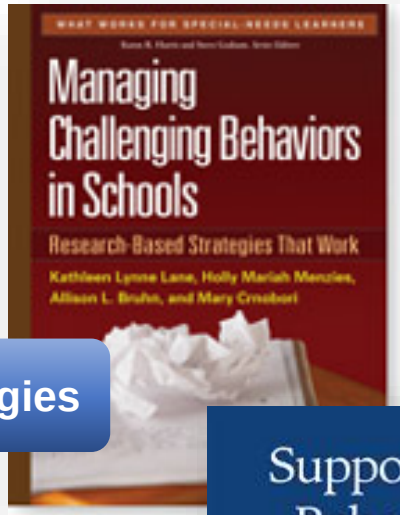
Comprehensive, Integrated, Three-Tiered Model of Prevention

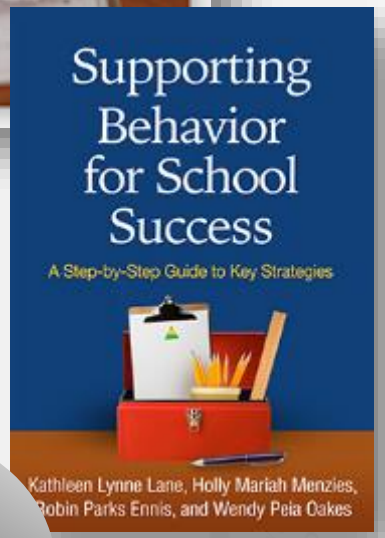
Schoolwide Positive Behavior Support

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies





Higher Intensity Strategies

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

Assess, Design, Implement, and Evaluate

Assessment

Three-Tiered Model of Comprehensive, Integrative,

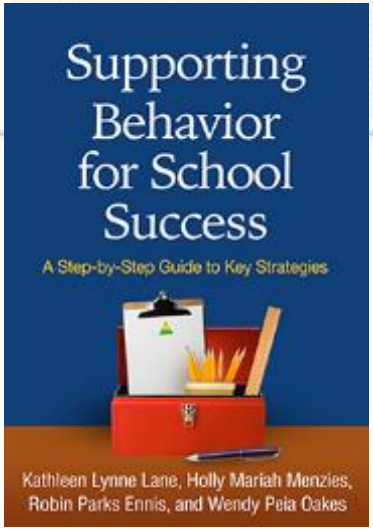
Examining Academic and Behavioral Data – Elementary Level

TEACHER NAME	R. Collins						
Date: December 2014							
			0 Well Above				
		1 Target	1 Above Average	0-3 Low	0-1 Low	0-1 Low	
		2 Average	2 Average	4-8 Moderate	2-3 Moderate	2-5 Moderate	
		3 Below Average	3 Below Average	9-21 High	4-15 High	6+ High	
Student Name	**Student ID**	**AIMSweb Reading**	**AIMSweb Math**	**SRSS Behavior**	**SRSS-I5 Internalizing (Preliminary)**	**ODR**	**Total Days Absent**
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	2	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Three-Tiered Model of Prevention

Low-Intensity Strategies: Building capacity through professional learning

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



Article

A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors

SAGE

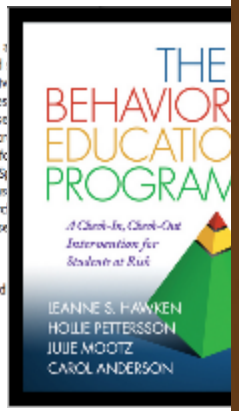
Daniel M. Maggin, PhD[1], Jamie Zurheide, MA[1], Kayci C. Pickett, MA[1], and Sara J. Baillie, MA[1]

