



Click here to maximize your session view

Enter Full Screen

TTC

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

You will not be on video during today's session

**Considerations for Systematic Screening PK-12:
Universal Screening for Internalizing and
Externalizing Behaviors in the COVID-19 Era**

August 12, 2020 | 9:00 am - 10:30 am Pacific
Presented by:



Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

Select a Speaker

- ✓ Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Audio Settings

Click Here to adjust your audio settings



Chat



Raise Hand



Q&A

Click here to leave the session

Leave

Question and Answer

All questions (1)

My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era



Presented by:

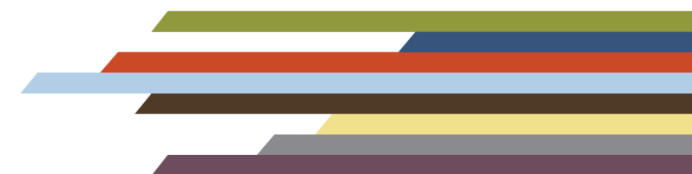
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



Land Acknowledgement

The University of Washington SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work as guests on these lands with the Coast Salish and Native people who call this home.



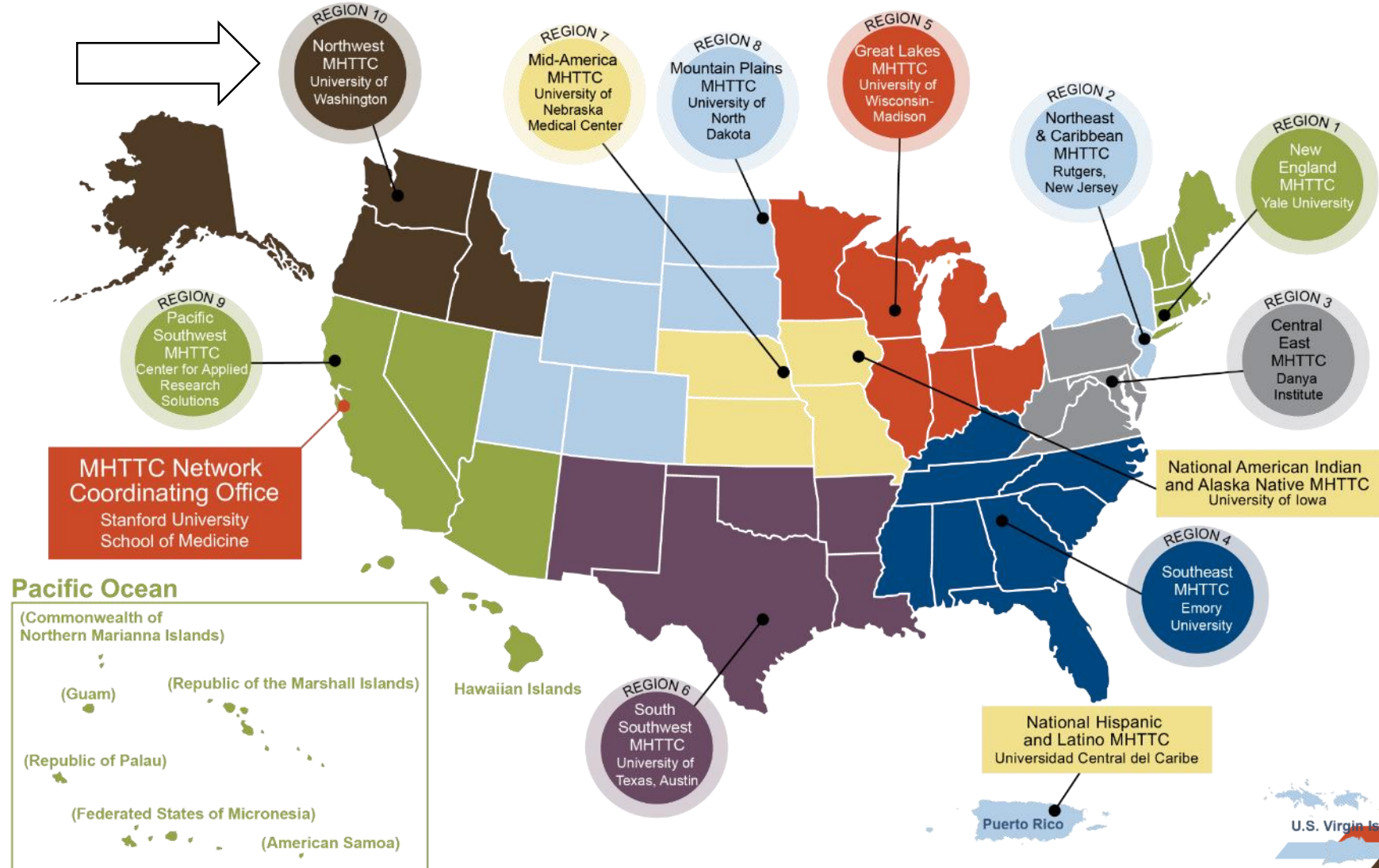
Mental Health Technology Transfer Center (MHTTC) Network



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network

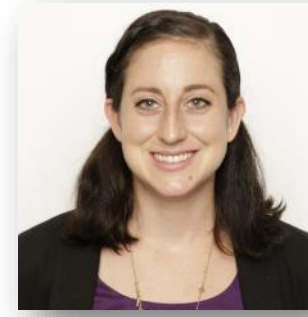


Visit the MHTTC website at <https://mhttcnetwork.org/>

Northwest MHTTC School Mental Health Team



Kelcey Schmitz, MEd



Megan Lucy, BA



Eric Bruns, PhD



bit.ly/NWSMH



nwsmh@uw.edu



bit.ly/NWSMHsignup

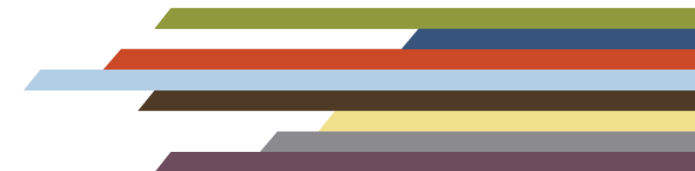
Follow us on social media!



@NorthwestMHTTC



Northwest MHTTC





Click here to maximize your session view

Enter Full Screen

TTC

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

You will not be on video during today's session

Considerations for Systematic Screening PK-12:
Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era
August 12, 2020 | 9:00 am - 10:30 am Pacific
Presented by:

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

Select a Speaker

- ✓ Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

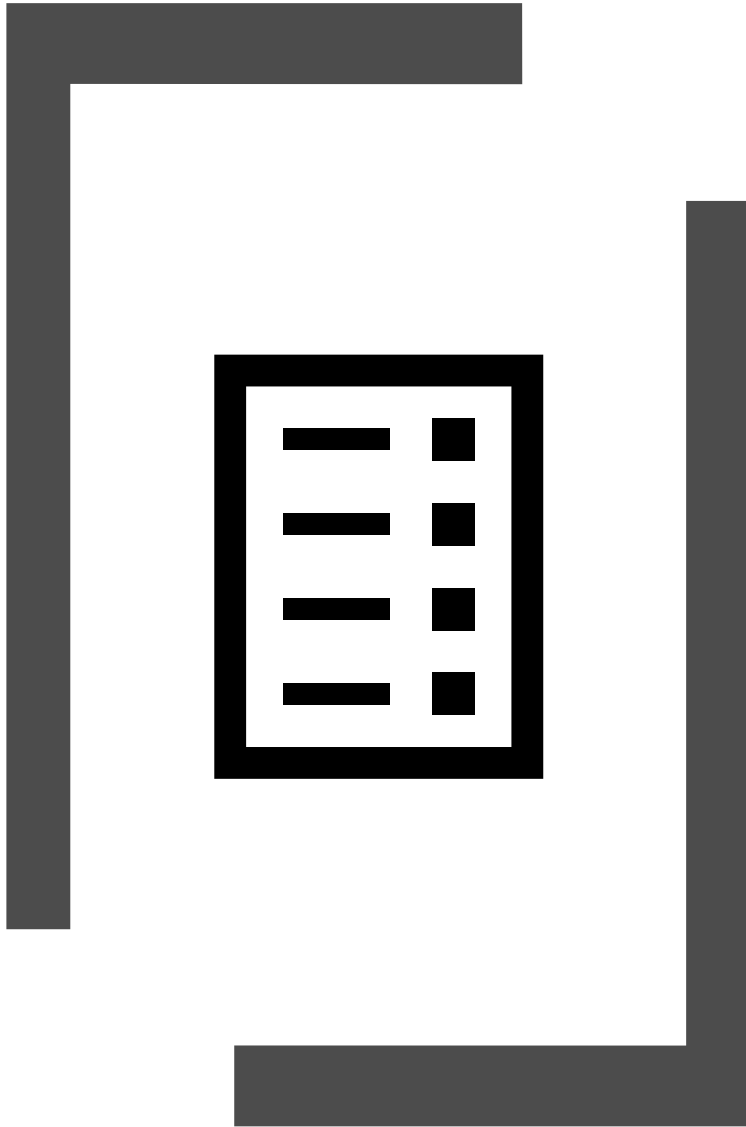
You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

Audio Settings ^ Click Here to adjust your audio settings

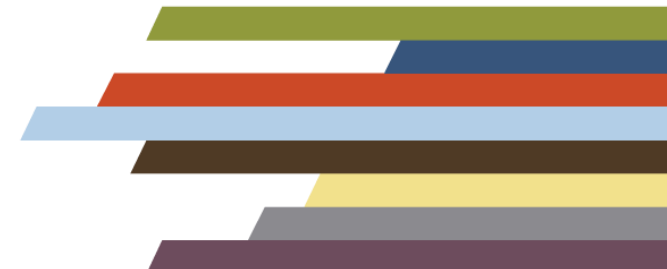
Chat Raise Hand Q&A

Click here to leave the session Leave



Event Survey

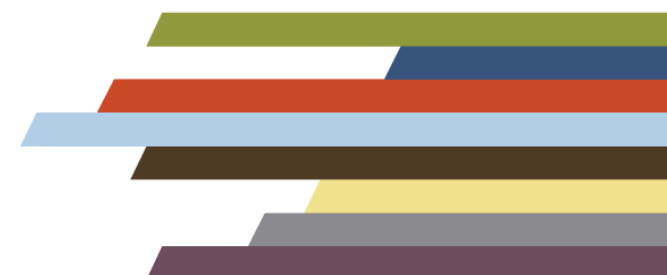
- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- **Very important!** *We will end a few minutes early and ask that you please take a few moments to complete.*



Today's Presenter



Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1 Kathleen Lynne Lane is a Professor in the Department of Special Education at the University of Kansas and Associate Vice Chancellor for Research. Dr. Lane's research interests focus on designing, implementing, and evaluating comprehensive, integrated, three-tiered (Ci3T) models of prevention to (a) prevent the development of learning and behavior challenges and (b) respond to existing instances, with an emphasis on systematic screening. She is currently the President Elect of the Council for Exceptional Children Division for Research (CEC-DR). She is the co-editor of Remedial and Special Education and Journal of Positive Behavior Interventions. Dr. Lane has co-authored 11 books and published over 200 refereed journal articles and 40 book chapters



Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era

A Presentation for the Northwest Mental Health Technology Transfer Center
August 13, 2020

