
Winter 2015 MASFPS Institute
Traverse City, Michigan
October 6, 2015

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Agenda

• Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention
  • Academic
  • Behavior
  • Social
  • Using Screening Data ...
  • implications for primary prevention efforts
  • implications for teachers
  • implications for student-based interventions at Tier 2 and Tier 3

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

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

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

Primary Prevention (Tier 1)
≈ 80%

Secondary Prevention (Tier 2)
≈ 10%

Tertiary Prevention (Tier 3)

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

PBIS Framework
Validated Curricula

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

School/Classroom-Wide Systems for All Students, Staff, & Settings

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Tertiary Prevention (Tier 3)
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Academic Behavioral Social

≈80% ≈15% ≈5%

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

Primary Prevention (Tier 1) ≈ 80%
Secondary Prevention (Tier 2) ≈ 15%
Tertiary Prevention (Tier 3) ≈ 5%

Academic Behavioral Social

What components do we already have in place?
### Procedures for Teaching

#### Faculty and Staff:
- Provide clear, consistent, and constructive feedback to teachers.
- Maintain preparation and updating, including attendance support for instruction.
- Monitor the use of materials and equipment provided.
- Solicit teacher input on the use of materials and equipment.
- Provide opportunities for professional growth, development, and training.

#### Students:
- Ensure students have access to necessary materials and equipment.
- Maintain a positive learning environment.
- Support the implementation of the curriculum and instruction.
- Monitor student progress and provide feedback.

#### Parents/Community:
- Support the school’s goals and objectives.
- Provide feedback on the effectiveness of the school’s programs.
- Support the school’s goals and objectives.
- Provide feedback on the effectiveness of the school’s programs.

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*Lane & Oakes 2012 [Link]*

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*https://youtu.be/b4swsa_knYE*

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*Lane & Oakes 2013*
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/Community:

Donation Coupon for:
1 box of Macaroni and Cheese to Community Food Drive
Let's talk ...

Ci3T Ticket Examples

Reactive Plan

All Faculty Will First:
1. Teach, Remind, and Reteach Appropriate Behaviors “Teachable Moments” to students
2. Reinforce positive behaviors
3. Problem solve with students “More Teachable Moments”
4. Continue building relationships
5. Communicate with parents and elicit their support
Essential Components of Primary Prevention Efforts

Social Validity

Treatment Integrity

Systematic Screening

Academic Behavior

What screening tools are available?

See Lane, Menzies, Oakes, and Kalberg (2013)
SSBD Screening Process

Stage 1: Teacher Screening on Externalizing and Internalizing Behavioral Disorders
3 Highest Ranked Pupils on Externalizing and Internalizing Behavior Criteria

Stage 2: Teacher Rating on Critical Events Index and Combined Frequency Index
Exceed Normative Criteria on CEI and CFI

Stage 3: Direct Observation and/or SARS of Process Selected Pupils in Classroom and on Playground
Exceed Normative Criteria on AET and PSB

Pre-referral Intervention(s)

Child may be referred to Child Study Team

SSBD Results—Winter 2007 through Winter 2009
Risk Status of Nominated Students

Number of Students

Externalizing Internalizing

Winter 2007 (N=60) 13 3
Winter 2008 (N=69) 47 62 59 43
Winter 2009 (N=66) 13 6

- Nonclinical
- Clinical

Number of students screened

Source: Lane, Menzies, Oakes, & Kalberg, 2012. Figure 2.2: WES Elementary Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1992) results comparing the percentage of students nominated and exceeding normative criteria for both externalizing and internalizing behavioral disorders over a three-year period.
**Student Risk Screening Scale (SRSS)**

The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior. It uses a 4-point Likert-type scale:
- never = 0
- occasionally = 1
- sometimes = 2
- frequently = 3

Teachers evaluate each student on the following items:
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection
- Low Academic Achievement
- Negative Attitude
- Aggressive Behavior

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

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

```sql
Student Name: Smith, Sally
Student ID: 11111

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steal</td>
<td>0</td>
</tr>
<tr>
<td>Lie, Cheat, Sneak</td>
<td>0</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>1</td>
</tr>
<tr>
<td>Peer Rejection</td>
<td>0</td>
</tr>
<tr>
<td>Low Academic Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>2</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

SRSS Score: Sum Items 1-7 = 7
```

*Range 0 - 21*
SAMPLE DATA: SRSS
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L&lt;M&lt;H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L&lt;M&lt;H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L&gt;M, H, M=M</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>L&gt;M, H, M=M</td>
</tr>
</tbody>
</table>

[Lane, Parks, Kolberg, & Carter, 2007]

STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Non-Instructional Raters

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 328)</th>
<th>Moderate (n = 52)</th>
<th>High (n = 35)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>3.53 (5.53)</td>
<td>8.27 (7.72)</td>
<td>8.97 (9.39)</td>
<td>L&lt;M, H, M=M</td>
</tr>
<tr>
<td>GPA</td>
<td>3.10 (0.82)</td>
<td>2.45 (0.84)</td>
<td>2.38 (0.88)</td>
<td>L&gt;M, H, M=M</td>
</tr>
</tbody>
</table>