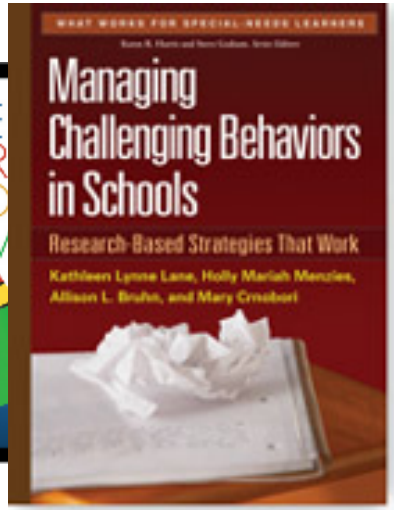
Abstract

Three-tiered models of prevention
A critical component of multitiered
but who are not candidates for indiv
remain regarding which approaches
was, therefore, to examine the rest
intervention, to determine the str
Clearinghouse (WWC) procedures fo
mixed support for the program. S
the CICO program as evidence-bas
discussed in terms of future researc
secondary interventions in school se

Keywords

check-in/check-out, evidence-based
systematic review





- Self-monitoring
- Behavior Contracts

Tier 1 Low Intensity Strategies	Lawrence High School Experts
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

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Ci3T
Comprehensive, Integrated Three-Tiered Model of Prevention

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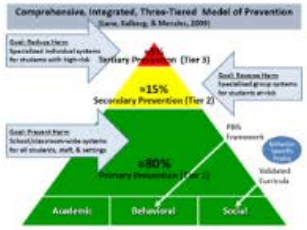
Home | About | Building Your Ci3T Model | Ci3T In Action | Contact | Functional Assessment-Based Interventions | Literature | Measures | Presentations | Professional Learning | Systematic Screening

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

Ci3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel. Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press.

Building Your Ci3T Model

Presentations



Professional Learning

Ci3T: FABI

Functional Assessment-Based Interventions

Professional Learning! www.ci3t.org/pl

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

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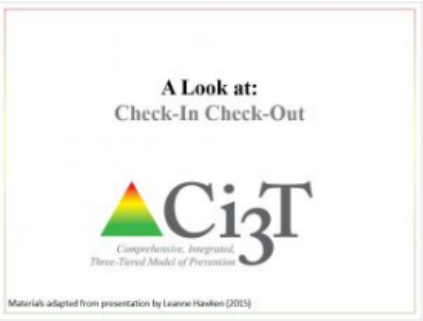
TIERED INTERVENTION LIBRARY

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.

ci3t.org
Professional Learning tab

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; Crone e
low-intensity intervention that can be used as a support for students who require add
meet school-wide behavior expectations. The intervention consists of three primary c
scheduled check-in with a school staff member at the beginning of each day, a Daily P
a scheduled check-out with the same staff member at the end of the day. These three
designed to provide opportunities for building positive relationships, access to adult a
instructive feedback on the student's behavior throughout the day, and positive reinfo
behavioral successes (Lane, Capiz

Download all documents for BEP/

- Introduction
- PowerPoint presentation
- Sample: BEP Daily Progress Rep
- Sample: BEP Daily Progress Rep
- Sample: BEP Home Report Tem
- BEP Student DPR Data Tracker
- Intervention grid: PDF or MS-W
- Treatment Integrity Checklist
- Social validity: student forms
- Social validity: student forms sc
- Social validity: student forms sc
- Social validity: student forms sc
- Social validity: adult forms
- Social validity: adult forms

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

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

opportunities to respond (OTR) is a teacher strategy that helps students review material,
ency, or commit material to memory while simultaneously increasing on-task behavior and
ppropriate behavior. Just as the term implies, increasing opportunities to respond offers
equent opportunities within a set time period to respond to teacher questions or prompts
ced academic, behavioral, or social skills material. Increased opportunities to respond is a
e strategy that is ideal with materials or concepts a student has a basic understanding of with
increasing fluency and information retrieval. It was developed to help students respond to

INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

Instructional Choice TRANSCRIPT

Examining your screening data …

… implications for primary prevention efforts

… implications for teachers

… implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)

