

B1: A Look at the Logistics of Systematic Screening: The Practicalities of Moving Forward

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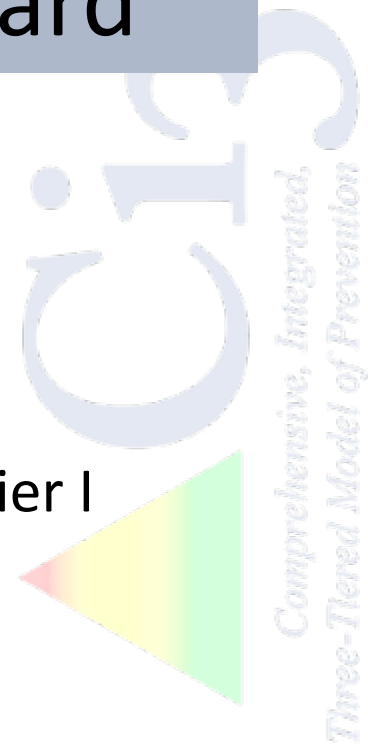
University of Kansas

Darcy Kraus

Lawrence, Kansas

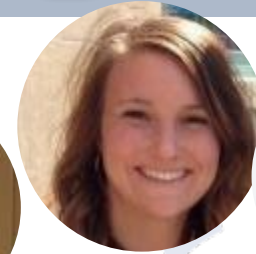
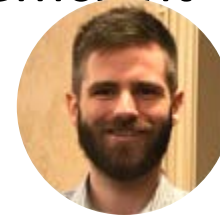
Keywords: Screening, Behavior, Tier I

www.ci3t.org



Agenda

- Introducing Ci3T ... collaborative and efficient
- Systematic Screening Tools
 - Selecting and Installing
 - Understanding the Practicalities
- Using Screening Data to Inform Instruction
 - Tier 1 efforts
 - Teacher-delivered strategies
 - Tier 2 and 3 supports
- Action Plans: Moving Forward



chensive,
Tiered Model of Prevention

Questions to Consider:

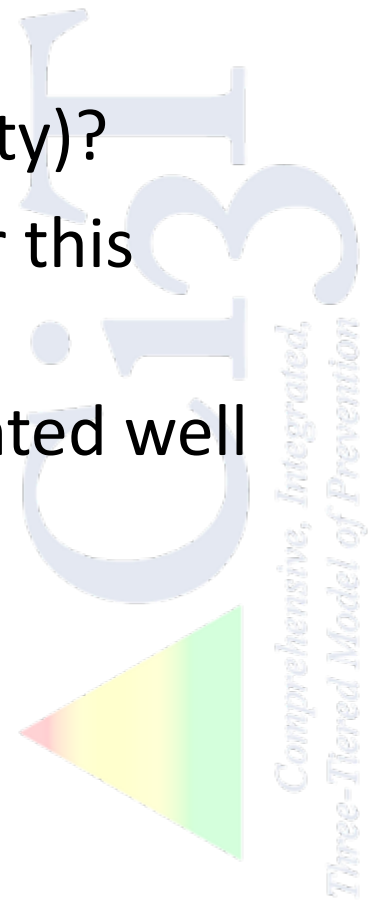
How does this compare to our priorities?

Who would do this work?

Where would this work live (e.g., responsibility)?

What should we stop doing to make room for this work?

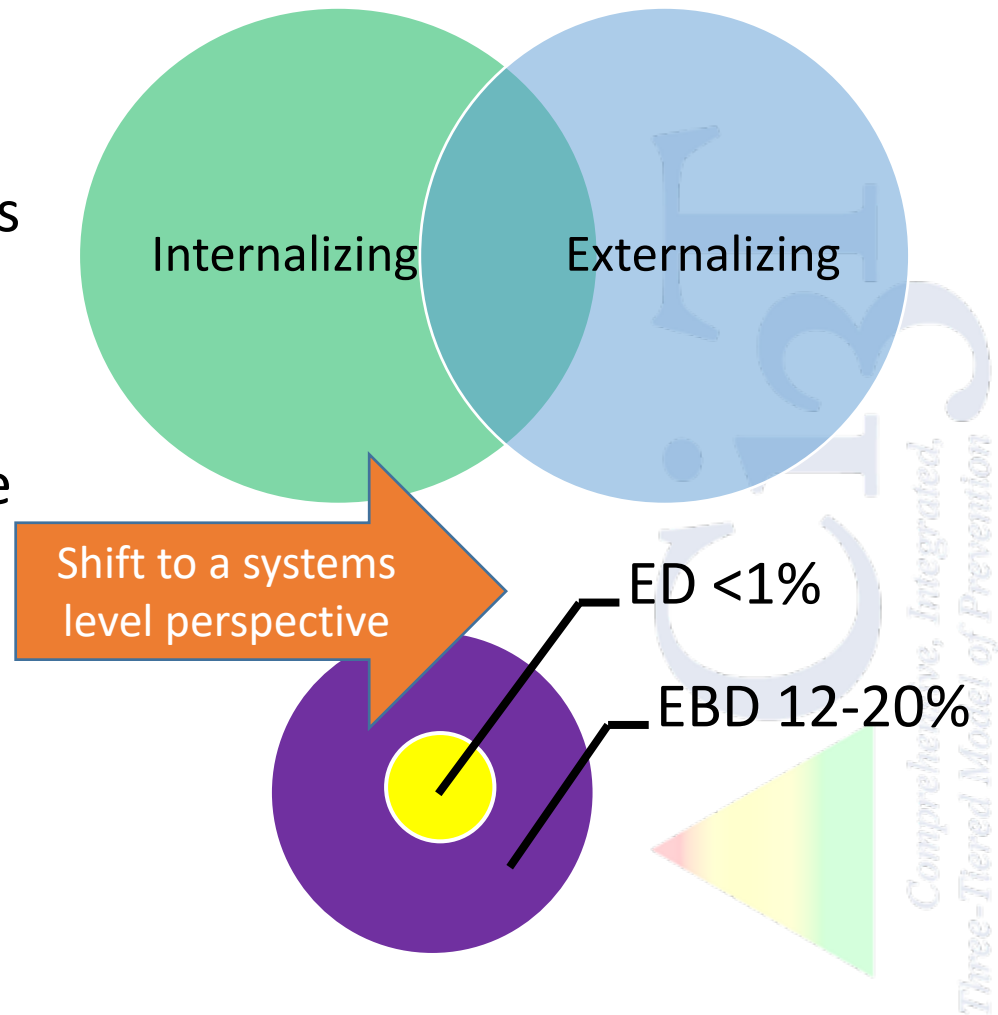
How will we assess whether it's (a) implemented well and (b) working?



Thank you...

For Your Commitment

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
 - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
 - relied on reactive approaches to address these challenges (Horner & Sugai, 2015)



Michael Yudin urged educators and educational system leaders to “**pay as much attention to students’ social and behavioral needs as we do academics**” ...

2014 National PBIS Leadership Conference, Michael Yudin,
Assistant Secretary for the Office of Special Education and
Rehabilitation of the United States Department of Education



Agenda

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools

- Selecting and Installing

- Understanding the Practicalities

Using Screening Data to Inform Instruction

- Tier 1 efforts

- Teacher-delivered strategies

- Tier 2 and 3 supports

Action Plans: Moving Forward

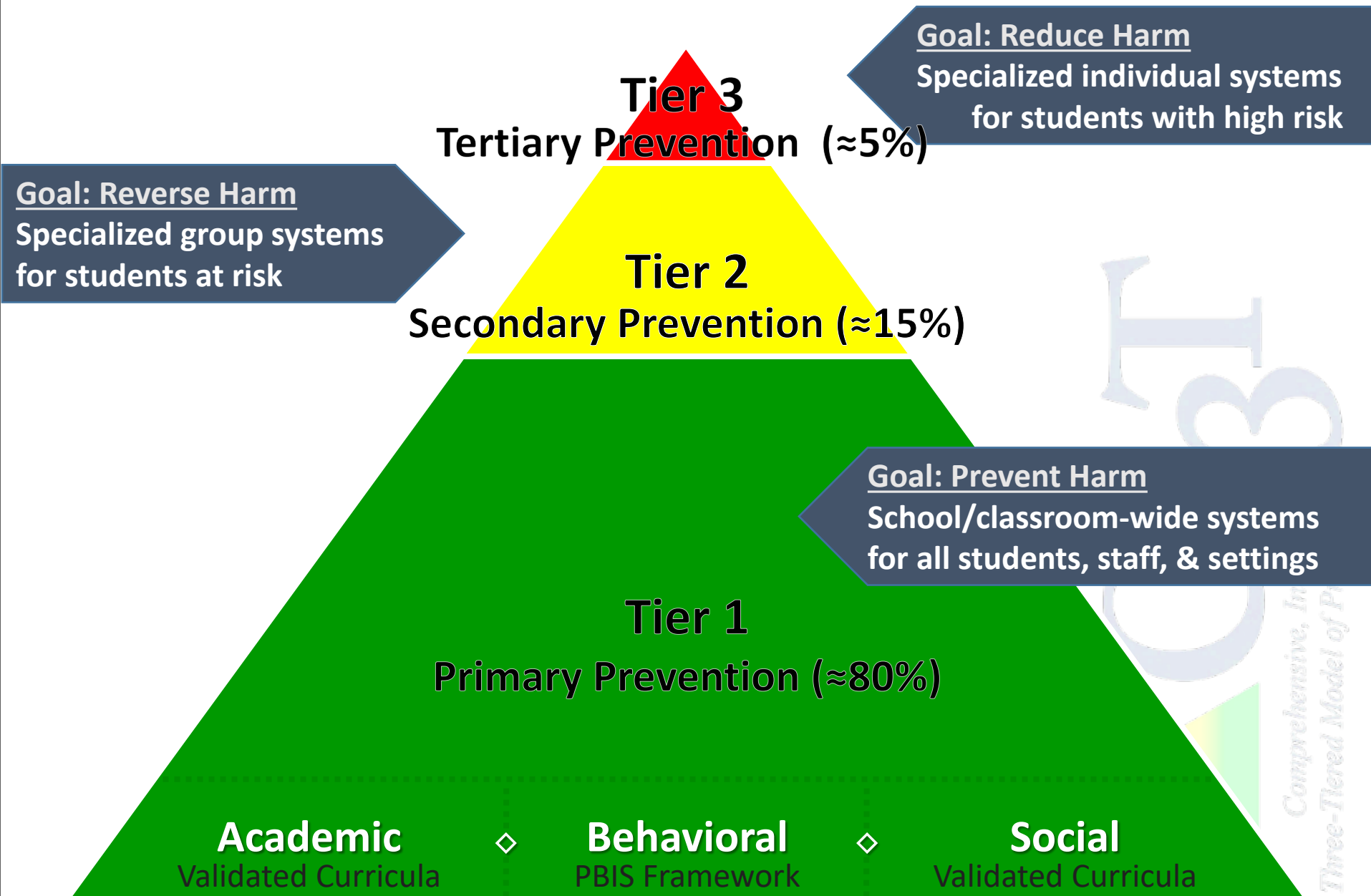


The Journey of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention



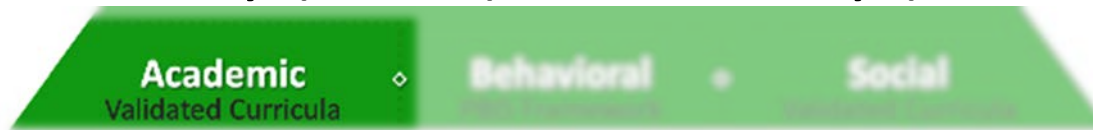
Comprehensive, Integrated, Three-Tiered Model of Prevention

(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



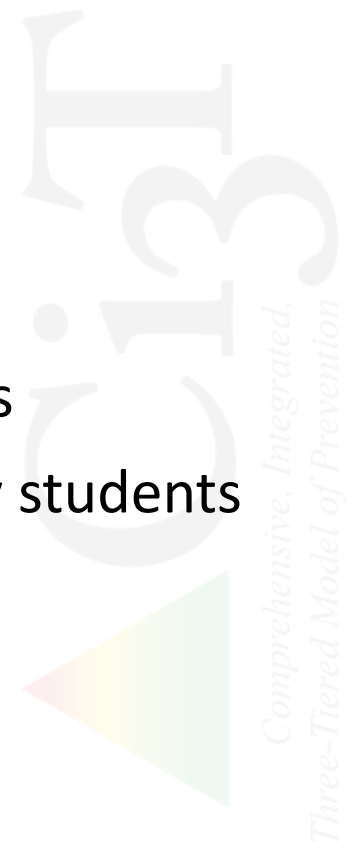
Comprehensive, Integrated,
Three-Tiered Model of Prevention

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

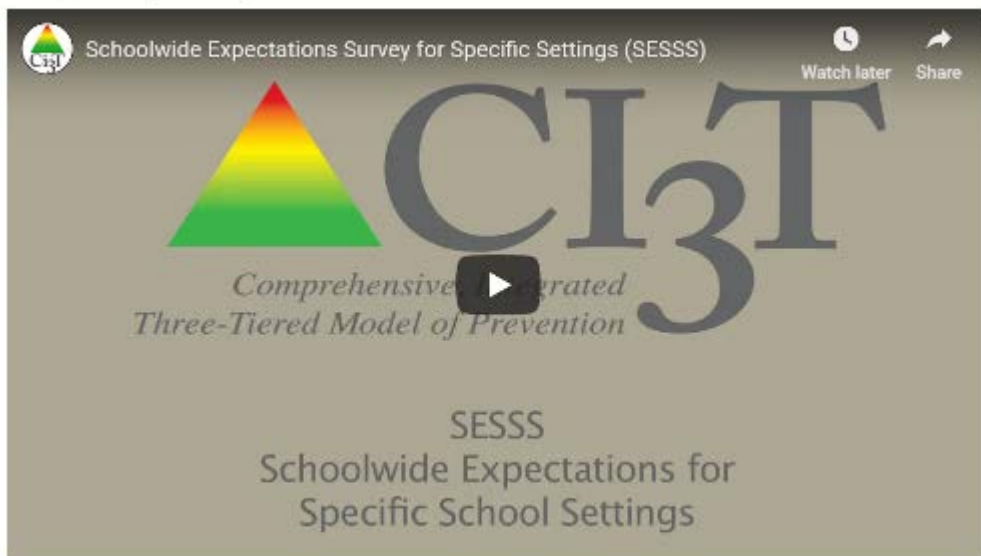


Sample Elementary School Expectation Matrix

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be Respectful	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus drivers' rules Stay in your personal space
Be Safe	<ul style="list-style-type: none"> Be in assigned area on time Remain in school 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the 	<ul style="list-style-type: none"> Make your choices quickly 	<ul style="list-style-type: none"> Play approved games Use equipment 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
				<ul style="list-style-type: none"> Use equipment 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathroom tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control



Schoolwide Expectations Survey for Specific Settings (SESSS)



