D4 - Creating Positive, Productive Classrooms: District-level Professional Learning for Successful Low-intensity Strategies

Lead Presenter: Kathleen Lynne Lane
Exemplar Presenters: Therese Brink Edgecomb & Heather Burris

Key Words: Classroom, Training
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Exploration & Adoption
• We think we know what we need so we are planning to move forward (evidence-based)

Installation
• Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
• Let’s give it a try & evaluate (demonstration)

Full Implementation
• That worked, let’s do it for real and implement all tiers across all schools (investment)
• Let’s make it our way of doing business & sustain implementation (institutionalized use)

Adapted from Fixsen & Blase, 2005
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities

Session Assignments & Notes: High Priorities

Action Planning: Enhancements & Improvements
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)
Goal: Reduce Harm
Specialized individual systems for students with high risk

Tier 2
Secondary Prevention (≈15%)
Goal: Reverse Harm
Specialized group systems for students at risk

Tier 1
Primary Prevention (≈80%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Academic
Validated Curricula

Behavioral
PBIS Framework

Social
Validated Curricula

Laone, Kalberg, & Menzies, 2009
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
- How to monitor the plan
- Student team members attend

Session 3: 2 hours
- Building Tier 2 supports
- Student team members attend

Session 4: Full day
- Building Tier 3 supports
- Student team members attend

Session 5: 2 hours
- Preparing to implement

Session 6: Full day
- Prepare to implement

Implementation Pre-Training Activities
- Team member selection
- Schoolwide Expectations Survey for Specific Settings (SESSS)

Home
Share overview with faculty and staff. Build reactive plan

Finalize and share expectation matrix and teaching & reinforcing components

Share screeners; Complete assessment schedule

Share Ci3T plan; Complete PIRO; Complete secondary grid

Share revised Ci3T plan; Complete CIIP; Feedback Form
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**
- Reading Street
- District & State Standards
- High Quality Instruction

**Behavioral**

**Social**

**District** & **State Standards**

**High Quality Instruction**
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

Positive Behavior Interventions and Supports (PBIS)
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%
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Tertiary Prevention (Tier 3)  ≈5%

Academic  Behavioral  Social
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Share revised Ci3T plan; Complete Ci3T Feedback Form
USD 437 Auburn Washburn School Implementation Plans

Participating Schools:
Auburn Elementary School, Farley Elementary School,
Indian Hills Elementary School, Pauline Central Primary School,
Pauline South Intermediate School,
Wanamaker Elementary School
# Ci3T Primary Plan: Roles and Responsibilities

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Purpose Statement</th>
<th>School-Wide Expectations</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Area I: Academics Responsibilities</th>
<th>Area II: Behavior Responsibilities</th>
<th>Area III: Social Skills Responsibilities</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
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<td>&quot;see Expectation Matrix&quot;</td>
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<th>Area III: Social Skills Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Faculty and Staff:</td>
<td>Faculty and Staff:</td>
<td>Faculty and Staff:</td>
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<tr>
<td>Teach core programs with fidelity:</td>
<td>Teach setting lessons according to school schedule:</td>
<td>Teach core program(s) with fidelity:</td>
</tr>
<tr>
<td>(1) <em>List programs</em></td>
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<td>(1) <em>List programs</em></td>
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<tr>
<td>(2)</td>
<td></td>
<td>Number of Lessons:</td>
</tr>
</tbody>
</table>

*all stakeholder groups and assessments (see Assessment Schedule)*
Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcement

Ci3T Primary Plan: Procedures for Monitoring

Faculty and Staff will:
- Use district mandated curriculum and instructional resources in the classroom.
- Provide a safe and consistent learning environment for all students.
- Use proactive strategies to support student engagement. Examples:
  - Active supervision
  - Precorrection
  - Instructional Feedback
  - Increased opportunities to respond
  - Behavior specific praise
- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategies.
- Follow guidelines on flow chart
  - Enter behavior data on Skyward on same day as incident
  - Communicate with parents about problem solving worksheets

Faculty and Staff will:
- Implement the Positive Behavioral Interventions and Supports (PBIS) and Positive Action plans.
- Maintain consistent expectations with each student.
- Provide behavior specific praise and positive reinforcement to students who display school-appropriate behaviors during both academic and non-academic activities.