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

University of Kansas

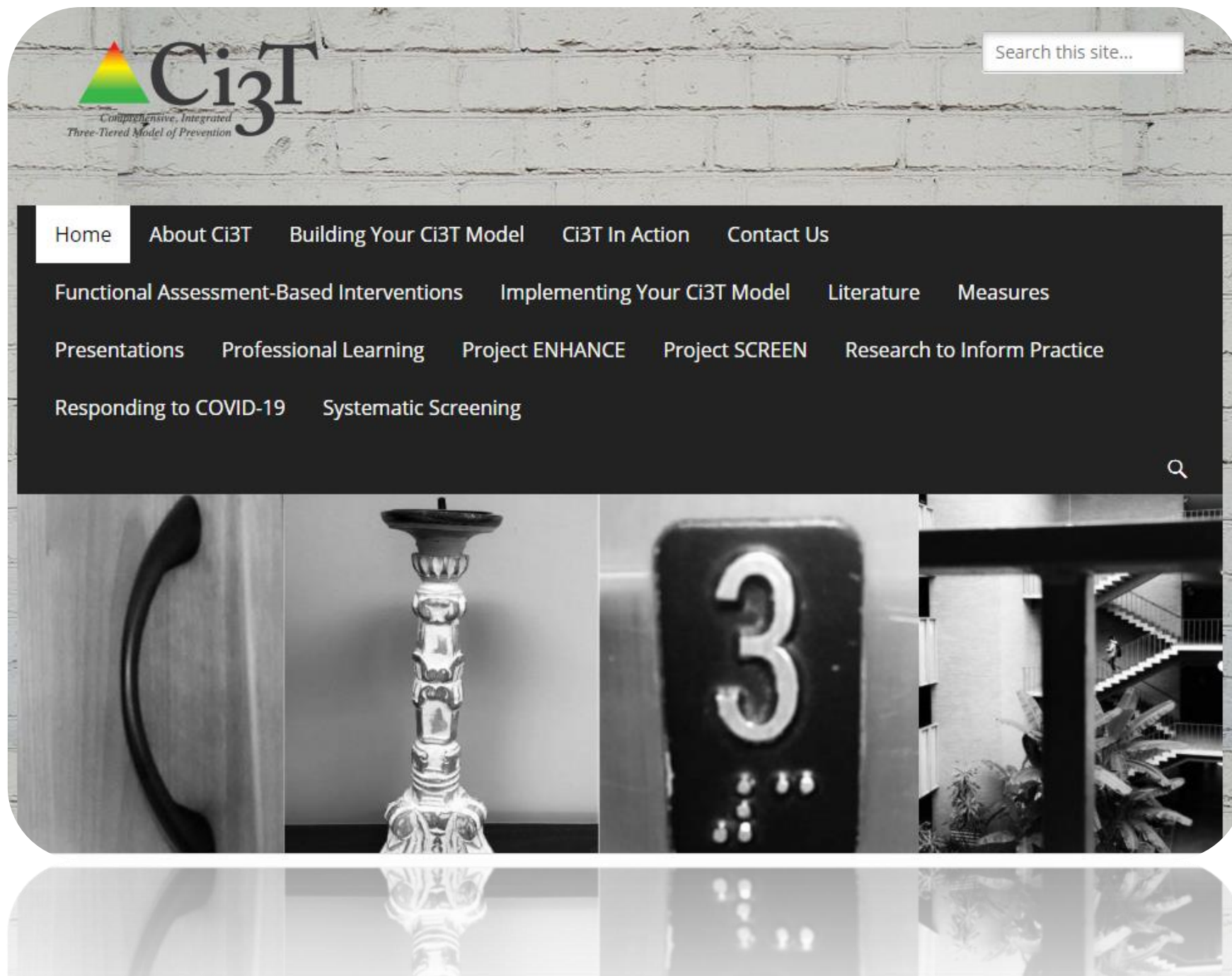
Wendy Peia Oakes, Ph.D

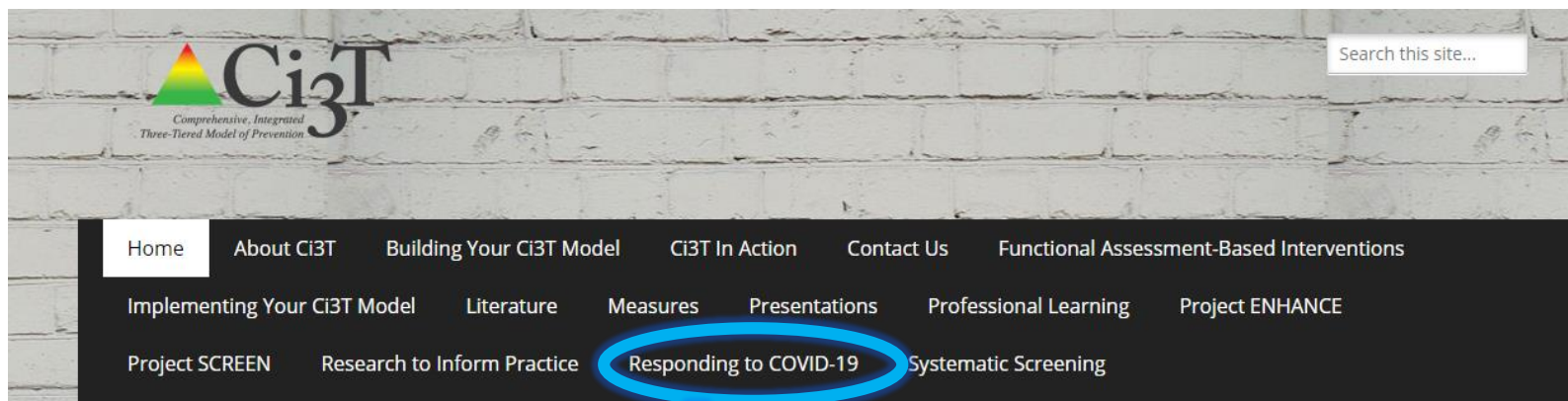
Arizona State University

Source: Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*



ci3t.org





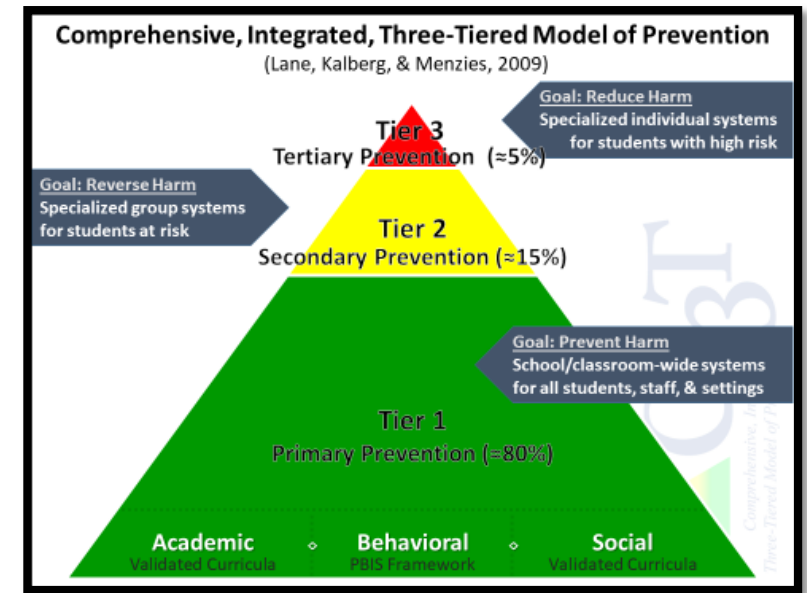
Responding to COVID-19

At this time of uncertainty, with many schools closed due to the COVID-19 outbreak, the Ci3T Strategic Leadership Team and Ci3T Research Team are developing materials to support educators and families as we transition to a world of online and continuous learning. Our goal is to provide resources to assist you in using your Ci3T structures to facilitate positive, productive environments for students, families, educators, and administrators during the COVID-19 crisis. In the accordions below we will be uploading a series of brief practice guides that we hope you will find useful. Feel free to share these materials with fellow educators and families. We are sending positive thoughts to all our partners, colleagues, and the students you so tirelessly support.

With respect,
The Ci3T Strategic Leadership Team & Ci3T Research Team

Resources for Educators

[Teleteaching Tips for Educators: Designing for Success!](#)
[Teleteaching Tips for Educators: Implementing with Success!](#)
[Ci3T Blueprint A Primary \(Tier 1\) Plan Template for 2020-2021 Academic Year](#)
[Ci3T Integrated Lesson Plan Template](#)



Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps



Shift to a systems
level perspective

Thank you...
For Your Commitment

Internalizing

Externalizing

ED <1%

EBD 12-20%

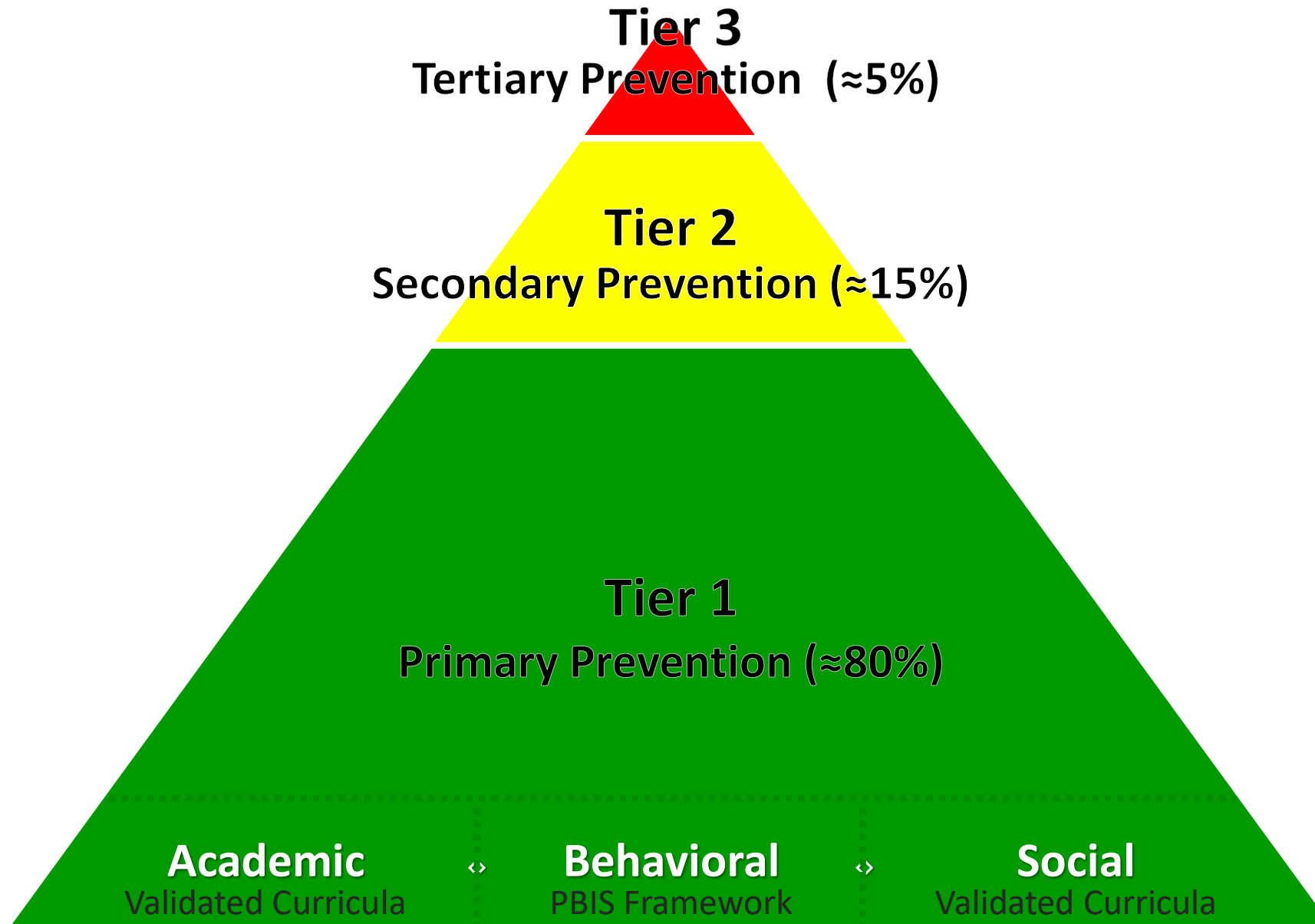
Agenda

- **Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention**
- The Role of Screening: Using Screening Data to Shape Instruction
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