SESSS TRANSCRIPT

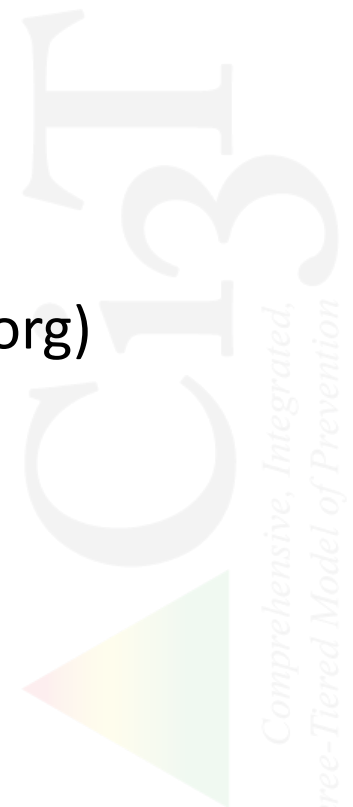
The **SCHOOLWIDE EXPECTATIONS SURVEY FOR SPECIFIC SETTINGS** (SESSS; Lane, Oakes, & Menzies, 2010) allows school-based faculty and staff to identify behaviors that are critical for student success at

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)



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 parent resources.
- Customizable units are:
 - Attendance and achievement
 - Bullying and violence prevention
 - Character and Life skills
 - Digital citizenship
 - Alcohol and drug prevention
 - Health and Wellness

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

Building and Installing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: A Systemic Guide to Supporting Schools, Students

Matthew L. Loeber
Wendy E. Dwyer
Drew A. Connors
David J. Henry



Lawrence Public Schools ... Ci3T Training & Implementation

Phase

2013-14 14-15 15-16

Elementary School

Ci3T Training

Implementation Year 1

Implementation Year 2

Sustain and Develop Practices

Middle and High Schools

Ci3T Training

Implementation Year 1

Implementation Year 2

Sustain and Develop Practices

College and Career Center

Ci3T Training

Implementation Year 1

Implementation Year 2

Sustain and Develop Practices





Woodlawn Elementary
School Year 2016-2017
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention



Lawrence Free State High School
School Year 2016-2017
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention



Liberty Memorial Central
Middle School
School Year 2016-17
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention
Plan Designed by Liberty Memorial Central Middle School Leadership Team Members

Sunset Hill

Staff Handbook

2016-2017



School Hours
8:15-3:20 M,T,Th,F
8:15-1:30 W

Teacher Duty Day
7:45-3:00



West Middle School
School Year 2016-2017
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention



Quail Run Elementary
School Year 2015-2016
Implementation Manual
Comprehensive, Integrated, Three-Tiered (CI3T)
Model of Prevention

Ci3T Implementation Manuals

Shared with permission.

Responsibilities

Faculty and Staff will:

- Use district mandated curriculum and instructional resources in the classroom.
 - Math - 90 minutes

Responsibilities

Faculty and Staff will:

- Implement the Positive Behavioral Interventions and Supports (PBIS) framework

Faculty and Staff will:

- Teach weekly Positive Action lessons
- Grade-level

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcement

Ci3T Primary Plan: Procedures for

- 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.
Provide behavior specific

- Provide student feedback
- Differentiate instruction for all students
- Use proactive strategies to support student 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 strategy

- Foster a safe environment
- Implement the reactive plan consistently 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
 - Allow student to correct

- 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



XXXXX School

Ci3T Implementation Report 20XX-20XX

Fall 20XX

Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by: School Unit Leadership Team

Effective
Teams

Agenda

Communication and Continuous Improvement

Ci3T District
Leadership Team

Ci3T School
Leadership Team

College &
Career

Ci3T School
Leadership Team

Ci3T School
Leadership Team

Middle

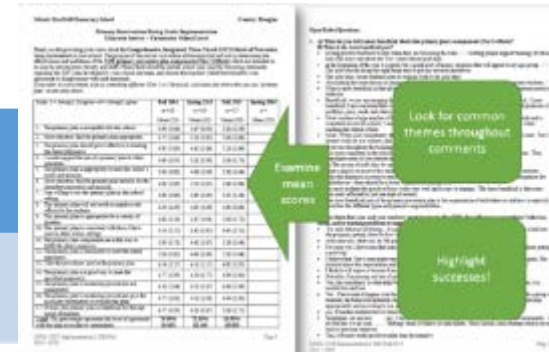
High

Ci3T School
Leadership Team

Elementary

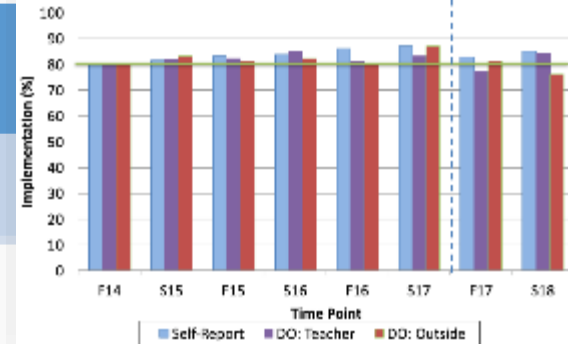
Communication: Soliciting Feedback, Sharing Progress, Providing Professional Learning

Social Validity



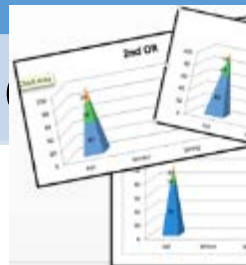
Treatment Integrity

Sample Elementary School
Treatment Integrity 2014-2018



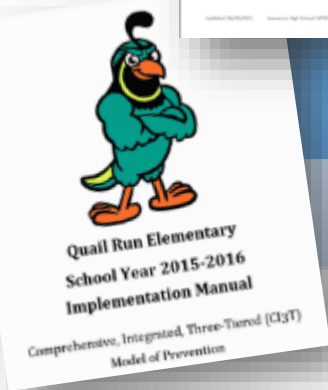
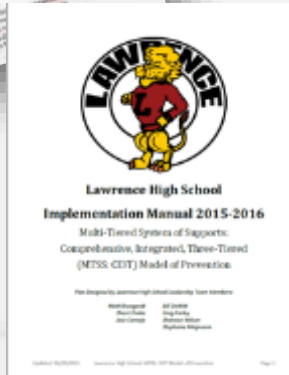
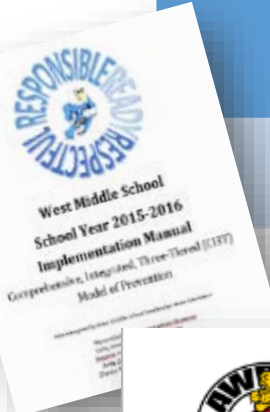
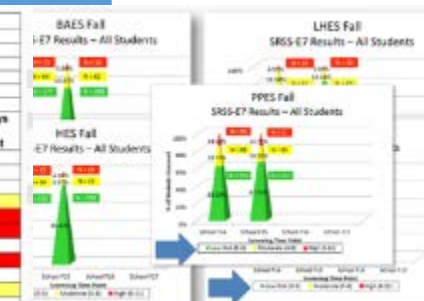
Systematic Screening

Acad



TEACHER NAME: JR. Collins
Date: December 2014

Student Name	Student ID	AIMSweb Reading	AIMSweb Math	Behavior	SRSS-E7	SRSS-E5	Internalizing (Preliminary)	ODR	Absent	Total Days
Ally, Allison	2310	1	1	1	1	1	1	0	0	0
Alwell, J'Marie	2013	1	1	0	0	0	0	0	0	0
Bonds, Peter	2001	2	2	4	0	0	0	0	0	0
Boeker, Abbie	2001	1	2	0	2	1	1	0	0	0
Cartright, Ashley	2152	1	3	0	8	0	0	0	0	0
Coz, Lucille	2002	2	3	2	10	0	0	0	0	0
Hartins, Eric	2017	1	1	0	0	0	0	0	0	0
Julius, O'Tam	2132	3	2	8	2	0	0	0	0	0
Justice, Jesse	2003	2	2	3	1	0	0	0	0	0
Orlino, Kelly	2009	1	2	0	3	0	0	0	0	0



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

≈5%
Tertiary Prevention (Tier 3)

≈15%
Secondary Prevention (Tier 2)

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 1 check-in and 0 day on target in, students report that the feedback on the school-wide			
Lunch Bunch Social Skills Club	Identified students who participate for 40-min. The selector leads social skills instruction (including explicit and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSIS Classroom Instruction	year Counseling referral by parents or teachers for social difficulties (followed up with the SSIS-Rating Scale)	Treatment integrity: Counselor or teachers for social difficulties 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 Students 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 administrators, teacher, parent, and student.	Behavior: -SRSS-IE moderate to high risk Academic -2 or more missing assignments within a grading period	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 -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

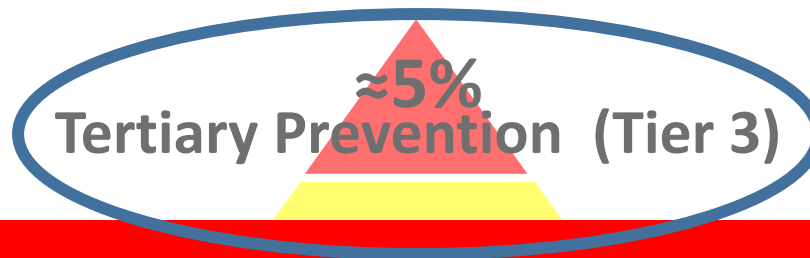
Secondary (Tier 2) Intervention Grids

≈80%
Primary Prevention (Tier 1)

Behavioral

Social

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



Tertiary (Tier 3) Intervention Grids

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 (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; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabets 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%
Prevention (Tier 1)

Behavioral

Social

Effective
Teams

Communication and Continuous Improvement

Ci3T District
Leadership Team

College & Career



Ci3T School
Leadership Team

Ci3T School
Leadership Team

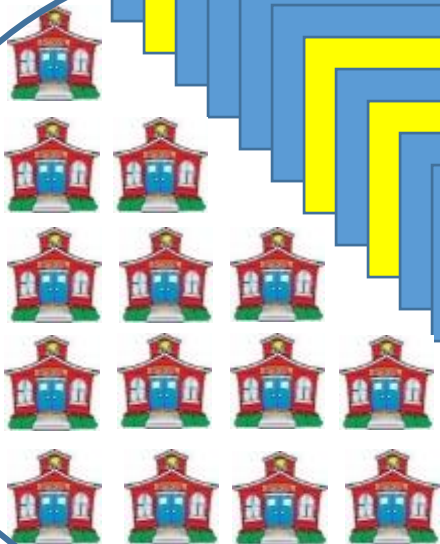
Ci3T School
Leadership Team

Ci3T School
Leadership Team

Middle

High

Elementary




Comprehensive Integrated
Three-Tiered Model of Prevention

Transparency, Access, & Collaboration


Benefits of Ci3T Models





How can a systems approach, such as Ci3T, benefit your school or district?

00:00



What strengths regarding transparency, access, and collaboration are already in place?

Agenda

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools

Selecting and Installing

Understanding the Practicalities

Using Screening Data to Inform Instruction

Tier 1 efforts

Teacher-delivered strategies

Tier 2 and 3 supports

Action Plans: Moving Forward



What data do we currently collect and how do these data inform decision making?



Sample Elementary Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student Demographic Information	X	X	X	X	X	X	X	X	X	X
Screening Measures										
Behavior Screeners: SRSS-IE		X			X				X	
Academic Screeners: ATMSweb (reading and math)	X	X				X				X
Student Outcome Measures - Academic										
Unit assessments	X	X				X				X
State & District assessment								X	X	
Progress reports				X			X			X
Student Outcome Measures - Behavior										
Absences		X	X	X	X	X	X	X	X	
Tardies		X	X	X	X	X	X	X	X	
Office discipline referrals (ODR)		X			X				X	
Counselor referrals	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
Bullying referrals	X	X	X	X	X	X	X	X	X	X
Program Measures										
Social Validity - PIRS			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
CIST Treatment Integrity (TSR)			X					X		
Direct observations			X					X		
Positive Action® Treatment Integrity			X					X		

For additional information, please see Lane, Kulberg, and Menzies (2009).

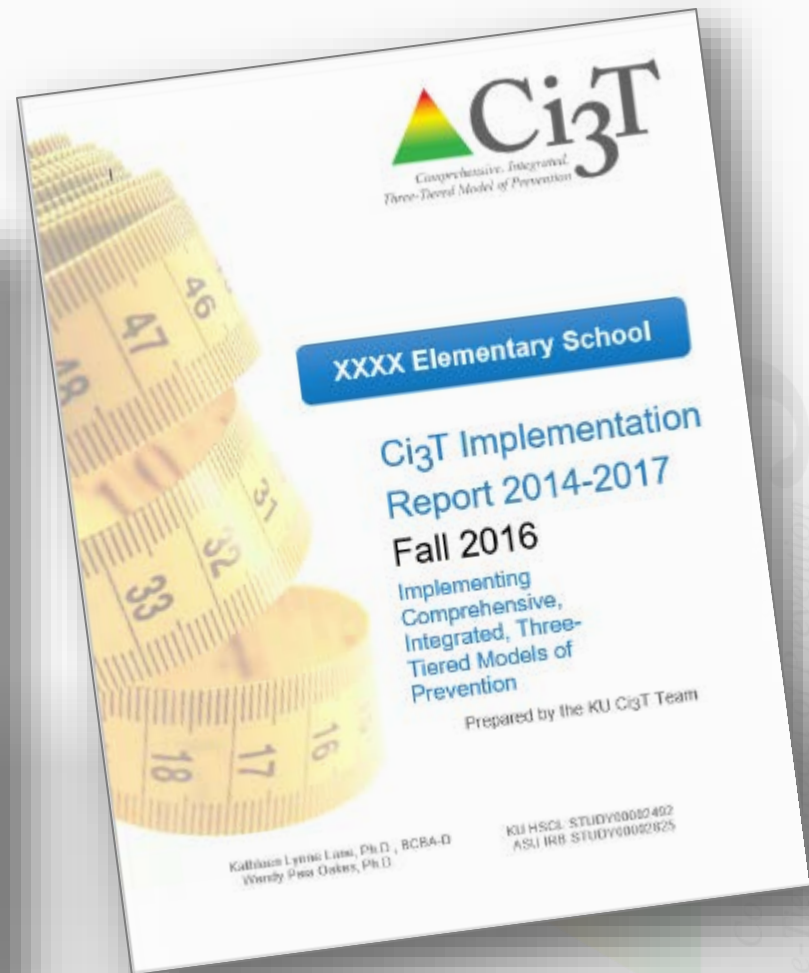
Note: We do not endorse any specific curriculum or program. We encourage CIST Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Using Data to Monitor Our Plan: Sharing Schoolwide Data with Faculty and Staff

