TEAMS: An Introduction to KLL Looking Back, Looking Forward

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University of Kansas
www.ci3t.org
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Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

1

Agenda

1. An Introduction
2. Looking Back: Career Path & Initial Plans
3. Looking Forward: Current Inquiry
   1. Project ENHANCE
   2. Project SCREEN
   3. Project ENGAGE
   4. PBIS IV: Systematic Screening
4. Discussion

2

Kathleen Lynne Lane
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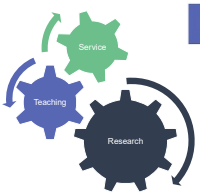

Department of Special Education, Distinguished Professor

Associate Vice Chancellor for Research

Teaching | Research | Service

Project ENHANCE (IES Network)
Project SCREEN (IES Measurement)
SRSS-EC: Inquiry (unfunded)
Project ENGAGE (IES Pandemic Impact)

Editorial
Professional Leadership
University
College
Department
Community

OSEP KU RITE Leadership Grant
OSEP KU RITE Leadership Grant
OSEP PBIS 5 Content Expert

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

3

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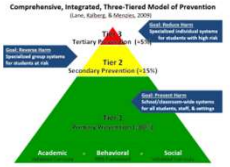
Looking Back:
Career Path & Initial Plans



4

RESEARCH PROGRAM: FOCUS

Exploring the relation between academic achievement and behavior patterns in an effort to design, implement, and evaluate multi-level, school-based interventions:

- prevent the development of learning and behavior problems for students at-risk for antisocial behavior and
- remediate the deleterious effects of existing problems exhibited by students with antisocial behavior (Lane, 2007; Walker, Ramsey, & Gresham, 2004).

5

THE BEGINNING YEARS: THREE LINES OF INQUIRY

Strand 1: Exploring the efficacy of multi-level academic and social skills interventions across the grade span.

Strand 2: Identifying academic, social, and behavioral characteristics of different facets of EBD.

Strand 3: Determining how teachers across the K-12 grade span converge and diverge in their expectations of student behavior.

6

THE NEXT CHAPTER OF INQUIRY

Continue to explore the efficacy of CI3T models, with an emphasis on developing

- no-cost, systematic behavior screening across the PreK-12 grade span,
- evidence-based strategies and practices to support students with and at-risk for EBD.

Supporting students and junior faculty in developing systematic lines of inquiry.

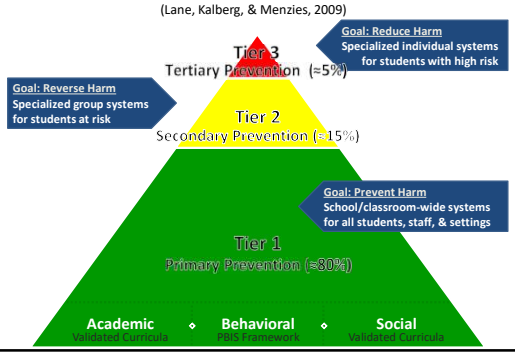
7

INTERVENTION EFFORTS
A VARIETY OF FUNDING SOURCES (2001-2012)

Grade Span		Intervention Level	
	Systematic Screening: Pre-K – 12		
	Project SUPPORT and INCLUDE: State Technical Assistance Grant (Pre-K to 12)		
	Primary	Secondary	Tertiary
Pre-K			Project Function (unfunded; 2002 - 2012)
K-5	PBIS at the Elementary Level (Private; 2004-2006)	Project WRITE (IES Goal Area 2; 2007-2011)	
		Project PREVENT (OSEP – Field Initiated; 2003-2008)	
6-8	PBIS in Middle Schools (Private; 2003-2006)	Project Assist (Private; 2004-2006)	
9-12	Project PBS (OSEP – Directed Research; 2002-2006)		

8

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



9

Ci3T

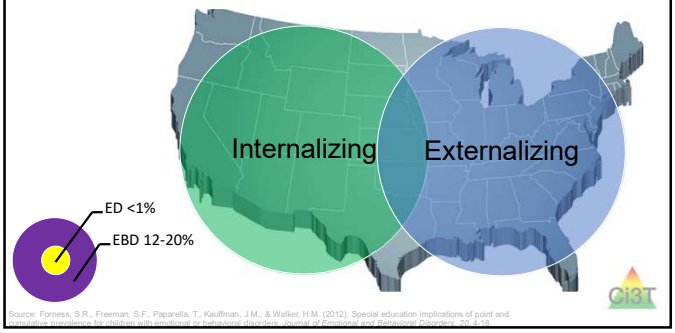
Looking Forward:
Current Inquiry

10

Ci3T

An Introduction to Ci3T Inquiry

11



Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*, 4-18.

12

The Journey of Ci3T: Respectful Partnerships

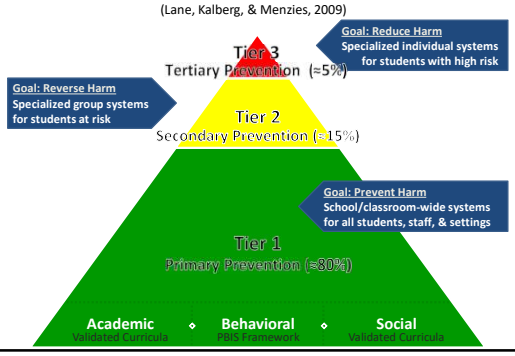
13

Ci3T Research Team 1996 - present

14

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



15

Academic Component

- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

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

16

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

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

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

17

Sample Elementary School Expectation Matrix

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be Respectful	• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Face forward	• Keep your food to yourself • Use manners • Listen to and follow adult requests	• Respect others' personal space • Follow the rules of the game • Line up when the bell rings	• Use the restroom and then return to class • Stay in your own bathroom stall • Give others privacy	• Use kind words towards the bus driver and other students • Listen to and follow the bus drivers' rules • Stay in your personal space
Be Responsible	• Be in assigned area on time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control	• Keep hands to yourself • Walk in the hallway • Stay in line with your class	• Make your choices quickly • Eat your own food • Choose a seat and stick with it • Clean up after yourself	• Play approved games • Use equipment appropriately • Return equipment when you are done	• Flush toilet • Wash hands with soap • Throw away any trash properly • Report any problems to your teacher	• Bring home all needed materials • Talk quietly with others • Remain in seat after you enter the bus
Give Best Effort	• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move directly to next location • Follow directions	• Use your table manners • Assist your neighbor if necessary • Use an inside voice	• Include others in your games • Be active • Follow the rules of the game	• Take care of your business quickly • Keep bathroom tidy • Use time wisely	• Go directly to your destination • Keep hands and feet to self • Use self-control

Establish, Teach, Acknowledge

For additional information, please see Lane, Kalberg, and Menzies (2009) and pbis.org.
Note. We do not endorse any specific curriculum or program. We encourage CiIT Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

