A Look at Low-Intensity Strategies to Support Behavior that Facilitates Instruction: Teacher-driven Strategies that Work

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

Agenda

1. Frame the use of low intensity strategies for increasing student engagement within a Comprehensive, Integrated, Three-tiered (CI3T) model of prevention.
2. Learn about three research-based strategies to improve academic engagement:
   1. incorporating choice into instruction
   2. increasing opportunities to respond
   3. using behavior specific praise
3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.

Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane, Kalberg, & Mensies, 2009

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

Tertiary Prevention (Tier 3)
≈ 1%

Primary Prevention (Tier 1)
≈ 80%

Secondary Prevention (Tier 2)
≈ 10%

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Academic

Behavioral

Social

Validated Curricula

PBIS Framework
WHAT SCREENING TOOLS ARE AVAILABLE?

The Student Risk Screening Scale (SRSS) is a 7-item mass screener used to identify students who are at risk for antisocial behavior.

**Features:**
- 7-item screener
- 4-point Likert-type scale: never = 0, occasionally = 1, sometimes = 2, frequently = 3
- Teachers evaluate students on the following items:
  - Steal
  - Lie, Cheat, Sneak
  - Behavior Problems
  - Peer Rejection
  - Low Academic Achievement
  - Negative Attitude
  - Aggressive Behavior

**Risk Categories:**
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

*(SRSS; Drummond, 1994)*
STUDENT RISK SCREENING SCALE-IE

**TEACHER NAME**

1 = Never
2 = Occasionally
3 = Frequently

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steal</td>
<td>0</td>
</tr>
<tr>
<td>2. Lie, Cheat, Sneak</td>
<td>0</td>
</tr>
<tr>
<td>3. Behavior Problem</td>
<td>0</td>
</tr>
<tr>
<td>4. Peer Rejection</td>
<td>0</td>
</tr>
<tr>
<td>5. Low Academic Achievement</td>
<td>0</td>
</tr>
<tr>
<td>6. Negative Attitude</td>
<td>0</td>
</tr>
<tr>
<td>7. Aggressive Behavior</td>
<td>0</td>
</tr>
<tr>
<td>8. Emotionally Flat</td>
<td>0</td>
</tr>
<tr>
<td>9. Shy; Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>10. Sad; Depressed</td>
<td>0</td>
</tr>
<tr>
<td>11. Anxious</td>
<td>0</td>
</tr>
<tr>
<td>12. Obsessive-Compulsive Behavior</td>
<td>0</td>
</tr>
<tr>
<td>13. Lonely</td>
<td>0</td>
</tr>
<tr>
<td>14. Self-Inflicts Pain</td>
<td>0</td>
</tr>
</tbody>
</table>

Original SRSS-IE 14
12 items retained for use at the elementary level
14 items under development in middle and high schools

How do we score and interpret SRSS-IE at the Elementary Level?

1. All scores will be automatically calculated.
2. SRSS scores are the sum of items 1 – 7 (range 0 – 21)
3. Internalizing scores are the sum of items 8-12 (range 0-15)

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>High (9-21)</th>
<th>Moderate (4-8)</th>
<th>Low Risk (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W15</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>W16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample ... Winter
SRSS-E7 Results – All Students

- 4.20% High (9-21)
- 18.49% Moderate (4-8)
- 77.31% Low Risk (0-3)

Lane and Oakes 2013
### Sample … Winter 2014
### SRSS-E7 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>45 (71.59%)</td>
<td>10 (17.24%)</td>
<td>3 (5.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>38 (73.08%)</td>
<td>11 (21.15%)</td>
<td>3 (5.77%)</td>
</tr>
<tr>
<td>2nd</td>
<td>59</td>
<td>45 (76.27%)</td>
<td>11 (18.64%)</td>
<td>3 (5.08%)</td>
</tr>
<tr>
<td>3rd</td>
<td>62</td>
<td>51 (82.26%)</td>
<td>11 (17.74%)</td>
<td>0 (0.65%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>55 (82.09%)</td>
<td>8 (11.94%)</td>
<td>4 (5.97%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>42 (71.19%)</td>
<td>16 (25.42%)</td>
<td>2 (3.39%)</td>
</tr>
</tbody>
</table>

