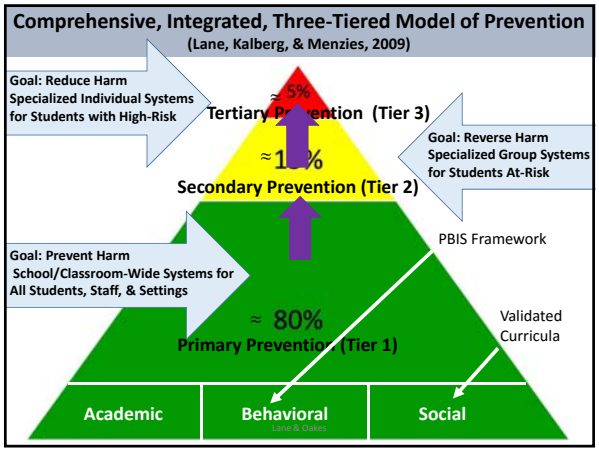
Using Systematic Screening Data to Support Students within Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention

Conference on Strategies to Reduce Exclusionary School Discipline
Lincoln, Nebraska September 18, 2015

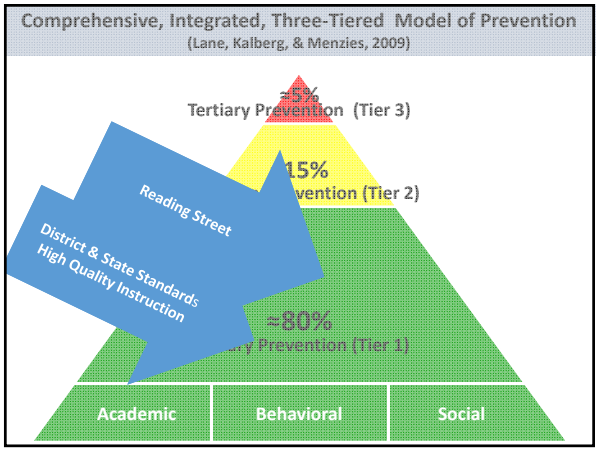
Kathleen Lynne Lane, Ph.D., BCBA-D

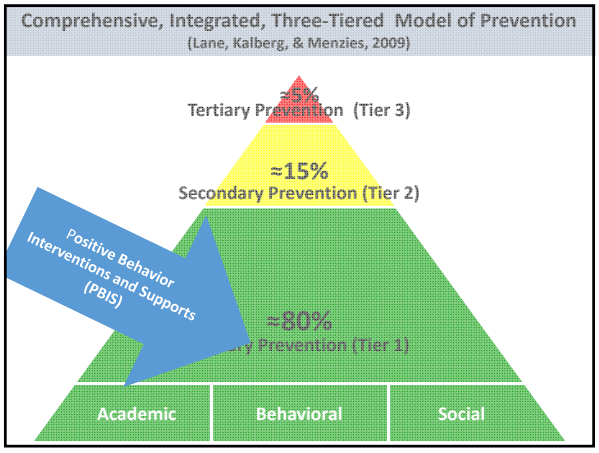
Agenda

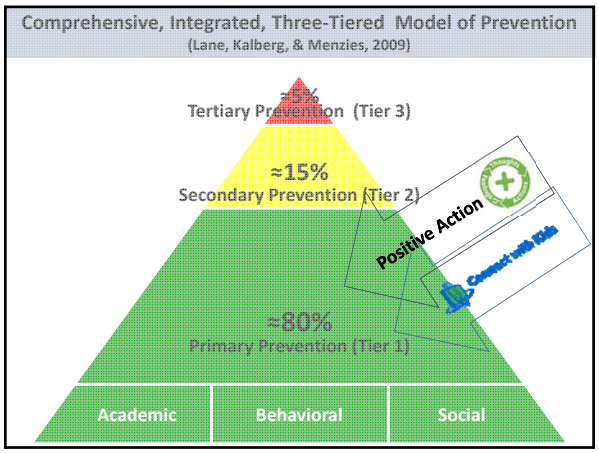
- Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention
- The Importance of Systematic Screening
- Using Screening Data ...
  - implications for primary prevention efforts
  - implications for teachers
  - implications for student-based interventions at Tier 2 and Tier 3

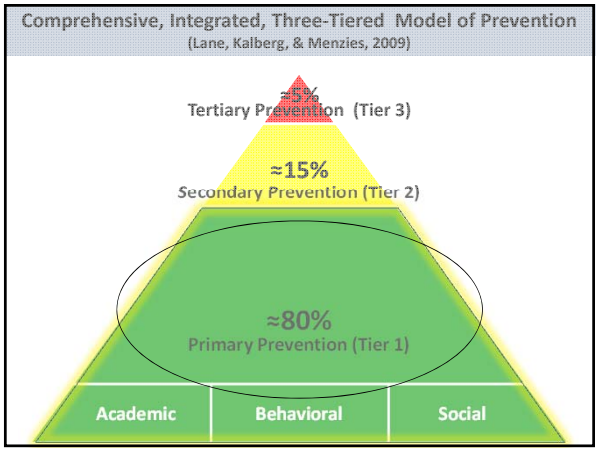


West Middle School
School Year 2015-2016
Implementation Manual
Quail Run Elementary
School Year 2015-2016
Implementation Manual
CI3T


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
Reading Street
District & State Standards
High Quality Instruction
Academic
Behavioral
Social

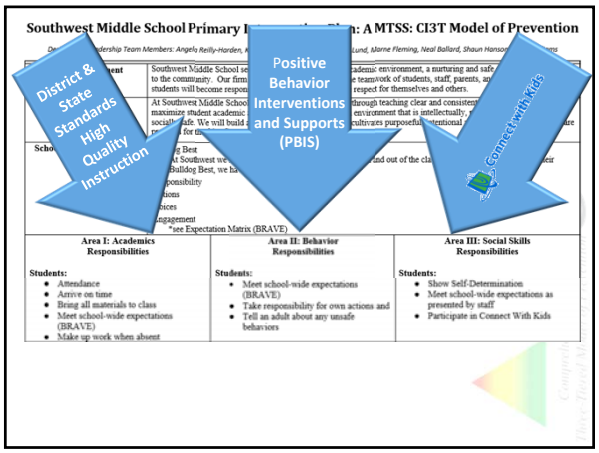

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈15%
Secondary Prevention (Tier 2)
Positive Behavior
Interventions and Supports
(PBIS)
Academic
Behavioral
Social