CiIT Exemplar – Elementary: 10

18

Social Component: Identifying a Validated Curriculum

- Violence Prevention
  - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
  - Positive Action (www.positiveaction.net)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)

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

19

Social Component: Examples of Schoolwide Programs

Violence Prevention

www.cfchildren.org

The Second Step Violence Prevention Program

- Committee for Children, 1992
- $159 per grade (elementary, middle, high school, families, Spanish)

Social Skills

Social Skills Improvement System (SSiS)

- Elliott and Gresham, 2008
- www.pearsonassessments.com
- Includes a range of tools and intervention materials

Linking the Interests of Families and Teachers (LIFT)

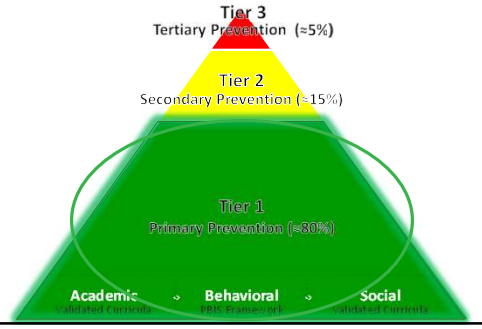
- Eddy, Reid, and Fetrow, 2000

Sources: Committee for Children (1992). *Second Step: A violence prevention curriculum grades 1-3.* Author.
Eddy, J. M., Reid, J. B., & Fetrow, R. A. (2000). An elementary school-based prevention program targeting modifiable antecedents of youth delinquency and violence: Linking the interests of families and teachers (LIFT). *Journal of Emotional and Behavioral Disorders, 8,* 165-176.
Elliott, S. N., & Gresham, F. M. (2007). *Social Skills Improvement System: Classwide intervention program teacher's guide.* Pearson Assessments.

20

Comprehensive, Integrated, Three-Tiered Model of Prevention

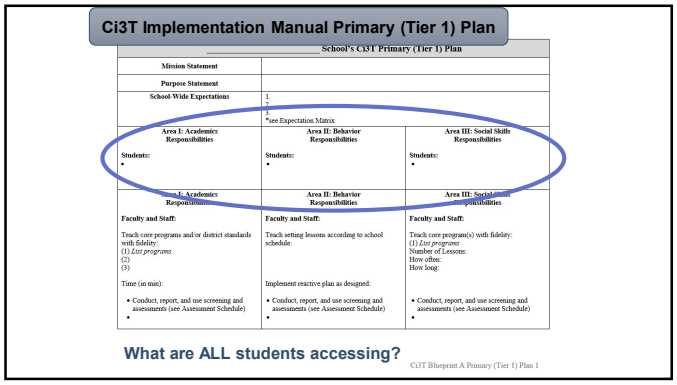
(Lane, Kalberg, & Menzies, 2009)



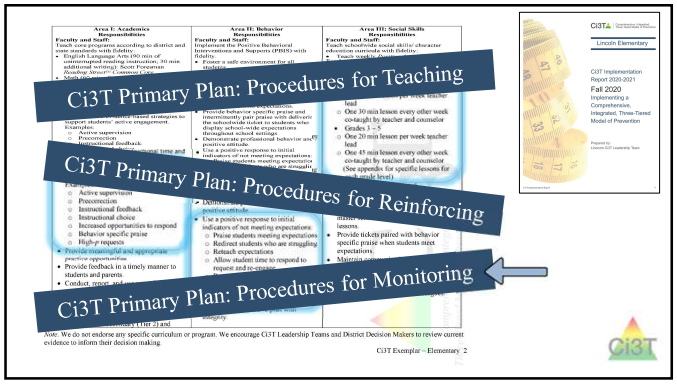
21

Ci3T Implementation Manuals

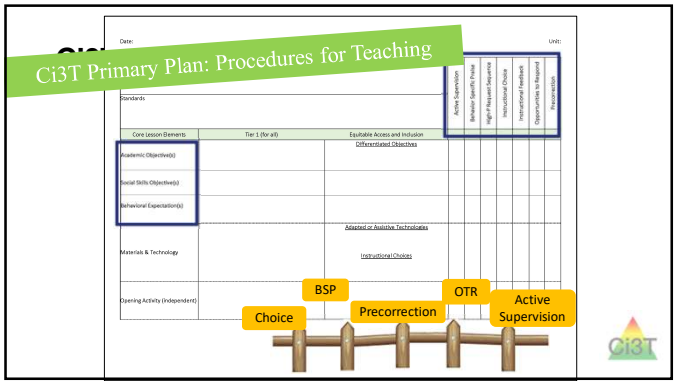
22


Ci3T Implementation Manual Primary (Tier 1) Plan
School's Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
1.
2.
3.
*see Expectation Matrix
Area I: Academics Responsibilities
Students:
Area II: Behavior Responsibilities
Students:
Area III: Social Skills Responsibilities
Students:
Area I: Academics Responsibilities
Faculty and Staff:
Teach core programs and/or district standards with fidelity:
(1) List programs
(2)
(3)
Time (in min):
• Conduct, report, and use screening and assessments (see Assessment Schedule)
Area II: Behavior Responsibilities
Faculty and Staff:
Teach setting lessons according to school schedule:
Implement reactive plan as designed:
• Conduct, report, and use screening and assessments (see Assessment Schedule)
Area III: Social Skills Responsibilities
Faculty and Staff:
Teach core program(s) with fidelity:
(1) List programs
Number of Lessons:
How often:
How long:
• Conduct, report, and use screening and assessments (see Assessment Schedule)
What are ALL students accessing?
Ci3T Blueprint A Primary (Tier 1) Plan 1

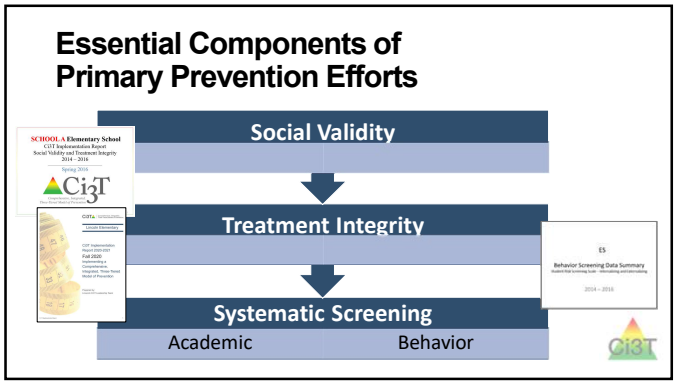
23


Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring
Lincoln Elementary
Ci3T Implementation Report 2020-2021
Fall 2020
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention
Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.
Ci3T Exemplar – Elementary 2