#### SRSS-15 Results – All Students

- Low Risk (0-3)
- Moderate (2-3)
- High (4-15)

<table>
<thead>
<tr>
<th>% of Students with Screener</th>
<th>School W14</th>
<th>School W15</th>
<th>School W16</th>
<th>School W17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Percentile</td>
<td>78.8%</td>
<td>76.9%</td>
<td>75.6%</td>
<td>75.0%</td>
</tr>
<tr>
<td>2nd Percentile</td>
<td>76.8%</td>
<td>75.0%</td>
<td>74.3%</td>
<td>74.0%</td>
</tr>
<tr>
<td>3rd Percentile</td>
<td>74.8%</td>
<td>73.0%</td>
<td>72.2%</td>
<td>72.0%</td>
</tr>
<tr>
<td>4th Percentile</td>
<td>72.8%</td>
<td>71.0%</td>
<td>70.2%</td>
<td>70.0%</td>
</tr>
<tr>
<td>5th Percentile</td>
<td>70.8%</td>
<td>69.0%</td>
<td>68.2%</td>
<td>68.0%</td>
</tr>
</tbody>
</table>

Lane and Oakes 2013
### Sample … Winter 2014
**SRSS-I5 Comparison by Grade Level**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low- (0-1)</th>
<th>Moderate- (2-3)</th>
<th>High- (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>48 (82.76%)</td>
<td>7 (12.07%)</td>
<td>3 (5.17%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>37 (71.15%)</td>
<td>9 (17.31%)</td>
<td>6 (11.54%)</td>
</tr>
<tr>
<td>2nd</td>
<td>59</td>
<td>43 (72.88%)</td>
<td>12 (20.34%)</td>
<td>4 (6.78%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low- (0-1)</th>
<th>Moderate- (2-3)</th>
<th>High- (4-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>62</td>
<td>57 (91.94%)</td>
<td>4 (6.45%)</td>
<td>1 (1.61%)</td>
</tr>
<tr>
<td>4th</td>
<td>67</td>
<td>52 (77.61%)</td>
<td>7 (10.45%)</td>
<td>8 (11.94%)</td>
</tr>
<tr>
<td>5th</td>
<td>59</td>
<td>45 (76.27%)</td>
<td>9 (15.25%)</td>
<td>5 (8.47%)</td>
</tr>
</tbody>
</table>

Examining your screening data ...

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crooboni (2011)
Examining your screening data …

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Menias, Bruhn, and Crnobori (2013)
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies

Low-Intensity Strategies for Academics and Behavior

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

Monitoring Progress

- Treatment Integrity
- Social Validity
- Experimental Design

- Treatment Integrity: Is it happening?
- What do stakeholders think about the goals, procedures, and outcomes?
- How well did this support work for this student?

Lane and Oakes 2013
Building Your Toolbox

1. Incorporating choice into instruction
2. Increasing opportunities to respond
3. Using behavior specific praise

A Look at Instructional Choice

Agenda

• What is instructional choice?
• Why is instructional choice effective?
• What does the supporting research for instructional choice say?
• What are the benefits and challenges?
• How do I implement instructional choice in my classroom? Checklist for Success
• How well is it working? Examining the Effects
What is instructional choice?

- Instructional Choice
  - “…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option” (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
  - Across-activity choices
  - Within-activities choices

Examples

Across-task Choices
- Paper, presentation, or Youtube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day?

Within-task Choices
- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors
What does the supporting research for instructional choice say?

• Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
• Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)
• Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)

Supporting Research

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Journal</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunlap, N., &amp; Oakes, S.</td>
<td>Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)</td>
<td></td>
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<td>Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz &amp; Kostweicz, 2013)</td>
<td></td>
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</table>

What are the benefits & challenges?

**Benefits**
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

**Challenges**
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments
How do I implement instructional choice in my classroom?

**Checklist for Success**

**Step 1**
Determine which type of choices you feel comfortable offering and create a menu of choices.

**Step 2**
Use the menu to determine which type of choice to add to a particular lesson.

**Step 3**
After choice is built into the lesson, offer the established choices.

**Step 4**
Ask the student to make his or her choice.

**Step 5**
Provide wait time for the student to select their choice.

**Step 6**
Listen to (or observe) the student’s response.

**Step 7**
Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

**Step 8**
Reinforce the student’s choice, providing them with the option they selected.

**Step 9**
Offer students an opportunity to give feedback on the choice they selected.
How do I implement instructional choice in my classroom?