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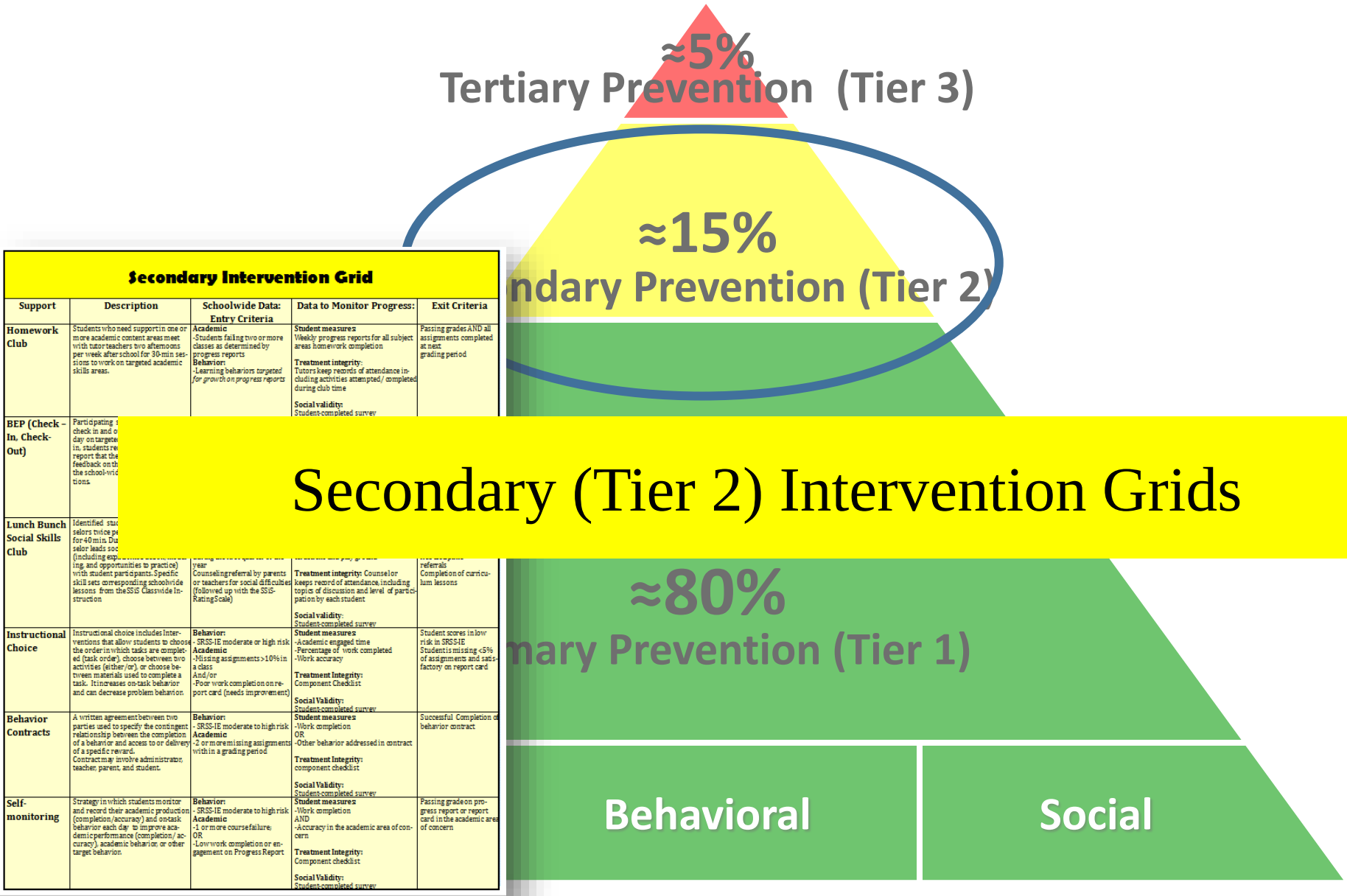
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