[Lane, Kolberg, Parks, & Carter, 2008]
Elementary Level Results: ROC Curves

Externalizing AUC 0.952


Elementary Level Results: ROC Curves

Internalizing AUC .802


STUDENT RISK SCREENING SCALE-IE

<table>
<thead>
<tr>
<th>Item</th>
<th>1 = Never</th>
<th>2 = Occasionally</th>
<th>3 = Sometimes</th>
<th>4 = Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steal</td>
<td>Occasional use of material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lie, Cheat, Sneak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Behavior Problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Peer Rejection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Low Academic Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Negative Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Aggressive Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Emotionally Flat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Shy; Withdrawn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Sad; Depressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Anxious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Obsessive-Compulsive Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Lonely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Self-Inflicts Pain</td>
<td></td>
<td></td>
<td></td>
<td></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
Convergent Validity: SRSS-E7, SRSS-I5, & SRSS-IE12 with the SSBD

<table>
<thead>
<tr>
<th>Target as Measured by the SSBD</th>
<th>Student Condition According to the SSBD</th>
<th>SRSS-IE Comparison ROC</th>
<th>Area Under the Curve (AUC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalizing</td>
<td>With Condition N</td>
<td>SRSS-I5</td>
<td>.849</td>
</tr>
<tr>
<td></td>
<td>Without the Condition N</td>
<td>SRSS-IE12</td>
<td>.818</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalizing</td>
<td>With Condition N</td>
<td>SRSS-E7</td>
<td>.952</td>
</tr>
<tr>
<td></td>
<td>Without the Condition N</td>
<td>SRSS-IE12</td>
<td>.921</td>
</tr>
</tbody>
</table>

Note: SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-E7 refers to the original 7 items of the SRSS developed by Drummond (1994) combined with the new five items constituting the SRSS-IE5. The SRSS-IE5 refers to the original 7 items constituting the SRSS.


SRSS-IE: SRSS-E7, SRSS-I5 Cut Scores

• Enter ‘practice’ data into that one sheet so that the total scores and conditional formatting are tested.
• Items 1-7 (The SRSS externalizing scale)
  0 – 3 low risk
  4 – 8 moderate risk (yellow)

• Items 8-12 (The SRSS-IE internalizing items) preliminary cut scores for elementary only
  0 – 1 low risk
  2 – 3 moderate (yellow)
  4 – 15 high (red)

• Confirm the “Count” column is completed (students’ numbered sequentially). Formulas are anchored by the “Count” column; it must contain a number for each student listed for accurate total formulas.

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

Lane and Oakes 2013
Sample ... Winter
SRSS-E7 Results – All Students

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 (77.59%)</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>
</tbody>
</table>

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>3rd</td>
<td>62</td>
<td>51 (82.26%)</td>
<td>11 (17.74%)</td>
<td>0 (0.00%)</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>15 (25.42%)</td>
<td>2 (3.39%)</td>
</tr>
</tbody>
</table>
### SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>School W14</th>
<th>School W15</th>
<th>School W16</th>
<th>School W17</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Screens</td>
<td>78.99%</td>
<td>13.45%</td>
<td>7.56%</td>
<td>6.10%</td>
</tr>
</tbody>
</table>

### 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>
<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>
The Student Risk Screening Scale for Early Childhood (SRSS-ECH) was developed by Lane, Oakes, Menzies, Major, Allegra, Powers, and Schatschneider (2015). It is designed to identify students at risk for developmental delays in early childhood. The scale is composed of 78 items and is divided into four subscales: emotional, behavioral, social, and academic. The SRSS-ECH is a valid and reliable tool that can be used in schools to screen for early indicators of potential problems.
Examining your screening data ... 

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

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

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

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011
Examining your screening data ...

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

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

Teacher-Level Considerations

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

Student Risk Screening Scale (SRSS; Drummond, 1994)
Examining Academic and Behavioral Data: Elementary School Level

Examining Academic and Behavioral Data: Middle and High School Level

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

Assess, Design, Implement, and Evaluate

Consideration #3
Low-Intensity Strategies

Supporting Behavior for School Success

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

Consider a book study ...
Build school site capacity

Examining your screening data...

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

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

Comprehensive, Integrated, Three-Tier Model of Prevention
(Lane, Kalberg, & Mensies, 2009)

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

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

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

≈ 15%
Secondary Prevention (Tier 2)

≈ 80%
Primary Prevention (Tier 1)

Academic
Behavioral
Social

Validated Curricula

PBIS Framework

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

Assess, Design, Implement, and Evaluate

Schoolwide Positive Behavior Support

Basic Classroom Management/Effective Instruction Low Intensity Strategies

Behavior Contracts/Self-Monitoring Functional Assessment-Based Interventions

Higher Intensity Strategies

Assessment

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

Low Intensity Strategies

Basic Classroom Management/Effective Instruction Low Intensity Strategies

Behavior Contracts/Self-Monitoring Functional Assessment-Based Interventions

Higher Intensity Strategies

Assessment
BASC² – Behavior and Emotional Screening Scale
Spring 2012

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>85.42</td>
<td>87.67</td>
<td>82.18</td>
<td>36.21</td>
</tr>
<tr>
<td></td>
<td>10.74</td>
<td>8.68</td>
<td>12.38</td>
<td>11.33</td>
</tr>
<tr>
<td></td>
<td>3.85</td>
<td>3.65</td>
<td>5.45</td>
<td>2.46</td>
</tr>
</tbody>
</table>