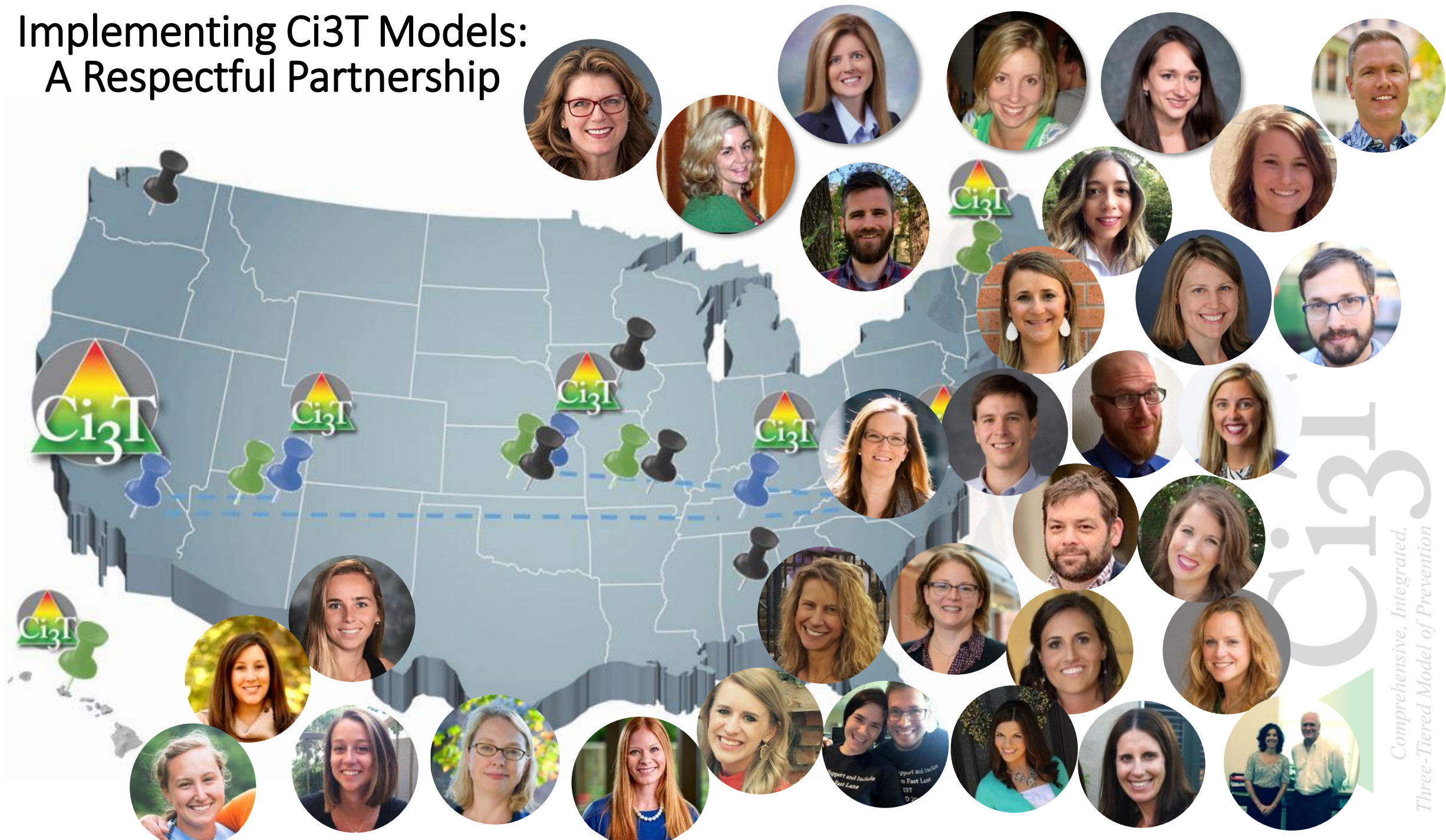


Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



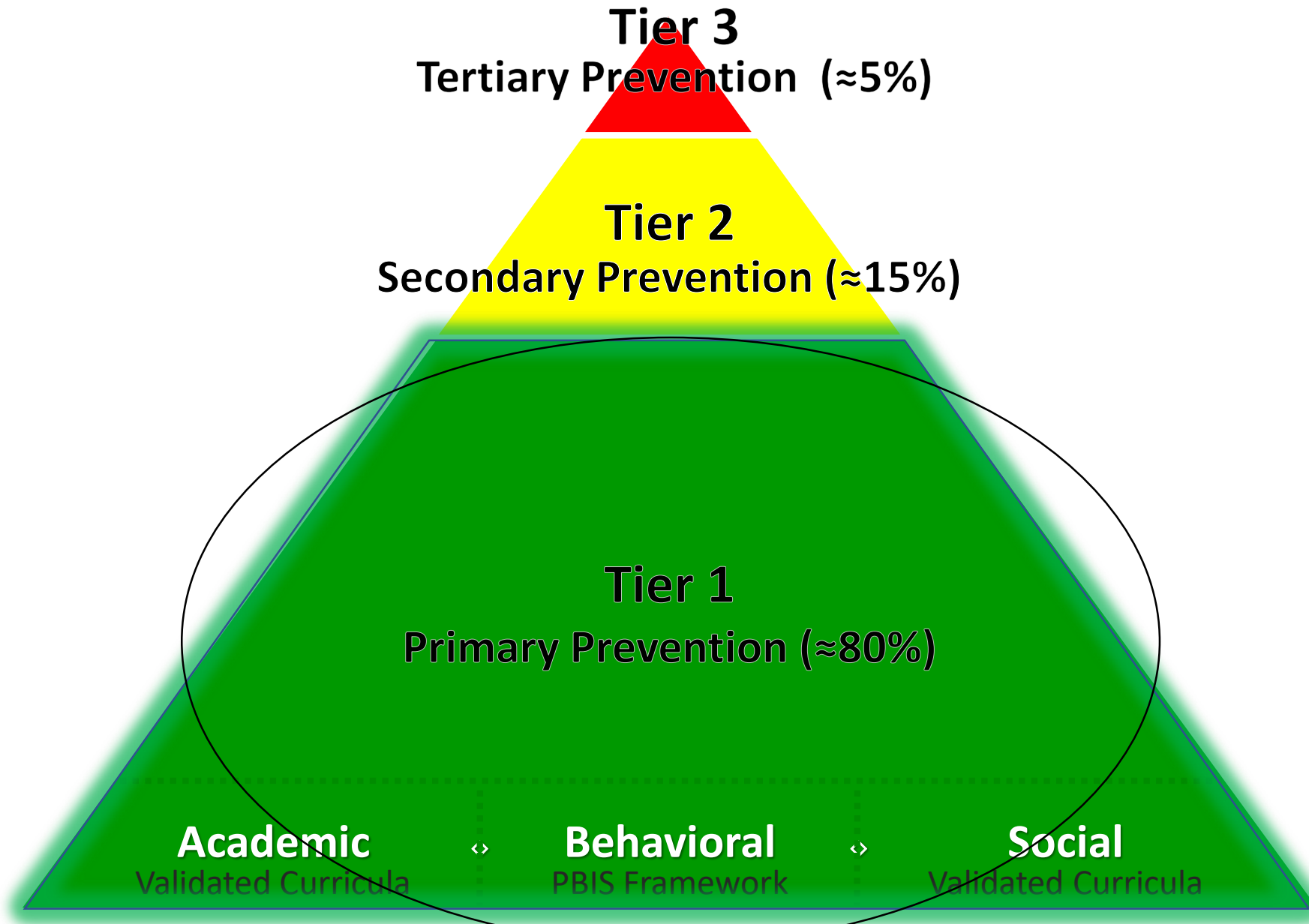
Implementing Ci3T Models: A Respectful Partnership



*Comprehensive, Integrated,
Three-Tiered Model of Prevention*

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



A Look at Procedures for Teaching at Tier 1

Procedures for Teaching

SECOND EDITION

De
School
to Prev
Learnin

Kathleen L
Wendy Peia Oak



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

- Make your choices
- Clean up your food
- Sit in your seat and wait your turn
- 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

- Participate in activities

- Listen to others in class

- 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

Mr. Allen

Social Component: Examples of Schoolwide Programs

Character Education

Positive Action

www.positiveaction.net

- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade
- Optional components:
 - site-wide climate development
 - drug education
 - bullying / conflict resolution
 - counselor, parent, and family classes
 - community/coalition components