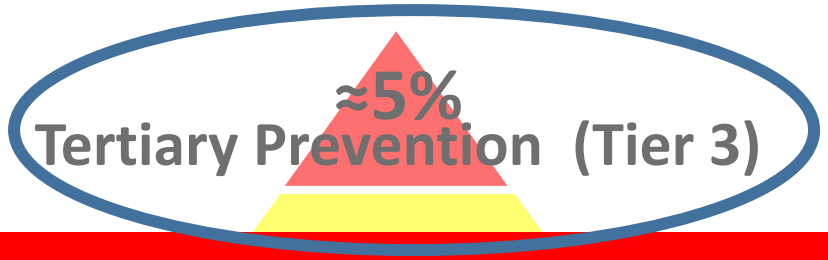
Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Homework Club	Students who need support in one or more academic content areas meet with tutor teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	**Academic** -Students failing two or more classes as determined by progress reports **Behavior:** -Learning behaviors *targeted for growth on progress reports*	**Student measures** Weekly progress reports for all subject areas homework completion **Treatment integrity:** Tutors keep records of attendance including activities attempted/ completed during club time **Social validity:** Student-completed survey	Passing grades AND all assignments completed at next grading period
BEP (Check – In, Check-Out)	Participating s check in and o day on targete in, students re report that the feedback on th the school-wid tions.			
Lunch Bunch Social Skills Club	Identified stu selors twice pe for 40 min. Du selor leads soc (including exp ing, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSiS Classwide Instruction	year Counseling referral by parents or teachers for social difficulties (followed up with the SSiS-Rating Scale)	**Treatment integrity:** Counselor keeps record of attendance, including topics of discussion and level of participation by each student **Social validity:** Student-completed survey	referrals Completion of curriculum lessons
Instructional Choice	Instructional choice includes Interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	**Behavior:** - SRSS-IE moderate or high risk **Academic** -Missing assignments >10% in a class And/or -Poor work completion on report card (needs improvement)	**Student measures** -Academic engaged time -Percentage of work completed -Work accuracy **Treatment Integrity:** Component Checklist **Social Validity:** Student-completed survey	Student scores in low risk in SRSS-IE Student is missing <5% of assignments and satisfactory on report card
Behavior Contracts	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -2 or more missing assignments within a grading period	**Student measures** -Work completion OR -Other behavior addressed in contract **Treatment Integrity:** component checklist **Social Validity:** Student-completed survey	Successful Completion of behavior contract
Self-monitoring	Strategy in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	**Behavior:** - SRSS-IE moderate to high risk **Academic** -1 or more course failure; OR -Low work completion or engagement on Progress Report	**Student measures** -Work completion AND -Accuracy in the academic area of concern **Treatment Integrity:** Component checklist **Social Validity:** Student-completed survey	Passing grade on progress report or report card in the academic area of concern

Secondary (Tier 2) Intervention Grids

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

0%
ention (Tier 1)

vioral

Social

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.

Ci3T Training Series

Implementation Stages of Tier 2 and 3 within Ci3T

Ci3T Team Training Sequence

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

Ci3T: Primary Prevention

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

Ci3T: Secondary Prevention

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

Ci3T: Tertiary Prevention

Additional Professional Development on Specific Topics

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

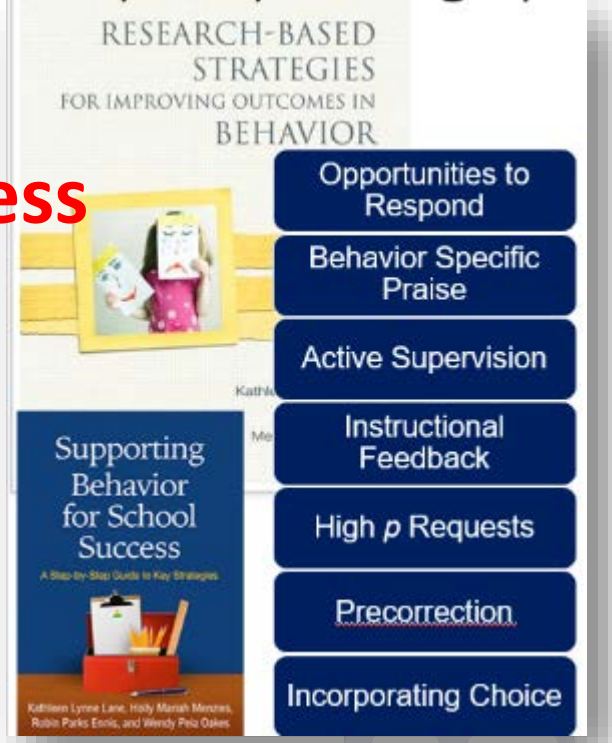
Teacher Driven Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low-Intensity Behavior Supports