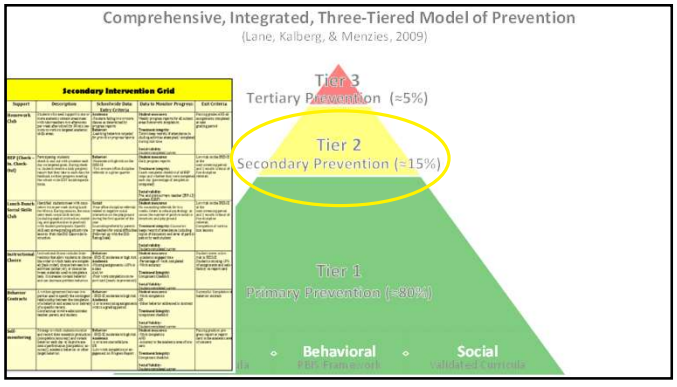
24


Ci3T Primary Plan: Procedures for Teaching
Date:
Unit:
Standards
Core Lesson Elements
Tier 1 (for all)
Equitable Access and Inclusion
Differentiated Objectives
Academic Objective(s)
Social Skills Objective(s)
Behavioral Expectation(s)
Adapted or Assistive Technologies
Materials & Technology
Instructional Choices
Opening Activity (independent)
Active Supervision
Behavior Specific Praise
High-P Request Sequence
Instructional Choice
Instructional Feedback
Opportunities to Respond
Precorrection
BSP
OTR
Choice
Precorrection
Active Supervision
Ci3T

25


Essential Components of Primary Prevention Efforts
Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior
Ci3T

26

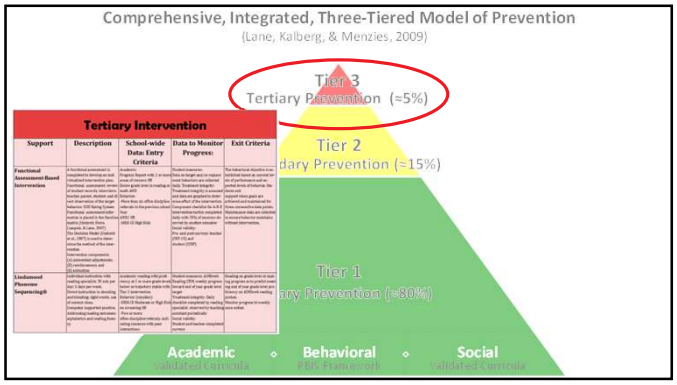

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary Intervention Grid
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Behavioral
PBIS Framework
Social
Validated Curricula

27

Sample Elementary Intervention Grid: SSiS

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will lead small group SSiS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of SSiS lessons appropriate for student skillsets as identified using SSiS-Rating Scale (teacher and parent version).	**Behavior** ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 score: Moderate (2-3) **AND** ☐ 2 or fewer absences in first 3 months of school **AND** ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] **AND** ☐ Parent permission **AND** **Academic** ☐ Student is in grade 2 or 3	**Student measures** • SSiS-Rating Scale (Pre/Post) • Skills for Greatness (Pre/Post) • Daily behavior report (DBR; daily) • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Tier 2 treatment integrity measures • Ci3T TI: Direct observation (30 min if needed)	☐ Review student progress at end of 24 sessions ☐ Team agrees goals have been met or no further SSiS small group sessions are warranted ☐ SRSS-E7 and I5 scores are in the low risk category

28



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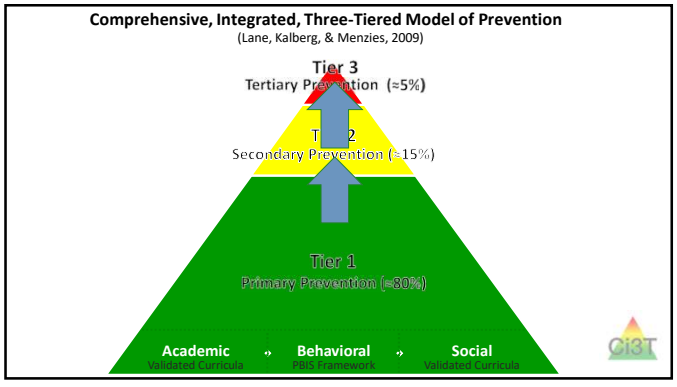
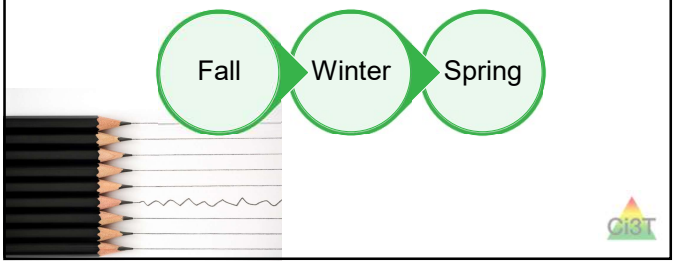


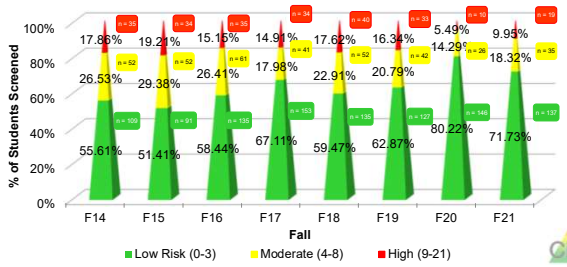
30

Systematic Screening … Logistics



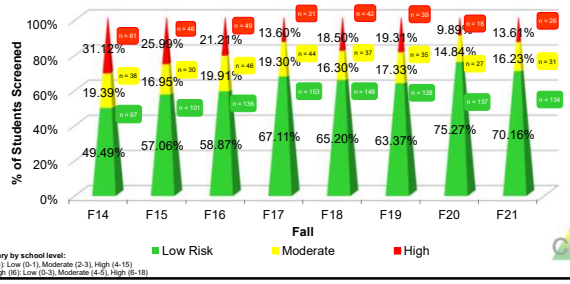
31

Fall 2021
SRSS-Externalizing Results – School level



32

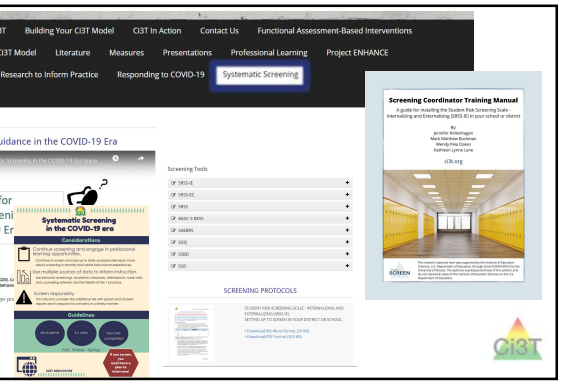
Fall 2021
SRSS-Internalizing Results – School level