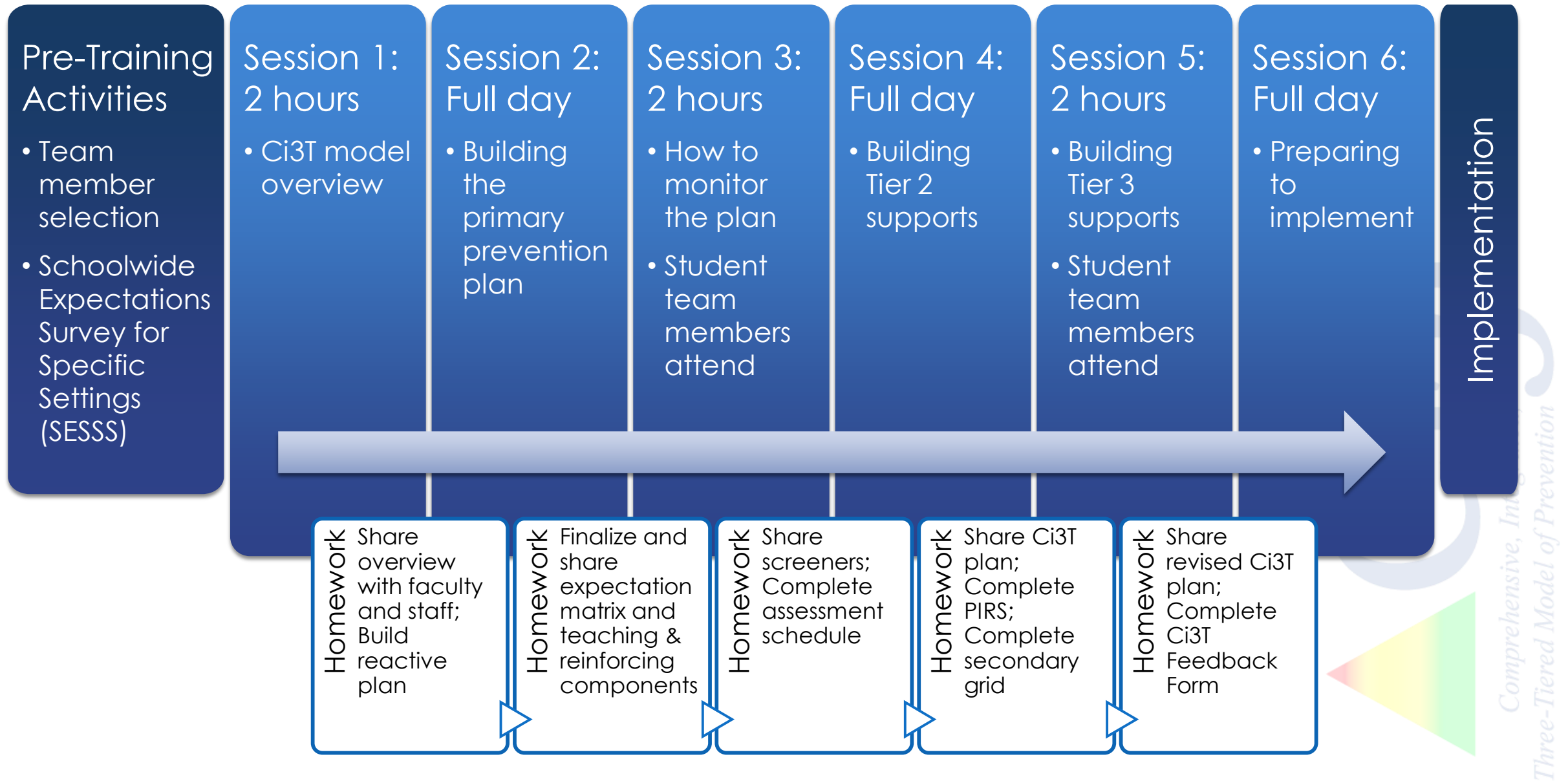
Social-emotional

Connect With Kids

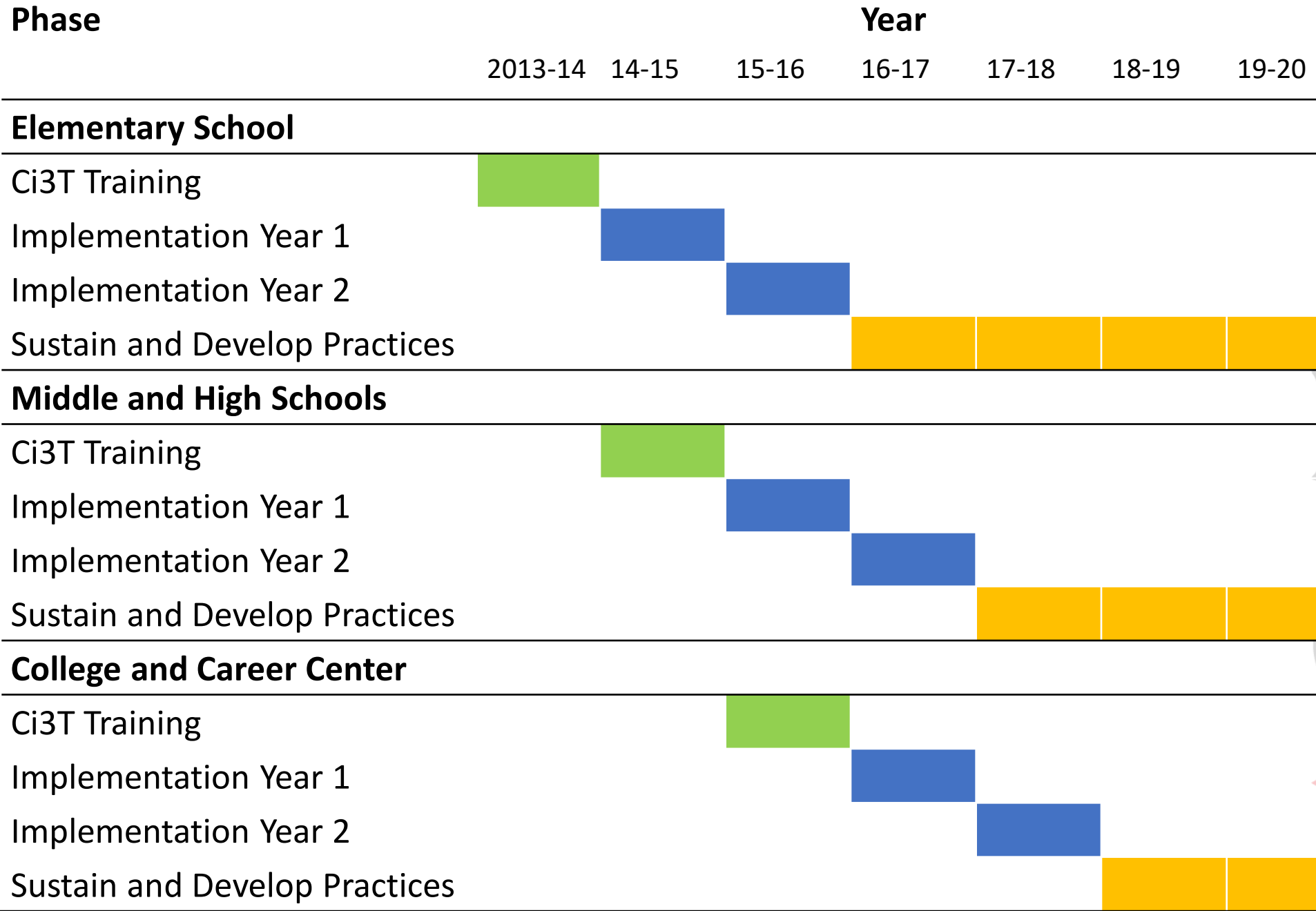
connectwithkids.com

- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and parent resources.
- Customizable units are:
 - Attendance and achievement
 - Bullying and violence prevention
 - Character and Life skills
 - Digital citizenship
 - Alcohol and drug prevention
 - Health and Wellness

Ci3T Professional Learning Series



Practitioner University Partnership ... Ci3T Training & Implementation





Highland Park Central Elementary
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Highland Park Central Elementary Ci3T Leadership Team Members:

Dr. Dana Jackson	Carla Togetherhoff
Brenda Hahn	Rene Appelham
Brenda Eckart	Tasha Koker
Christina Beers	Carol Condiey
Paula Nickerman	Jennifer Lutz-Michael
York Michael	



Pinkney Elementary School
2016 Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Pinkney Elementary Leadership Team Members:

Aimee Fleeman	Margaret Gray
Alex Cramer	Mark Buckman
Andrea Albright	Shanna Vassili
Carly Glenon	Sharon Daniels
Cindy Harrison	Tara Martin
Kristen Wondra	Teresa Hugbaf
Lynnie Kendrick	Volaurie Snider



Jardine Elementary School
Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Jardine Elementary Ci3T Leadership Team Members:

Angela Soper	Regan Baxter	Nick Grummett
Kim Simmons	Bridget Stegman	Lindsey Noonan
Rhonda Beckett	Tanna Cornell	Kim Hunter
Cori Hare	Jason Meyer	



Shaftsbury Elementary
School Year 2016-2017
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Shaftsbury Elementary Leadership Team Members:

Jeff Johnson	Elena Cochran
Betsy Madison	Kathy Zemanick
Colette Klein	



Highland Park High School
Year 2019-2020
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Highland Park High School Ci3T Leadership Team Members:

Jeni Hector	Ryan Arnold
Cary Sauer	Dr. Shana Perry
Celeste Roizzo	Ben Byers



Monument Elementary
School Year 2016-2017
Implementation Manual
Comprehensive, Integrated, Three-Tiered
Model of Prevention

Plan Designed by the Monument Elementary Leadership Team Members:

Meridy Capella	Donna Cauley
Carrie Gardner	Christopher Lane

Erin Trawick
Ci3T Model of Prevention Implementation Manual



State Street Elementary
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention



Lawrence High School
Implementation Manual 2015-2016
Three-Tiered System of Supports:
Comprehensive, Integrated, Three-Tiered
(Ci3T) Model of Prevention

Plan Designed by Lawrence High School Leadership Team Members:

Matt Brungardt	Bill DeWitt
Cherri Drake	Greg Farley
Jose Cornejo	Shannon Wilson
	Stephanie Magnuson



Ci3T Primary Plan: Roles and Responsibilities

____ 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) <i>List programs</i> (2) (3)	Area II: Behavior Responsibilities Faculty and Staff: Teach setting lessons according to school schedule:	Area III: Social Skills Responsibilities Faculty and Staff: Teach core program(s) with fidelity: (1) <i>List programs</i> Number of Lessons: How often: How long:

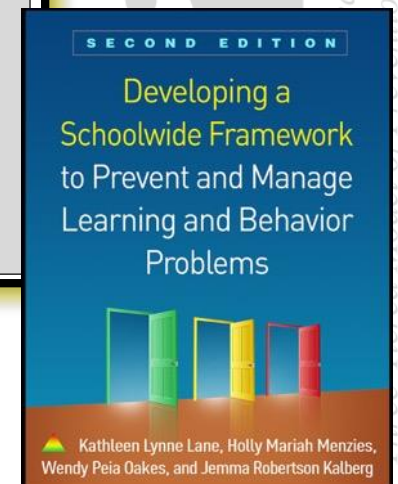
all stakeholder groups

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

SAMPLE Elementary School	
Mission Statement	The mission of Sample environment for students' learning potential.
Purpose Statement	The purpose of Sample through instruction and development, and social community priorities.
	2020 – 2021 The purpose of Sample the school's mission through the arts, social and emotional and community priorities.
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Give Best Effort *see Expectation Matrix
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> Be at school on time and stay all day. Access and use resources to be organized. Complete and turn work in at a timely manner. Communicate with teachers and parents. Participate in district core instruction and learning opportunities. Actively participate in class activities and be persistent in the face of challenge. Participate in: 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> Meet school-wide expectations in the Expectation Matrix. Use strategies learned from expectation setting lessons to prevent conflict and identify and manage emotions. Take responsibility for the effect on others. Tell an adult about behaviors. Ask an adult when you need help.

School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. see Expectation Matrix [revisit for 2020-2021 school year and consider adding a remote learning setting]	
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> 	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none">
Continued Learning* <i>(*continued learning indicates expectations for when school buildings are closed for some or all students; please edit the title as appropriate for your state)</i>	Continued Learning	Continued Learning

peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org)

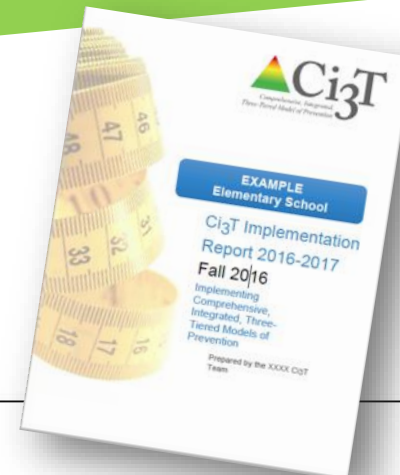


Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Use district mandated curriculum and instructional resources in the classroom. <ul style="list-style-type: none"> ◦ Math 90-minute lessons • Provide 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. • Foster a positive learning environment. • Implement the reactive plan consistently with fidelity. • Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> ◦ Praise students meeting expectations first ◦ Redirect student who are struggling ◦ Reteach expectations ◦ Allow student to complete work independently • Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy. • Follow guidelines on flow chart <ul style="list-style-type: none"> • Enter behavior data on Skyward on same day as incident • Communicate with parents about problem solving worksheets 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Implement the Positive Behavioral Interventions and Strategies (PBIS) framework. • Provide 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. • Foster a positive learning environment. • Implement the reactive plan consistently with fidelity. • Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> ◦ Praise students meeting expectations first ◦ Redirect student who are struggling ◦ Reteach expectations ◦ Allow student to complete work independently • Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy. • Follow guidelines on flow chart <ul style="list-style-type: none"> • Enter behavior data on Skyward on same day as incident • Communicate with parents about problem solving worksheets 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Teach weekly Positive Action lessons. <ul style="list-style-type: none"> ◦ One 20 minute lesson per week teacher lead ◦ One 45 minute lesson every other week co-taught by teacher and counselor • Model social skills expected of students. <ul style="list-style-type: none"> ◦ Use behavior specific praise • Maintain open lines of communication with students and parents/guardians. • Seek ways to involve parents/guardians in the process.