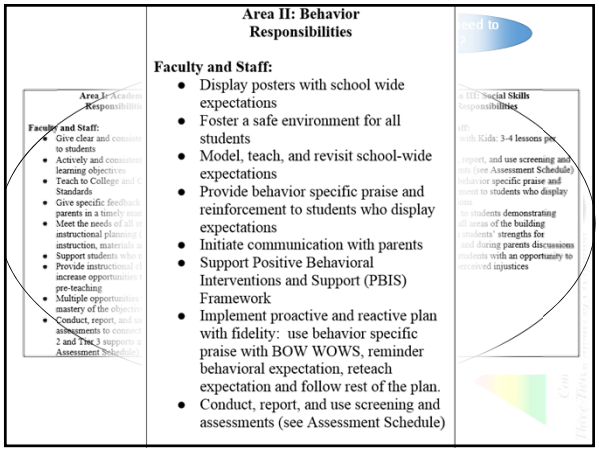


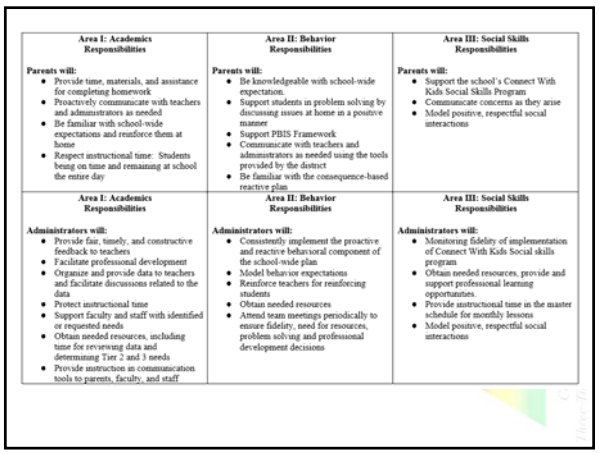


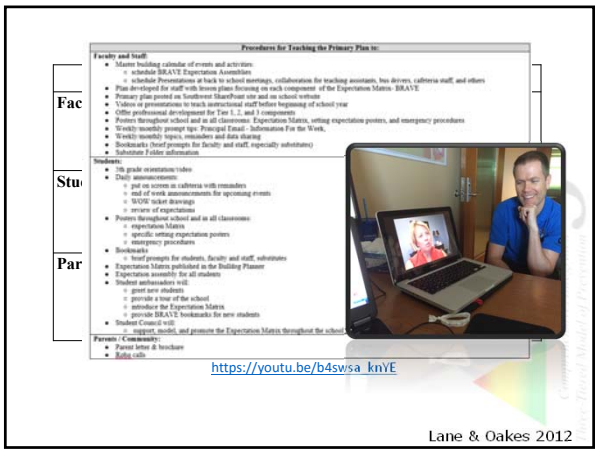
Primary Intervention Plan		
Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. *see Expectation Matrix	
Area I: Academics Responsibilities **Students will:**	**Area II: Behavior Responsibilities** **Students will:**	**Area III: Social Skills Responsibilities** **Students will:**
Faculty and Staff will:	**Faculty and Staff will:**	**Faculty and Staff will:**
Parents will:	**Parents will:**	**Parents will:**
Administrators will:	**Administrators will:**	**Administrators will:**

Lane & Oakes 2012

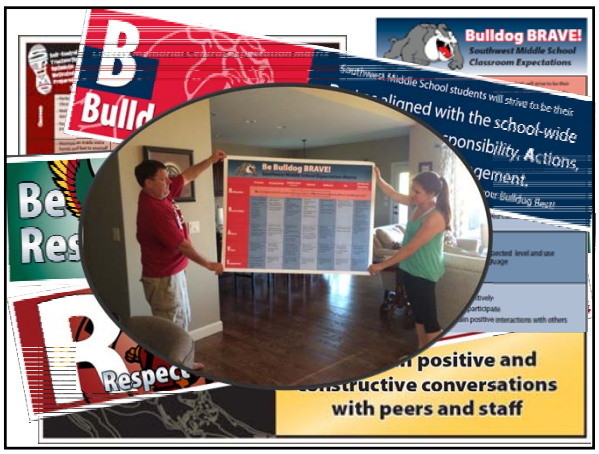

Southwest Middle School Primary
: A MTSS: CI3T Model of Prevention
District & State Standards High Quality Instruction
Positive Behavior Interventions and Supports (PBIS)
Connect with Kids
Area I: Academics Responsibilities
Students:
Attendance
Arrive on time
Bring all materials to class
Meet school-wide expectations (BRAVE)
Make up work when absent
Area II: Behavior Responsibilities
Students:
Meet school-wide expectations (BRAVE)
Take responsibility for own actions and
Tell an adult about any unsafe behaviors
Area III: Social Skills Responsibilities
Students:
Show Self-Determination
Meet school-wide expectations as presented by staff
Participate in Connect With Kids


Area II: Behavior Responsibilities
Faculty and Staff:
Display posters with school wide expectations
Foster a safe environment for all students
Model, teach, and revisit school-wide expectations
Provide behavior specific praise and reinforcement to students who display expectations
Initiate communication with parents
Support Positive Behavioral Interventions and Support (PBIS) Framework
Implement proactive and reactive plan with fidelity: use behavior specific praise with BOW WOWS, reminder behavioral expectation, reteach expectation and follow rest of the plan.
Conduct, report, and use screening and assessments (see Assessment Schedule)