Faculty and Staff will:
- Teach weekly Positive Action lessons
- Gradually increase Positive Action lessons to weekly (Is there a chart or graph that shows the progression of these lessons?)
- One 20 minute lesson per week teacher lead
- One 45 minute lesson every other week co-taught by teacher and counselor
(See appendix for specific lessons for each grade level)
- Model social skills expected of students.
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Behavioral:≈80%
- Social:≈5%

Secondary Prevention (Tier 2)
- Behavioral:≈15%
- Social:≈15%

Tertiary Prevention (Tier 3)
- Behavioral:≈5%
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

**Tertiary Intervention**

**Support**

**Description**

**School-wide Data: Entry Criteria**

**Data to Monitor Progress:**

**Exit Criteria**

**Functional Assessment-Based Intervention**

A functional assessment is completed to develop an individualized intervention plan. Functional assessment review of student records, interviews, teacher input, parent and student direct observation of the target behavior. SSIS Rating System Functional assessment information is placed in the functional matrix (Umbreit, Pera, Linsapo, & Lane, 2007). The Decision Matrix (Umbreit et al., 2007) is used to determine the method of the intervention.

**Intervention components:**

- Academic
- Progress report with 2 or more areas of concern OR academic grade level in reading or math A/D OR behavior:
  - More than 6 office discipline referrals in the previous school year
  - SSIS-R High Risk

Student measures:
- Data on target and/or replacement behaviors are collected daily.
- Treatment integrity:
- Treatment integrity is assessed daily and data are graphed to determine effect of the intervention.

Component checklist for A. R. S. I. (Intervention tactics completed daily with 25% of sessions observed by another educator)

Social validity:
- Pre- and post-surveys: teacher (IRP-15) and student (CIER)

The behavioral objective is established based on current levels of performance and expected levels of behavior. Student data is collected to ensure behavior maintenance without intervention.

**Lindamood Phoneme Sequencing®**

Individual instruction with reading specialist, 30 min per day, 5 days per week. Direct instruction in decoding and blending, sight words, use of context clues. Computer-supported practice. Addressing reading outcomes: alphabetic and reading fluency.

**Academic reading with proficiency at 2 or more grade levels below or trajectory stable at Tier 2 intervention.**

**Behavior:** Moderate or High Risk on screening OR SSIS-EL Moderate or High Risk.

**Two or more office discipline referrals:** Indicating concerns with peer interactions.

Student measures:
- AIMSweb
- Reading CBA, weekly progress toward end of year grade level target.
- Treatment integrity:
- Daily checklist compiled by reading specialist, observed by teaching assistant periodically.

Social validity:
- Student and teacher-completed surveys

Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes.

Monitor progress bi-weekly until exited.
Exploration & Adoption

• We think we know what we need so we are planning to move forward (evidence-based)

Installation

• Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation

• Let’s give it a try & evaluate (demonstration)

Full Implementation

• That worked, let’s do it for real (investment)

Sustainability & Continuous Regeneration

• Let’s make it our way of doing business (institutionalized use)
What screening tools are available?

See Lane, Menzies, Oakes, and Kalberg (2012)
# SRSS-IE for Middle and High Schools

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

**MIDDLE and HIGH SCHOOL USE 2016 - 2017**

### 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 used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.

## Periods Rated:
- 0 = Never
- 1 = Occasionally
- 2 = Sometimes
- 3 = Frequently

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Steal</th>
<th>Lie, Cheat, Steal</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Som withdrawal</th>
<th>Sad, Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
<th>SRSS-E TOTAL</th>
<th>SRSS-I TOTAL</th>
<th>SRSS-IE TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
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<td><strong>13</strong></td>
<td><strong>10</strong></td>
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<td>Example: Lane, Scarlett</td>
<td>112341</td>
<td>1</td>
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<td>0</td>
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<td><strong>13</strong></td>
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## SRSS-IE: Cut Scores

<table>
<thead>
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<th>Elementary School</th>
<th>Middle and High School</th>
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<tbody>
<tr>
<td><strong>SRSS-E7</strong></td>
<td><strong>SRSS-I5</strong></td>
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<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
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<tr>
<td>0-3 = low risk</td>
<td>0-1 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = high risk</td>
</tr>
<tr>
<td><strong>SRSS-E7</strong></td>
<td><strong>SRSS-I6</strong></td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 4, 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-5 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>6-18 = high risk</td>
</tr>
</tbody>
</table>