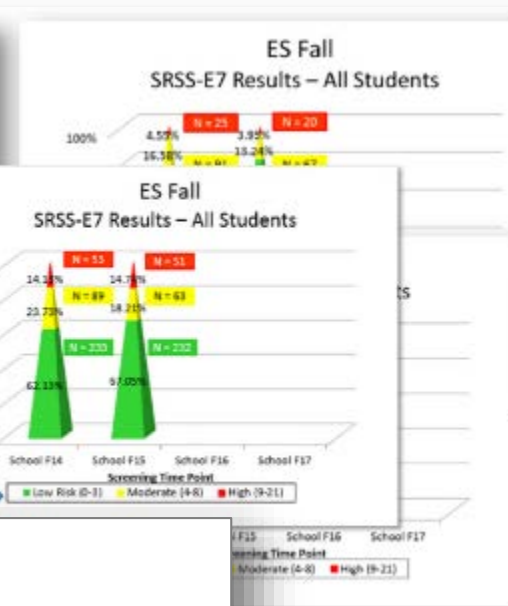
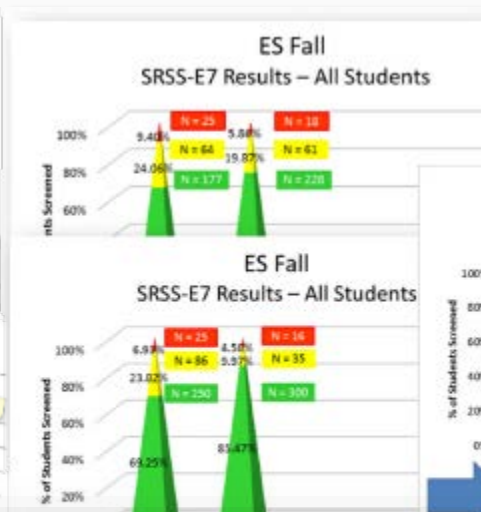
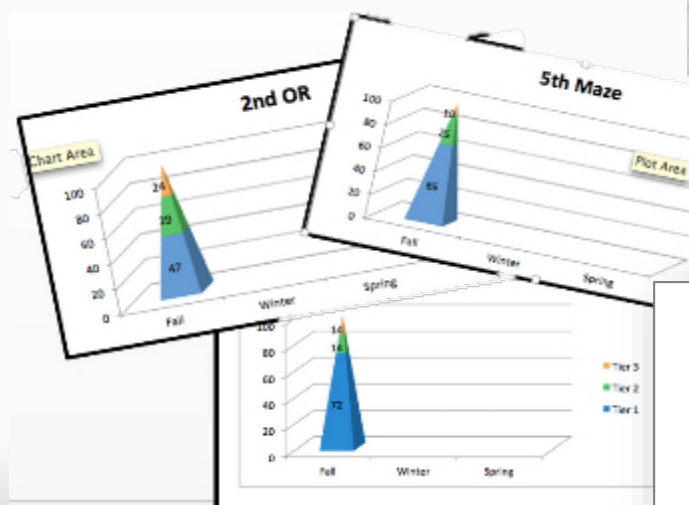
SCHOOL A Elementary School

Ci3T Implementation Report
Social Validity and Treatment Integrity
2014 – 2016

Spring 2016



Using Data to Monitor Our Plan: Sharing Student Performance Data with Faculty and Staff



ES

Behavior Screening Data Summary
Student Risk Screening Scale – Internalizing and Externalizing

2014 – 2016

Considerations



If social validity is lacking, even psychometrically strong tools are likely to remain unused by educators.

Behavior Screening Tools

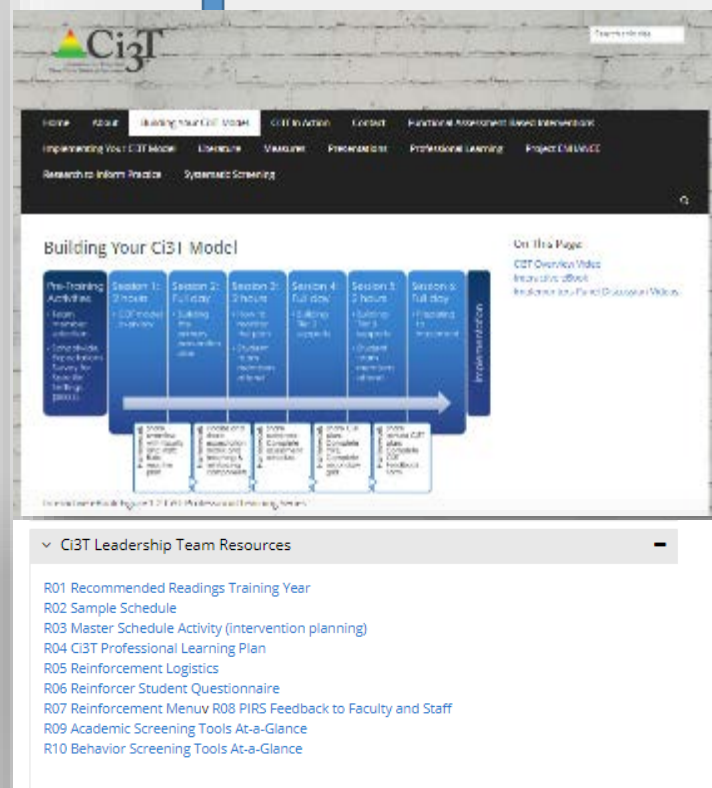


Selecting the best behavior screening tool(s) for our school

R10 Behavior Screening Tools At-a-Glance

Reference	Description	Cost and Retrieval Information
Behavior Assessment System For Children 3rd Edition: Behavioral & Emotional Screening System (BASC-3: BESS; Kamphaus & Reynolds, 2015)	<ul style="list-style-type: none"> Measures behavioral and emotional functioning that might negatively impact academics/social relationships PK-12 30-15 min per class Teacher, parent, student forms Paper or online BASC-3 rating scales available Intervention materials available 	<ul style="list-style-type: none"> Adult: \$320 for comprehensive kit (manuals, 10 web-based administration, scoring, reporting, and monitoring tools) About \$900 for child/adolescent kit (manual and 25 teacher, parent, and student record forms) with one year's subscription to online scoring About \$79 for a single manual About \$1.25 for individual web-based screener reports
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, & Riky-Gilman, 2013)	<ul style="list-style-type: none"> Differentiates between students with few behavioral concerns and those with moderate/high rates K-12 1-3 min per student 1 sheet per student 	<ul style="list-style-type: none"> http://bit.ly/saebars and http://www.fastbridge.org/saebars/saebars-behavior-2/ Can be set up in a class spreadsheet with automatic review/scoring \$2 per student per year
Social Skills Improvement System - Performance Screening Guide (SSIS-PSG; Elliott & Gresham, 2018a)	<ul style="list-style-type: none"> Assesses students in the domains of prosocial behaviors, motivation to learn, reading skills, and math skills PK-12 30 min per class SSIS rating scales available Intervention materials available 	<ul style="list-style-type: none"> About \$80 per pack of 10 elementary or secondary screeners Adult: \$20 per pack of 4 preschool screeners www.pearsonclinical.com/education
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)	<ul style="list-style-type: none"> Assess students on five domains: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, prosocial behavior Ages 2-17 Teacher, parent, student paper forms 	<ul style="list-style-type: none"> Free access paper versions, online scoring in paper forms, and online completion and scoring at www.sdqinfo.com
Student Risk Screening Scale (SRSS; Drummond, 1994)	<ul style="list-style-type: none"> Identifies students with antisocial behavior patterns K-12 10-15 min per class 1 sheet per class 	<ul style="list-style-type: none"> Free access, online, scanning Can be created in a spreadsheet with automatic scoring
Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE; Lane, Oakes, Swonger et al., 2015)	<ul style="list-style-type: none"> Extension of SRSS with additional internalizing items K-12 15-20 min per class 1 sheet per class 	<ul style="list-style-type: none"> Free access, www.ci3t.com Can be created in a spreadsheet with automatic scoring for externalizing and internalizing domains
Systematic Screening for Behavior Disorders - 2nd ed. (SSBD; Walker, Severson, & Feil, 2014)	<ul style="list-style-type: none"> Used to identify students at risk for externalizing and internalizing problems PK-9 40 min per class, plus optional observation time 	<ul style="list-style-type: none"> About \$3.25 for the SSBD portfolio (administrator guide, technical manual, 10 screening packets grades 1-9, 2 screening packets grades PK-K) Adult: \$10 per additional classroom screening packet Adult: \$30 per 100 students for online use www.pacificpublishers.com

Note: PK = preschool/grade K = kindergarten



Building Your Ci3T Model

On This Page:
 Ci3T Overview Video
 Implementing Your Ci3T Model
 Research to Inform Practice

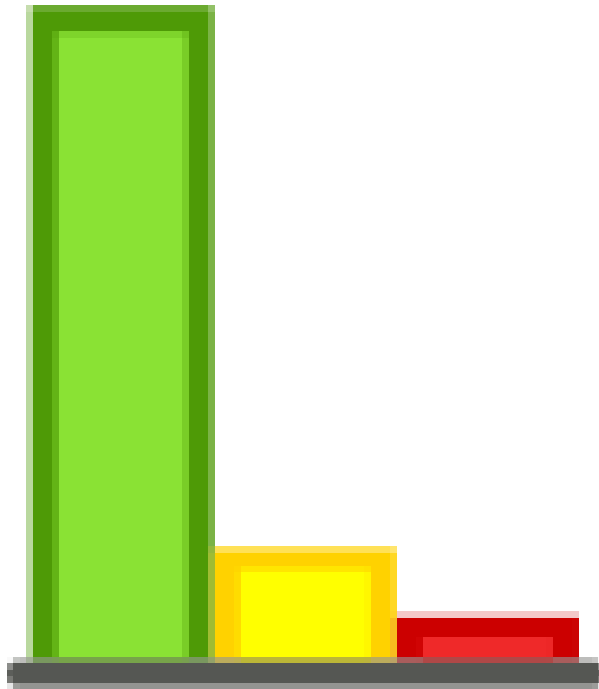
Ci3T Leadership Team Resources

- R01 Recommended Readings Training Year
- R02 Sample Schedule
- R03 Master Schedule Activity (Intervention planning)
- R04 Ci3T Professional Learning Plan
- R05 Reinforcement Logistics
- R06 Reinforcer Student Questionnaire
- R07 Reinforcement Menu
- R08 PIRS Feedback to Faculty and Staff
- R09 Academic Screening Tools At-a-Glance
- R10 Behavior Screening Tools At-a-Glance

How does our Ci3T
model influence risk?



Systematic Screeners for Behavior Disorders

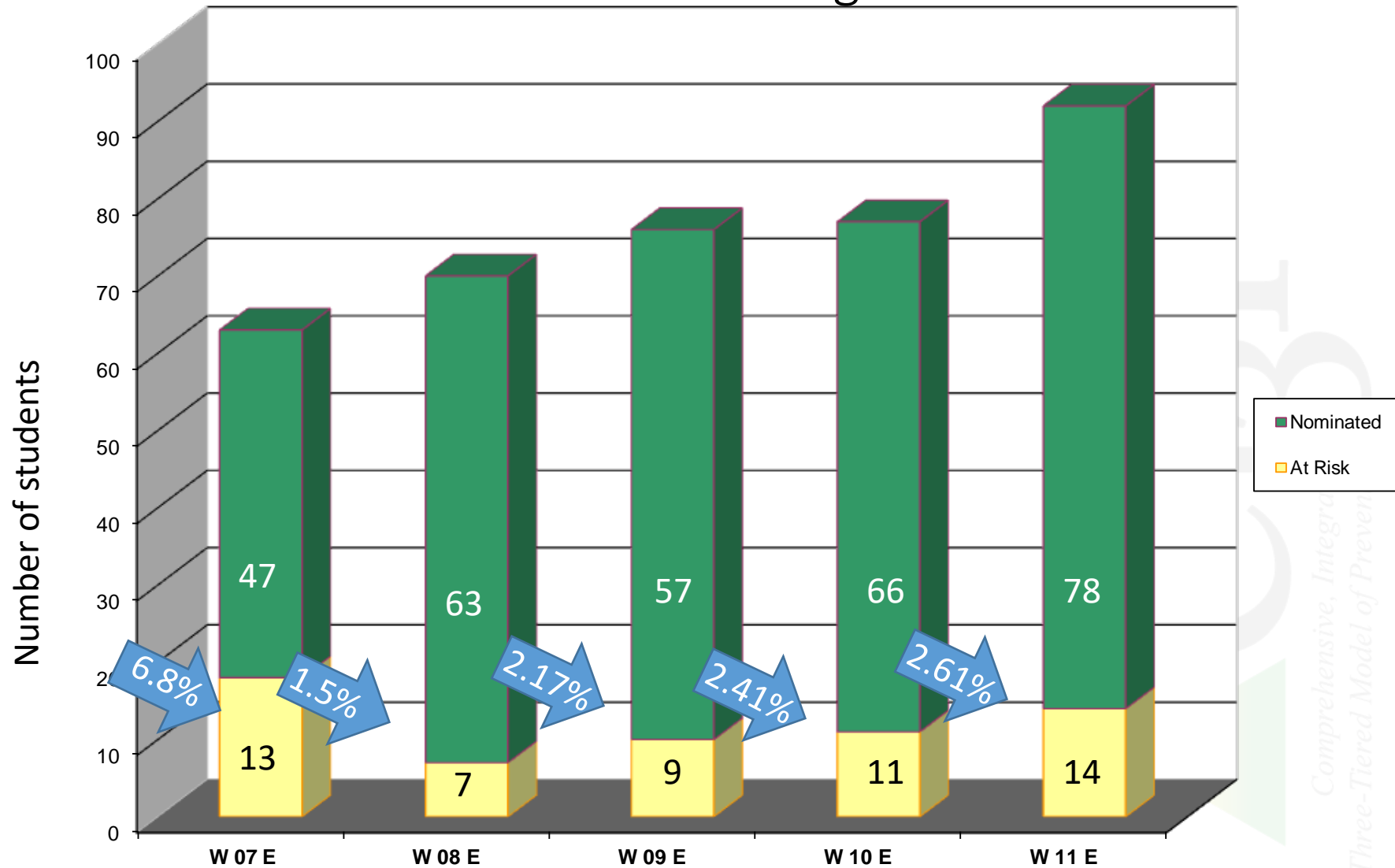


Available from
Pacific Northwest
Publishing

(SSBD 2nd ed.; Walker,
Severson, & Feil, 2014)