Area I: Academics Responsibilities
Parents will:
Provide time, materials, and assistance for completing homework
Proactively communicate with teachers and administrators as needed
Be familiar with school-wide expectations and reinforce them at home
Respect instructional time: Students being on time and remaining at school the entire day
Area II: Behavior Responsibilities
Parents will:
Be knowledgeable with school-wide expectation.
Support students in problem solving by discussing issues at home in a positive manner
Support PBIS Framework
Communicate with teachers and administrators as needed using the tools provided by the district
Be familiar with the consequence-based reactive plan
Area III: Social Skills Responsibilities
Parents will:
Support the school's Connect With Kids Social Skills Program
Communicate concerns as they arise
Model positive, respectful social interactions
Area I: Academics Responsibilities
Administrators will:
Provide fair, timely, and constructive feedback to teachers
Facilitate professional development
Organize and provide data to teachers and facilitate discussions related to the data
Protect instructional time
Support faculty and staff with identified or requested needs
Obtain needed resources, including time for reviewing data and determining Tier 2 and 3 needs
Provide instruction in communication tools to parents, faculty, and staff
Area II: Behavior Responsibilities
Administrators will:
Consistently implement the proactive and reactive behavioral component of the school-wide plan
Model behavior expectations
Reinforce teachers for reinforcing students
Obtain needed resources
Attend team meetings periodically to ensure fidelity, need for resources, problem solving and professional development decisions
Area III: Social Skills Responsibilities
Administrators will:
Monitoring fidelity of implementation of Connect With Kids Social skills program
Obtain needed resources, provide and support professional learning opportunities.
Provide instructional time in the master schedule for monthly lessons
Model positive, respectful social interactions


Procedures for Teaching the Primary Plan to:
Faculty and Staff:
Students:
Parents / Community:
https://youtu.be/b4swsa_knYE
Lane & Oakes 2012

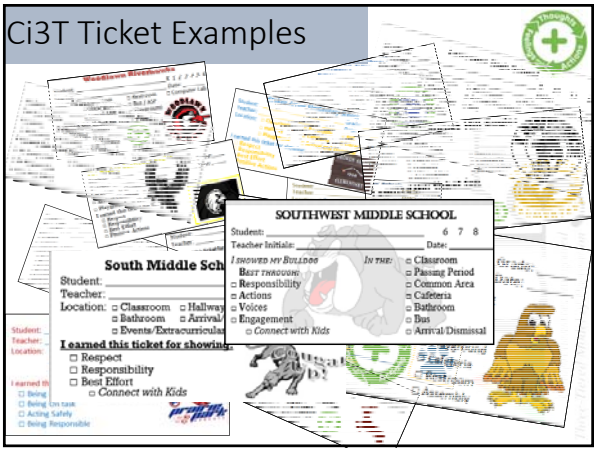
Langston Hughes Elementary School
The Quail Run Way!
Classroom Expectations
Soar with the Riverhawks!
Cafeteria Expectations
Respect Time
Use indoor voices
Respect the "quiet" song
Be Respectful
Be Responsible
Be a Leader
NEW YORK
• Use walking feet
• Keep hands, feet, and objects to self
• Carry all items correctly
Responsible


Bulldog BRAVE!
Southwest Middle School
Classroom Expectations
Southwest Middle School students will strive to be their
aligned with the school-wide
Be Bulldog BRAVE!
positive and
constructive conversations
with peers and staff

Procedures for Reinforcing
Faculty and Staff:
Students:
Parents/ Community:

Donation Coupon for:
1 box of Macaroni and Cheese
to Community Food Drive

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

Critical information for school and district teams

↓

Treatment Integrity

↓

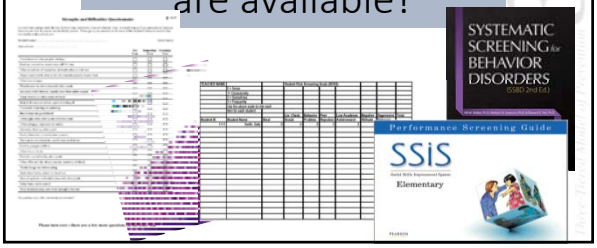
Systematic Screening

Academic Behavior

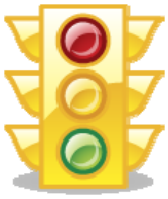
Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
School Demographics										
Student Demographic Information										
Screening Measures										
SRSS-IE										
Student Outcome Measures - Academic										
Student Outcome Measures - Behavior										
Program Measures										
Social Validity - PIRS										
Schoolwide Evaluation Tool (SET)										
CI3T Treatment Integrity										

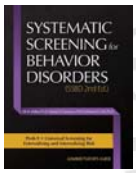
See Lane, Menzies, Oakes, and Kalberg (2012)

What screening tools are available?



Systematic Screener for Behavior Disorders





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

SSBD Screening Process

Pool of Regular Classroom Students

STAGE 1: TEACHER SCREENING
on **Externalizing** and **Internalizing Behavioral Disorders**
3 Highest Ranked Pupils on Externalizing and on Internalizing Behavior Criteria

PASS GATE 1

STAGE 2: TEACHER RATING
on **Critical Events Index** and **Combined Frequency Index**
Exceed Normative Criteria on CEI of CFI

PASS GATE 2

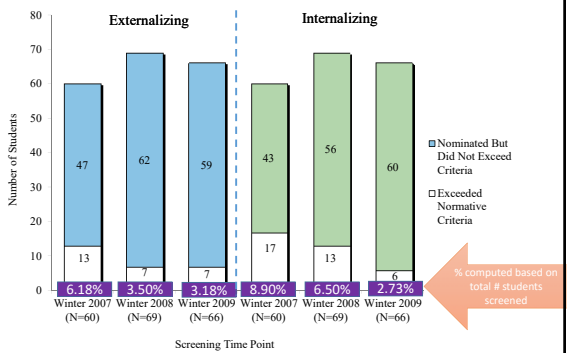
STAGE 3: DIRECT OBSERVATION AND/ OR SARS
of Process Selected Pupils in Classroom and on Playground
Exceed Normative Criteria on AET and PSB

PASS GATE 3

Pre-referral Intervention(s)

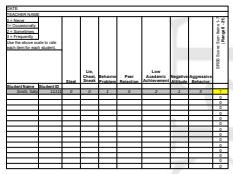
Child may be referred to Child Study Team

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



Source. Lane, Menzies, Oakes, & Kalberg, 20120. 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 behavior disorders over a three year period.