Checklist for Success

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine which type of choices you would feel comfortable offering students in your classroom and ensure a menu of choices.</td>
</tr>
<tr>
<td>2</td>
<td>Use the menu to determine which type of choice to add to a particular lesson.</td>
</tr>
<tr>
<td>3</td>
<td>After the choice is built into the lesson, offer the established choices.</td>
</tr>
<tr>
<td>4</td>
<td>Ask the student to make his or her choice.</td>
</tr>
<tr>
<td>5</td>
<td>Provide wait time for the student to select their choice.</td>
</tr>
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<td>6</td>
<td>Listen to (or observe) the student’s response.</td>
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<td>7</td>
<td>Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.</td>
</tr>
<tr>
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</tr>
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</tr>
</tbody>
</table>

How well is it working?

Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
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<tbody>
<tr>
<td>Treatment Integrity: Is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
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</tr>
</tbody>
</table>

![Graph](image)

Figure 1: Field per hour of problem behaviors and percentage engagement across Choice and no-choice conditions for Sammy.

(Lane, Mantena, Yovian, Bailin, & Hilt, 2001)
Making Certain the Strategy is in Place: Treatment Integrity

What do they think about it?

Expanding Your Tool Kit ....
Questions, thoughts, and considerations ....

A Look at Increasing Opportunities to Respond

Agenda

- What are opportunities to respond (OTR)?
- Why is OTR effective?
- What does the supporting research for OTR say?
- What are the benefits and challenges?
- How do I implement increased Opportunities to Respond in my classroom?
- Checklist for Success
- How well is it working? Examining the Effects
What is opportunities to respond (OTR)?

- Opportunities to Respond (OTR):
  - OTR strategy is designed to offer students frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic material
  - OTR can be conducted so that students respond individually or in unison

Opportunities to Respond (OTRs)

Providing students with a high number of opportunities to answer or actively respond to academic requests promotes good behavior in students with even the most resistant behavior problems.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents:</td>
<td>Responses can be:</td>
</tr>
<tr>
<td>• instructional information</td>
<td>• verbal</td>
</tr>
<tr>
<td>• ask questions</td>
<td>• written</td>
</tr>
<tr>
<td>• provide wait time</td>
<td>• signal</td>
</tr>
<tr>
<td>• prompt when necessary</td>
<td>• choral</td>
</tr>
<tr>
<td>• cue</td>
<td></td>
</tr>
<tr>
<td>• provide feedback</td>
<td></td>
</tr>
</tbody>
</table>

Examples

**Verbal Responding**
- Coral Response (Haydon et al., 2009)
  - Every student answers question/prompt
- Questioning
  - Think, Pair, Share
  - Partners

**Non-Verbal Responding**
- Signal
  - Thumbs up/down
- Response Card
  - Agree/Disagree, A/B/C/D, True/False
- Individual white boards
- Guided Notes
- Student Response Systems (Clickers; Blood & Gulchak, 2013)
Opportunities to Respond (OTRs)

Teacher presents instruction/demand → Cues students

Fast Paced!
3-6/min for new instruction
8-12/min for review

Teacher provides feedback → Wait time (prompt) → Students respond

Why is increasing OTRs effective?

• OTR can greatly increase active participation.
• Fluency and automaticity with the basics of any content or skill frees students to tackle complex and nuanced concepts.
• Teachers can quickly determine students’ proficiency with the material and to decide whether more practice is needed.

What does the supporting research for OTR say?

Increased Opportunities to Respond

• Decreasing Disruptive Behavior in an Elementary Self-Contained Classroom (Haydon, Mancil, & Van Loan, 2009)
• Improving Academic Outcomes for Students with Behavior Disorders (Sutherland, Alder, & Gunter, 2003)
• Using Choral Responding to Increase Student Participation (Haydon & Hunter, 2011)
What are the benefits and challenges?

Benefits

- efficient,
- engaging
- facilitates participation of all students
- rapid pace of instruction

Challenges

- initially requires advance preparation as a sufficient number of prompts or questions have to be created before beginning the lesson
- shifting to a rapid pace of instruction

A minimum of three opportunities to respond per min so the teacher must practice moving through a lesson quickly to ensure the pace has sufficient momentum, but not so rapid that students are lost.