Sample Data – SSBD

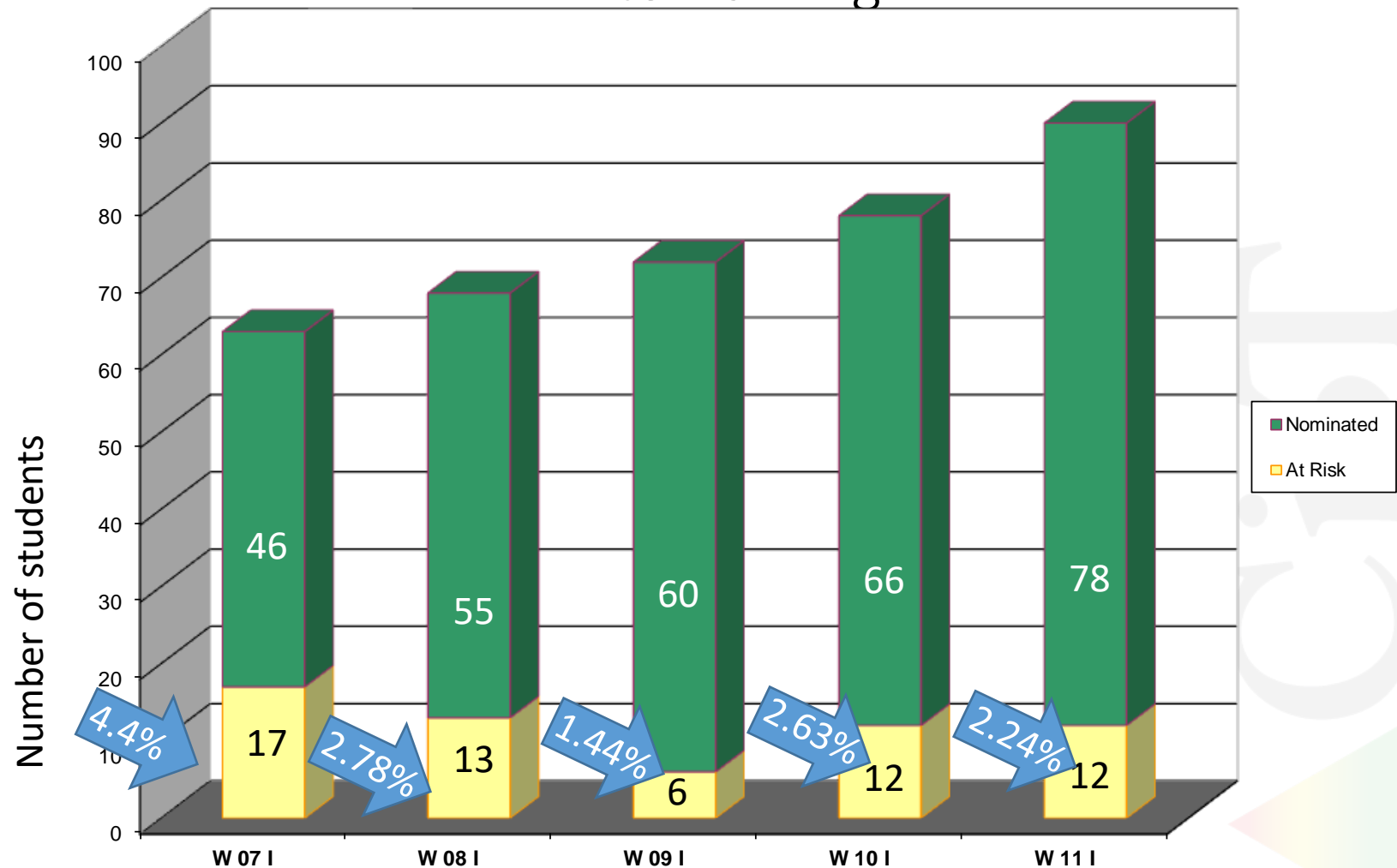
2007-2011 Risk Status for Nominated Students Externalizing



Note. The numbers represent totals for the students for whom the SSBD was completed.

Sample Data – SSBD

2007-2011 Risk Status for Nominated Students Internalizing



Note. The numbers represent totals for the students for whom the SSBD was completed.

SAMPLE DATA: SSBD

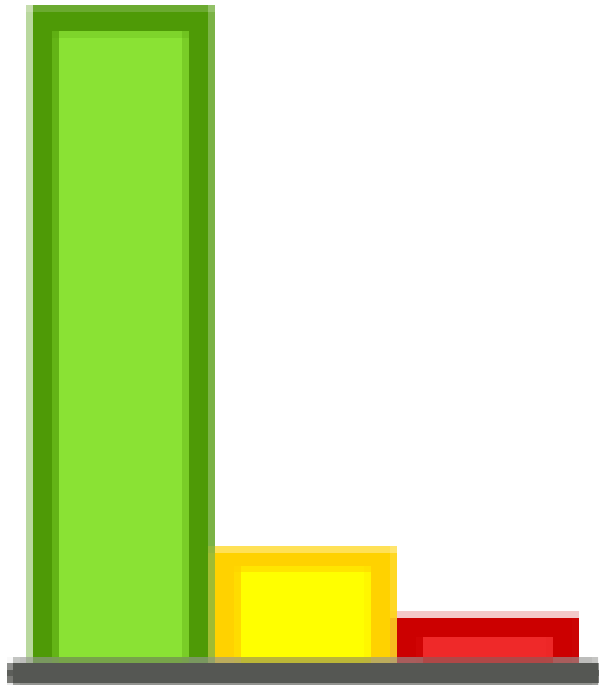
WINTER 2009-2010

CRITICAL NEED COMPARISON BY GRADE LEVEL

Grade Level	Total Number of Students Screened	Students Nominated	Students w/ Critical Need	Critical Internalizing	Critical Externalizing
K	72 *5	24	4 (5.56%)	1 (1.39%)	3 (4.17%)
1 st	66 *9E/ 8I	24	1 (1.54%)	0 (0.00%)	1 (1.54%)
2 nd	60 *10	18	3 (5.00%)	2 (3.33%)	1 (1.67%)

* Students missing

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.																
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
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														
2	TEACHER NAME:			ELEMENTARY USE														
3	0 = Never																	
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	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-IE TOTAL	SRSS-IE TOTAL
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:

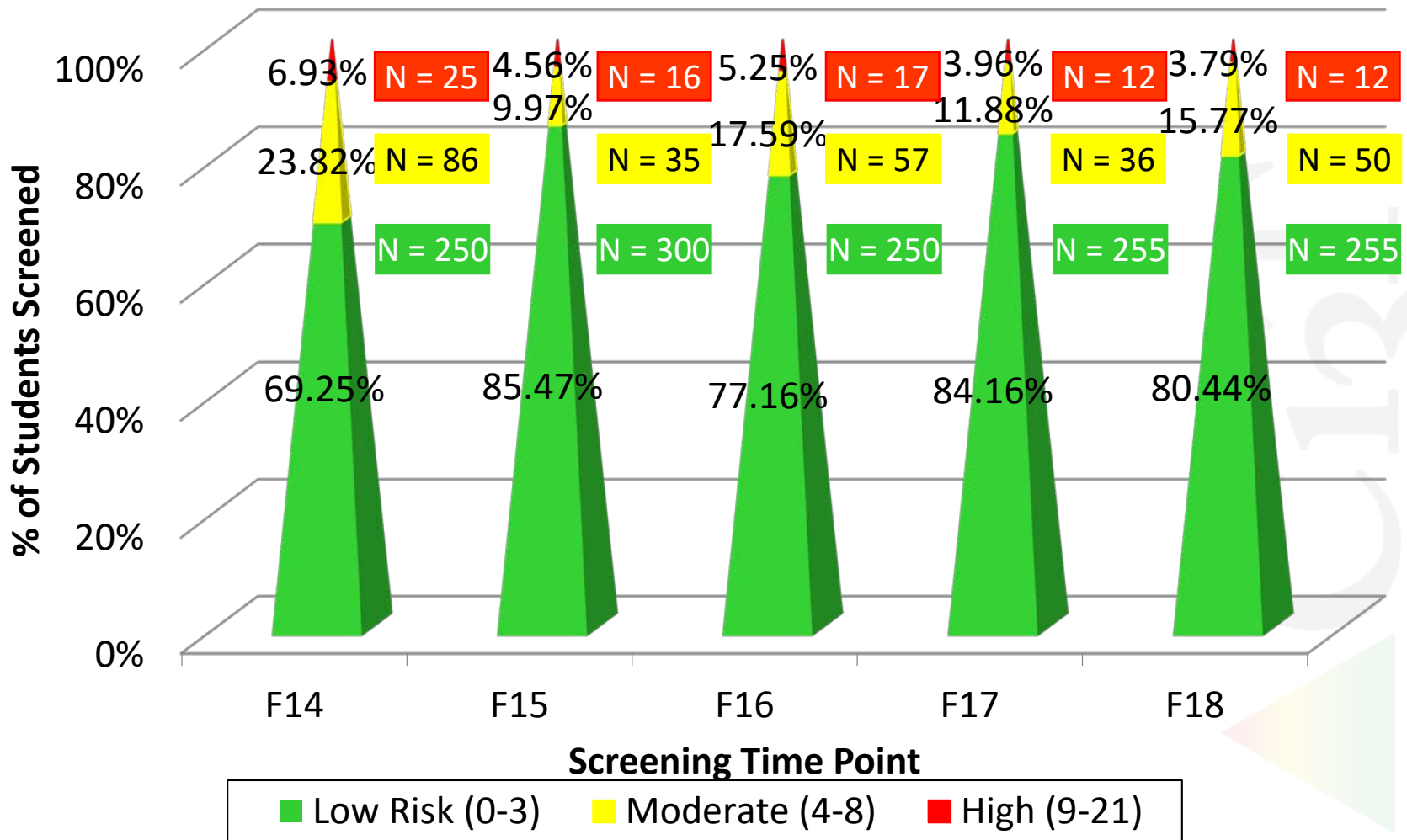
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 159-170.

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

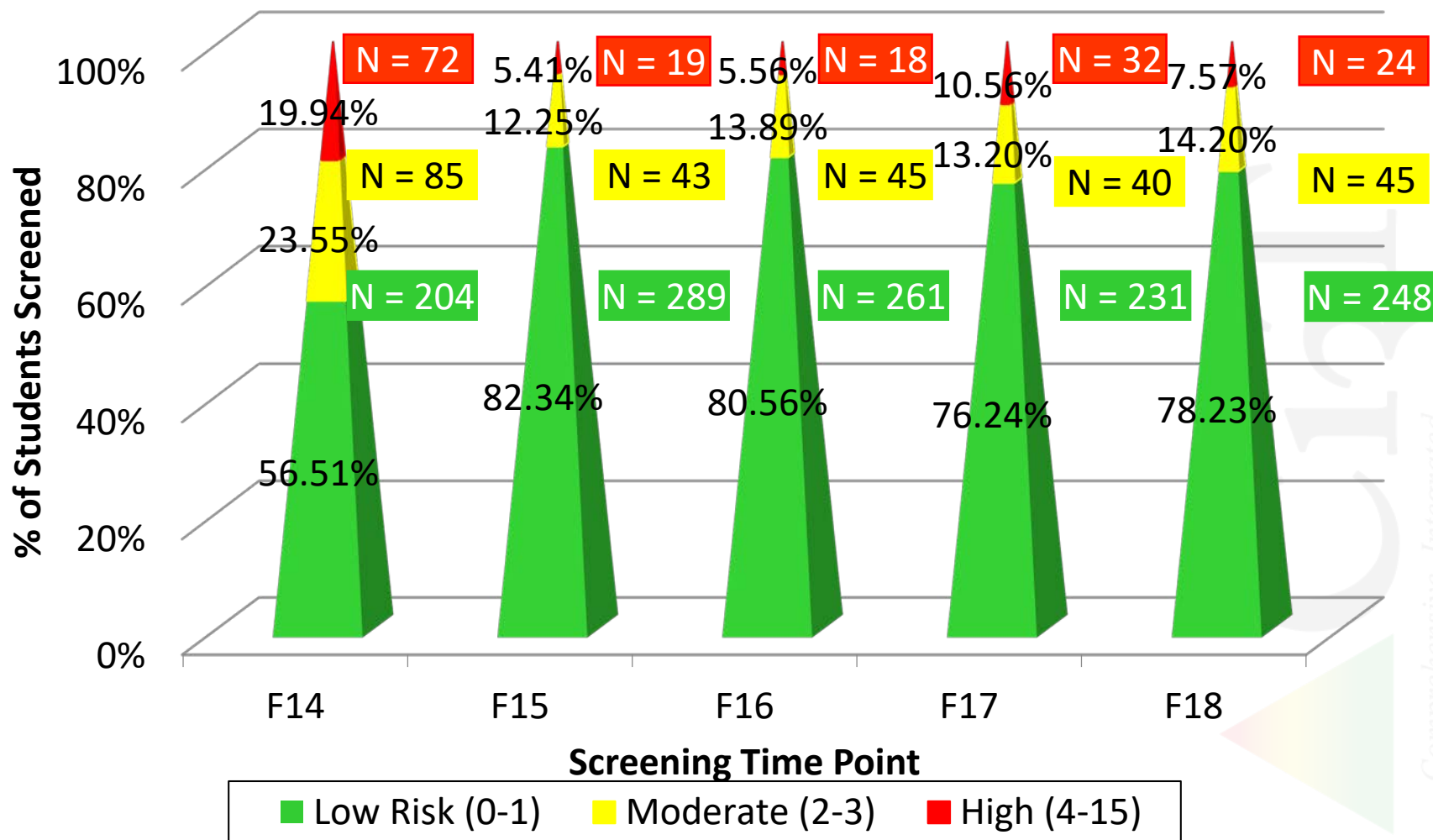
Sample Elementary School Fall

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 <i>n (%)</i>	Moderate <i>n (%)</i>	High <i>n (%)</i>
3 rd	57	46 (80.70%)	7 (12.28%)	4 (7.02%)
4 th	42	23 (54.76%)	13 (30.95%)	6 (14.29%)
5 th	47	33 (70.21%)	9 (19.15%)	5 (10.64%)

RESULTS:

SRSS-IE: EXTERNALIZING SUBSCALE ELEMENTARY

Variable	Risk			Significance Testing
	Low	Moderate	High	
	<i>M (SD)</i> <i>n</i>	<i>M (SD)</i> <i>n</i>	<i>M (SD)</i> <i>n</i>	
<div>Fall Externalizing</div>	115.23 (39.66) 468		115.82 (40.00) 468	<div>Spring ORF MAP Reading Nurse Visit Suspensions</div>
	115.54 (25.48) 2,047		115.52 (25.48) 199	
Nurse Visits	6.14 (6.81) 3,256	9.18 (9.59) 820	11.83 (9.89) 389	L < M < H
In-School Suspensions	0.0052 (0.08) 3,256	0.0427 (0.30) 820	0.1080 (0.46) 389	L < M < H

RESULTS:

SRSS-IE: INTERNALIZING SUBSCALE ELEMENTARY

Variable	Risk			Significance Testing
	Low	Moderate	High	
	<i>M (SD)</i> <i>n</i>	<i>M (SD)</i> <i>n</i>	<i>M (SD)</i> <i>n</i>	
C	104 (41.45) 459		139.18	H
M	8 (21.32) 2,070		45.57	I
Nurse Visits	5.84 (7.37) 3,387	7.59 (8.05) 628	9.33 (10.81) 450	L < M < H
In-School Suspensions	0.0142 (0.15) 3,387	0.0510 (0.36) 628	0.0311 (0.20) 450	L < M, H M = H

Fall Internalizing

Winter Internalizing

Spring
ORF*
MAP Reading
Nurse Visit
Suspensions*

SRSS-IE for Middle and High 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) MIDDLE and HIGH SCHOOL USE 2016 - 2017															
2	TEACHER NAME:																		
3	PERIOD RATED:			<p>Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.</p> <p>Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.</p>															
4	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-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL	
5	1 = Occasionally																		
6	2 = Sometimes																		
7	3 = Frequently																		
8	Use the above scale to rate each item for each student.																		
9																			
10																			
11																			
12																			
13	Student Name	Student ID	Count																
14	Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	10	22	
15	Example: Lane, Scarlett	112341	0	0	0	3	1	3	3	3	0	0	1	2	0	13	4	16	
16			1													0	0	0	
17			2													0	0	0	
18			3													0	0	0	
19			4													0	0	0	
20			5													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

Screening Data: High School Yrs1-3

Fall- SRSSIE-I	Low	Moderate	High		Fall- SRSSIE-E	Low	Moderate	High
2016	80.28%	10.36%	9.36%		2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%		2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%		2018	92.22%	6.20%	1.58%
WTR-SRSSIE-I	Low	Moderate	High		WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%		2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%		2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%		2018	88.79%	8.52%	2.69%

Screening ...