Student Risk Screening Scale (SRSS)



DATE									
TEACHER NAME									
0 = Never 1= Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.		Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	SRSS Score: Sum Items 1-7 (Range 0 - 21)
Student Name	Student ID								
Smith, Sally	11111	0	0	1	0	2	1	3	7
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0

Drummond, T. (1994). *Student Risk Screening Scale*. Grants Pass, OR: Josephine County Mental Health Program.

Student Risk Screening Scale (Drummond, 1994)

The SRSS is 7-item mass screener used to identify students who are at risk for antisocial behavior.

Uses 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

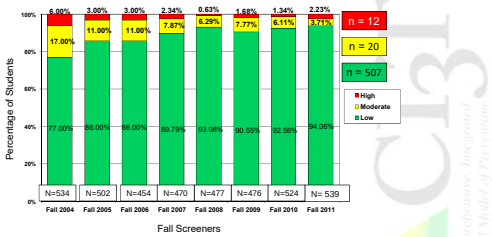
Low	0 – 3
Moderate	4 – 8
High	9 - 21

(SRSS; Drummond, 1994)

Student Risk Screening Scale (Drummond, 1994)

DATE									
TEACHER NAME									
0 = Never 1= Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.		Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	SRSS Score: Sum Items 1-7 (Range 0 - 21)
Student Name	Student ID								
Smith, Sally	11111	0	0	1	0	2	1	3	7
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



Lane, K. L., Oakes, W. P., & Magill, L (2014). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model? *Preventing School Failure. 58,* 143-158.

SAMPLE DATA: SRSS
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

Variable	Risk			
	Low (*n* = 422) *M (SD)*	Moderate (*n* = 51) *M (SD)*	High (*n* = 12) *M (SD)*	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

Lane & Oakes
(Lane, Parks, Kalberg, & Carter, 2007)

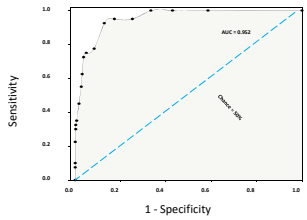
STUDENT RISK SCREENING SCALE
High School: Behavioral & Academic Characteristics of SRSS Risk Groups
Non-Instructional Raters

Variable	Risk			
	Low (*n* = 328) *M (SD)*	Moderate (*n* = 52) *M (SD)*	High (*n* = 35) *M (SD)*	Significance Testing
ODR	3.53 (5.53)	8.27 (7.72)	8.97 (9.39)	L < M, H M = H
GPA	3.10 (0.82)	2.45 (0.84)	2.38 (0.88)	L > M, H M = H

(Lane, Kalberg, Parks, & Carter, 2008)

Externalizing AUC 0.952

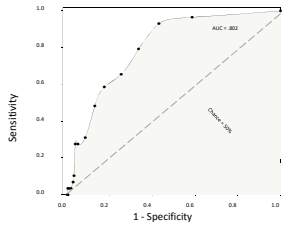
Elementary Level Results: ROC Curves



Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders, 17,* 93-105.

Internalizing AUC .802

Elementary Level Results: ROC Curves



STUDENT RISK SCREENING SCALE-IE

TEACHER NAME

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently

Use the above scale to rate each item each

Validation Study

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Obsessive-Compulsive Behavior	Lonely	Self-Inflicts Pain

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

Target as Measured by the SSBD	Student Condition According to the SSBD		SRSS-IE Comparison	ROC
	With Condition N	Without the Condition N		Area Under the Curve (AUC)
Internalizing	21	1026		
			SRSS-I5	.849
			SRSS-IE12	.818
Externalizing	51	1026		
			SRSS-E7	.952
			SRSS-IE12	.921

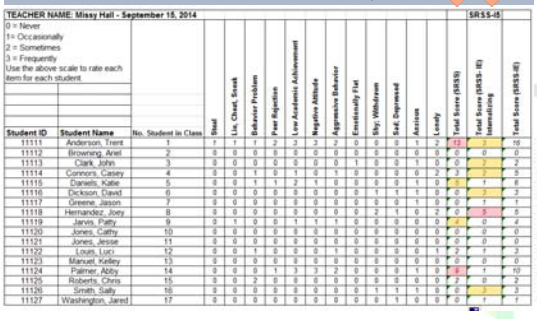
Note. SSBD refers to the Systematic Screening for Behavior Disorders (Walker & Severson, 1992). SRSS-IE5 refers to the version with 5 times retained. SRSS-IE12 refers to the original 7 items from the SRSS developed by Drummond (1994) combined with the new five items constituting the SRSS-IE5. The SRSS-E7 refers to the original 7 items constituting the SRSS.

Lane, K. L., Oakes, W. P., Harris, P. J., Menzies, H. M., Cox, M. L., & Lambert, W. (2012) Initial evidence for the reliability and validity of the Student Risk Screening Scale for internalizing and externalizing behaviors at the elementary level. *Behavioral Disorders, 37,* 99-122.

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

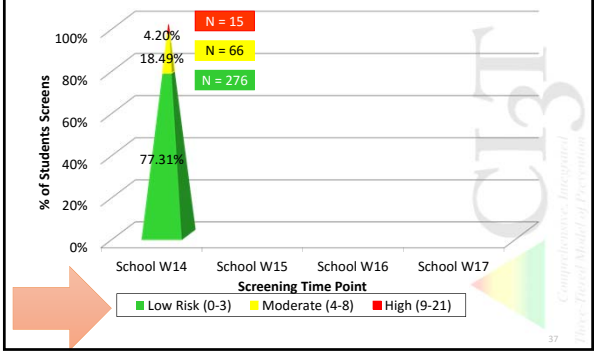
- Enter 'practice' data into that one sheet so that the total scores and conditional formatting are tested.
- Items 1-7 (The SRSS externalizing scale)
  - 0 – 3 low risk
  - 4 – 8 moderate risk (yellow)
- Items 8-12 (The SRSS-IE internalizing items)***preliminary cut scores for elementary only**
  - 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?