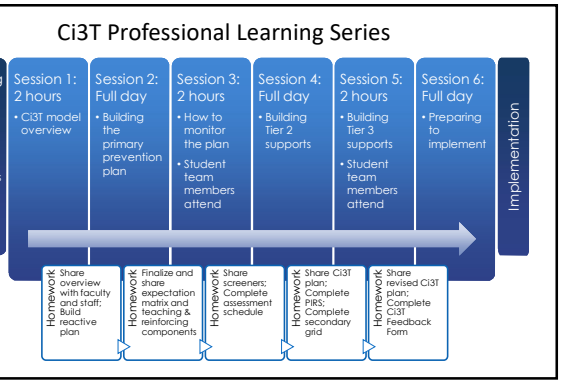
33

SHARE
Ci3T

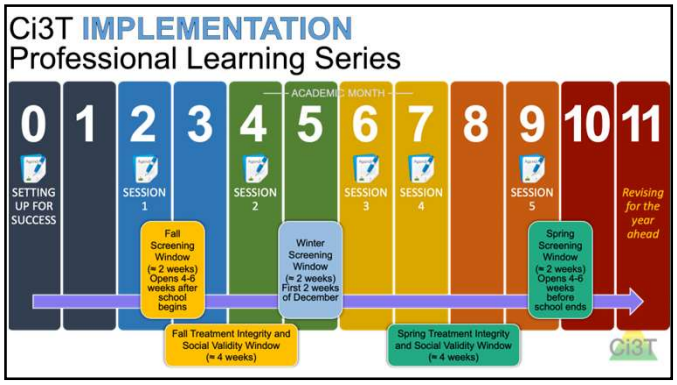
34


Home
About CI3T
Building Your CI3T Model
CI3T In Action
Contact Us
Functional Assessment-Based Interventions
Implementing Your CI3T Model
Literature
Measures
Presentations
Professional Learning
Project ENHANCE
Project SCREEN
Research to Inform Practice
Responding to COVID-19
Systematic Screening
Screening Guidance in the COVID-19 Era
Considerations for Systematic Screeni in the COVID-19 Er
Systematic Screening in the COVID-19 era
Considerations
Guidelines
Screening Tools
SCREENING PROTOCOLS
Screening Coordinator Training Manual
Ci3T

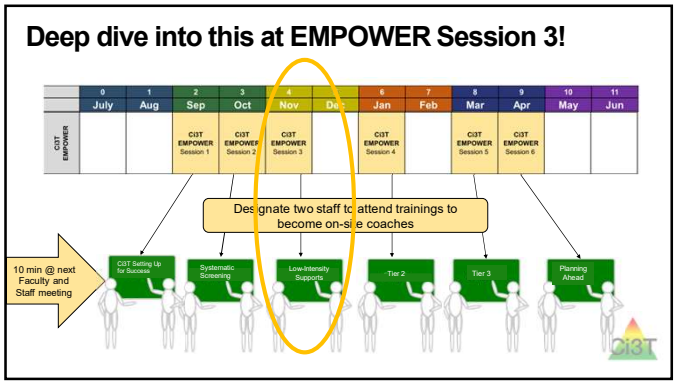
35


Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• CI3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team members attend
Session 4: Full day
• Building Tier 2 supports
Session 5: 2 hours
• Building Tier 3 supports
• Student team members attend
Session 6: Full day
• Preparing to implement
Implementation
Homework
Share overview with faculty and staff; Build reactive plan
Homework
Finalize and share expectation matrix and teaching & reinforcing components
Homework
Share screeners; Complete assessment schedule
Homework
Share Ci3T plan; Complete PIRS; Complete secondary grid
Homework
Share revised Ci3T plan; Complete CI3T Feedback Form

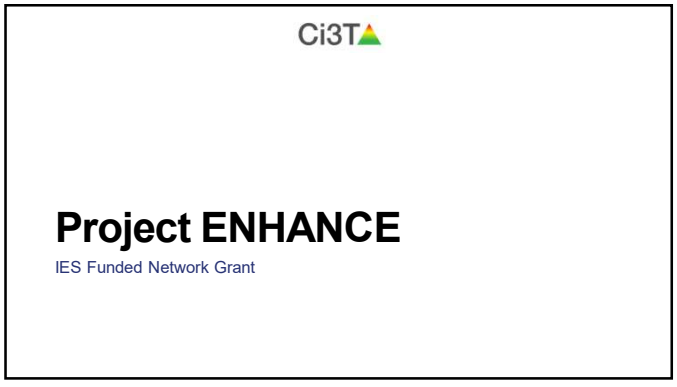
36


Ci3T IMPLEMENTATION
Professional Learning Series
ACADEMIC MONTH
0 1 2 3 4 5 6 7 8 9 10 11
SETTING UP FOR SUCCESS
SESSION 1
SESSION 2
SESSION 3
SESSION 4
SESSION 5
Revising for the year ahead
Fall Screening Window (≈ 2 weeks) Opens 4-6 weeks after school begins
Winter Screening Window (≈ 2 weeks) First 2 weeks of December
Spring Screening Window (≈ 2 weeks) Opens 4-6 weeks before school ends
Fall Treatment Integrity and Social Validity Window (≈ 4 weeks)
Spring Treatment Integrity and Social Validity Window (≈ 4 weeks)
Ci3T

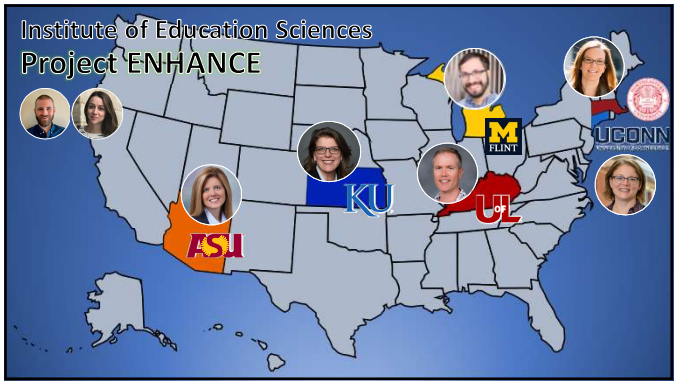
37


Deep dive into this at EMPOWER Session 3!
July Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
CI3T EMPOWER
CI3T EMPOWER Session 1
CI3T EMPOWER Session 2
CI3T EMPOWER Session 3
CI3T EMPOWER Session 4
CI3T EMPOWER Session 5
CI3T EMPOWER Session 6
Designate two staff to attend trainings to become on-site coaches
10 min @ next Faculty and Staff meeting
CI3T Setting Up for Success
Systematic Screening
Low-Intensity Supports
Tier 2
Tier 3
Planning Ahead
Ci3T