Percent of Students

Step 1: Construct your assessment schedule
Step 2: Identify your secondary supports
  - Existing and new interventions
Step 3: Determine entry criteria
  - Academic screening scores, progress data, behavior screening scores, attendance data, etc.
Step 4: Identify outcome measures
  - Pre and post tests, CBM, office discipline data, GPA, etc.
Step 5: Identify exit criteria
  - Reduction of discipline contacts, academic success, reduction of truancies and absences, etc.
Step 6: Consider additional needs


Examining Academic and Behavioral Data: Elementary School Level
### Examining Academic and Behavioral Data: Middle and High School Level

#### Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Contract</strong></td>
<td>- A written agreement between two parties used to specify the contingencies 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 – mod to high risk</td>
<td>- Work completion, or other behavior addressed in contract completion. Treatment Integrity Social Validity</td>
</tr>
<tr>
<td><strong>Self-monitoring</strong></td>
<td>- Students will monitor and record their academic production (completion/accuracy) 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>- Successful completion of behavior contract</td>
</tr>
</tbody>
</table>

#### An Illustration

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small group reading instruction with Self-Monitoring</strong></td>
<td>- Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating. K - 1.</td>
<td>- Students who: Behavior: Fall SRSS at moderate (4 -8) or high (9 - 21) risk Academic: Fall AIMSweb LNF at the strategic or intensive level</td>
<td>- AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists Treatment Integrity Social Validity</td>
</tr>
</tbody>
</table>
Small group reading instruction with self-monitoring


First Grade Students’ Self Monitoring Form


Treatment Integrity
Social Validity
Monitor student progress

### READ 180 (Stage C) Reading Intervention

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily. Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.</td>
<td>(1) Students in grades 9 – 12.</td>
<td>Student Measures: Meeting individual READ 180 reading goals.</td>
<td>Students meet instructional reading goals.</td>
<td></td>
</tr>
<tr>
<td>(2) Reading performance basic or below basic on state assessment but above 4th grade reading level.</td>
<td>(3) SRSS risk scores in the moderate range (4 – 8).</td>
<td>(4) Progress Monitoring with Scholastic Reading Inventory.</td>
<td>SRSS score in the low risk category (0 – 3) on the next screening time point.</td>
<td></td>
</tr>
</tbody>
</table>


### Mentoring Program (Sophomores or Juniors/Seniors)

| Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance. Volunteer teachers serve as mentors; meeting weekly (30 – 60 min) with students during the school day. | (1) 10th/11th/12th graders | Student Measures: Increase of GPA at mid-term and semester report cards. | Students no longer meet criteria next fall. |
| (2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher. ODR ≥ 2. Absences ≥ 5 days in one grading period. | (3) (1) Academic: GPA ≥ 2.7. | (2) Decrease of ODR monitored weekly. | Social Validity: Pre and post surveys for students and mentors. |
| (4) Absences ≥ 5 days in one grading period. (5) Academic: GPA ≥ 2.7. | | (3) Reduced absences (fewer than one per quarter) | Features: graduation |


### Targeted Algebra II Study Hall

| Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met. | (1) 11A grades | Student Measures: Algebra II classroom grades. | Algebra II Grade increases to satisfactory level (above 75%). |
| (2) Algebra II grade drops below a 75 at any point in the semester. | (3) Have study hall time available and permission of 5th period teacher. | Daily class average if grade is ≥ 75 | Social Validity: Pre and Post Student Surveys. |
| (4) Self-selecting to engage in study hall | (5) Self-study for exit criteria | Treatment Integrity: Daily monitoring of the lessons covered and student attendance. | |

A Step-by-Step Process

Step 1: Construct your assessment schedule
Step 2: Identify your secondary supports
• Existing and new interventions
Step 3: Determine entry criteria
• Nomination, academic failure, behavior screening scores, attendance data etc.
Step 4: Identify outcome measures
• Pre and post tests, CBM, office discipline data, GPA etc.
Step 5: Identify exit criteria
• Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

Step 6: Consider additional needs

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Changes in Harry’s Behavior

![Graph showing changes in percentages over time]
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

Where do we go from here?
Professional Development: A Collaborative Effort to Empower Public School Systems

**Project Empower**

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

![Calendar](image1.png)

2015-2016 Professional Learning Offerings

2015-2016 Professional Learning Offerings

![Calendar](image2.png)

Monthly Faculty Presentations

**January 2015**

![Calendar](image3.png)
PBIS.org

- Very useful to find research on specific interventions
- PowerPoint presentations are available for some interventions
- Training modules are available on PBIS aspects and interventions
- Some tools and measures are available to be viewed
- Quick FAQs on secondary and tertiary interventions

Ci3T.org

Moving Forward … Resources

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