Sample … Winter

SRSS-E7 Results – All Students



Sample … Winter 2014
SRSS-E7 Comparison by Grade Level

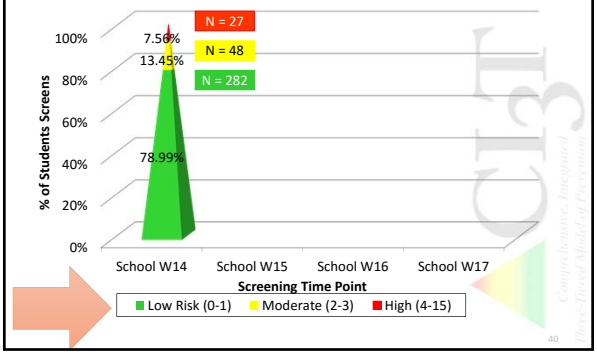
Grade Level	*N* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
K	58	45 (77.59%)	10 (17.24%)	3 (5.17%)
1st	52	38 (73.08%)	11 (21.15%)	3 (5.77%)
2nd	59	45 (76.27%)	11 (18.64%)	3 (5.08%)

Sample … Winter 2014
SRSS-E7 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-3)	Moderate (4-8)	High (9-21)
3rd	62	51 (82.26%)	11 (17.74%)	0 (0.00%)
4th	67	55 (82.09%)	8 (11.94%)	4 (5.97%)
5th	59	42 (71.19%)	15 (25.42%)	2 (3.39%)

Sample … Winter

SRSS-I5 Results – All Students



Sample … Winter 2014
SRSS-I5 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-1)	Moderate (2-3)	High (4-15)
K	58	48 (82.76%)	7 (12.07%)	3 (5.17%)
1st	52	37 (71.15%)	9 (17.31%)	6 (11.54%)
2nd	59	43 (72.88%)	12 (20.34%)	4 (6.78%)

Sample … Winter 2014
SRSS-I5 Comparison by Grade Level

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

Studer Childh ...rly

The Student Risk Screening Scale for Early Childhood: An Initial Validation Study

Kathleen Lynne Lane, PhD[1], Wendy Peia Oakes, PhD[2], Holly Mariah Menzies, PhD[3], Rebecca Major, MEd[4], Laurie Allegra, MEd[4], Lisa Powers, PhD[4], and Chris Schatschneider, PhD[5]

TEACHER NAME
Date:
0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to ra
for each student.

Student Number	Talks with Other Children	Plays Alone	Physical Complaints
SAMPLE	0	0	0
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Lane, Oakes, Menzies, Major, Allegra, Powers and Schatschneider (2015)

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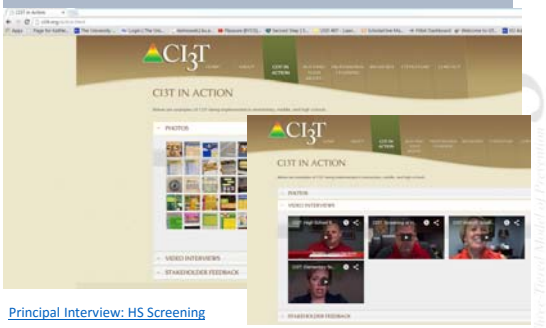
A Look at Screening in High Schools



Principal Interview: HS Screening

00:00

Examining your screening data …

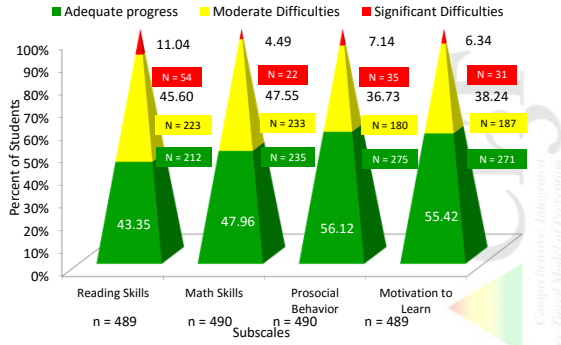
… **implications for primary prevention efforts**

… implications for teachers

… implications for student-based interventions

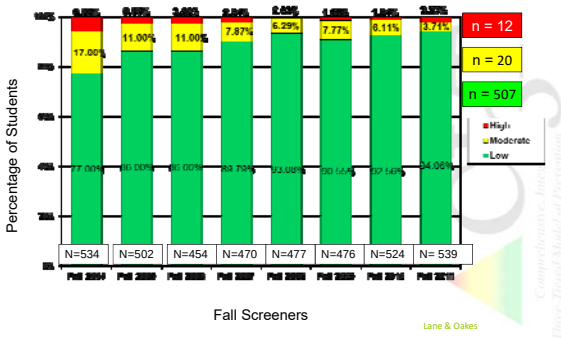
See Lane, Menzies, Bruhn, and Crnobori (2011)

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



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model?

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011



Lane & Oakes

Examining your screening data …

… implications for primary prevention efforts

… implications for teachers

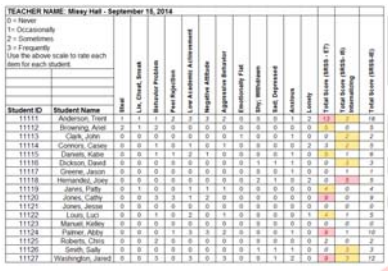
… implications for student-based interventions

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)



TEACHER NAME: Missy Hall - September 18, 2014

0 = Never
1= Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student

Student ID	Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy, Withdrawn	Sad, Depressed	Anxious	Lonely	Total Score (SRSS - ET)	Total Score (SRSS - IE) Externalizing	Total Score (SRSS-IE) Internalizing
11111	Anderson, Trent	1	1	1	2	3	2	0	0	0	0	1	2	13	7	13
11112	Browning, Ariel	2	1	2	0	0	0	0	0	0	0	0	0	5	5	5
11113	Clark, John	0	0	0	0	0	0	0	1	0	0	1	0	2	2	2
11114	Connors, Casey	0	0	1	0	1	0	1	0	0	0	0	2	5	2	5
11115	Daniels, Katie	0	0	1	1	2	1	0	0	0	1	0	0	6	3	6
11116	Dickson, David	0	0	0	0	0	0	0	0	1	1	1	0	3	3	3
11117	Greene, Jason	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
11118	Hernandez, Joey	0	0	0	0	0	0	0	0	2	1	0	2	5	5	5
11119	Jones, Patty	0	1	0	0	1	1	1	0	0	0	0	0	4	0	4
11120	Jones, Cathy	0	0	1	0	1	1	2	0	0	0	0	0	6	0	6
11121	Jones, Jesse	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11122	Louis, Luci	0	0	1	0	2	0	1	0	0	0	0	1	5	1	5
11123	Manuel, Kelley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11124	Palmer, Abby	0	0	0	1	3	3	2	0	0	0	1	0	10	1	10
11125	Roberts, Chris	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
11126	Smith, Sally	0	0	0	0	0	0	0	0	1	1	1	0	4	3	3
11127	Washington, Jared	0	0	3	0	3	0	3	0	0	1	2	0	8	3	12