**Elementary School Level:**

**Middle and High School Levels:**
ES Fall
SRSS-E7 Results – All Students

Screening Time Point

- F14: 73.61% Low Risk (0-3), 19.64% Moderate (4-8), 6.75% High (9-21)
- F15: 79.18% Low Risk (0-3), 15.18% Moderate (4-8), 5.64% High (9-21)
- F16: 82.49% Low Risk (0-3), 12.90% Moderate (4-8), 4.61% High (9-21)
- F17: 82.49% Low Risk (0-3), 4.61% Moderate (4-8), 4.61% High (9-21)

N = 34 (F14), N = 99 (F15), N = 29 (F16), N = 20 (F17)
N = 371 (F15), N = 407 (F16), N = 358 (F17)
ES Fall
SRSS-I5 Results – All Students

Screening Time Point

% of Students Screened

Low Risk (0-1)  Moderate (2-3)  High (4-15)
Implementation ... Data-Informed Decision Making
Examining your screening data ... 

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnabori (2011)
Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

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, Integrative, Three-tiered (Ci3T) Models of Support

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Higher Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Assessment

Schoolwide Positive Behavior Support

Assess, Design, Implement, and Evaluate

Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies

Managing Challenging Behaviors in Schools
Research-Based Strategies That Work

Kathleen Lynne Lane, Holly Mariah Menzies, Robin Parks Ennis, and Wendy Pole Cakes
## Examining Academic and Behavioral Data – Elementary Level

**Teacher Name:** R. Collins  
**Date:** December 2014

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
<th>SRSS Behavior</th>
<th>SRSS-15 Internalizing (Preliminary)</th>
<th>ODR</th>
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Low-Intensity Strategies: Building capacity through professional learning

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

Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies

Self-monitoring
Behavior Contracts

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

Daniel M. Maggin, PhD, Jamie Zurheide, MA, Kayci C. Pickett, MA, and Sara J. Baillie, MA

Abstract
Three-tiered models of prevention are critical components of multitiered systems of support, but who are not candidates for individualized education plans remain regarding which approach is best. The goal of this review was, therefore, to examine the effectiveness of check-in/check-out intervention, to determine the strength of the evidence. The evidence was examined in terms of future research needs. Secondary interventions in schools are discussed in terms of future research needs. Secondary interventions in schools are discussed in terms of future research needs. Secondary interventions in schools are discussed in terms of future research needs. Secondary interventions in schools are discussed in terms of future research needs. Secondary interventions in schools are discussed in terms of future research needs.
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<thead>
<tr>
<th>Tier 1 Low Intensity Strategies</th>
<th>Lawrence High School Experts</th>
</tr>
</thead>
</table>
| **Behavior Specific Praise:** Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: "Zoe, thank you for adding thorough responses to your assignment today." | • Bill DeWitt, Administration  
• Barb Williams, Learning Coach/AVID  
• Laura Koster, Physical Education  
• Heidi Woods, Special Education  
• Sylvia Trevino-Maack, Student Services  
• Susan Micka, English  
• Maren Santelli, Special Education  
• Liz Crickard, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Charlotte Anderson, Library  
• Cheryl Hughes, Special Education  
• Jeanne Yantzie, Special Education |
| **Opportunities to Respond:** Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol. | • Bill DeWitt, Administration  
• Mike Norris, Administration  
• Sylvia Trevino-Maack, Student Services  
• Maren Santelli, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Charlotte Anderson, Library  
• Cheryl Hughes, Special Education  
• Stephanie Magnuson, Math |
| **Choice and Preferred Activities:** Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors. | • Barb Williams, Learning Coach/AVID  
• Laura Koster, Physical Education  
• Kelsey Buek, English  
• Jack Hood, Social Studies  
• Sylvia Trevino-Maack, Student Services  
• Maren Santelli, Special Education  
• William Patterson, English  
• Mike Hymer, Special Education  
• Jeanne Yantzie, Special Education |
Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

# TIERED INTERVENTION LIBRARY

Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/or Microsoft Word documents of what the intervention would look like as described in a school’s tiered intervention grid, research article references, practitioner article references, and more.

## Professional Learning

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP)/ Check In- Check Out (CICO)
- Behavior-Specific Praise (BSP)
- Direct Behavior Rating (DBR)
- High-P Request Sequence (HIGH-P)
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond (OTR)
- Precorrection
- Repeated Readings
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More interventions will be added each month during 2015-2016.