How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Step 1  Identify the lesson content to be taught and the instructional objective.

Step 2  Prepare a list of questions, prompts, or cues related to the content.

Step 3  Determine the modality by which the content will be delivered.

Step 4  Determine the modality by which students will respond.
How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Step 5: Explain to students how the format works and the rationale for using it.

Step 6: Conduct the lesson with a minimum of 3 OTRs per min (single-student or unison responding).

Step 7: Respond to student answers with evaluative and encouraging feedback.

Step 8: Offer students an opportunity to give feedback.

How well is it working? Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
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<tbody>
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<td>How well did this support work for this student?</td>
</tr>
</tbody>
</table>
Making Certain the Strategy is in Place: Treatment Integrity

Opportunity to Record Treatment Integrity Checklist

Date: ____________________________
Student: __________________________

1. Did you enjoy using the character card during Read Aloud time?  
   a. No, not really
   b. Yes, definitely

Expanding Your Tool Kit....
Questions, thoughts, and considerations ...

Using Behavior Specific Praise Statements

What are Behavior Specific Praise Statements?

- The teacher praises a specific behavior with a comment.
- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

(Haydon, Musti-Rao, 2011, p. 311)
What are Behavior Specific Praise Statements?

**Examples**

- “John, I like the way you are working on your math assignment.”
- “Susan, thank you for following directions and getting out your textbook!”

Also consider “noticing”

- “Juan, you showed respect for your friends today by taking turns on the swing at recess.”
- “Paola, you gave your best effort by completing all of your math work during class today.”
- “You followed directions right away, so our class can move on to a special activity.” (Marchant & Anderson, 2012, p. 24)

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Behavior Specific Praise Statements: Considerations

- Most effective when delivered consistently and immediately after desired behavior
- Should be used 4 to 1 ratio with negative/corrective feedback
- Determine students’ preferred method of praise – public or private
- Establishes supportive and positive classroom environment

(Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Reinke, 2009)

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Behavior Specific Praise Statements: Benefits

- Takes little effort and costs nothing
- Improves student-teacher relationships
- Not time consuming or intrusive
- Increases intrinsic motivation
- Increases on-task behavior and reduces problem behavior
- Increases positive social and academic behavior

(Lampi, Fenty, & Beaunae, 2005; Marchant & Anderson, 2012; Stormont & Reinke, 2009)
Increasing the Use of Behavior Specific Praise Statements

- Teacher have shown increased use of BSPS when
  - Setting goals for number of praise statements
  - Self-monitoring use of BSPS
  - Video self-modeling of BSPS
  - Performance feedback
  - Using a BSPS Script
  - Observations with a peer or instructional coach

(Haydon & Musti-Rao, 2011; Hawkins & Heflin, 2010; Sutherland et al., 2000)
Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Pre-correction
Incorporating Choice
Self-monitoring
Behavior Contracts

Self-Assessment

• How am I doing with...
  – Basic classroom management strategies?
  – Instructional considerations?
  – Low-intensity strategies?
Consider a book study... build school site capacity

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

**Goal:** Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

**Academic**

**Behavioral**

**Social**

- **Primary Prevention (Tier 1)**:
  - 80%
  - PBIS Framework
  - Validated Curricula

- **Secondary Prevention (Tier 2)**:
  - 80%
  - Academic Behavioral Social Comprehensive, Integrated, Three-Tiered Model of Prevention
  - Tertiary Prevention (Tier 3)
  - 15%
  - Tertiary Prevention (Tier 3)
  - PBIS Framework

- **Tertiary Prevention (Tier 3)**:
  - Goal: Reverse Harm
  - Specialized Individual Systems for Students with High-Risk

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Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td>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.</td>
<td>Behavior: SRSS - mild to high risk Academic: 2 or more missing assignments within grading period</td>
<td>Work completion, or other behavior addressed in contract</td>
<td>Successful Completion of behavior contract</td>
</tr>
<tr>
<td>Self monitoring</td>
<td>Students will monitor and record their academic production (completes/accuracies) and on-task behavior each day.</td>
<td>Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM</td>
<td>Work completion and accuracy in the academic area of concern; passing grades</td>
<td>Passing grades on the report card in the academic area of concern</td>
</tr>
</tbody>
</table>