Examining Academic and Behavioral Data: Elementary School Level

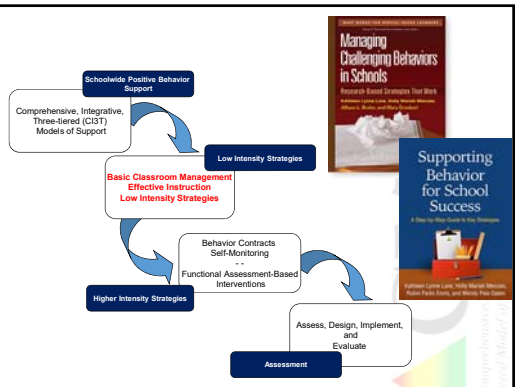
TEACHER NAME	R. Collins						
Date: December 2014							
		1 Average or Above 2 Below Average 3 Well Below Average		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-3 Moderate 4-15 High	0-1 Low 2-5 Moderate 6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	6	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	3	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	1	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

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.

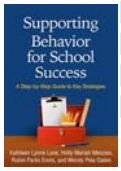
Examining Academic and Behavioral Data: Middle and High School Level

TEACHER NAME	J. Roberts					
Date: December 2014						
		1 Average or Above 2 Below Average 3 Well Below Target		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-5 Moderate 6+ High	
		Grade Level Assessment		SRSS - E7		Total Days
Student Name	Student ID	Reading	Math	Behavior	ODR	Absent
Angel, Julio	2310	1	1	1	0	0
Akins, J'Monte	2013	1	1	0	0	0
Backer, Brent	2031	2	2	4	3	0
Boxset, Kylie	2001	1	1	0	1	3
Cartright, Ashley	2152	1	3	0	0	3
Cox, Lucille	2002	2	3	2	0	8
Hankins, Erin	2017	1	1	0	0	0
Illo, Helen	2132	3	2	6	6	7
Jackson, Ronald	2003	2	2	3	0	3
Kemp, Patrice	2009	1	1	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Reed, Kent	2010	1	1	3	0	1
Sterling, Michael	2022	3	1	7	8	3
Thomas, James	2018	1	2	0	0	1
Walsh, Carter	2215	2	3	14	18	0

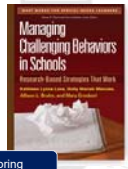
Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.



Consideration #3
Low-Intensity Strategies



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



- Self-monitoring
- Behavior Contracts

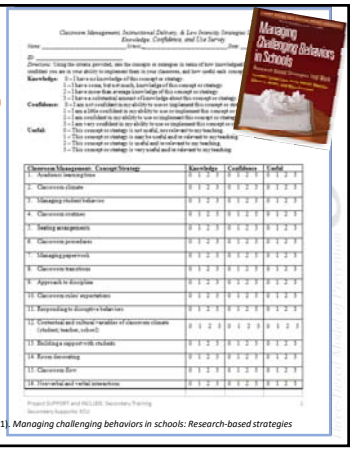
Choice

Active Supervision

Behavior Specific Praise

Increased OTRs

Consider a book study …
Build school site capacity



Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, NY: Guilford Press.

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Examining your screening data …

… implications for primary prevention efforts

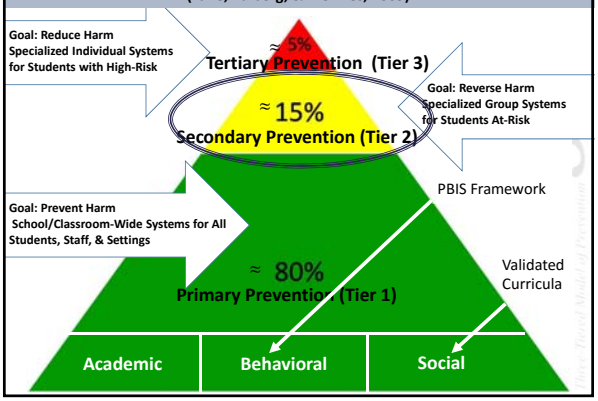
… implications for teachers

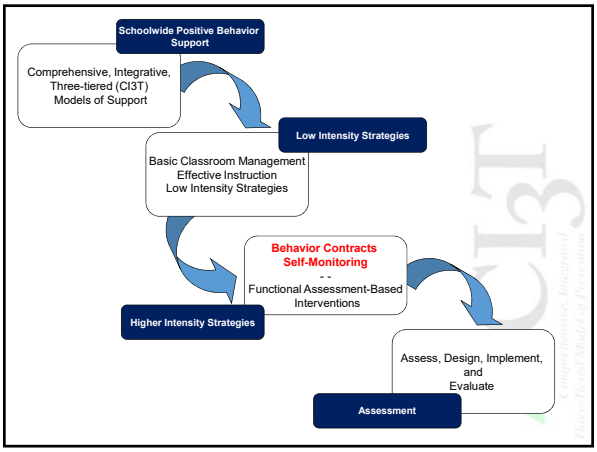
… implications for student-based interventions

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

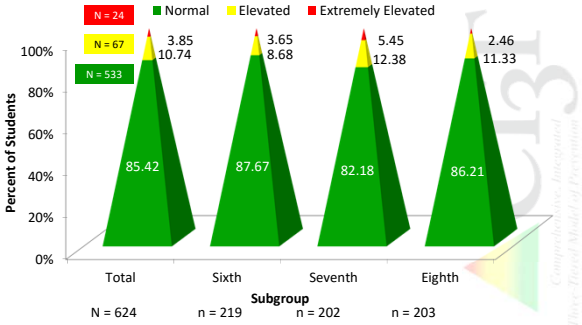
Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)





BASC^2 – Behavior and Emotional Screening Scale Spring 2012



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
- 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

TEACHER NAME	R. Collins						
Date: December 2014							
		1 Average or Above 2 Below Average 3 Well Below Average		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-3 Moderate 4-15 High	0-1 Low 2-5 Moderate 6+ High	
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	3	0	2	1	5
Cartright, Ashley	2152	1	3	0	6	0	8
Cox, Lucille	2002	2	3	2	10	0	6
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	8	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	1	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

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.