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring



Planning for an Integrated Approach

Integrated Lesson Plan										
Topic						<div style="border: 2px solid blue; padding: 5px; text-align: center;"> Active Supervision Behavior Specific Praise High-P Request Sequence Instructional Choice Instructional Feedback Opportunities to Respond Precorrection </div>				
Standards										
Core Lesson Elements		Tier 1 (for all)				Equitable Access and Inclusion				
						<u>Differentiated Objectives</u>				
Academic Objective(s)										
Social Skills Objective(s)										
Behavioral Expectation(s)										
Teacher Reflection										
Implementation: 0=not at all, 1=limited, 2=partial, 3=full										
Active Supervision (AS)		Behavior Specific Praise (BSP)		High-P Request Sequence (HPRS)		Instructional Choice (IC)		Instructional Feedback (IF)		Opportunities to Respond (OTR)
0 1 2 3		0 1 2 3		0 1 2 3		0 1 2 3		0 1 2 3		0 1 2 3
Met individual student plan for academic, social skill, and behavior objectives?						<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">BSP</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">IC</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">IF</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">OTR</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">AS</div> </div>				
What went well?						<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">Choice</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">Precorrection</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">Active Supervision</div> </div>				
What did not go as expected?										
What would I change in the future?										

As you know Sunflower elementary uses a framework for integrating our academics, behavior and social-emotional learning. This is what we refer to as our Ci3t plan. Below you will find a video that is designed to help families set up for success with home learning. I have also attached a couple of files referenced in the video that you may want to use in creating a schedule and expectations at home. I have also put a picture of our school matrix so you can use some common language if you would like to create one for home. Remember we do our BEST in all locations, including our home classrooms!

As always it is an honor to serve as the principal of Sunflower Elementary.
Melissa Blevins



Ci3T
+ENHANCE

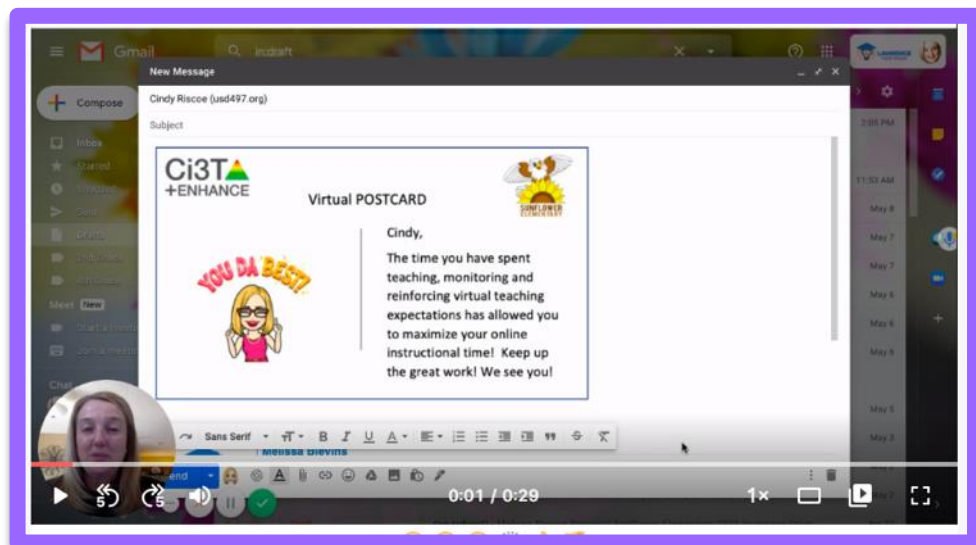
Virtual POSTCARD



Happy Teacher Appreciate Week!
We have enjoyed our time together
during the professional learning
sessions and thank you for our input
on the resources. We are thankful
to be able to collaborate with such
amazing educators!
Ci3T Team

Dear: SFES Ci3T Leadership Team

This card is being sent to you to
acknowledge your dedication in
supporting your students,
colleagues, and families!












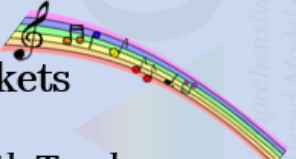


Virtual Learning Incentives

FREE Incentives:

- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc.
(check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student's name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)

Personalized stickers in See Saw (2nd grade has been using this)

<u>Virtual Class Reward Menu</u>	
 5 Tickets  <ul style="list-style-type: none">○ Show and Tell○ Hat Day	 20 Tickets  <ul style="list-style-type: none">○ Legos○ Art Time with Teachers
 10 Tickets  <ul style="list-style-type: none">○ Pick a Go Noodle○ Read Aloud to the class	 25 Tickets  <ul style="list-style-type: none">○ Take the class on a virtual field trip
 15 Tickets  <ul style="list-style-type: none">○ Lunch with Teachers○ PJ Day	 30 Tickets  <ul style="list-style-type: none">○ Exercise with Teachers○ Music with Teachers

Adapted and shared with permission from a district partner

Social Validity



Treatment Integrity



Systematic Screening

Academic

Behavior

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Secondary (Tier 2) Intervention Grids

Tier 1
Primary Prevention (≈80%)



Secondary Intervention Grid				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Homework Club	Students who need support in one or more academic content areas meet with tutor teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	Academic -Students failing two or more classes as determined by progress reports Behavior -Learning behaviors targeted for growth on progress reports	Student measures Weekly progress reports for all subject areas homework completion Treatment integrity: Tutors keep records of attendance including activities attempted/ completed during club time Social validity: Student-completed survey	Passing grades AND all assignments completed at next grading period
BEP (Check-In, Check-Out)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide CBT model expectations.	Behavior: -Moderate or high risk on the SRSS-IE -Two or more office discipline referrals in a given quarter	Student measures Daily progress reports Treatment integrity: Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity: Pre- and post-surveys: teacher (RR-15) student (CIRP)	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals
Lunch Bunch Social Skills Club	Identified students meet with counselors twice per week during lunch for 40 min. During sessions, the counselor leads social skills lessons (including explicit instruction, modeling, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSIS Classroom Instruction.	Social -Four office discipline referrals related to negative social interaction on the playground during the first quarter of the year Counseling referral by parents or teachers for social difficulties (followed up with the SSIS-Rating Scale)	Student measures No counseling referrals for two weeks. Intern in school psychology assesses the number of positive social interactions and playground Treatment integrity: Counselor keeps record of attendance, including topics of discussion and level of participation by each student Social validity: Student-completed survey	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals Completion of curriculum lessons
Instructional Choice	Instructional choice includes interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	Behavior: -SRSS-IE moderate or high risk Academic -Missing assignments > 10% in a class And/or -Poor work completion on report card (needs improvement)	Student measures -Academic engaged time -Percentage of work completed -Work accuracy Treatment Integrity: Component Checklist Social Validity: Student-completed survey	Student scores in low risk in SRSS-IE Students missing < 5% of assignments and satisfactory on report card
Behavior Contracts	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-IE moderate to high risk Academic -2 or more missing assignments within a grading period	Student measures -Work completion OR -Other behavior addressed in contract Treatment Integrity: component checklist Social Validity: Student-completed survey	Successful Completion of behavior contract
Self-monitoring	Strategy in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/accuracy), academic behavior, or other target behavior.	Behavior: -SRSS-IE moderate to high risk Academic -1 or more course failure; OR -Low work completion or engagement on Progress Report	Student measures -Work completion AND -Accuracy in the academic area of concern Treatment Integrity: Component checklist Social Validity: Student-completed survey	Passing grade on progress report or report card in the academic area of concern

Curricula

Behavioral
PBIS Framework

Social
Validated Curricula

Comprehensive, Integrated,
Three-Tiered Model of Prevention

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tertiary (Tier 3) Intervention Grids

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, parent, student; and direct observation of the target behavior; SSIS Rating System Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupis, & Lane, 2007) The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction	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 -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains 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: alphabets and reading fluency.	Academic reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer Interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target Treatment integrity: Daily checklist completed 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 once exited.

Tier 1
Primary Prevention (≈80%)

Behavioral
PBIS Framework

Social
Validated Curricula

Implementation Science

Adapted from Fixsen & Blasé, 2005

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)

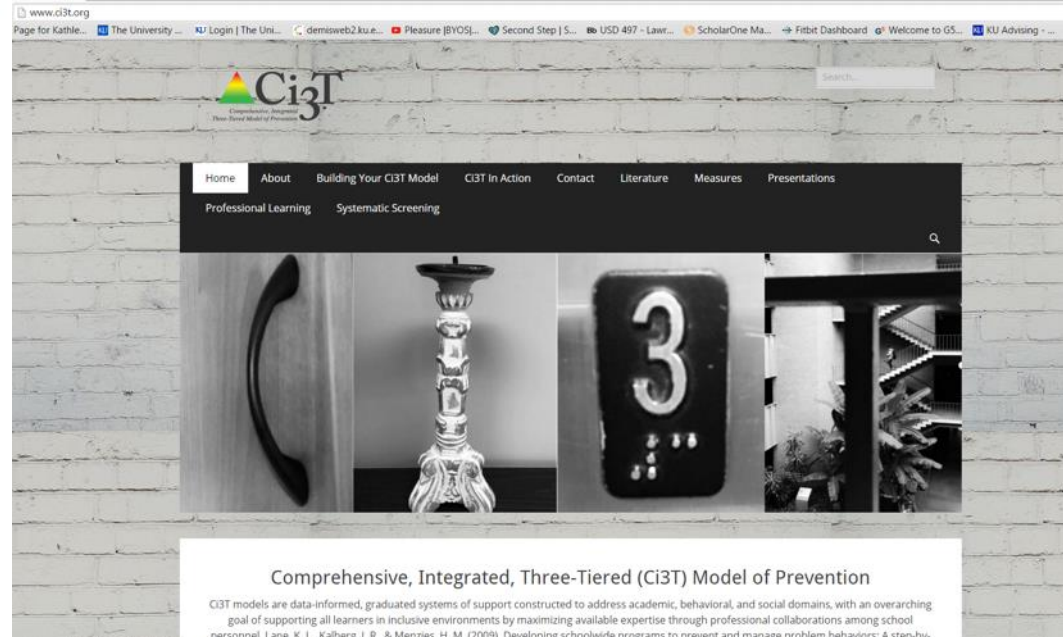
Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)