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4
**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Mensies, 2009)

- **Tertiary Prevention (Tier 3)**
  - Goal: Reverse Harm
  - Specialized Group Systems for Students At-Risk

- **Secondary Prevention (Tier 2)**
  - Goal: Reduce Harm
  - Specialized Individual Systems for Students with High-Risk

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings

 PBIS Framework

Validated Curricula

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**Changes in Harry’s Behavior**

- Baseline 1
- Intervention 1
- Baseline 2
- Intervention 2

Date of Session

- 4/27
- 4/28
- 4/29
- 4/30
- 5/1
- 5/2
- 5/3
- 5/4
- 5/5
- 5/6
- 5/7

Percentage of AET

- 0
- 10
- 20
- 30
- 40
- 50
- 60
- 70
- 80
- 90
- 100

<table>
<thead>
<tr>
<th>Date of Session</th>
<th>Baseline 1</th>
<th>Intervention 1</th>
<th>Baseline 2</th>
<th>Intervention 2</th>
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</thead>
<tbody>
<tr>
<td>4/27</td>
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<td>5/7</td>
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</tbody>
</table>

## 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

## Decision Making ...

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>SSBD</th>
<th>SRSS</th>
<th>SRSS‐IE</th>
<th>SDQ</th>
<th>BASC 2</th>
<th>BESS</th>
<th>SSiS</th>
<th>PSG</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade levels for the measure?</td>
<td>K‐6</td>
<td>K‐12</td>
<td>K‐6</td>
<td>3‐12</td>
<td>K‐12</td>
<td>K‐12</td>
<td>K‐12</td>
<td>7‐12</td>
</tr>
<tr>
<td>What type of concerns does the measure detect?</td>
<td>Internalizing/Externalizing</td>
<td>Internalizing/Externalizing</td>
<td>Total Difficulties</td>
<td>Internalizing/Externalizing</td>
<td>School Problems</td>
<td>Adaptive Skills</td>
<td>Prosocial Behaviors</td>
<td>Motivation to Learn</td>
</tr>
<tr>
<td>Who may complete it?</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Parent</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Is the measure free‐access?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>How much time does the measure take?</td>
<td>&lt;1 hour per class</td>
<td>10‐15 min per class</td>
<td>10‐15 min per class</td>
<td>1‐2 hour per student</td>
<td>Approx 30 min per class</td>
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<tr>
<td>Is there an online or electronic scoring option?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there an intervention component?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Data‐Informed Decision Making

- **Session 1:** 2 hr
  - CI3T Models: An Overview
  - Share Overview with Staff: Build Revisor Plan

- **Session 2:** Full Day
  - Building the Building Plan
  - How to Monitor the Plan
  - Building Tier 1 Supports

- **Session 3:** 2 hr
  - Building Tier 2 Supports

- **Session 4:** Full Day
  - Building Tier 3 Supports
  - Prepare to Implement

Lane and Oakes 2013

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Additional Professional Development on Specific Topics

Core Content Curricula
Teacher Drive Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

Functional Assessment-based Interventions
Reading, Math, Writing Benchmarking and Progress Monitoring Tools
Student Driven Interventions, Strategies, & Practices Check In - Check Out Additional Tier 3 Supports

CI3T Team Training Sequence

The Professional Development Training Series

January February March April

November December January February March

November December January February March

Share revised CI3T plan; Complete CI3T Feedback Form Finalize & Share Expectation Matrix and Teaching & Reinforcing Components

Share Screeners Complete Assessment Schedule Share Overview with Faculty & Staff; Build Reactive Plan

Share CI3T plan; Complete PIRS & Secondary Grid

Comprehensive, Integrated, Three-tiered (CI3T) Models of prevention training sequence.


Behavior Screening Tools Using School-wide Data to Identify Students for Tier 2 and Tier 3 Supports Using Instructional Techniques to Improve Student/Teacher Behavior Using Simple Strategies to Improve Student/Teacher Behavior Using Self-Monitoring Strategies to Improve Academic Performance

Professional Development: A Collaborative Effort to Empower Public School Systems

Project Empower

5: Two-Hour After School
6: Full Day

5: Two-Hour After School
Questions: Kathleen.Lane@ku.edu