Examining Academic and Behavioral Data: Middle and High School Level

TEACHER NAME J. Roberts
Date: December 2014

		1 Average or Above 2 Below Average 3 Well Below Target		0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-5 Moderate 6+ High	
		Grade Level Assessment		SRSS - E7		Total Days
Student Name	Student ID	Reading	Math	Behavior	ODR	Absent
Angel, Julio	2310	1	1	1	0	0
Akins, J'Monte	2013	1	1	0	0	0
Backer, Brent	2031	2	2	4	3	0
Boxwell, Kylie	2001	1	1	0	1	3
Cartright, Ashley	2152	1	3	0	0	3
Cox, Lucille	2002	2	3	2	0	5
Hankins, Erin	2017	1	1	0	0	0
Illo, Helen	2132	3	2	6	9	7
Jackson, Ronald	2003	2	2	3	0	3
Kemp, Patrice	2009	1	1	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Reed, Kent	2010	1	1	3	0	1
Sterling, Michael	2022	3	1	7	9	3
Thomas, James	2018	1	2	0	0	1
Walsh, Carter	2215	2	3	14	18	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* New York, NY: Guilford Press.

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	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 - mod to high risk **Academic:** 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract Treatment Integrity Social Validity	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades Treatment	Passing grade on the report card in the academic area of concern

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4

An illustration

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Small group Reading instruction with Self-Monitoring	Small group reading instruction (30 min, 3 days per week). 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.	Students who: **Behavior:** Fall SRSS at moderate (4 -8) or high (9 – 21) risk **Academic:** Fall AIMSweb LNF at the strategic or intensive level	AIMSweb reading PSF and NWF progress monitoring probes (weekly). Daily self-monitoring checklists Treatment Integrity Social Validity	Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.

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	↑↑↑↑	0	0	3	1	3	3	3	12	
Alley, Allison	2310	0	0	0	1	0	0	0	1	1
Atwell, JMonte	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'Tarn	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

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

Treatment Integrity
Social Validity
Monitor student progress

Teacher: Ms. Hunt Date: _____ Time: _____

Item	David	Travis	Teacher
1. Did student come to the reading table when the teacher called him?			
2. Did student read his book?			
3. Did student build words or practice sounds with the tiles?			
4. Did student tap letters sounds to read or spell words?			
5. Did student practice trick words?			
6. Did student follow teacher's directions?			
7. Did I prompt the student to complete the checklist after each activity?	n/a	n/a	
8. Did I compare my checklist to the student's at the end of the intervention period?	n/a	n/a	
9. Did I reward the student appropriately for completing the checklist and/or agreeing (i.e. give a checkmark for only fewer than 2 prompts, give a ticket for having all but one check, etc.)?	n/a	n/a	

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

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
READ 180 (Stage C) Reading Intervention	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.	(1) Students in grades 9 – 12. (2) Reading performance basic or below basic on state assessment (but above 4th grade reading level). (3) SRSS risk scores in the moderate range (4 – 8).	Student Measures: Meeting individual READ 180 reading goals: (1) Progress Monitoring with Scholastic Reading Inventory (2) Writing Assessments (3) formative assessments (vocabulary, comprehension and spelling) (4) Curriculum-based Assessments (5) Attendance in class Treatment Integrity: Teachers monitor performance and attendance in class. Completion of weekly checklists for activities completed. Social Validity: Students and teachers complete surveys	Students meet instructional reading goals. SRSS score in the low risk category (0 – 3) on the next screening time point

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Mentoring Program (Sophomores/ 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 (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) Academic: GPA ≤ 2.75	Student Measures: (1) Increase of GPA at mid-term and semester report cards. (2) Decrease of ODR monitored weekly. (3) Reduced absences (fewer than one per quarter) Treatment Integrity: Mentors complete weekly mentoring checklists to report meeting time and activities. Social Validity: Pre and post surveys for students and mentors.	Yearlong support Students who no longer meet criteria next fall Seniors: graduation

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
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) 12th graders (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 (4) Self-selecting to engage in study hall	Student Measures: Algebra II classroom grades Daily class average if grade is ≤ 75 Treatment Integrity: Daily monitoring of the lessons covered and student attendance Social Validity: Pre and Post Student Surveys	Algebra II Grade increases to satisfactory level (above 75%).

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229.

A Step-by-Step Process

Step 1: Construct your assessment schedule

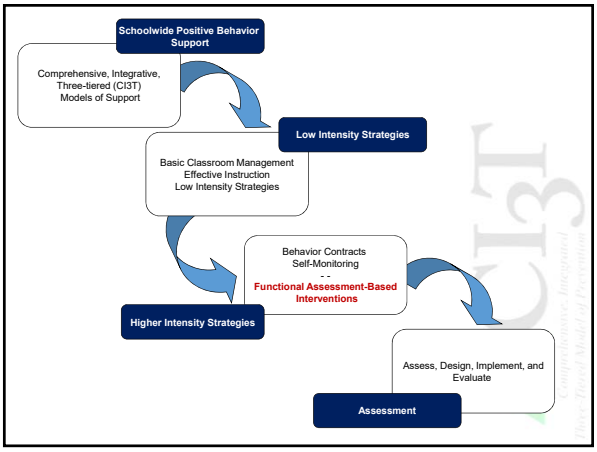
Step 2: Identify your secondary supports
- Existing and new interventions

Step 3: Determine entry criteria
- Nomination, academic failure, behavior screening scores, attendance data etc.