00:00

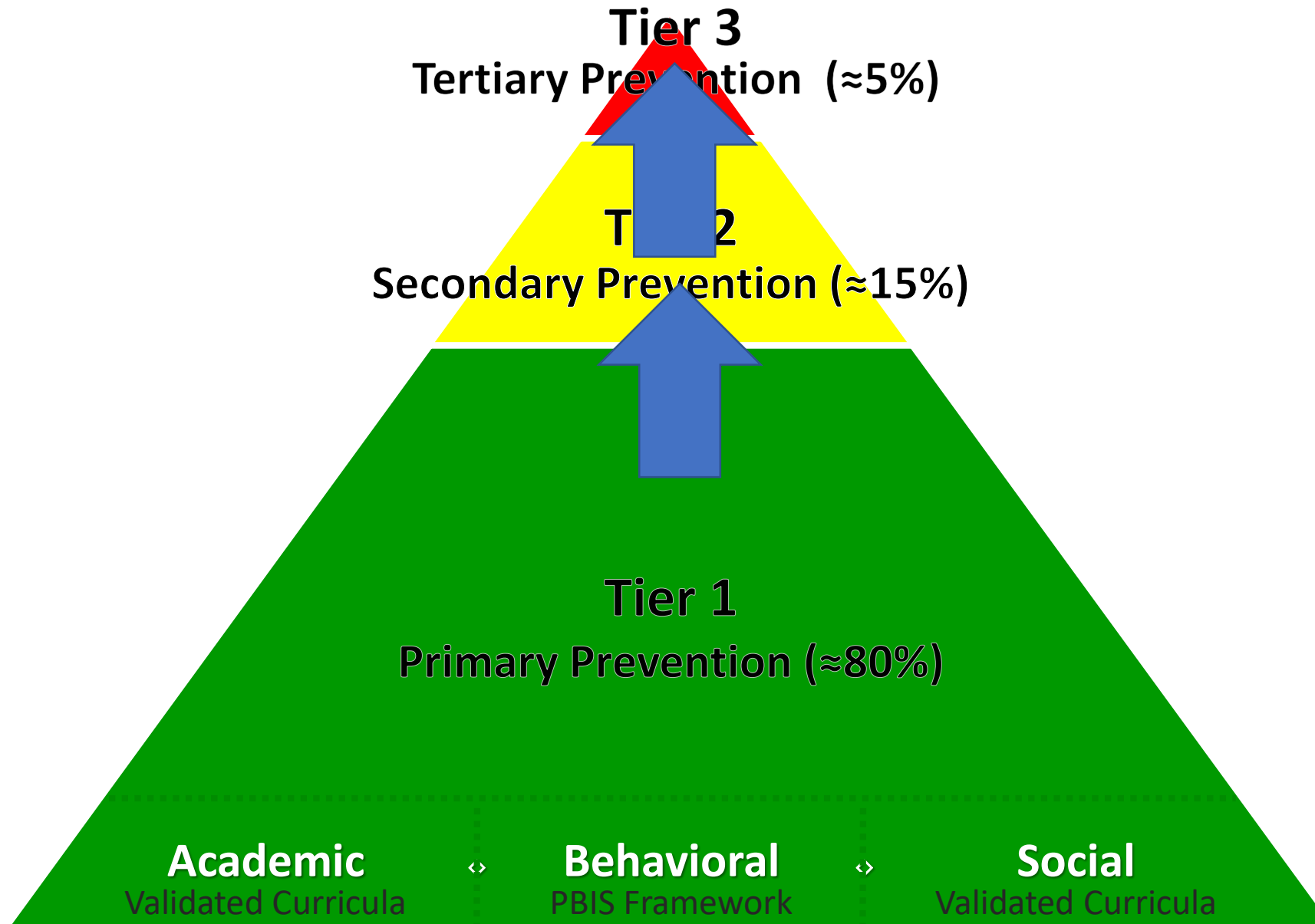
Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **The Role of Screening: Using Screening Data to Shape Instruction**
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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														
2	TEACHER NAME:			ELEMENTARY USE														
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	Sly; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-IE 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

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:			<p>Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.</p> <p>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.</p>														
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	112341	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

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:

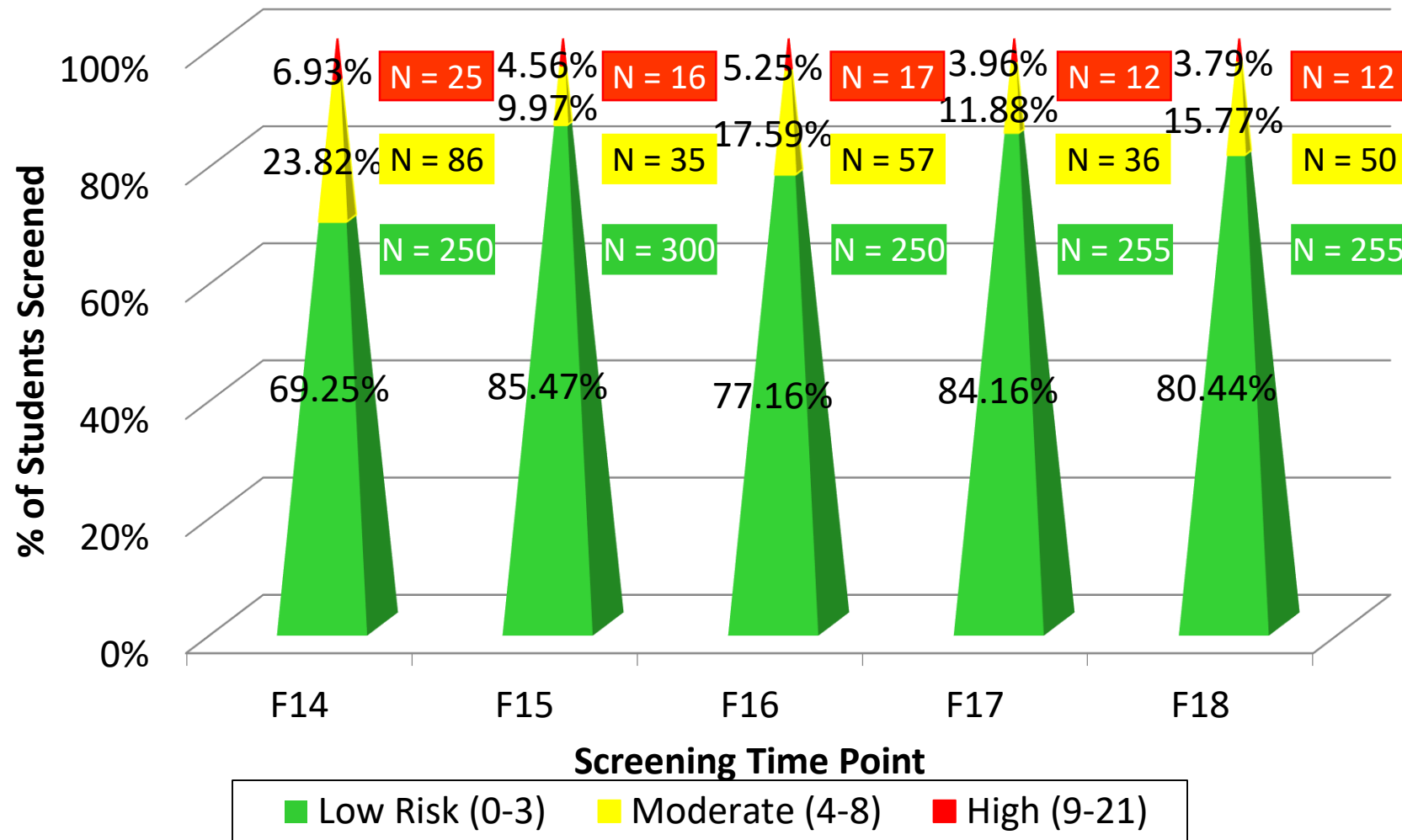
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 159-170.