Ci3T IMPLEMENTATION

Professional Learning Series

Three-Tiered Model of Prevention

Lessons Learned … a Work in Progress



Examining your screening data …

… implications for primary prevention efforts

… implications for teachers

… implications for student-based interventions

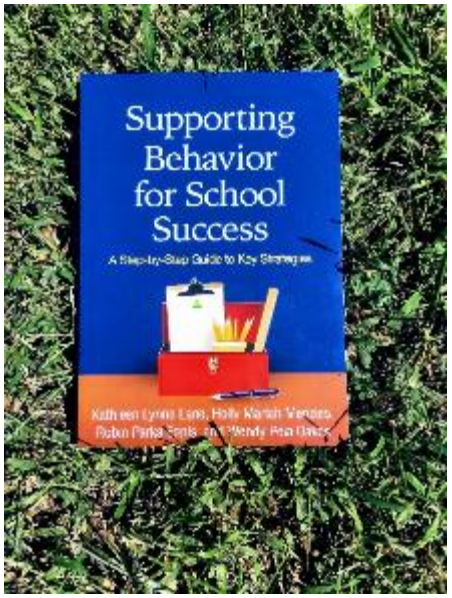
See Lane, Menzies, Bruhn, and Crnobori (2011)

Comprehensive, Integrated, Three-Tiered Model of Prevention

District-level Professional Learning for Successful Low-Intensity Strategies

Auburn Washburn Unified School District 437

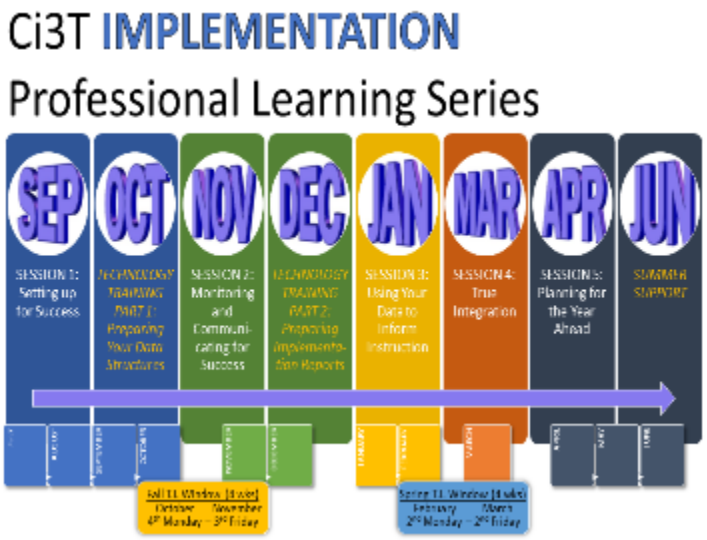
Inspiring, Challenging, and Preparing Every Child, Every Day



Comprehensive, Integrated, Three-Tiered Model of Prevention

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.



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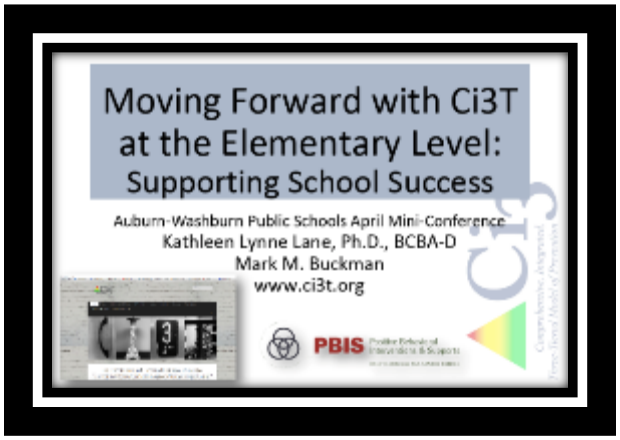
Offering a Range of Professional Learning Options

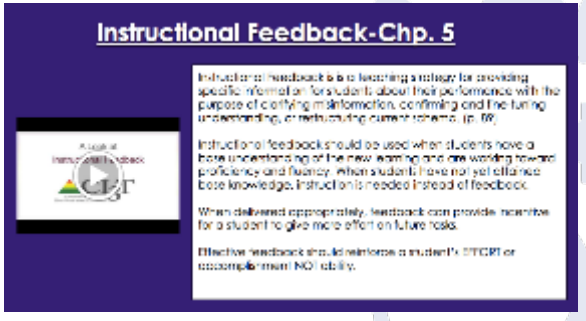
District-wide Professional Development Days