Considering the Logistics & Ci3T in Action

The screenshot displays the Ci3T website interface. The top navigation bar includes links for Home, About, Building Your Ci3T Model, Ci3T in Action, Contact, Literature, Measures, and Presentations. Below this, a large banner image shows a door handle, a candlestick, a number 3, and a staircase. To the right, a section titled 'Ci3T In Action' features a video player and a list of collections: Elementary Video, Middle School Video, High School Video, and Training for Teachers. Below the banner, a 'Systematic Screening' section is visible, featuring a video player with the title 'Introduction to Systematic Screening' and a 'Screening Quick List' of resources: Screening Tools, Screening Protocols, BASC 3 DLSS, SOQ, SRSS, SRSS-IE, SSRD, and SSIS. The bottom right corner shows a 'Secondary Level' section with a pyramid diagram illustrating the hierarchy of prevention levels: Primary (Green), Secondary (Yellow), and Tertiary (Red).

Ci3T In Action

Collections:

- Elementary Video
- Middle School Video
- High School Video
- Training for Teachers

Below is an example of Ci3T being implemented in elementary, middle, and high schools.

Videos

Ci3T at the Elementary Level

Systematic Screening

Introduction to Systematic Screening

Ci3T
Comprehensive Integrated
Three-Tiered Model of Prevention

Systematic Screening
Introduction to the Series

Screening Quick List

- Screening Tools
- Screening Protocols
- BASC 3 DLSS
- SOQ
- SRSS
- SRSS-IE
- SSRD
- SSIS

Secondary Level

Secondary Level Prevention

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary school-wide, secondary (targeted group or single individual plans), and tertiary (individual) systems of support that improve life-time results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Secondary (SOQ)

Reduce current cases of problem behavior

Primary (SRSS)

Reduce new cases of problem behavior



Explore, bookmark, or discuss web-based resources on selecting a systematic behavior screener.

00:00



If your school or district is already screening, how did you identify your screener?

Starting the year with Ci3T...

Screening Practices

- District system ...
- Preparing...
- Previewing ...
- Dedicating time ...
- Reminding ...
- Supporting ...
- Following through ...
- Summarizing ...
- Using data to inform instruction...

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) MIDDLE and HIGH SCHOOL USE 2016 - 2017																
2 TEACHER NAME:																			
3 PERIOD RATED:			<p>Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.</p> <p>Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.</p>																
4 0 = Never																			
5 1 = Occasionally																			
6 2 = Sometimes																			
7 3 = Frequently																			
8 Use the above scale to rate each item for each student.																			
9																			
10																			
11																			
12																			
13 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
14 Example: Smith, Sally			11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	10	22
15 Example: Lane, Scarlett			11234	0	0	0	3	1	3	3	3	0	0	1	2	0	13	4	16
16																	0	0	0
17																	0	0	0
18																	0	0	0
19																	0	0	0
20																	0	0	0

Middle and High School	
SRSS-E7	SRSS-I6
Items 1-7	Items 4, 8-12
0-3 = low risk	0-3 = low risk
4-8 = moderate risk	4-5 = moderate risk
9-21 = high risk	6-18 = high risk



EXAMPLE

Customize this protocol for your district according to your state and local laws and guidelines.

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

SRSS-IE Screening Protocol

Middle and High Schools – Fall 2016

**This document includes updated scoring information – Please use with SRSS-IE Screening Tool Prepared for the 2016-2017 Academic Year*

Preparation for Installing Screening Practices

- ☐ (DISTRICT) Set screening windows (including a hard close date) for schools for Fall, Winter, and Spring screening time points and place dates on district and school assessment schedules.
- ☐ (DISTRICT) Prepare screening structures (data capture system and procedures) for establishing secure folders on the teacher drive, populating screener for each teacher with student names and district ID numbers, and capturing data at the school or district level for review and use.
- ☐ (DISTRICT/SCHOOL) Update current screening structures with newly posted SRSS-IE screening tool (.xls document with conditional formatting programmed for scoring) <http://www.ci3t.org/screening/srssie> Please see brief report posted August 2, 2016 related to new subscale scoring and initial research resulting in cut scores.
- ☐ Determine screening rater or period (e.g., Period 1 or Period 7) for middle school (MS) and high school (HS). **Middle School – Advisory** **High School – First Period**
- ☐ Disseminate directions, procedures, and expectations regarding screening to building-level Ci3T Leadership Teams.
- ☐ (DISTRICT) Prepare a district statement and disseminate the information for schools to share with parents.
- ☐ Establish Annual District Screening Windows: 2016 – 2017. When establishing screening windows consider a few days to accommodate any faculty who might be absent for the screening meeting. This will support your efforts to ensure all students attending your school for at least 4 weeks are screened at each time point. Post screening dates on the master calendar for faculty planning.


Time	Preview Date for Principals and Ci3T Teams	Screening Window	Date of First School's Scheduled Screening	Date of Last School's Scheduled Screening	Hard Close Date
Fall	9/16/2016	9/20 – 27/2016	9/20/2016	9/23/2016	9/27/2016
Winter	12/1/2016	12/5-16/2016	12/5/2016	12/12/2016	12/16/2016
Spring	3/9/2017	3/13 – 24/2017	3/13/2017	3/21/2017	3/24/2017

Fall Screening and Consenting Meeting Schedule

Date for Fall Screening (SRSS-IE)				
Window: 9/20 – 27/2016				
Close Date for Screening 9/27/2016				
	Date	Time	Coaching Support Planned	Action Items Following Coaching Meeting
High School 1 Principal				
High School 2 Principal				
Middle School 1 Principal				
Middle School 2 Principal				
Middle School 3 Principal				
Middle School 4 Principal				


****Teachers bring devices with them to the Screening meetings (with ability to access the Teacher-Drive [T-Drive; or other secure system] and enter data in Excel).**





What are the most immediate logistical concerns in your school or district related to screening?

00:00



Explore screening protocols on
ci3t.org/screening

Agenda

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools

- Selecting and Installing

- Understanding the Practicalities

Using Screening Data to Inform Instruction

- Tier 1 efforts**

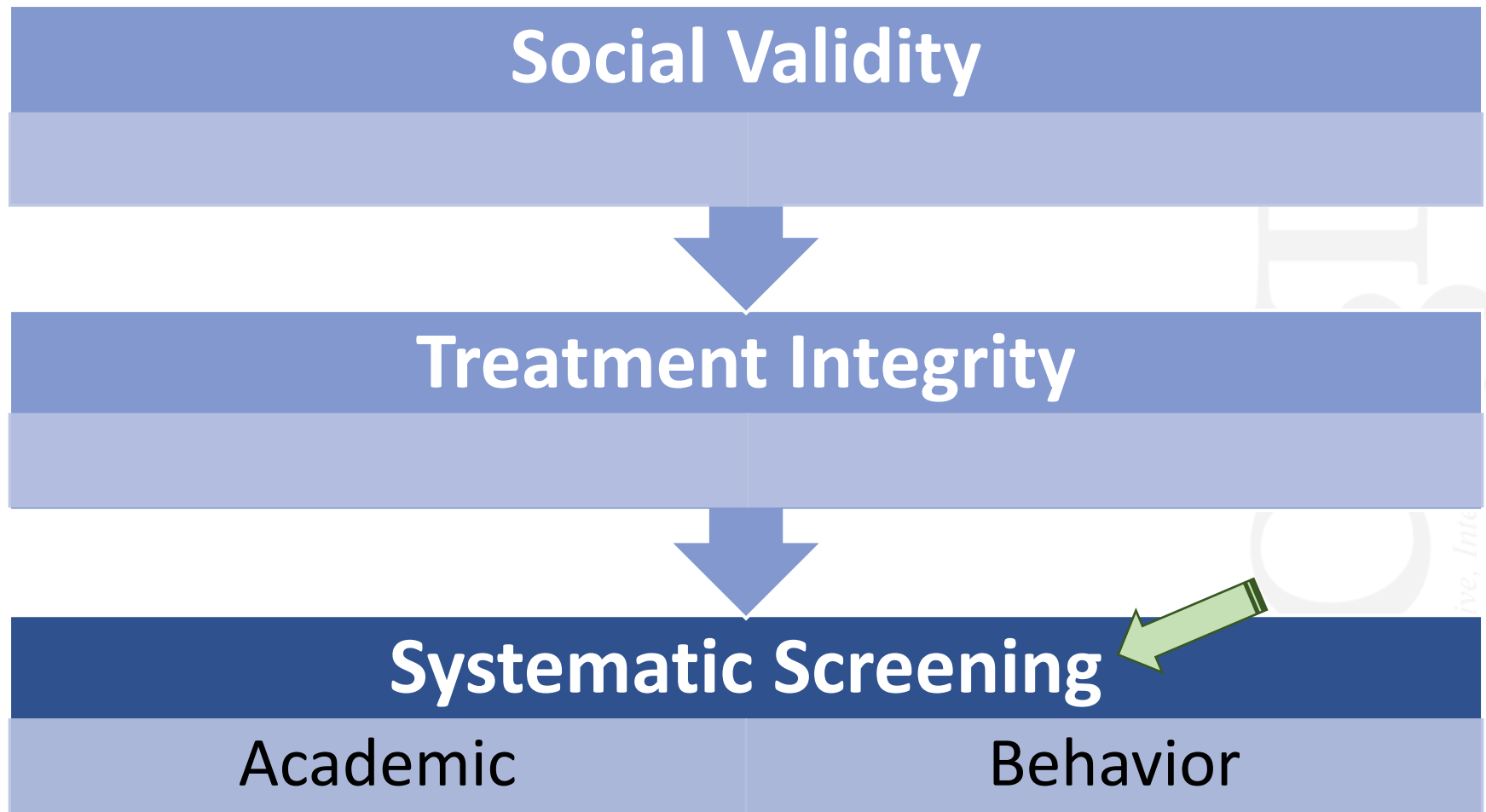
- Teacher-delivered strategies**

- Tier 2 and 3 supports**

Action Plans: Moving Forward



Data-Informed Decision-Making in Ci3T Models



Examining your screening data ...

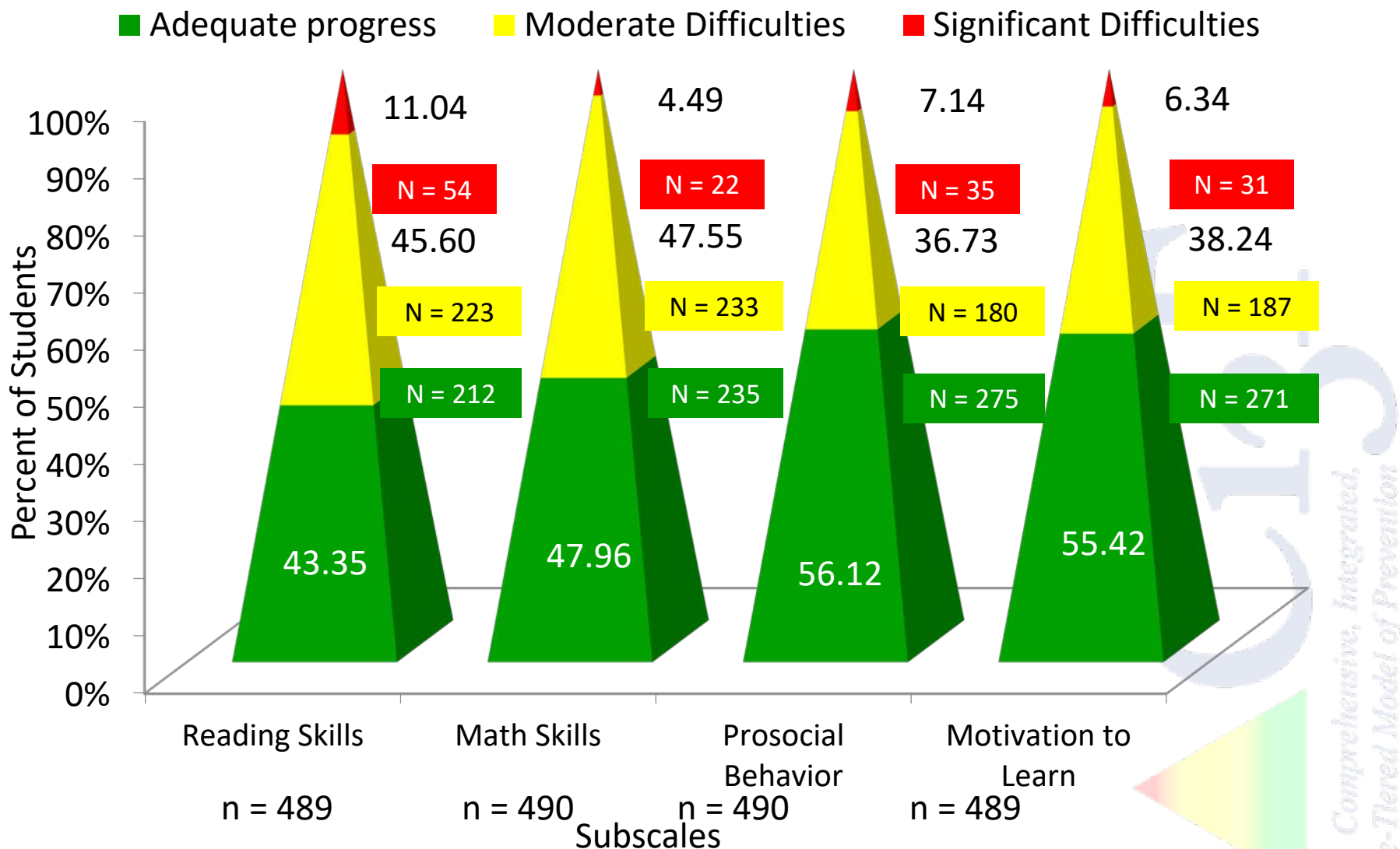
- ... **implications for Tier 1 efforts**
- ... implications for teacher-delivered strategies
- ... implications for Tier 2 and Tier 3 supports