The Behavior Education Program (BEP)/Check In-Check Out (CICO) (POSTED November 11, 2016)

Check-in/Check-out, also referred to as the Behavior Education Program (BEP); Crane et al. (2013) low-intensity intervention that can be used as a support for students who require additional support to meet school-wide behavior expectations. The intervention consists of three primary components: scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Report, a scheduled check-out with the same staff member at the end of the day. These three components provide opportunities for building positive relationships, access to adult assistance, and providing feedback on the student’s behavioral performance during the day and identifying strengths in behavioral successes (Lane, Capizzi, & Martin, 2016).

Download all documents for BEP/CICO

- Introduction
- Powerpoint presentation
- Sample: BEP Daily Progress Report
- Sample: BEP Daily Progress Report
- Sample: BEP Home Report Template
- BEP Student DPR Data Tracker
- Intervention grid: PDF or MS Word
- Treatment Integrity Checklist
- Social validity: student forms
- Social validity: student forms scorecards
- Social validity: student forms scorecards
- Social validity: student forms scorecards
- Social validity: adult forms
- Social validity: adult forms

INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

A Look at Instructional Choice

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

A Look at Increasing Opportunities to Respond

HIGH-Pr REQUEST SEQUENCE (HIGH-Pr) (POSTED November 03, 2016)

A Look at High-probability Request Sequences
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-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

- **Primary Prevention (Tier 1)**
  - Approximately 80% reduction in risk behaviors
  - Focuses on reducing risk factors

- **Secondary Prevention (Tier 2)**
  - Approximately 15% reduction in risk behaviors
  - Focuses on early intervention for those at risk

- **Tertiary Prevention (Tier 3)**
  - Approximately 5% reduction in risk behaviors
  - Focuses on intervention for those with established problems

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**Secondary Intervention Grid**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework Club</strong></td>
<td>Students receive supports to improve academic success; two or three hours of homework per week; after-school program; ses-</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>sions to reinforce targeted academic skill areas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE (Check-in Check-out)</strong></td>
<td>Participating students receive positive reinforcement for homework completion and negative reinforcement for homework non-completion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch Bunch: Social Skills Club</strong></td>
<td>Students receive positive reinforcement for appropriate social interaction in a safe and supportive environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Choice</strong></td>
<td>Students who choose instructional options that are not academically rigorous receive academic support and feedback on daily progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior Contracts</strong></td>
<td>Students sign a contract to improve behavior and agree to report any behavior (or academic improvement) to a designated person, such as a teacher or counselor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-monitoring</strong></td>
<td>Students monitor their own progress through daily or weekly reports that include academic accomplishments and behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Behavioral Social**
## Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

### Tertiary (Tier 3) Intervention Grids

#### Tertiary Intervention

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment-Based Intervention</td>
<td>A functional assessment is completed to develop an individualized intervention plan. Functional assessment review of student records, interviews, teacher reports, and direct observation of the target behavior. See SSI/SSR System Functional assessment information is placed in the function matrix. The Decision Model is used to determine the method of the intervention. Intervention components: (A) assessment, (B) reinforcer, and (E) extinction.</td>
<td>Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: More than six office discipline referrals in the previous school year AND OR High Risk</td>
<td>Student measures: Data on target and/or replacement behaviors are collected daily. Treatment decision: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklists for A-B-C-B intervention action completed daily with 75% of sessions observed by another educator for social validity. Pre- and post-surveys; teacher (ERP-15) and student (CIRP)</td>
<td>The behavioral objective is established based on current level of performance and expected levels of behavior. Student exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.</td>
</tr>
<tr>
<td>Lindamood Phoneme Sequencing®</td>
<td>Individual instruction with a reading specialist; 30 min per day, 5 days per week. Direct instruction in decoding and encoding; sight words, use of context cues. Computer-supported practice. Addressing reading external: alphabet, decoding, phonics, fluency.</td>
<td>Academic reading proficiency at 2 or more grade levels below trajectory stable with Tier 2 intervention Behavior (consider) OR SSI/SSR Moderate or High Risk on screening OR Two or more office discipline referrals indicating concerns with peer interactions</td>
<td>Student measures: A/M Web Reading CBT, weekly progress toward end of year grade level target. Treatment decision: Daily checklist completed by reading specialist; observed by teaching assistant periodically. Social validity: Student and teacher-completed surveys.</td>
<td>Reading on grade level or making progress as to predict meeting end of year grade level proficiency on A/M Web reading probes. Monitor progress bi-weekly once exited.</td>
</tr>
</tbody>
</table>

### Academic

- ≈80%

### Behavioral

- ≈15%

### Social

- ≈5%
Session 1: Overview of Ci3T Prevention Models
  Setting a Purpose
  Establish team meetings and roles