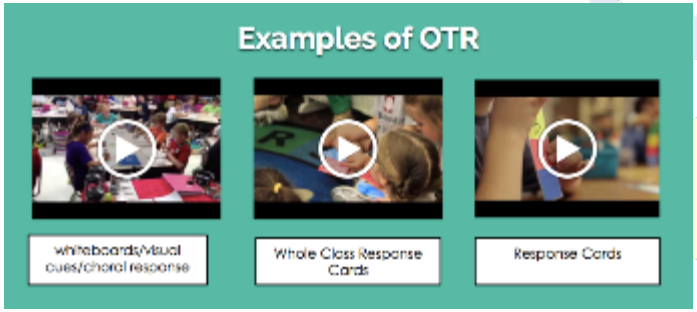
- Break Out Sessions
- Mini Sessions
- KU Ci3T Team
- Poster Session
- Unconference



Unconference: Brainstorm Session

Staff are invited to brainstorm possible reinforcement plans for the upcoming school year (student reinforcement, parent reinforcement, teacher reinforcement)





Comprehensive, Integrated, Three-Tiered Model of Prevention

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

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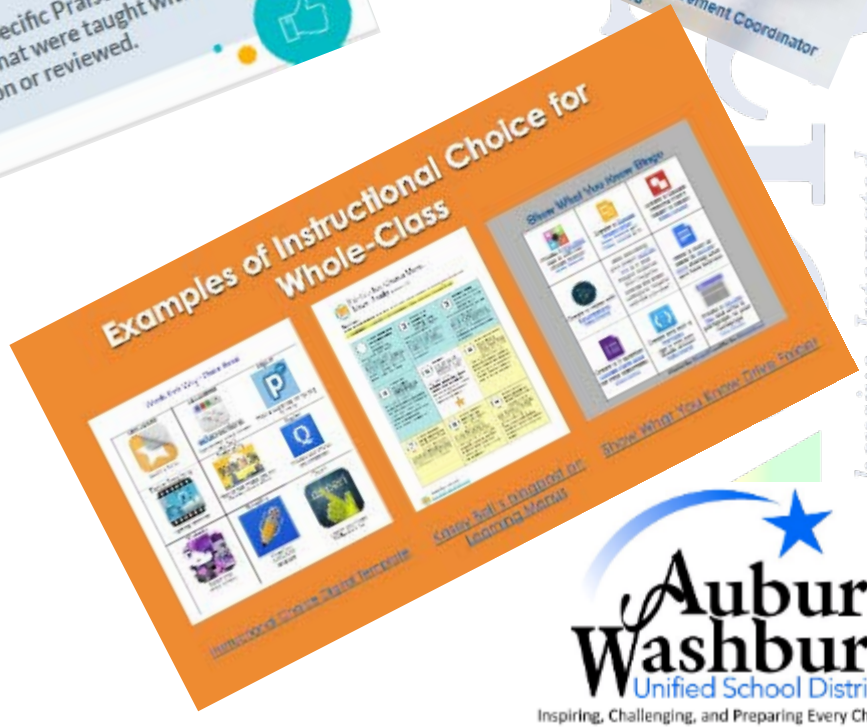
Inspiring, Challenging, and Preparing Every Child, Every Day

Ci3T
Three-Tiered Model of Prevention



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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

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Inspiring, Challenging, and Preparing Every Child, Every Day

Three-Tiered Model of Prevention

Meeting Principals and Teachers Where They Are

Why?

What?

How?