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

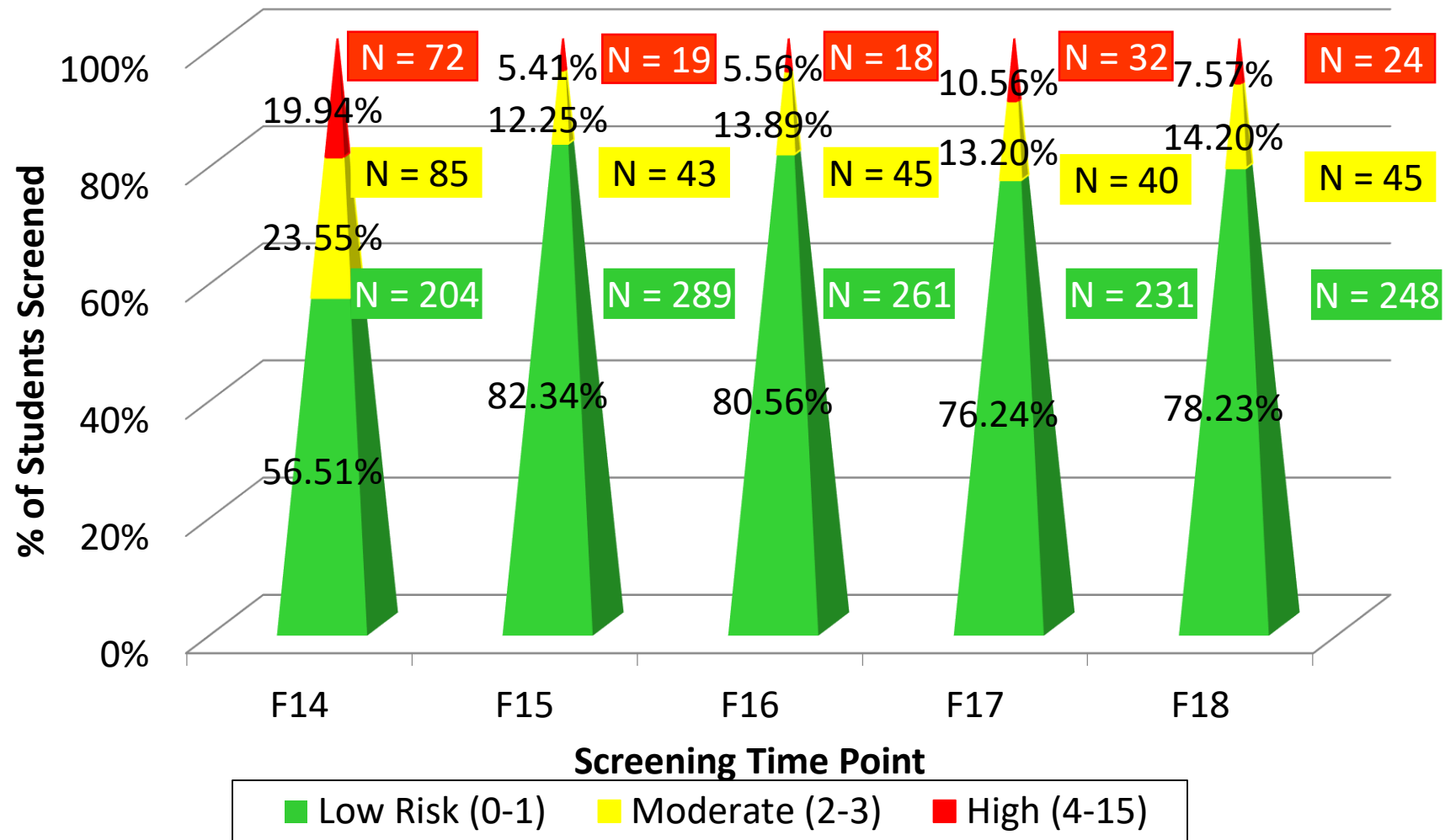
Sample Elementary School Fall

SRSS-E7 (externalizing) Results – All Students



Sample Elementary School Fall

SRSS-I5 (internalizing) Results – All Students

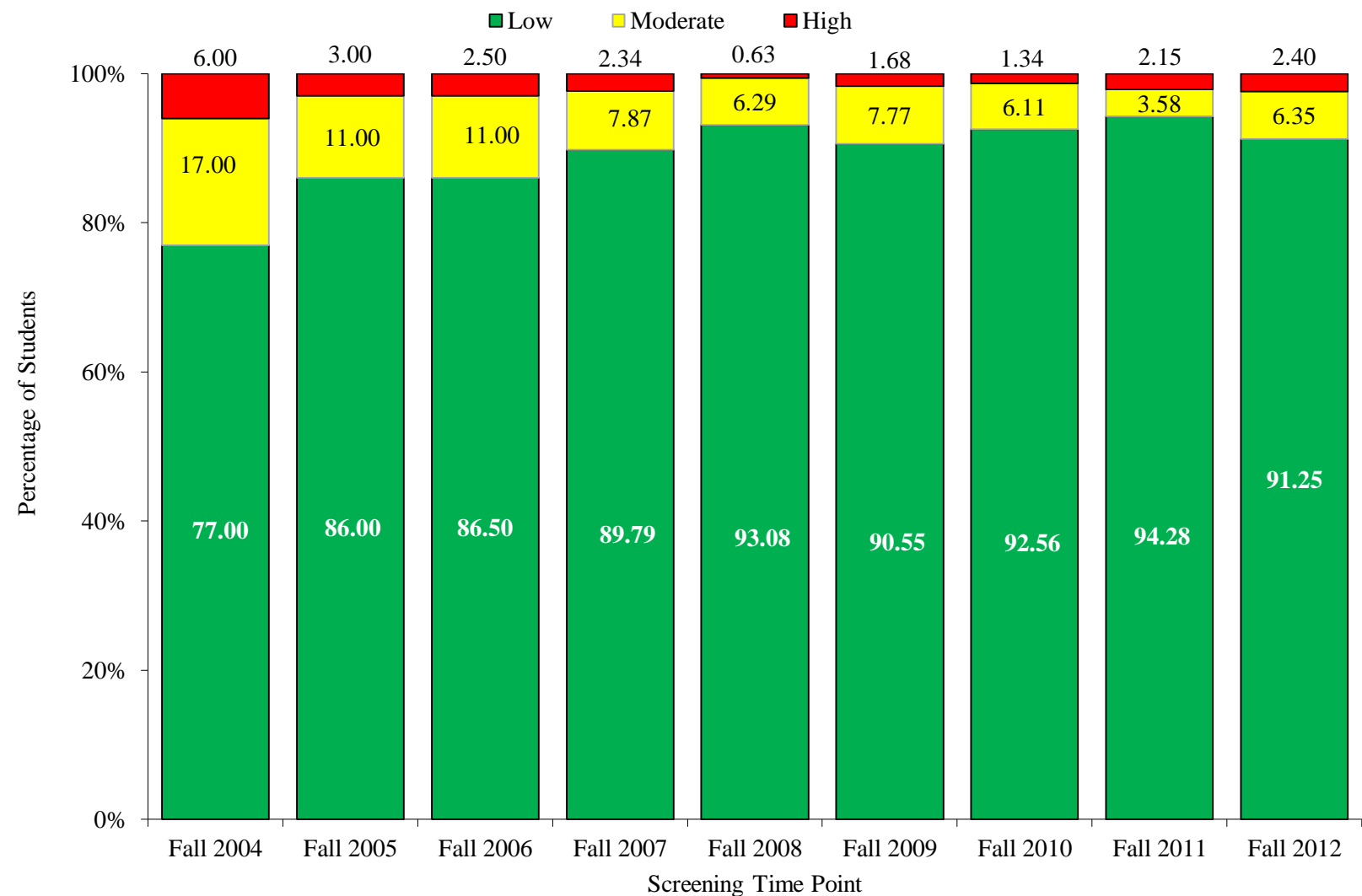


Fall 2018

SRSS-Externalizing Results: Grade level

Grade Level	<i>N</i> Screened	Low <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
K	58	51 (87.93%)	6 (10.34%)	1 (1.72%)
1 st	52	40 (76.92%)	8 (15.38%)	4 (7.69%)
2 nd	61	51 (83.61%)	6 (9.84%)	4 (6.56%)

Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure*, 58, 143-158. doi: 10.1080/1045988X.2014.893978 [Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.]

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

Variable	Risk			Significance Testing
	Low	Moderate	High	
	(<i>n</i> = 422) <i>M</i> (<i>SD</i>)	(<i>n</i> = 51) <i>M</i> (<i>SD</i>)	(<i>n</i> = 12) <i>M</i> (<i>SD</i>)	
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, Parks, Kalberg, & Carter, 2007)

Screening Data: High School Yrs1-3

Fall- SRSSIE-I	Low	Moderate	High		Fall- SRSSIE-E	Low	Moderate	High
2016	80.28%	10.36%	9.36%		2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%		2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%		2018	92.22%	6.20%	1.58%
WTR-SRSSIE-I	Low	Moderate	High		WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%		2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%		2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%		2018	88.79%	8.52%	2.69%



Systematic Screening

Systematic Screening

Introduction to Systematic Screening

CI3T Comprehensive Integrated Three-Tiered Model of Prevention

Systematic Screening Introduction to the Series

Intro to Systematic Screening TRANSCRIPT

Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs.

Watch more videos about [systematic screening](#), [screening logistics](#), and [screening protocols](#).

SCREENING TOOLS

SCREENING PROTOCOLS

STUDENT RISK SCREENING SCALE - INTERNALIZING AND EXTERNALIZING (SRSS-IE)
SCREENING PROTOCOL EXAMPLE



SRSS-IE



The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) – is an adapted version of the SRSS (Drummond, 1994) and is available free-access. The SRSS-IE modifies the original 7-item SRSS with the inclusion of 5 new items characteristics of internalizing behaviors. The SRSS-IE includes the original seven items and the new five items with all items rated on the same 4-point Likert-type scale: *never* = 0, *occasionally* = 1, *sometimes* = 2, *frequently* = 3. For more information on the new secondary level (middle and high school) preliminary cut scores, please consider reading the [SRSS-IE MS HS Brief](#).

Items include the original 7 items (1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; and (7) aggressive behavior, and newly added and retained items (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; and (12) lonely.

We encourage you to read the following articles to learn more about how to use the SRSS-IE at elementary as well as middle and high schools.

Note. The following preliminary cut scores are now available for the SRSS-I (elementary: SRSS-I5, middle and high: SRSS-I6). Please note the item peer rejection is included in the SRSS-E7 and SRSS-I6 when used at the middle and high school level. The two subscale scores are used for decision making.

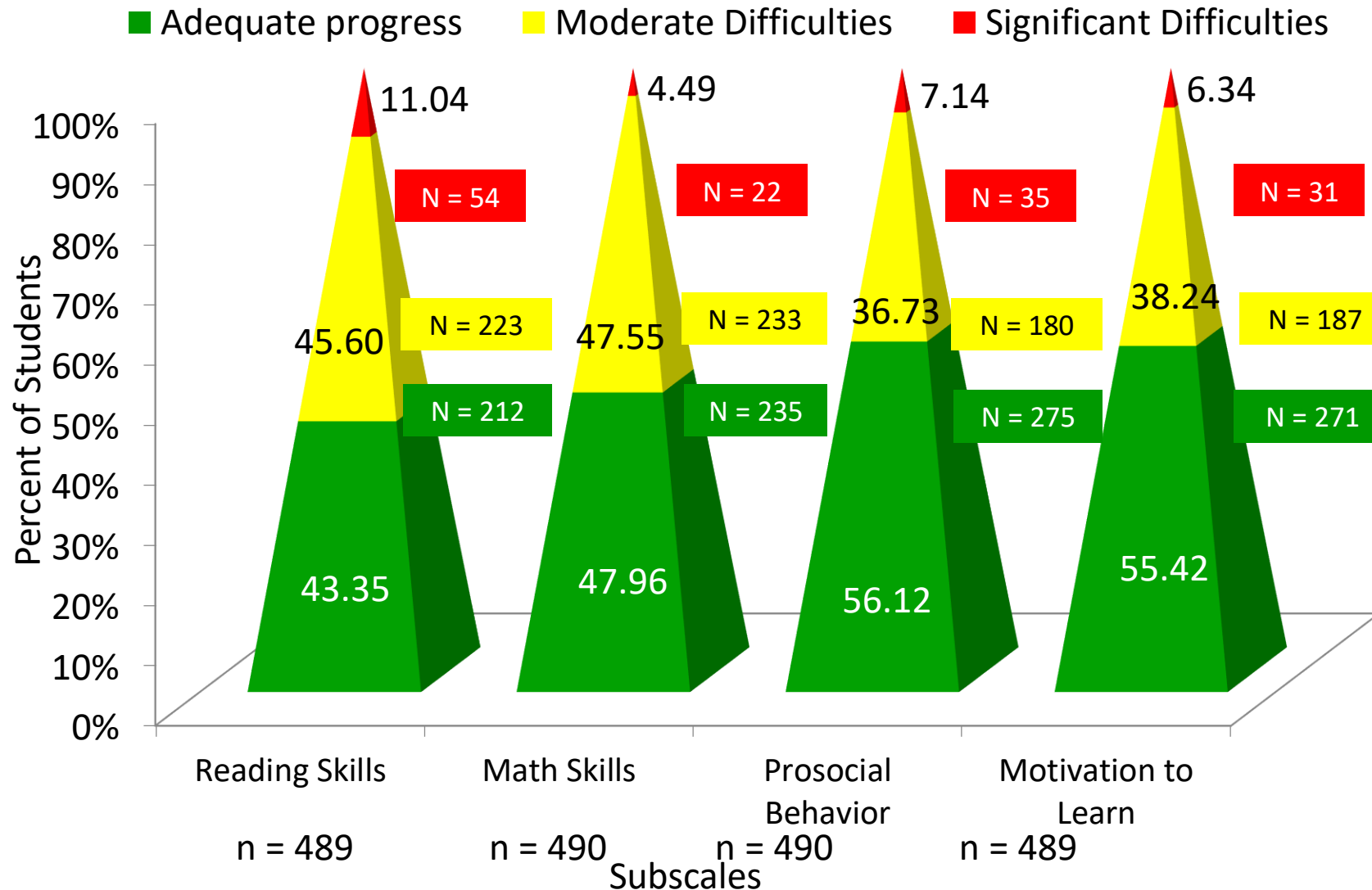
ELEMENTARY SCHOOL		MIDDLE AND HIGH SCHOOL	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely	(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely
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