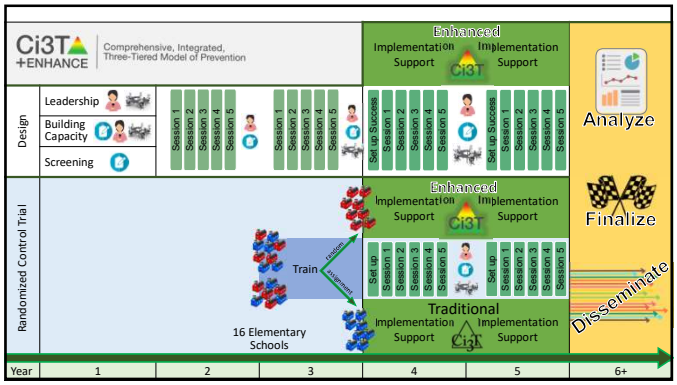
38


Ci3T
Project ENHANCE
IES Funded Network Grant

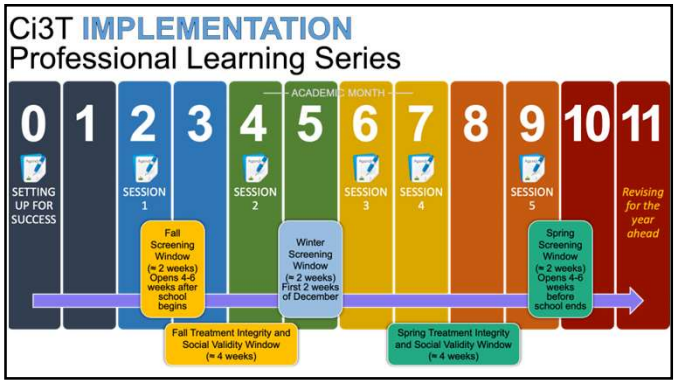
39


Institute of Education Sciences
Project ENHANCE
KU
FLINT
UCONN
ASU

40


Ci3T +ENHANCE
Comprehensive, Integrated, Three-Tiered Model of Prevention
Design
Leadership
Building Capacity
Screening
Randomized Control Trial
Enhanced
Implementation Support
Implementation Support
Ci3T
Traditional
Train
16 Elementary Schools
Analyze
Finalize
Disseminate
Year
1
2
3
4
5
6+

41


Ci3T IMPLEMENTATION
Professional Learning Series
ACADEMIC MONTH
0
1
2
3
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5
6
7
8
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SETTING UP FOR SUCCESS
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Fall Treatment Integrity and Social Validity Window (≈ 4 weeks)
Spring Treatment Integrity and Social Validity Window (≈ 4 weeks)

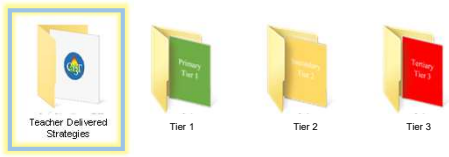
42

Ci3T Professional Learning Calendar

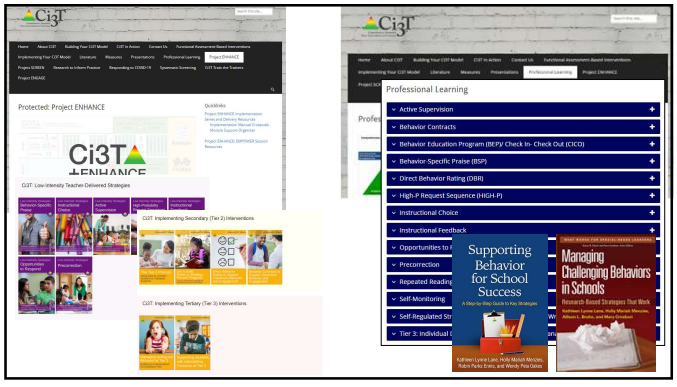
	0 July	1 Aug	2 Sep	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun
Ci3T Training					Ci3T Professional Learning Series Session 1	Ci3T Professional Learning Series Session 2	Ci3T Professional Learning Series Session 3	Ci3T Professional Learning Series Session 4		Ci3T Professional Learning Series Session 5	Ci3T Professional Learning Series Session 6	
Ci3T Implementation Support	Ci3T Implementation Series Prep Session		Ci3T Implementation Series Session 1		Ci3T Implementation Series Session 2		Ci3T Implementation Series Session 3		Ci3T Implementation Series Session 4	Ci3T Implementation Series Session 5		
Ci3T EMPOWER			Ci3T EMPOWER Session 1	Ci3T EMPOWER Session 2	Ci3T EMPOWER Session 3		Ci3T EMPOWER Session 4		Ci3T EMPOWER Session 5	Ci3T EMPOWER Session 6		
Ci3T Trainers & Coaches Calls		Trainers & Coaches Call Session 1	Trainers & Coaches Call Session 2	Trainers & Coaches Call Session 3	Trainers & Coaches Call Session 4	Trainers & Coaches Call Session 5	Trainers & Coaches Call Session 6	Trainers & Coaches Call Session 7	Trainers & Coaches Call Session 8	Trainers & Coaches Call Session 9	Trainers & Coaches Call Session 10	

43

Building a Ci3T Tier Library

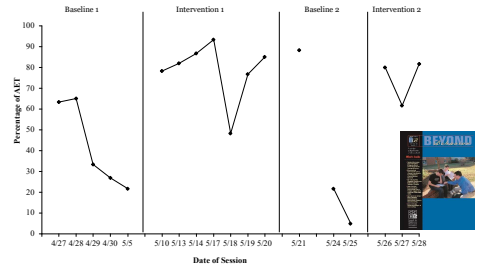


44



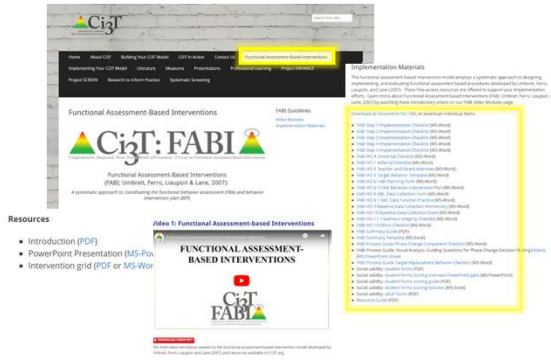
45

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.