Session 2: Mission and Purpose
  Establish Roles and Responsibilities
  Procedures for Teaching
  Procedures for Reinforcing Reactive Plan

Session 3: Procedures for Monitoring

Session 4: Revise Primary Plan using Stakeholder feedback
  Prepare presentation

Session 5: Overview of Teacher focused Strategies
  Overview of Student Focused Strategies
  Using data to determine
  Draft the Secondary Intervention Grid based on existing supports

Session 6: Final revisions of Ci3T Plan based on stakeholder feedback
  Draft Tertiary Prevention Intervention Grids
  Design
  Implementation
  Manual and Plan for roll out to faculty, students, and parents

Additional Professional Development on Specific Topics

Core Content Curriculum
  Reading, Math, Writing
  Benchmarking and Progress Monitoring Tools

Check In - Check Out
  Student Driven Interventions, Strategies, & Practices

Functional Assessment-based Interventions
  Additional Tier 3 Supports

Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low-Intensity Behavior Supports
Ci3T IMPLEMENTATION
Professional Learning Series

- **SEP**: SESSION 1: Setting up for Success
- **OCT**: TECHNOLOGY TRAINING PART 1: Preparing Your Data Structures
- **NOV**: SESSION 2: Monitoring and Communicating for Success
- **DEC**: TECHNOLOGY TRAINING PART 2: Preparing Implementation Reports
- **JAN**: SESSION 3: Using Your Data to Inform Instruction
- **MAR**: SESSION 4: True Integration
- **APR**: SESSION 5: Planning for the Year Ahead
- **JUN**: SUMMER SUPPORT

Additional dates:
- **Fall T.I. Window (4 wks)**: October 4th Monday – 3rd Friday
- **Spring T.I. Window (4 wks)**: February 2nd Monday – 2nd Friday
Lessons Learned ... a Work in Progress

Examining your screening data ... 

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)
District-level Professional Learning for Successful Low-Intensity Strategies

USD 437 Auburn Washburn
Roadmap to Success
Developing a Coordinated District Plan for Professional Learning

• Offering a range of professional learning options
• Using Treatment Integrity data to support coaching
• Meeting principals and teachers where they are.
Offering a Range of Professional Learning Options

District-wide Professional Development Days

- Break Out Sessions
- Mini Sessions
- KU Ci3T Team
- Poster Session
- Unconference
Moving Forward with Ci3T at the Elementary Level: Supporting School Success

Auburn-Washburn Public Schools April Mini-Conference
Kathleen Lynne Lane, Ph.D., BCBA-D
Mark M. Buckman
www.ci3t.org

Unconference:
Brainstorm Session
Staff are invited to brainstorm possible reinforcement plans for the upcoming school year (student reinforcement, parent reinforcement, teacher reinforcement)

Instructional Feedback-Chp. 5
Instructional feedback is a teaching strategy for providing specific information to students about their performance with the purpose of clarifying misinformation, confirming and fine-tuning understanding, or restructuring current performance (p. 89).

Examples of OTR
- Whiteboards/Visual cues/Choral response
- Whole class response cards
- Response cards

During Session C & D - 10:30am-1:30pm

Quick Presentations by T&L
- Heather - Behavior Specific Praise - 10:30 / 11:30 / 1:00
- Ann - Swivel: The Ultimate Selfie! - 10:45 / 11:45 / 1:12
- Jamie - Bowling Pins 6/10 Split - 11:00 / 12:00 / 1:25
- Patrick - Chrome Tips - 11:15 / 12:15 / 1:30
Offering a Range of Professional Learning Options

Building Level Professional Learning

• Book Studies
• Professional learning provided by district administrators, principals, leadership team members and coaches
• Presentation by KU Ci3T Leadership Team
• Use of Ci3T website
• District coaching at leadership team meetings
Using Treatment Integrity Data to Support Coaching

- District Level Team calibrated to conduct Direct Observations.
- District and building owned data.
- Analyze data to develop district, building and educator professional learning.
- Partnering with “Champions” of low intensity strategies
Meeting Principals and Teachers Where They Are

Why?  What?  How?
Lessons Learned
Kansas

Location: KU Adams Alumni Center, Lawrence

Information and Registration: please click the links in the flyer.
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FEBRUARY 20

Skill-Building Workshops
FEBRUARY 23

Breakout Sessions
FEBRUARY 21 - 22

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