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



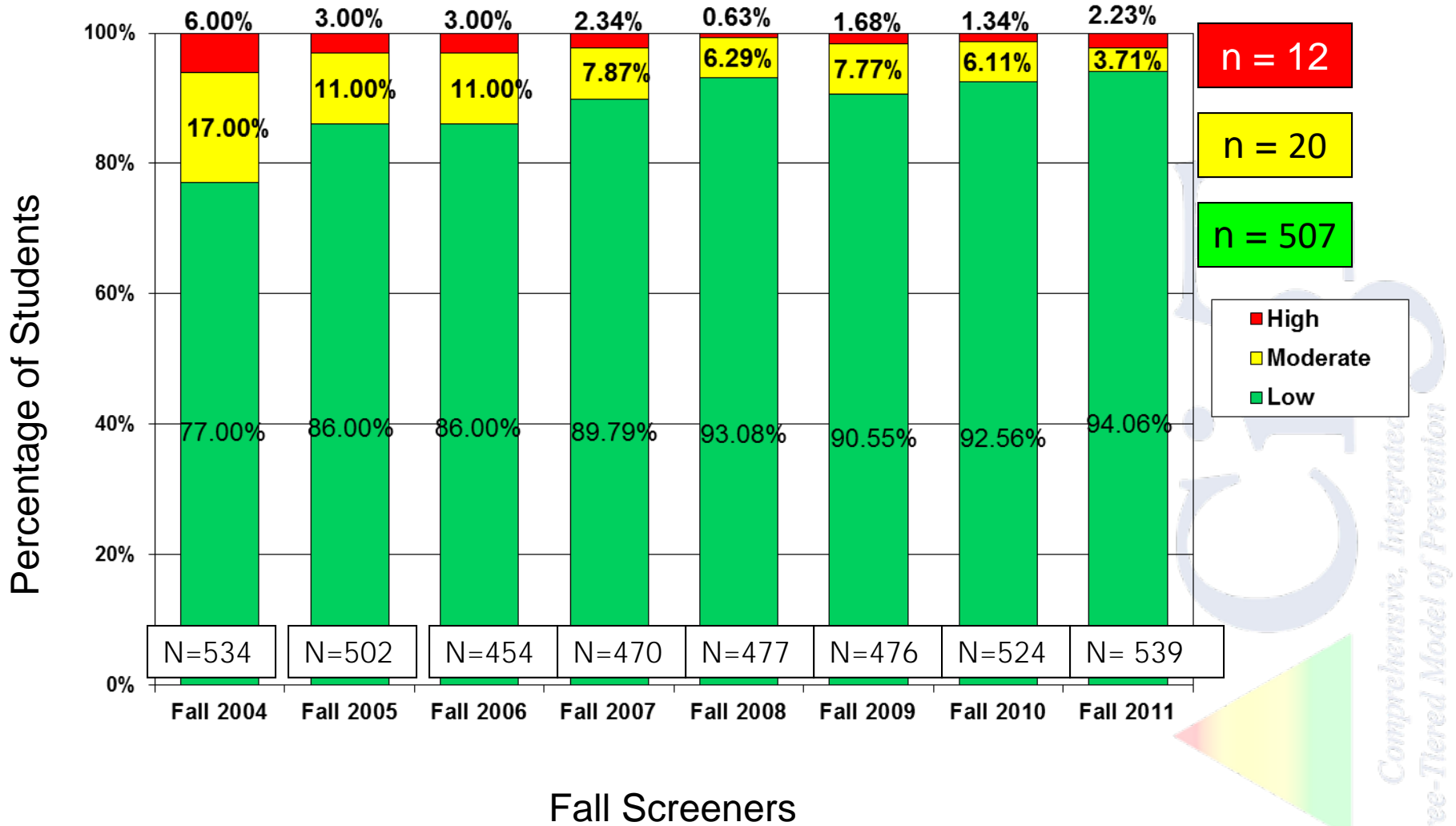
Social Skills Improvement System – Performance Screening Guide

Spring 2012 – Total School



Student Risk Screening Scale

Middle School Fall 2004 - Fall 2011



Data-Informed Decision Making

ive Students Clone

S	GY	Gr	Ent	Schl	Birthdate	Age	G	Date Identified	Date Dismissed	*Tardies CY	*SRSS-I Pri Fall	*SRSS-I Pri Winter	*SRSS-I Pri Spring
A	2029	K	023	023	/2010	6	F	12/14/2016		2			
A	2028	01	023	023	/2010	6	F	08/11/2016		6			LOW
A	2028	01	027	027	/2010	6	F	08/11/2016					
A	2028	01	010	010	/2009	6	M	08/11/2016					MODERATE
A	2029	K	016	016	/2010	6	F						
A	2028	01	028	028									LOW
A	2028	01	012	012							MODERATE	MODERATE	LOW
A	2028	01	016	016						2	LOW	LOW	LOW
A	2028	01	013	013				08/11/2016		0	MODERATE	LOW	LOW
A	2028	01	028	028	/2010	6	M	08/11/2016		1	LOW	LOW	LOW
A	2028	01	016	016	/2010	6	M	07/01/2016		8	HIGH	MODERATE	LOW
A	2029	K	028	028	/2010	6	M	12/14/2016		20			
A	2029	K	023	023	/2010	6	M	12/14/2016		1			
A	2028	01	013	013	/2010	6	F	08/11/2016		2	LOW	LOW	
A	2029	K	029	029	/2010	6	F	12/14/2016		0			
A	2028	01	013	013	/2010	6	F	08/11/2016		1	MODERATE	MODERATE	
A	2028	01	028	028	/2010	6	M	08/11/2016		0		LOW	LOW
A	2028	01	028	028	/2010	6	F	08/11/2016		0	LOW	LOW	LOW
A	2028	01	028	028	/2010	6	F	08/11/2016		3	HIGH	LOW	LOW
A	2028	01	021	021	/2010	6	F	08/11/2016		4	LOW	LOW	LOW
A	2028	01	024	024	/2009	6	F	08/11/2016		0	LOW	LOW	LOW

A work in progress

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 Crnabori (2011)



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-15 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

Low-Intensity Strategies: Building capacity through professional learning

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR



Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Supporting Behavior for School Success

A Step-by-Step Guide to Key Strategies



Kathleen Lynne Lane, Holly Mariah Menzies, Robin Parks Ennis, and Wendy Peia Oakes

Article

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

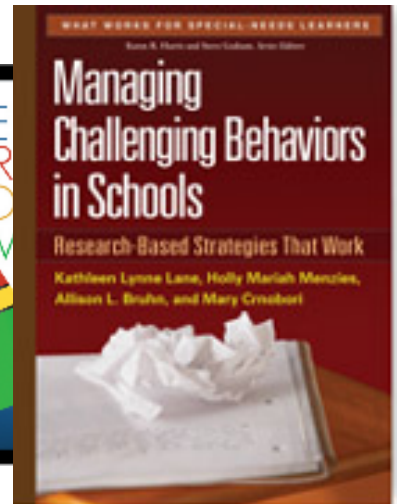
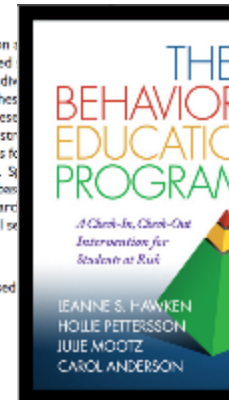
Daniel M. Maggin, PhD¹, Jamie Zurheide, MA¹, Kayci C. Pickett, MA¹, and Sara J. Baillie, MA¹

Abstract

Three-tiered models of prevention are a critical component of multitiered systems of support, but who are not candidates for individualized interventions remain regarding which approaches was, therefore, to examine the research intervention, to determine the strength of evidence (WVWC) procedures for mixed support for the program. The CICO program as evidence-based secondary interventions in school settings.

Keywords

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



Self-monitoring

Behavior Contracts

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	+



Examining your screening data ...

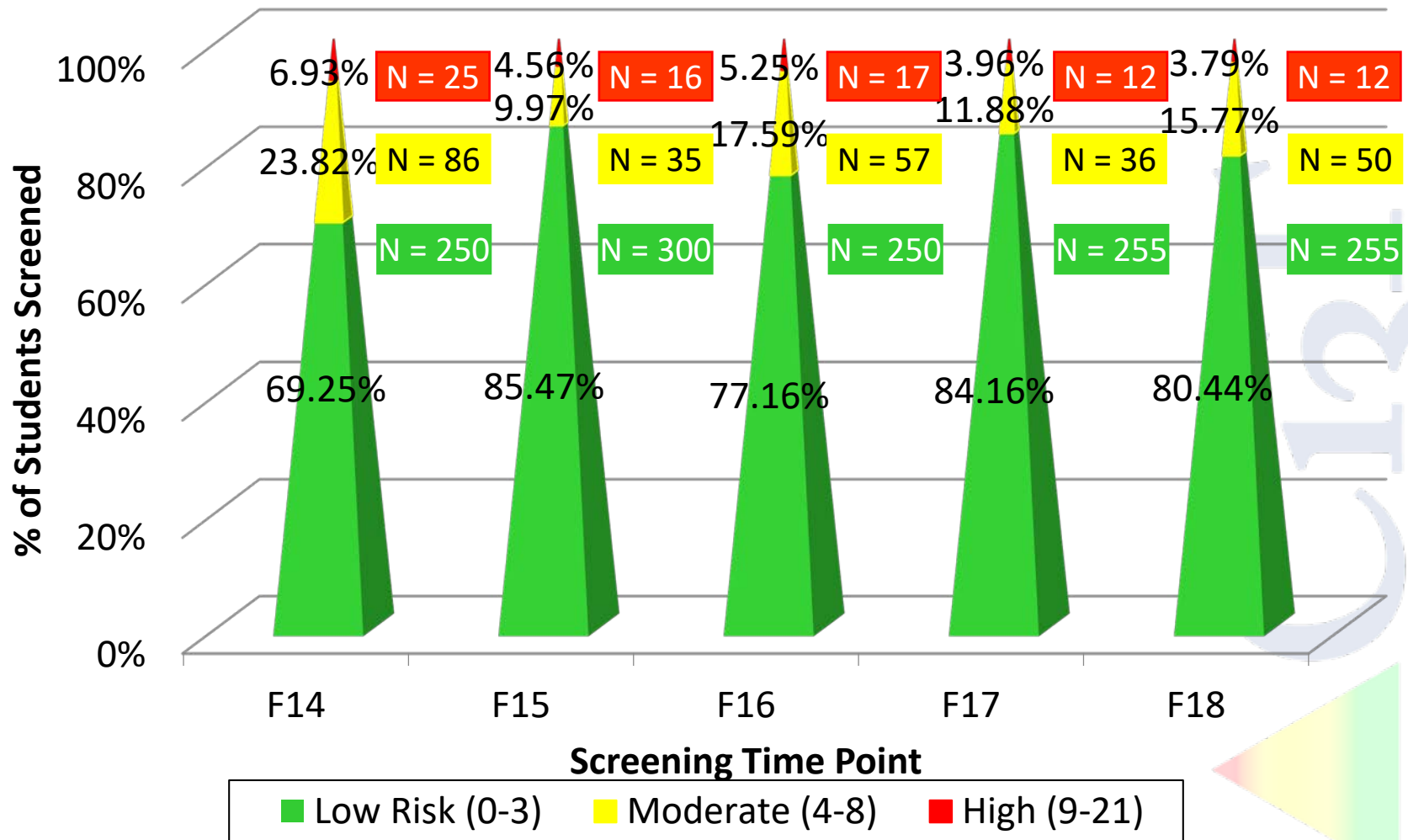
- ... implications for Tier 1 efforts
- ... implications for teacher-delivered strategies
- ... **implications for Tier 2 and Tier 3 supports**

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



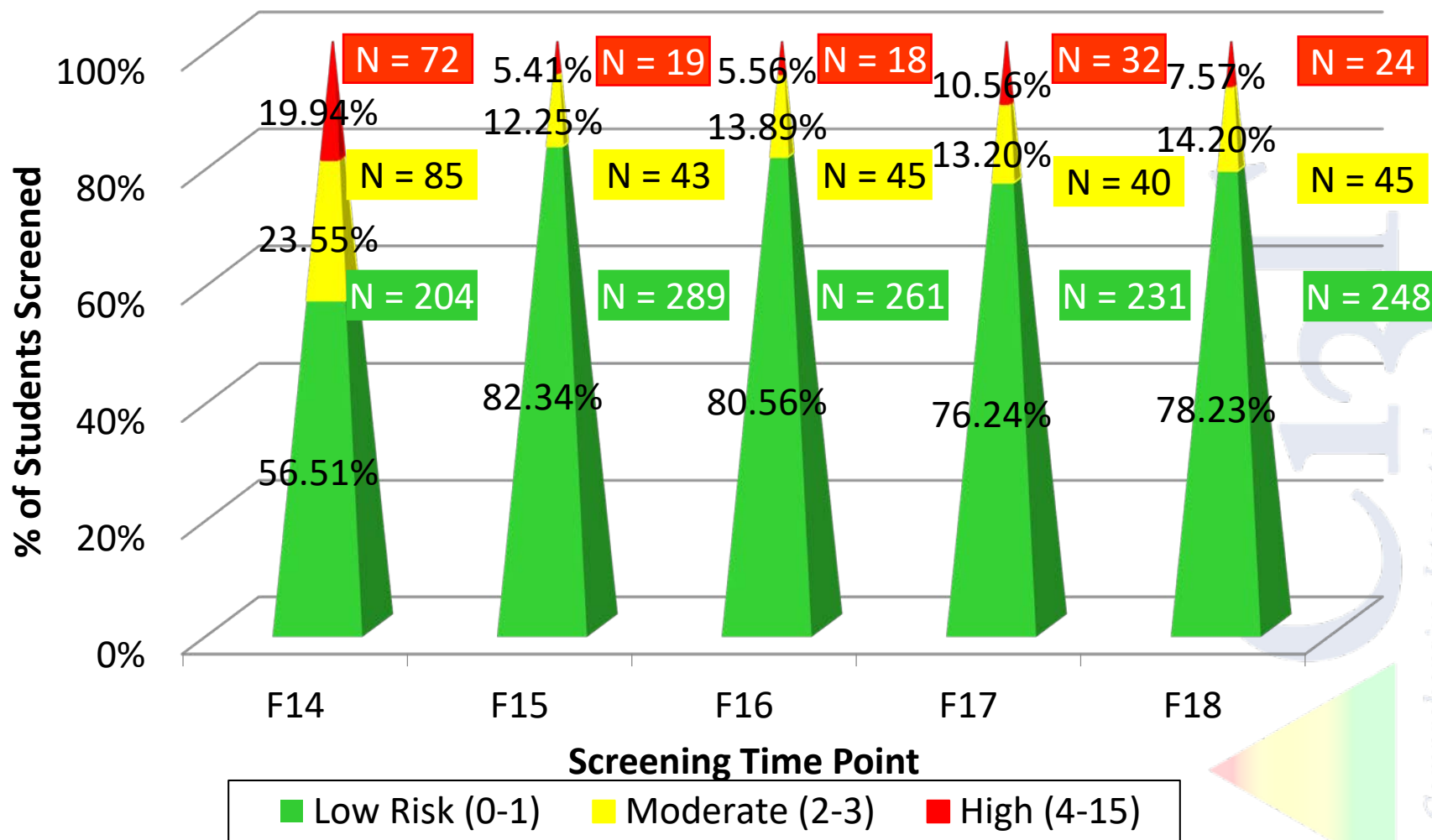
Sample Elementary School Fall

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 <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
K	58	52 (89.66%)	6 (10.34%)	0 (0.00%)
1 st	52	43 (82.69%)	3 (5.77%)	6 (11.54%)
2 nd	61	51 (83.61%)	7 (11.48%)	3 (4.92%)

Teaming to Use Data and Connect Students to Supports

- Supporting counselors to use disaggregated data to identify students in need of additional supports
- Look at both internalizing and externalizing behaviors
- ...equity not equality
- Coordinating with classroom teachers



Teaming to Use Data and Connect Students to Supports

- Communicating with parents
- Collaboration
 - Progress updates
 - "Look for's"
- Empowering teachers to recognize and reinforce



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

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 1 check-in and 0 day on target in; students report that the feedback on the school-wide			
Lunch Bunch Social Skills Club	Identified students participate for 40-min. Daily social skills lessons (including explicit instruction, modeling, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SIS Classroom Instruction	Behavior -Counseling referral by parents or teachers for social difficulties (followed up with the SIS-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	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 Students 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	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 -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

Tier 1
Primary Prevention (≈80%)

Behavioral
PBIS Framework

Social
Validated Curricula

TEACHER NAME										
	0 = Never									
	1= Occasionally									
	2 = Sometimes									
	3 = Frequently									1 (at benchmark)
	Use the above scale to rate									2 (some risk)
	item for each student									3 (at risk)
Student Name	Student ID	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total SRSS	AIMSweb-Reading
Sample, Sally	1111	0	0	3	1	3	3	3	13	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, J'Monte	2013	0	0	0	0	0	0	0	0	1
Bonds, Peter	2031	0	0	1	1	1	1	0	4	2
Booker, Abbie	2001	0	0	0	0	0	0	0	0	1
Cartright, Ashley	2152	0	0	0	0	0	0	0	0	1
Cox, Lucille	2002	0	0	0	0	0	0	0	0	1
Hankins, Erin	2017	0	0	0	0	0	0	0	0	1
Julius, O'Tam	2132	0	0	0	1	2	2	1	6	3
Justice, Jesse	2003	0	0	2	0	1	0	0	3	2
Ochoa, Kelly	2009	0	0	0	0	0	0	0	0	1
Parker, Stephanie	2004	0	0	0	2	1	1	0	4	1
Paul, Timothy	2010	0	1	1	1	0	0	0	3	1
Reed, Kendra	2022	1	2	2	2	3	3	3	16	3
Toms, Blake	2018	0	0	0	0	0	0	0	0	1
Wellington, Jasper	2215	2	1	2	2	3	2	2	14	3







Small group Reading Instruction with Self-Monitoring


Lane, K.L., & Oakes, W. P. (2012). Identifying Students for Secondary and Tertiary Prevention Efforts: How do we determine which students have Tier 2 and Tier 3 needs? *In preparation*.