46

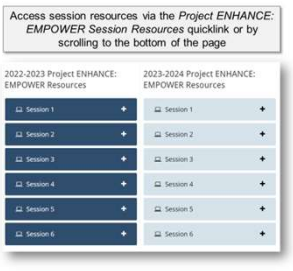


47

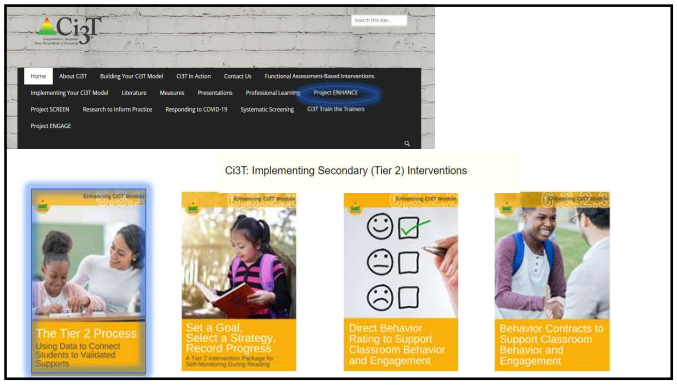
Accessing Professional Learning Materials

1. Navigate to ci3t.org/enhance
2. Type password: enhanceci3t!

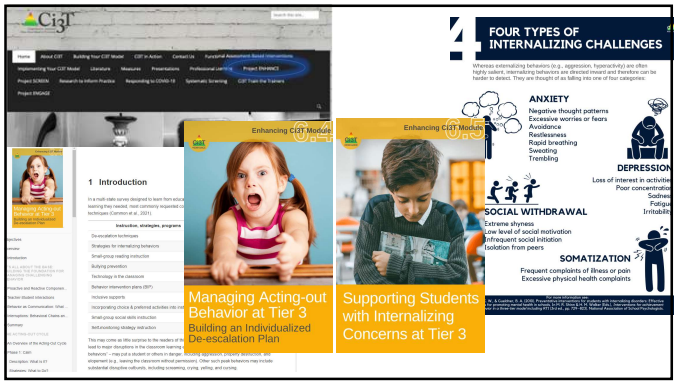
Access session resources via the *Project ENHANCE: EMPOWER Session Resources* quicklink or by scrolling to the bottom of the page



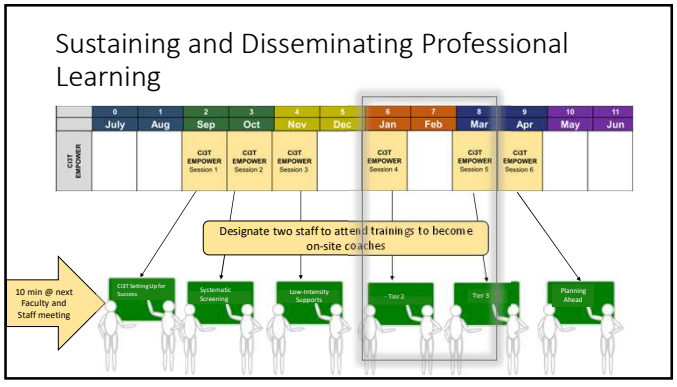
48


Ci3T
Home
About CI3T
Building Your CI3T Model
CI3T In Action
Contact Us
Functional Assessment-Based Interventions
Implementing Your CI3T Model
Literature
Measures
Presentations
Professional Learning
Project ENHANCE
Project SCREEN
Research to Inform Practice
Responding to COVID-19
Systematic Screening
CI3T Train the Trainers
Project ENGAGE
Ci3T: Implementing Secondary (Tier 2) Interventions
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Set a Goal, Select a Strategy, Record Progress
Direct Behavior Rating to Support Classroom Behavior and Engagement
Behavior Contracts to Support Classroom Behavior and Engagement

49


Ci3T
1 Introduction
Managing Acting-out Behavior at Tier 3
Building an Individualized De-escalation Plan
Supporting Students with Internalizing Concerns at Tier 3
4 FOUR TYPES OF INTERNALIZING CHALLENGES
ANXIETY
Negative thought patterns
Excessive worries or fears
Avoidance
Restlessness
Rapid breathing
Sweating
Trembling
DEPRESSION
Loss of interest in activities
Poor concentration
Sadness
Fatigue
Irritability
SOCIAL WITHDRAWAL
Extreme shyness
Low level of social motivation
Infrequent social initiation
Isolation from peers
SOMATIZATION
Frequent complaints of illness or pain
Excessive physical health complaints

50


Sustaining and Disseminating Professional Learning
0 July
1 Aug
2 Sep
3 Oct
4 Nov
5 Dec
6 Jan
7 Feb
8 Mar
9 Apr
10 May
11 Jun
CI3T EMPOWER
CI3T EMPOWER Session 1
CI3T EMPOWER Session 2
CI3T EMPOWER Session 3
CI3T EMPOWER Session 4
CI3T EMPOWER Session 5
CI3T EMPOWER Session 6
Designate two staff to attend trainings to become on-site coaches
10 min @ next Faculty and Staff meeting
CI3T Setting Up for Success
Systematic Screening
Low-Intensity Supports
Tier 2
Tier 3
Planning Ahead

51

Review your Tier 2 and Tier 3 Intervention Grids in your Implementation Manual to prepare for upcoming screening data

00:00

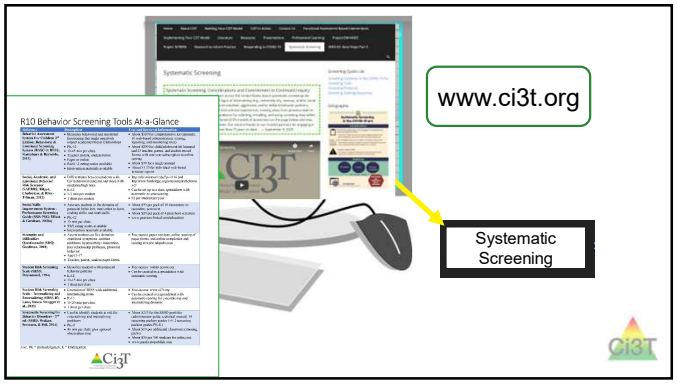
52

Ci3T

Project SCREEN

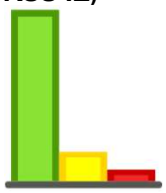
IES Funded Measurement Grant

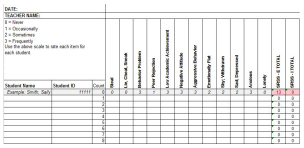
53



54

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



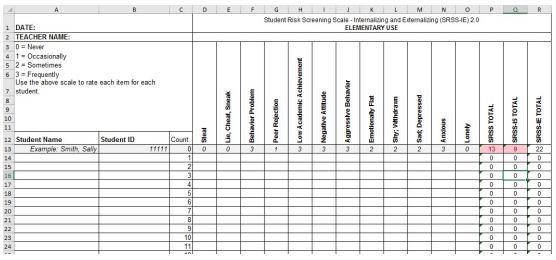


Available on ci3t.org

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

55

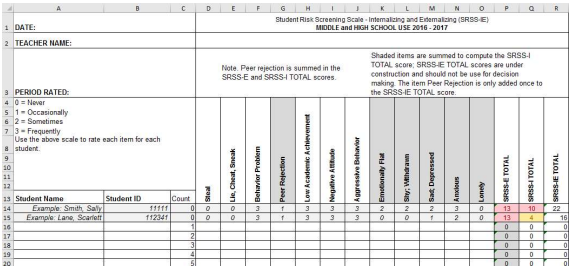
Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools



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

56

Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	DATE:			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) MIDDLE and HIGH SCHOOL USE 2016 - 2017														
2	TEACHER NAME:																	
3	PERIOD RATED:			Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.							Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be use for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.							
4	0 = Never																	
5	1 = Occasionally																	
6	2 = Sometimes																	
7	3 = Frequently																	
8	Use the above scale to rate each item for each student.																	
9																		
10																		
11																		
12																		
13	Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
14	*Example: Smith, Sally*	*11111*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*2*	*2*	*2*	*3*	*0*	13	10	22
15	*Example: Lane, Scarlett*	*11234†*	0	*0*	*0*	*3*	*1*	*3*	*3*	*3*	*0*	*0*	*1*	*2*	*0*	13	4	16
16			1													0	0	0
17			2													0	0	0
18			3													0	0	0
19			4													0	0	0
20			5													0	0	0

57

SRSS-IE: Cut Scores

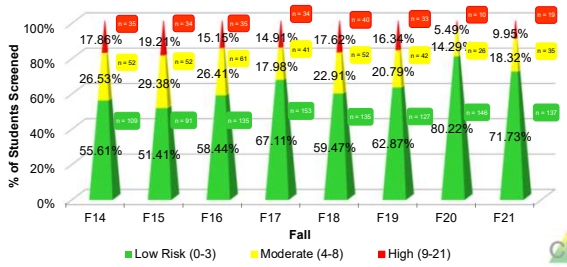
Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

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

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284

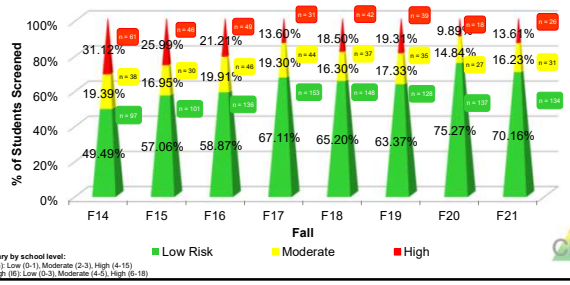
58

Fall 2021
SRSS-Externalizing Results – School level



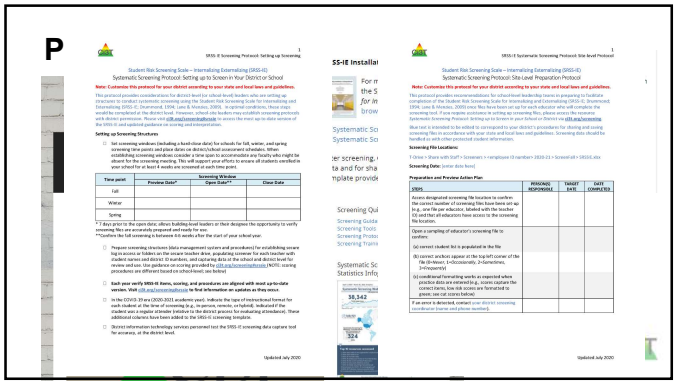
59

Fall 2021
SRSS-Internalizing Results – School level

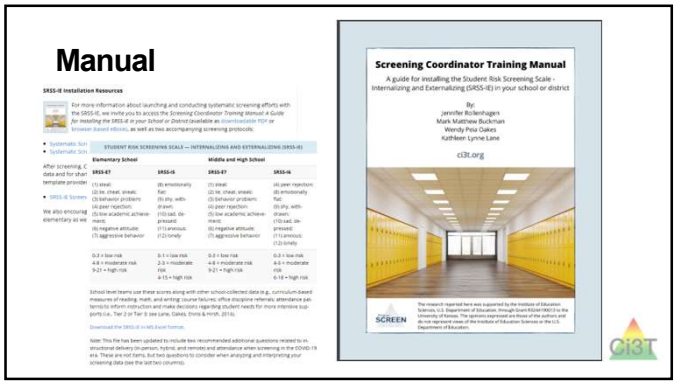


Cut scores vary by school level:
Elementary (I5): Low (0-1), Moderate (2-3), High (4-15)
Middle and High (I6): Low (0-3), Moderate (4-5), High (6-18)

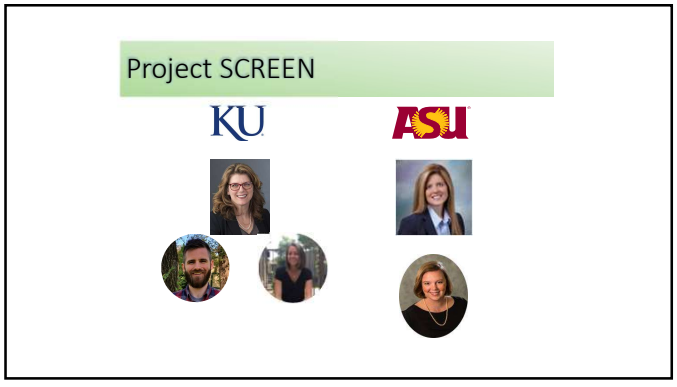
60


P
Student Risk Screening Scale — Internalizing Externalizing (SRSS-IE)
Systematic Screening Protocol: Setting up to Screen in Your District or School
Setting up Screening Structures
Time point
Preview Date*
Open Date**
Close Date
Fall
Winter
Spring
Updated July 2020
SS-IE Installa
Systematic Sc
Systematic Sc
Screening Qui
Screening Guida
Screening Tools
Screening Protoc
Screening Traini
Systematic Sc
Statistics Info
38,342
324
Student Risk Screening Scale – Internalizing Externalizing (SRSS-IE)
Systematic Screening Protocol: Site-Level Preparation Protocol
Screening Locations:
Screening Date: [enter date here]
Preparation and Preview Action Plan
STEPS
PERSONS RESPONSIBLE
TARGET DATE
DATE COMPLETED
Updated July 2020

61

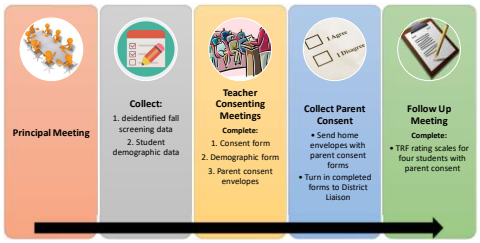

Manual
SRSS-IE Installation Resources
STUDENT RISK SCREENING SCALE — INTERNALIZING AND EXTERNALIZING (SRSS-IE)
Elementary School
Middle and High School
SRSS-ES
SRSS-IS
SRSS-MS
SRSS-HS
Screening Coordinator Training Manual
A guide for installing the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) in your school or district
By:
Jennifer Ricklenhagen
Mark Matthew Buckman
Wendy Peia Oakes
Kathleen Lynne Lane
ci3t.org
SCREEN
Ci3T