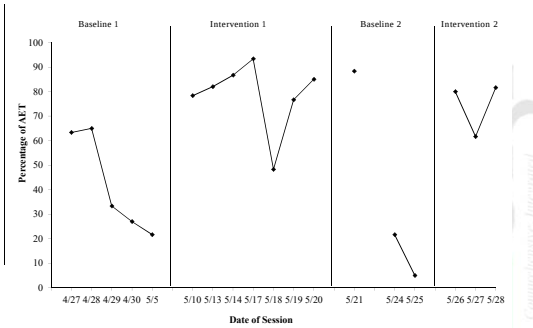
Step 4: Identify outcome measures
- Pre and post tests, CBM, office discipline data, GPA etc.

Step 5: Identify exit criteria
- Reduction of discipline contacts, academic success, reduction of truancies and absences etc.

Step 6: Consider additional needs



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.

Recommendations to Consider

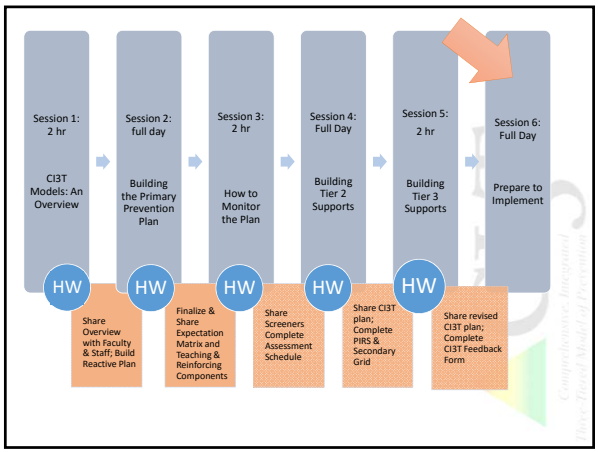
- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications- know your state laws

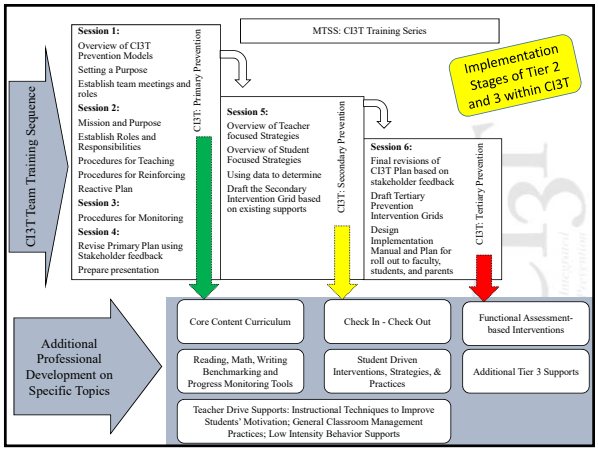
(Lane & Oakes, 2012)

Data-Informed Decision Making

Decision Making …

Questions to consider	SSBD	SRSS	SRSS-IE	SDQ	BASC² - BESS	SSIS - PSG
What are the grade levels for the measure?	K- 6	K-12	K-6; 7-12	PK-12	PK-12	PK-12
What types of concerns does the measure detect?	Internalizing/ Externalizing	Externalizing	Internalizing/ Externalizing	Total Difficulties	Internalizing/ Externalizing School Problems Adaptive Skills	Prosocial Behaviors Motivation to Learn Math Skills Reading Skills
Who may complete it?	Teacher	Teachers	Teacher	Teacher Parents Students (ages 11-17)	Teachers Parents	Teachers
Is the measure free-access?	No	Yes	Yes	Yes	No	No
How much time does the measure take?	< 1 hour per class	10-15 min per class	10-15 min per class	< 1 hour per class	5 – 10 min per student	Approximately 30 min per class
Is their online or electronic scoring options?	Yes	Yes	Yes	Yes	Yes	Yes
Is there an intervention component?	No	No	No	No	Yes	Yes





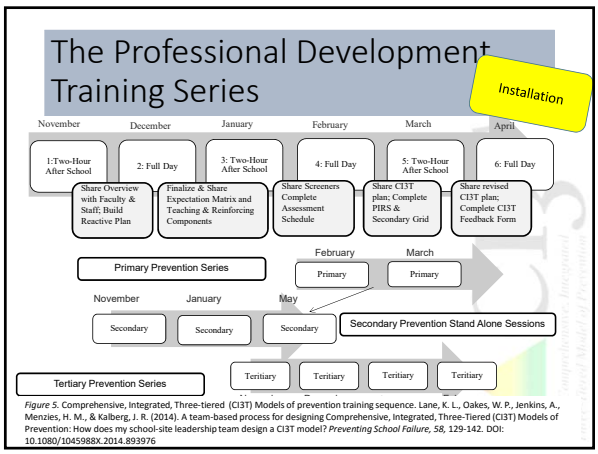


Figure 5. Comprehensive, Integrated, Three-tiered (CI3T) Models of prevention training sequence. Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: How does my school-site leadership team design a CI3T model? *Preventing School Failure, 58*, 129-142. DOI: 10.1080/1045988X.2014.893976

Professional Development: A Collaborative Effort to Empower Public School Systems

Project Empower

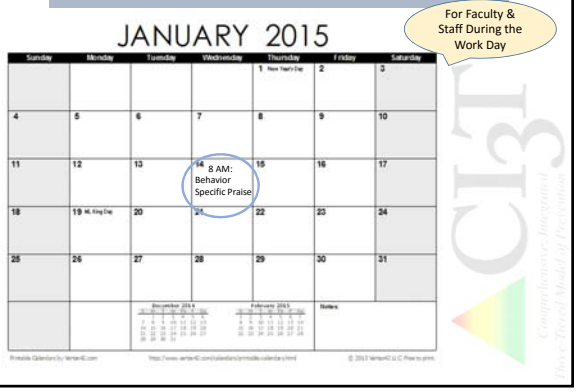
Behavior Screening Tools	Using School-wide Data to Identify Students for Tier 2 and Tier 3 Supports	Using Instructional Techniques to Improve Students' Motivation	Using Simple Strategies to Improve Classroom Behavior	Using Self-Monitoring Strategies to Improve Academic Performance
September 12	October 7	November 21	January 30	March 5

Five 2-hour sessions held after school: 5-7pm

2015-2016 Professional Learning Offerings

Monthly Faculty Presentations

For Faculty & Staff During the Work Day



PBIS.org

On Demand Resources

- 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

Thank you!

Questions:

Kathleen.Lane@ku.edu