First Grade Students' Self-Monitoring Form

Student Name: _____ Date: _____

Reading Checklist

		
1. Did I come to the reading table when my teacher called me?		
2. Did I read my book? 		
3. Did I build words or practice sounds with the tiles? 		
4. Did I tap the letter sounds to read or spell words? 		
5. Did I practice trick words?		
6. Did I follow my teacher's directions?		

5 out of 6 = 1 PBIS ticket. 

Match my teacher = 1 PBIS ticket 

Altmann, S. A. (2010). *Project support and include: the additive benefits of self-monitoring on students' reading acquisition*. Unpublished master's thesis, Vanderbilt University.

Secondary (Tier 2) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <input type="checkbox"/> Skyward: 2 or more missing assignments AND/ OR Academic: <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

Data in action

School-wide Data: Entry Criteria

Behavior:

- ☐ SRSS-E7 score: Moderate (4-8)
- or
- ☐ SRSS-E7 score: High (9-21)
- or
- ☐ 2 or more office discipline referrals (ODR)
- or
- ☐ Skyward: 2 or more missing assignments

AND/ OR

Academic:

- ☐ Report card: 1 or more course failures
- or
- ☐ AIMSweb: intensive or strategic level (math or reading)
- or
- ☐ Below 2.5 GPA

Student ID	Student Name	AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11111	Barton, Mike	1	1	6	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Cianni, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	5	2	1	7	0
11116	Gantt, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	16	1	6	0	1
11120	Heinz, Karl	2	1	6	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	5	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mulder, Jill	1	3	6	8	1	2	0
11125	Phelps, Whitney	2	1	3	1	0	0	2
11126	Shaftoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	5	8	2	2	0
11128	Smith, Kaityln	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in action

School-wide Data:

Entry Criteria

Behavior:

- ☐ SRSS-E7 score: Moderate (4-8)
- or
- ☐ SRSS-E7 score: High (9-21)
- or
- ☐ 2 or more office discipline referrals (ODR)
- or
- ☐ Skyward: 2 or more missing assignments

AND/ OR

Academic:

- ☐ Report card: 1 or more course failures
- or
- ☐ AIMSweb: intensive or strategic level (math or reading)
- or
- ☐ Below 2.5 GPA

Student Name			AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
2	11111	Barton, Mike	1	1	6	2	0	4	1
3	11112	Cole, James	1	2	3	2	1	2	1
4	11113	Cianni, Sue	1	1	0	0	0	0	0
5	11114	Fox, Lucy	1	1	0	1	0	0	0
6	11115	Flaherty, Julia	2	1	5	2	1	7	0
7	11116	Gantt, Henry	1	1	0	1	0	2	4
8	11117	Greenwood, Jonny	1	2	0	3	0	5	0
9	11118	Gilbert, Jillian	1	1	0	0	0	1	0
10	11119	Hale, Chad	3	2	16	1	6	0	1
11	11120	Heinz, Karl	2	1	6	1	0	1	2
12	11121	Lane, Carly	1	1	2	0	0	0	3
13	11122	Luck, Brad	2	1	14	1	5	0	1
14	11123	Miles, Dean	1	1	3	1	0	1	0
15	11124	Mulder, Jill	1	3	6	8	1	2	0
16	11125	Phelps, Whitney	2	1	3	1	0	0	2
17	11126	Shaftoe, Robert	1	2	3	0	0	3	0
18	11127	Smith, David	3	3	5	8	2	2	0
19	11128	Smith, Kaitlyn	1	1	1	0	0	1	2
20	11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
21	11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in action

**School-wide Data:
Entry Criteria**

Behavior:

- ☐ SRSS-E7 score: Moderate (4-8)
- or
- ☐ SRSS-E7 score: High (9-21)
- or
- ☐ 2 or more office discipline referrals (ODR)
- or
- ☐ Skyward: 2 or more missing assignments

AND/ OR

Academic:

- ☐ Report card: 1 or more course failures
- or
- ☐ AIMSweb: intensive or strategic level (math or reading)
- or
- ☐ Below 2.5 GPA

Student ID	Student Name	AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11115	Flaherty, Julia	2	1	5	2	1	7	0
11120	Heinz, Karl	2	1	6	1	0	1	2

Other Tier 2 Interventions

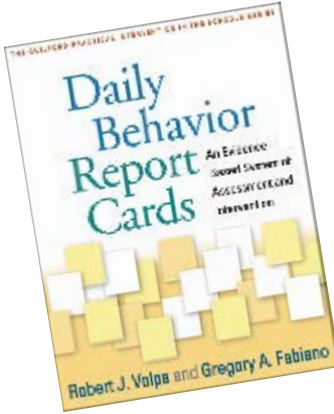



Behavior
Contracts

Behavior
Specific
Praise

Precorrection

Instructional
Choice

Daily Behavior Report Cards

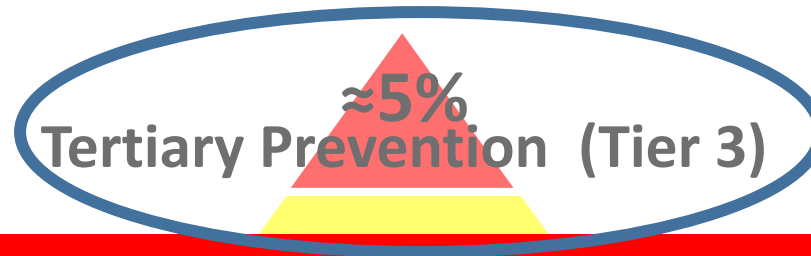
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
    <p>http://dbr.education.uconn.edu</p>	<p>DBR will be completed by the classroom teacher during daily observation periods (e.g., core instruction during English Language Arts) and parents will sign the form each day. DBR will be used to rate academic engagement, respect, and disruption. At the conclusion of each observation period, the teacher will indicate the degree to which the student displayed each behavior. The teacher will meet briefly with the student to share the teacher's DBR rating and home-school communication procedures will be established for student to bring a paper copy or email to parent or caregiver each day DBR was implemented for a parent/caregiver to sign.</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) AND <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND <input type="checkbox"/> Parent permission AND <p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is in grade 2 or 3 	<p>Student measures</p> <ul style="list-style-type: none"> • Daily behavior report (DBR; daily) • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> • Tier 2 treatment integrity measures • Ci3T TI: Direct observation (30 min if needed) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> Team agrees goals have been met or no further Positive Action small group sessions are warranted <input type="checkbox"/> SRSS-E7 and I5 scores are in the low risk category

Positive Action: Tier 2 Groups

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Positive Action (PA) – counselor-led small group	Counselors and/or social workers will lead small group Positive Action sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) AND <input type="checkbox"/> 2 or fewer absences in first 3 months of school AND <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] AND <input type="checkbox"/> Parent permission AND <p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is in grade 2 or 3 	<p>Student measures</p> <ul style="list-style-type: none"> • SSiS-Rating Scale (Pre/Post) • Skills for Greatness (Pre/Post) • Daily behavior report (DBR; daily) • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> • Tier 2 treatment integrity measures • Ci3T TI: Direct observation (30 min if needed) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> Team agrees goals have been met or no further Positive Action small group sessions are warranted <input type="checkbox"/> SRSS-E7 and I5 scores are in the low risk category



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: alphabets 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%
Prevention (Tier 1)

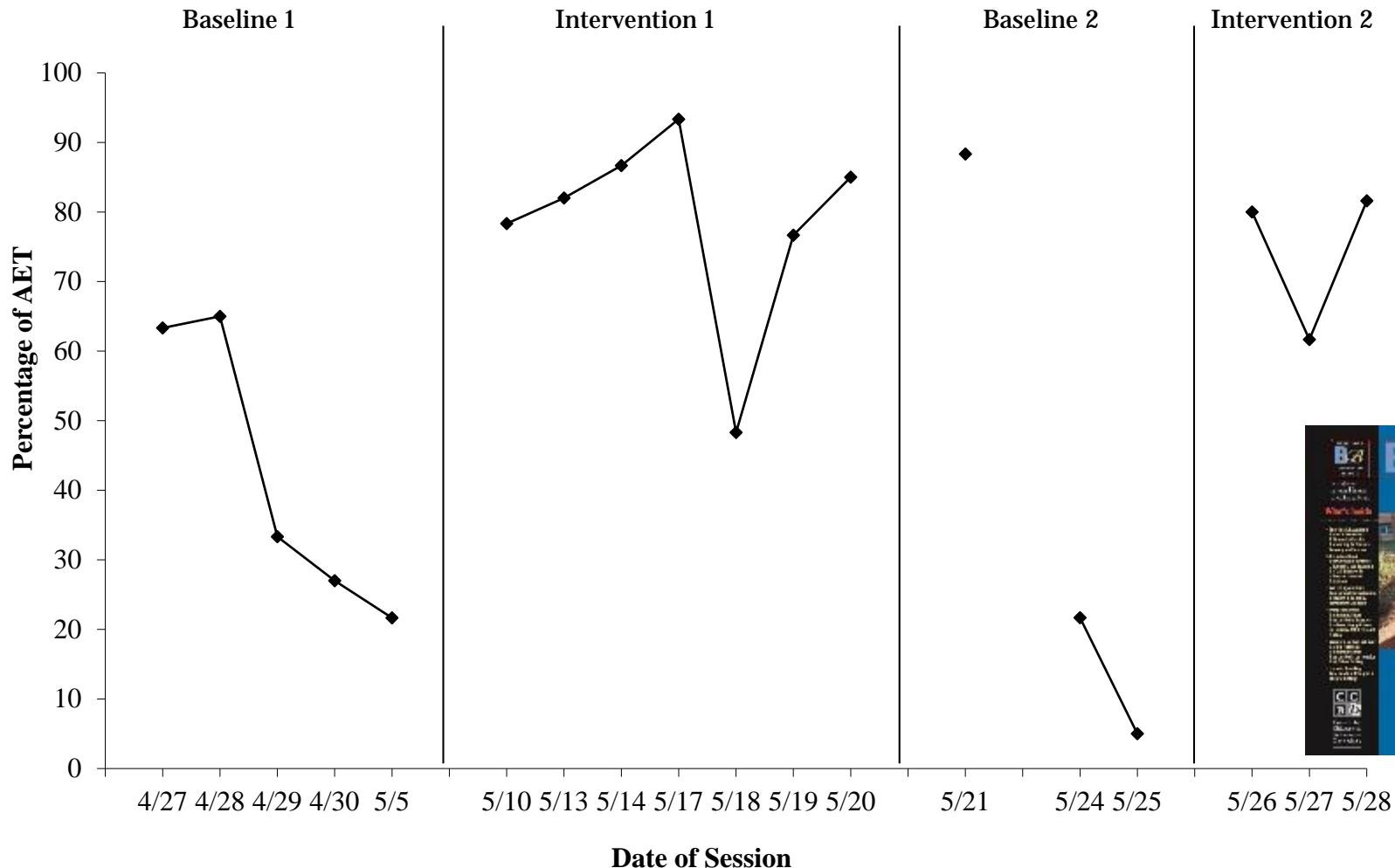
Behavioral

Social

SAMPLE TERTIARY (Tier 3) INTERVENTION GRID

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment -Based Intervention	Individualized interventions developed by the behavior specialist and PBS team	<p>Students who:</p> <p><u>Behavior</u></p> <p>-scored in the high risk category on the Student Risk Screening Scale (SRSS), or scored in the clinical range on one following Strengths and Difficulties (SDQ) subscales: Emotional Symptoms, Conduct Problems, Hyperactivity, or Prosocial Behavior,</p> <p>-earned more than 5 office discipline referrals (ODR) for major events during a grading period</p> <p>OR</p> <p><u>Academic</u></p> <p>identified at highest risk for school failure: recommended for retention; or scored far below basic on state-wide or district-wide assessments</p>	<p>Data will be collected on both the (a) target (problem) behavior and (b) replacement (desirable) behavior identified by the team on an on-going basis.</p> <p>Weekly teacher report on academic status</p> <p>ODR data collected weekly</p> <p>Treatment Integrity</p> <p>Social Validity</p>	The function-based intervention will be faded once a functional relation is demonstrated using a validated single case methodology design (e.g., withdrawal design) and the behavioral objectives specified in the plan are met.

Changes in Harry's Behavior



Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Beyond Behavior*, 2, 44 – 54.

Issues in Providing Function-Based Support in Natural Settings

JOHN LANEY AND JOSEPH B. FERRO, UNIVERSITY OF ARIZONA

Concern about using evidence-based practices to improve outcomes is not new. The same concern, described as the need to bridge the "research to practice gap," was expressed in special education more than 40 years ago (see Deshler, 2003). Despite continuing efforts to use the best information available to improve outcomes, the process occurs very slowly.

Collectively, the papers in this volume describe a creative way to accelerate that process by simultaneously addressing multiple needs. First, teacher educators need to teach their students effective methods and how to implement those methods in ways that improve academic and behavioral outcomes. Second, college and graduate students need to learn those methods and how to apply them in "real-world" settings. Third, school staff need access to technical support that is often unavailable, especially in these times of diminishing resources. Finally, students need to receive effective behavioral and academic support to maximize their potential.

In this special issue, Lane and her students and colleagues have shown that there is an effective way to combine resources to simultaneously meet the needs of all parties. Rather than viewing this as an idealized process with resources beyond the reach of most educational systems, we should be asking ourselves why this mutually beneficial collaboration is not more common.