62


Project SCREEN
KU
ASU

63

Project SCREEN



64

Ci3T

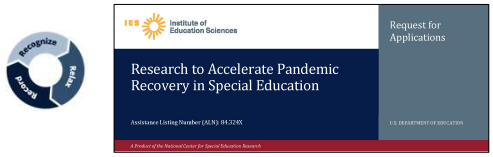
Project ENGAGE

IES Funded Pandemic Impact Grant

65

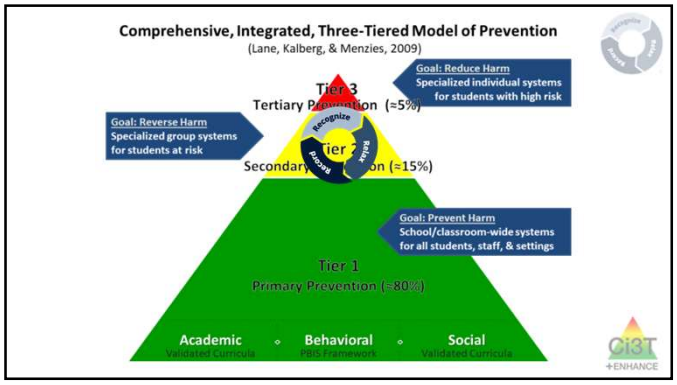
A New Opportunity: Project ENGAGE (Funded ☺)

- Exploring the impact of the pandemic
- Testing *Recognize. Relax. Record.*



Ci3T +ENHANCE

66



67

Enhancing CI3T module: Recognize. Relax. Record.

68

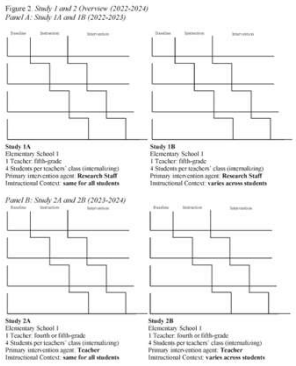
Timeline

Panel B: Aim 2 – Study Overview

Study	Years			
	1 (2022-2023)	2 (2023-2024)	3 (2024-2025)	4 (2025-2026)
Study 1 – Experiments: 1A 1B Single Case: Multiple Baseline Design (across students) RRR Individual Instruction Intensive University Support	Screen Intervene Analyze Disseminate			
Study 2 – Experiments: 2A 2B Single Case: Multiple Baseline Design (across students) RRR Individual Instruction Limited University Support		Screen Intervene Analyze Disseminate		
Study 3 – Randomized Controlled Trial (RCT) RRR Individual Instruction Limited University Support			Screen Intervene	Analyze Disseminate Teach Control Condition
Cost Effectiveness Analysis			Collect Data	Analyze Disseminate

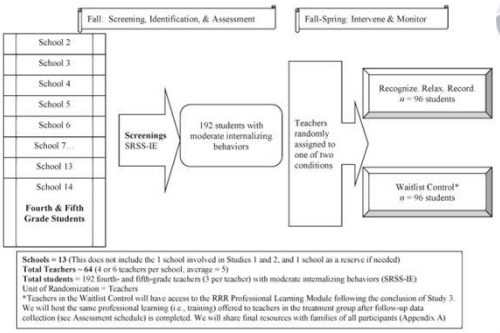
69

Years 1 & 2: Single Case Experiments



70

Year 3: RCT



71

Project ENGAGE: Enhancing Student Engagement to Facilitate Learning and Well-Being

PI: Kathleen Lynne Lane, PhD, BCBA-D, CF-L1
KU

Wendy Peia Oakes, PhD
Co-PI
ASU

Eric Alan Common, PhD, BCBA-D
Co-PI

Mark M. Buckman, PhD
Co-PI
KU

72

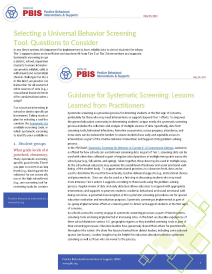
Ci3T

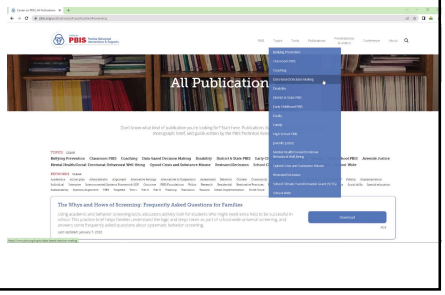
PBIS V: Systematic Screening

73

74

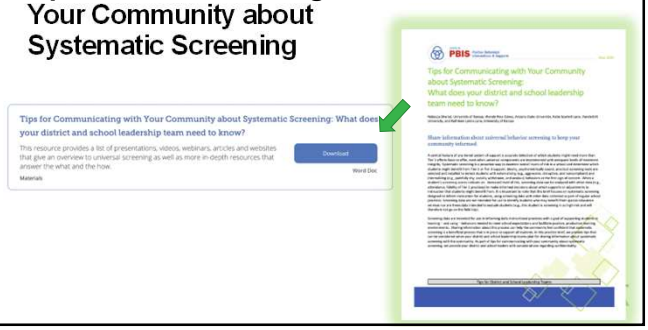
Resources for screening available on PBIS.org…





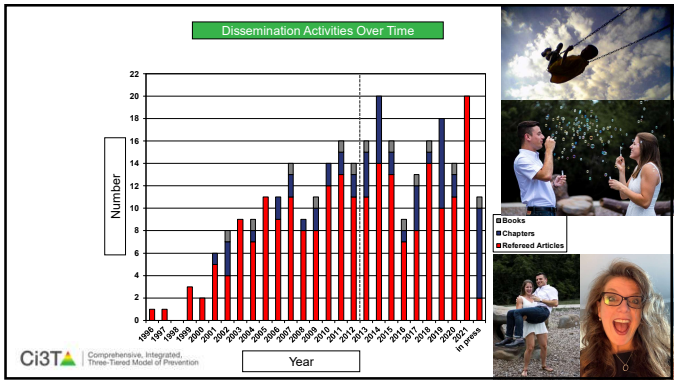
75

Tips for Communicating with Your Community about Systematic Screening

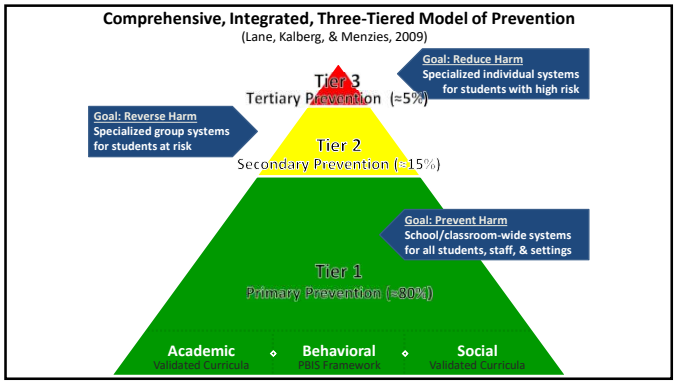


76

77



78


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Tier 3
Tertiary Prevention (≈5%)
Goal: Reverse Harm
Specialized group systems for students at risk
Tier 2
Secondary Prevention (≈15%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

79