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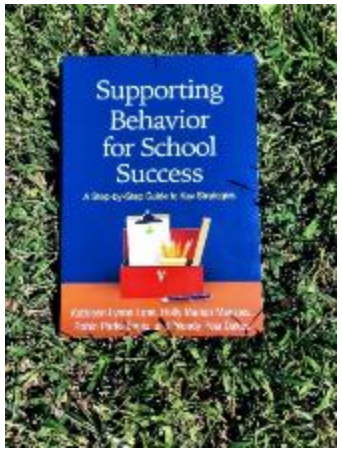
Lessons Learned



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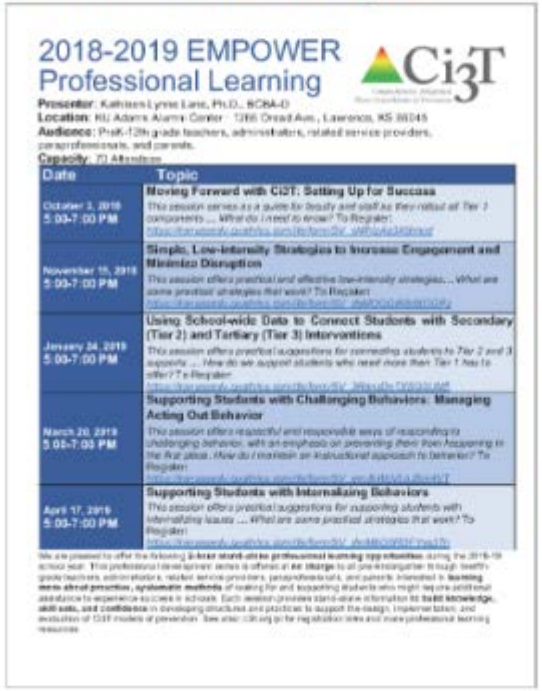
Presentations | Professional Learning

Kansas

Location: KU Adams Alumni Center, Lawrence

Information and Registration: please click the links in the flyer.



2018-2019 EMPOWER Professional Learning

Ci3T

Date	Topic
October 3, 2018 5:00-7:00 PM	**Moving Forward with Ci3T: Setting Up for Success** This session serves as a guide for faculty and staff as they rollout all Tier 1 components ... What do I need to know? To Register:
November 15, 2018 5:00-7:00 PM	**Simple, Low-Intensity Strategies to Increase Engagement and Minimize Disruption** This session offers practical and effective low-intensity strategies ... What are some practical strategies that work? To Register:
January 24, 2019 5:00-7:00 PM	**Using School-wide Data to Connect Students with Secondary (Tier 2) and Tertiary (Tier 3) Interventions** This session offers practical suggestions for connecting students to Tier 2 and 3 supports ... How do we support students who need more than Tier 1 has to offer? To Register:
March 20, 2019 5:00-7:00 PM	**Supporting Students with Challenging Behaviors: Managing Acting Out Behavior** This session offers respectful and responsible ways of responding to challenging behavior, with an emphasis on preventing them from happening in the first place. How do I maintain an instructional approach to behavior? To Register:
April 17, 2019 5:00-7:00 PM	**Supporting Students with Internalizing Behaviors** This session offers practical suggestions for supporting students with internalizing issues ... What are some practical strategies that work? To Register:

We are pleased to offer the following 5-hour stand-alone professional learning opportunities during the 2018-19 school year. This professional development series is offered at no charge to all pre-kindergarten to fourth grade teachers, administrators, related service providers, paraprofessionals, and parents interested in learning more about prevention, systematic methods of making fair and supporting students who might require additional assistance to experience success in schools. Each session provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to support the design, implementation, and evolution of Ci3T models of prevention. See also: ci3t.org/pl for registration links and more professional learning resources.

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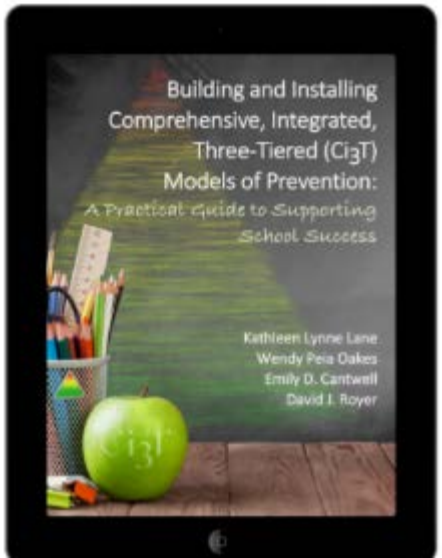
strategies and
explored by watch
where available) an