In an effort to contribute to this process, we would like to point out nine issues that emerged from the work described in this volume. These issues include characteristics of the approach we developed (Umbreit, Ferro, Litagasin, & Lane, 2007), methodological practices, and

common problems that can be anticipated and addressed to improve outcomes.

Characteristics of the Approach

The papers in this volume exemplify certain characteristics, many of which are unique to this approach. The characteristics addressed in this section pertain to prioritizing concerns, using data throughout the process, and recognizing that a single behavior can have more than one function, and that an intervention method must "fit" the needs of the student and the classroom environment.

Address the Biggest Problem First

In each of the examples in this special issue, the functional behavioral assessment (FBA) was conducted on the behavioral problem that was of greatest concern to the classroom staff. Furthermore, the interventions were implemented during those activities in which the target behavior was most problematic. Many people assume that it is better, when dealing with behavioral problems, to start with a lesser problem for which success appears more easily attainable, and then to build on that success. With function-based intervention, the opposite approach offers several advantages.

First, by tackling the biggest problem first, interventionists are immediately addressing what is most important to classroom staff. Second, if successful, interventionists will build credibility with those same staff. Third, an intervention that successfully addresses the most important behavioral problems may also work to address other targeted problems.

same function(s) without the need for direct intervention. Finally, any remaining behavioral problems can be identified easily and addressed with minimal difficulty.

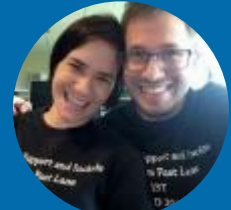
Use Data to Make Decisions


The method prescribed in this group of studies not only uses the *Function-Based Intervention Decision Model* to identify strategies based on the FBA results, but also uses data to make decisions at each step in the process. Interview and observation results are placed in the cells of the *Function Matrix* to identify the function of the behavior. Two questions that focus attention on selecting relevant antecedent strategies are asked and answered using the information from the FBA.

The ABAB withdrawal design evaluates the intervention's effects and allows decisions about the need for change. Data on the student's behavior are verified by interobserver agreement (IOA). Baseline data also provide the basis for making decisions about initial objectives and expected improvement rather than making an arbitrary choice. Finally, treatment integrity, assessed throughout the intervention, allows data-based decisions about the need for additional training and/or the need to adjust intervention strategies (e.g., see Cox et al. and Gerner et al. in this volume).

Consider Multiple Functions


In many cases, a single target (or problem) behavior will serve a single function (e.g., to gain attention or to escape from a particular task). However, in some cases, a single behavior will simultaneously serve multiple functions (e.g., to gain attention and to escape from a particular task). The F





What do Tier 2 and Tier 3 look like in my school or district?

00:00



How are we doing with using multiple sources of data to connect students to supports?

ci3t.org



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Measures Presentations Professional Learning Systematic Screening



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

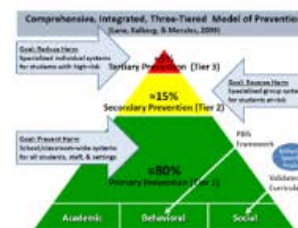
Ci3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel. Lane, 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



Functional Assessment-Based Interventions

Agenda

Introducing Ci3T ... collaborative and efficient

Systematic Screening Tools

- Selecting and Installing

- Understanding the Practicalities

Using Screening Data to Inform Instruction

- Tier 1 efforts

- Teacher-delivered strategies

- Tier 2 and 3 supports

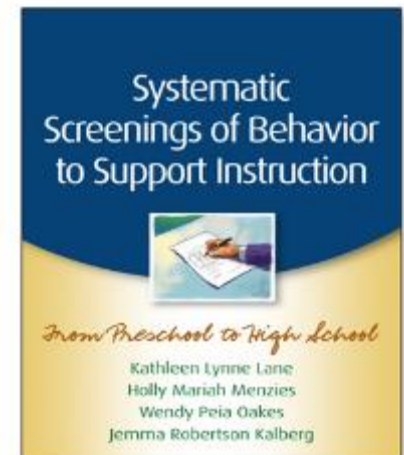
Action Plans: Moving Forward



Recommendations to Consider

- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications- know your state laws

(Lane & Oakes, 2012)



District Decision Makers



Ci3T PROFESSIONAL LEARNING SERIES

DISTRICT DECISION-MAKING GUIDE

Implementing and installing systems change procedures and practices includes a number of considerations for district leaders. Below we have addressed two key areas that are new to many schools during this process. There will likely be other system-wide decisions for consideration as well.

Universal Screening Questions (Part)

- What are our state and local laws related to systematic screening?
 - Consider issues of parent permission or consent (e.g., in passive parent consent permitted?)
 - Consider issues of who will have access to screening data and where these data will be securely stored.

- What resources do we have to support screening and what resources might we need to add?
 - Determine the time investment in screening tool for their data use.
 - Ascertain the time available for tool for each teacher's use by up period, ensuring a data collection.
 - Identify the personnel to lead the content experts and technical support school-level screening for.
 - Plan for budget considerations and working software (as appropriate).
 - Secure a system for data capture.
 - Provide support for the technical, data, and organizing data for the data.
 - Allocate time for the teacher, school, and use data for instructional decisions.

Note: Adapted from SSO Planning and Development (2015). SSO Data-Driven Decision Support: Ci3T - MTSS/RTI/IGT Application.

Please read the Ci3T Training Application, in full, before completing the application.



What is a Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention?

Comprehensive, Integrated, Three-Tiered (Ci3T) models of prevention (Bancroft, 2010a; Atwood, 2010) are designed to address students' academic, behavioral, and mental health needs using a continuum of interventions and supports. Ci3T models use a framework for a prevention approach for addressing student needs in all three areas. The continuum of intervention and supports is organized into three nested models: primary prevention (Tier 1), secondary prevention (Tier 2), and tertiary prevention (Tier 3). The goal is to create a multi-tiered prevention system, including the academic, behavioral, and mental health needs of students who need additional support beyond primary prevention efforts and those providing these students with additional support (Tier 2 and tertiary). (Tier 3) supports that are also in demand-based. Screening procedures are an essential element of Ci3T models for early detection of students in need of supports and to monitor school progress on a whole. Screeners design Ci3T models unique to their school culture and priorities using the Ci3T model. Ci3T Leadership Teams, Ci3T Coaches, and District Decision Makers make Ci3T Training and Implementation Learning Series action and school year. District office will support the implementation of the designed Ci3T Leadership Teams. For more information, see www.ci3t.org.

Comprehensive, Integrated, Three-Tiered Model of Prevention
Bancroft, 2010a; Atwood, 2010



Figure 1.1 Ci3T Model of Prevention



Ci3T Training Application - 1

R10 Behavior Screening Tools At-a-Glance

Tool Name	Description	Tool Cost and Licenses
Behavior Assessment System for Children (2nd Edition) (BASC-2)	• Attention, behavior, and academic functioning tool for children ages 3-18 • Used for screening and diagnosis • Used for monitoring progress • Used for research and clinical practice	• About \$200 per student license for baseline, professional and data management licenses • About \$200 per student license for treatment and monitoring licenses • About \$200 per student license for research and clinical practice licenses
Conners 3 (Conners 3)	• Used for screening and diagnosis • Used for monitoring progress • Used for research and clinical practice	• About \$200 per student license for baseline, professional and data management licenses • About \$200 per student license for treatment and monitoring licenses • About \$200 per student license for research and clinical practice licenses
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EXAMPLE

Consider this protocol for your district according to your state and local laws and policies.

Student Risk Screening Scale-Innovative and Extensive (SIRS-IE)

SIRS-IE Screening Protocol

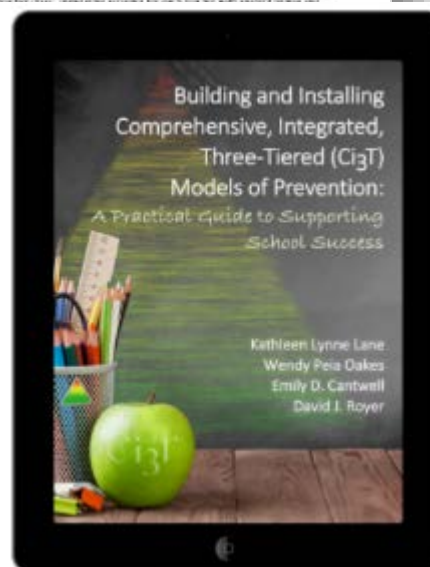
Middle and High Schools Fall 2016

This document is a sample of screening information. Please see the SIRS-IE Screening Tool Prepared for the 2016-2017 Academic Year.

Preparation for Installing Screening Practices

- (SIRS-IE) Set screening windows (including a hard close date) for schools for Fall, Winter, and Spring screening time periods and place dates on district and school assessment schedules.
- (SIRS-IE) Prepare screening structures (data capture system and procedures) for establishing scores. Follow on the flowchart (screening structure) for each teacher with student names and district ID numbers.

- (SIRS-IE) Prepare screening tool (e.g., www.ci3t.org) and school screening and data capture system.
- Determine access to school (SIRS-IE) www.ci3t.org.
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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

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



Comprehensive, Integrated,
Three-Tiered Model of Prevention

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

Implementation
Stages of Tier 2
and 3 within CI3T

CI3T: Tertiary Prevention

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

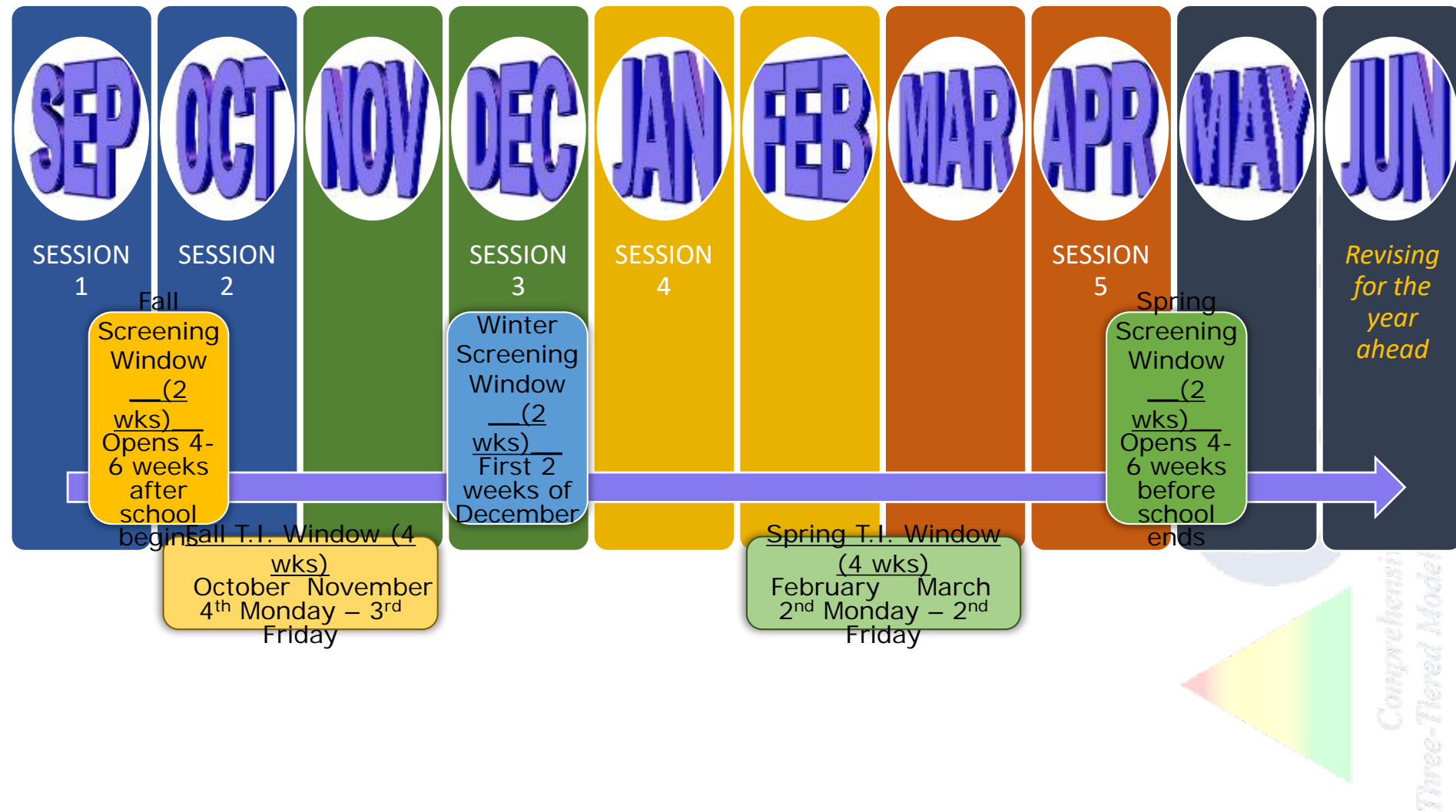
Additional
Professional
Development on
Specific Topics

2019 – 2020 Professional Learning

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Ci3T TRAINING				KU Ci3T Day 1 11/20/19 4:30-6:30PM	KU Ci3T Day 2 12/11/19 8:00AM-4:00PM	KU Ci3T Day 3 01/22/20 4:30-6:30PM	KU Ci3T Day 4 02/26/20 8:00AM-4:00PM		KU Ci3T Day 5 04/08/20 4:30-6:30PM	KU Ci3T Day 6 05/06/20 8:00AM-4:00PM	
P. ENHANCE Ci3T TRAINING				KU Ci3T Day 1 11/13/19 4:30-6:30PM	KU Ci3T Day 2 12/03/19 8:00AM-4:00PM	KU Ci3T Day 3 01/14/20 4:30-6:30PM	KU Ci3T Day 4 02/20/20 8:00AM-4:00PM		KU Ci3T Day 5 04/07/20 4:30-6:30PM	KU Ci3T Day 6 05/07/20 8:00AM-4:00PM	
P. ENHANCE Ci3T IMPLEMENTATION AM/PM		KU Ci3T IMP Day 1 09/05/19	KU Ci3T IMP Day 2 10/29/19		KU Ci3T IMP Day 3 12/04/19	KU Ci3T IMP Day 4 01/15/20			KU Ci3T IMP Day 5 04/02/20		
KU Project EMPOWER 5:00-7:00 PM		KU Ci3T EMPOWER Session 1 09/17/19		KU Ci3T EMPOWER Session 2 11/05/19		KU Ci3T EMPOWER Session 3 01/23/20	KU Ci3T EMPOWER Session 4 02/25/20		KU Ci3T EMPOWER Session 5 04/23/20		
Ci3T Trainers & Coaches Conference Calls 4:00-5:30 PM	Trainers & Coaches Call Session 1 08/01/19 Session 2 08/28/19		Trainers & Coaches Call Session 3 10/22/19	Trainers & Coaches Call Session 4 11/04/19 Session 5 11/21/19		Trainers & Coaches Call Session 6 01/09/20	Trainers & Coaches Call Session 7 02/10/20	Trainers & Coaches Call Session 8 03/24/20	Trainers & Coaches Call Session 9 04/30/20		Trainers & Coaches Call Session 10 06/02/20

Ci3T IMPLEMENTATION

Professional Learning Series





Wrapping up and Moving Forward



www.ci3t.org Kathleen.Lane@ku.edu



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