Quicklist

Project EMPOWER



Comprehensive, Integrated Three-Tiered Model of Prevention

www.ci3t.org

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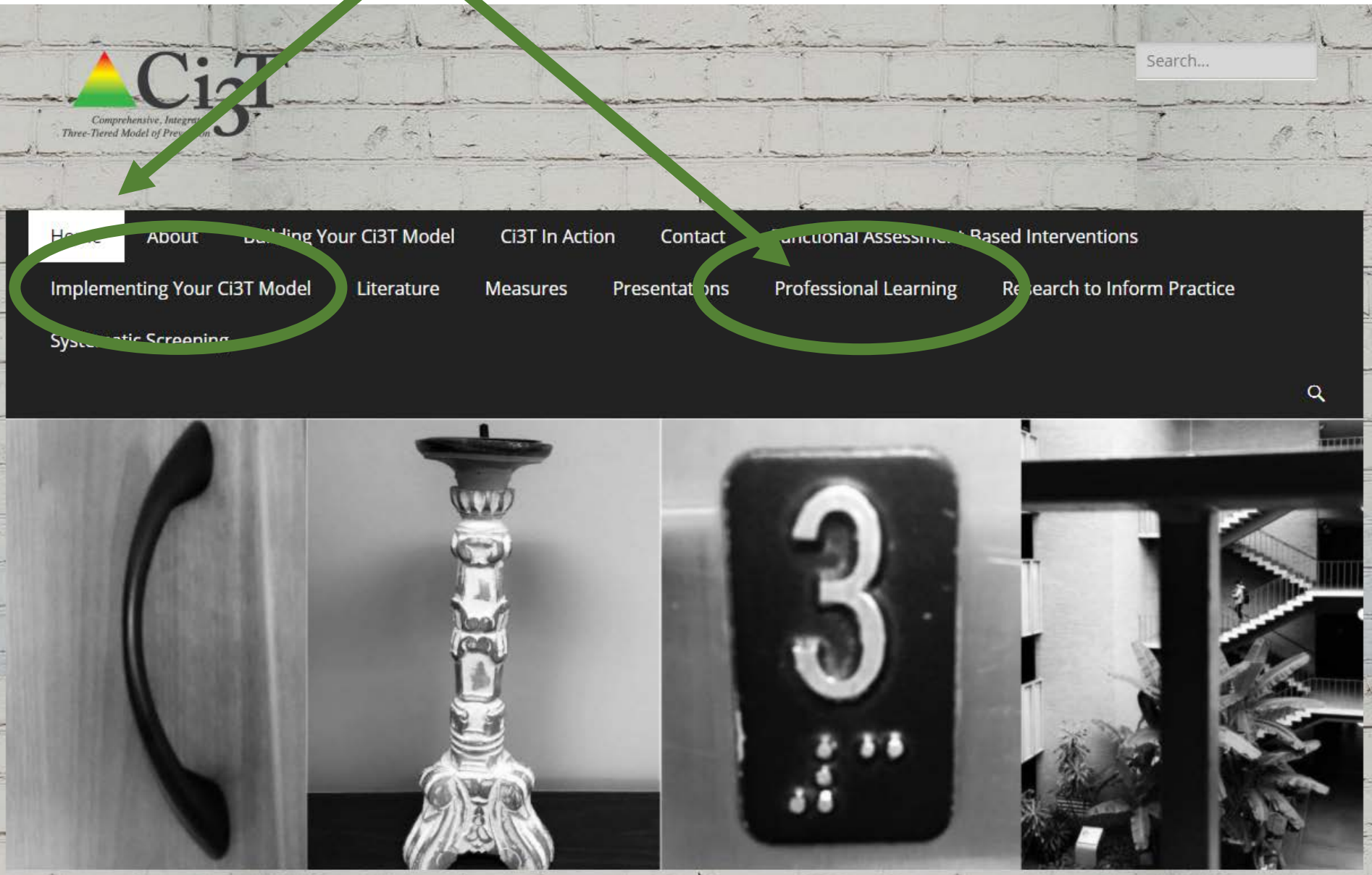

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Comprehensive, Integrated Three-Tiered Model of Prevention