Agenda

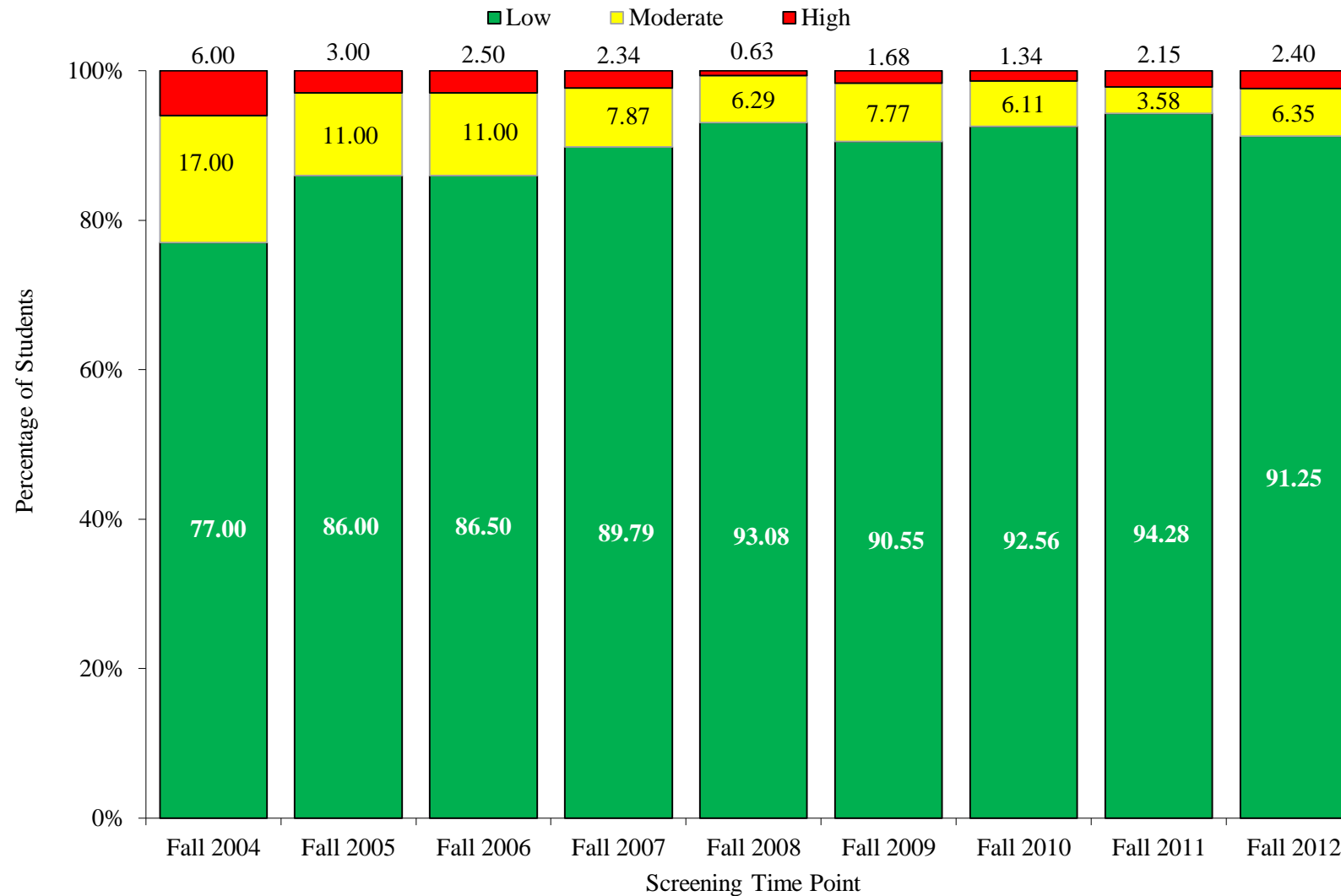
- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **The Role of Screening: Using Screening Data to Shape Instruction**
 - **At Tier 1: Primary Preventions Efforts**
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps



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



Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M., (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention. *Preventing School Failure*, 58, 143-158. doi: 10.1080/1045988X.2014.893978 [Figure 4. Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.]



Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **The Role of Screening: Using Screening Data to Shape Instruction**
 - At Tier 1: Primary Preventions Efforts
 - **At all Tiers: Teacher-delivered Strategies**
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

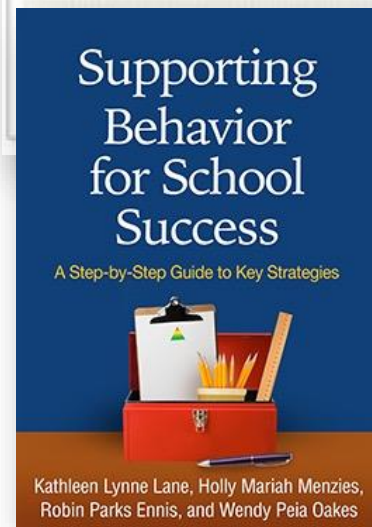


Examining Academic and Behavioral Data: Elementary School Level

TEACHER NAME		R. Collins							
Date: December 2014									
		1 Average or Above		0-3 Low	0-1 Low	0-1 Low			
		2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate			
		3 Well Below Average		9-21 High	4-15 High	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	8	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	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.

Low-Intensity Strategies



Opportunities to Respond

Behavior Specific Praise

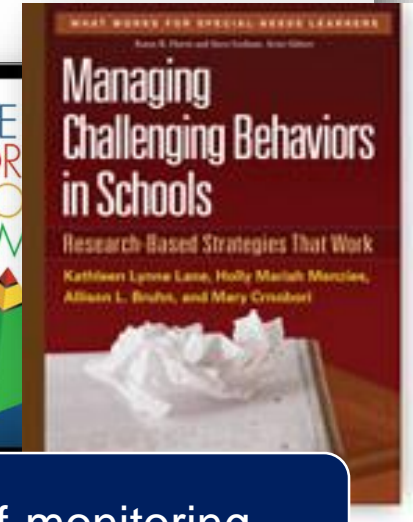
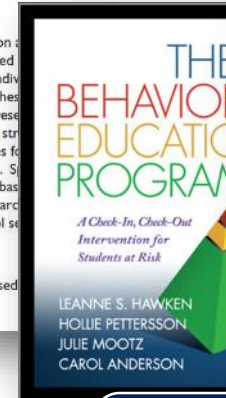
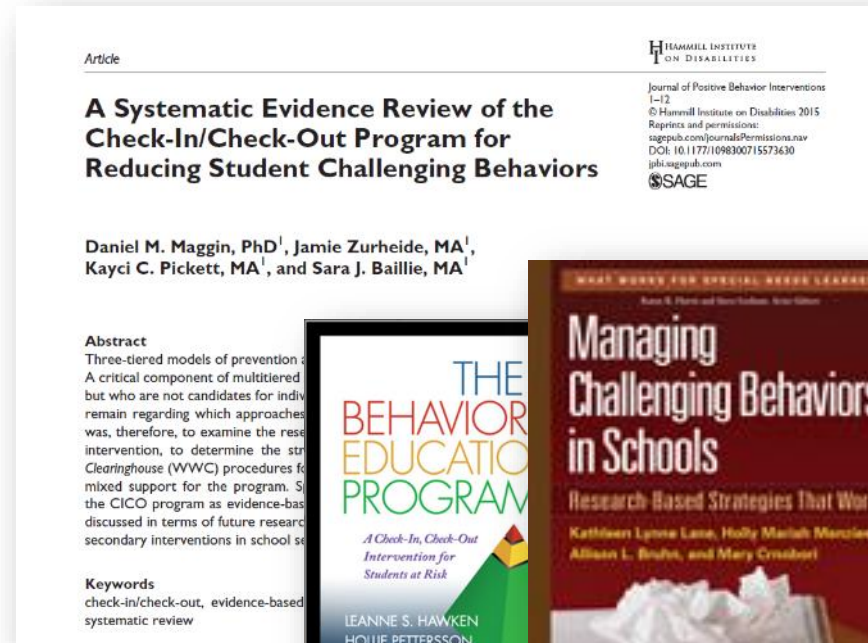
Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice



Self-monitoring

Behavior Contracts

Getting Ready for 2020-2021!

2020-2021 Professional Learning Opportunities

EMPOWER Sessions now have space for 200 people on Zoom!

These five 2-hour stand-alone sessions will be held from 5:00-7:00 PM central time.

Kansas

Location: Zoom

Information: See [flyer](#) below

Registration: Please click links in [flyer](#).



EMPOWER Session Resources

- 🔌 EMPOWER Session 1 +
- 🔌 EMPOWER Session 2 +
- 🔌 EMPOWER Session 3 +
- 🔌 EMPOWER Session 4 +

Hawai'i

Location: Zoom and HI DOE OSSS

Information: See [flyer](#) below

Registration: [Click to register](#)



KUALIMA Session Resources

- 📄 KUALIMA Session 1 +
- 📄 KUALIMA Session 2 +
- 📄 KUALIMA Session 3 +
- 📄 KUALIMA Session 4 +

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 +
- ▼ Self-Monitoring +

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 of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

More interventions will be added each month during 2015-2016.

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

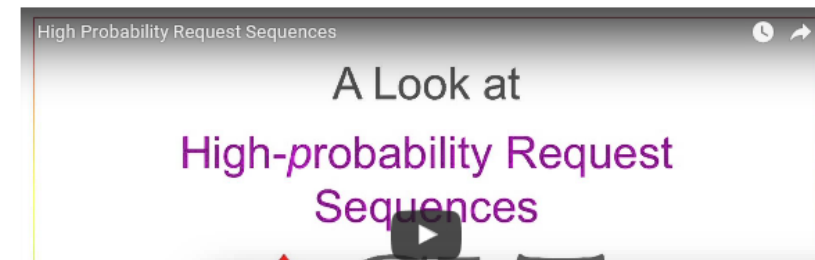


Check-in/Check-out, also referred to as the Behavior Education Program (BEP; Crone et al., 2011), is a low-intensity intervention that can be used as a support for students who require additional structure to meet school-wide behavior expectations. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Report (DPR) as a scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, access to adult support, and instructional feedback on the student's behavior throughout the day and positive reinforcement for behavioral successes (Lane, Capizzi, & Colvin, 2010).

[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
- Social validity: student forms
- Social validity: student forms
- Social validity: adult forms
- Social validity: adult forms

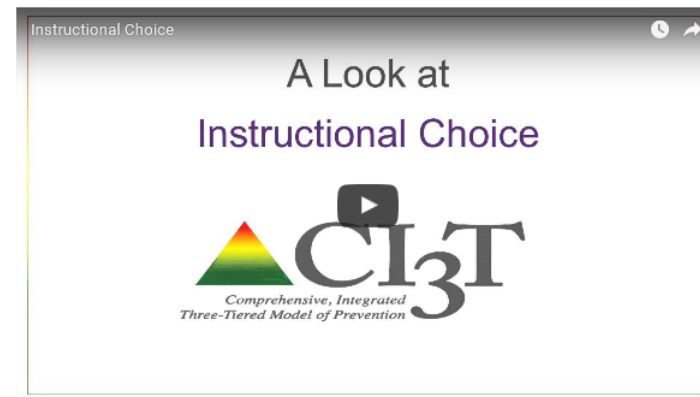
HIGH-PROBABILITY REQUEST SEQUENCE (HIGH-P) (POSTED November 03, 2016)



INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)



INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)



[Instructional Choice TRANSCRIPT](#)

ci3t.org
Professional Learning tab

Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- **The Role of Screening: Using Screening Data to Shape Instruction**
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - **At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts**
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Secondary (Tier 2) Intervention Grids

Tier 1
Primary Prevention (≈80%)

Comprehensive, Integrated,
Three-Tiered Model of Prevention

Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Homework Club	Students who need support in one or more academic content areas meet with tutor teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	Academic -Students failing two or more classes as determined by progress reports Behavior -Learning behaviors targeted for growth on progress reports	Student measures Weekly progress reports for all subject areas homework completion Treatment integrity: Tutors keep records of attendance including activities attempted/ completed during club time Social validity: Student-completed survey	Passing grades AND all assignments completed at next grading period
BEP (Check-In, Check-Out)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide CBT model expectations.	Behavior: -Moderate or high risk on the SRSS-IE -Two or more office discipline referrals in a given quarter	Student measures Daily progress reports Treatment integrity: Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity: Pre- and post-surveys: teacher (RR-15) student (CIRP)	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals
Lunch Bunch Social Skills Club	Identified students meet with counselors twice per week during lunch for 40 min. During sessions, the counselor leads social skills lessons (including explicit instruction, modeling, and opportunities to practice) with student participants. Specific skill sets corresponding schoolwide lessons from the SSIS Classroom Instruction.	Social -Four office discipline referrals related to negative social interaction on the playground during the first quarter of the year Counseling referral by parents or teachers for social difficulties (followed up with the SSIS-Rating Scale)	Student measures No counseling referrals for two weeks. Intern in school psychology assesses the number of positive social interactions and playground Treatment integrity: Counselor keeps record of attendance, including topics of discussion and level of participation by each student Social validity: Student-completed survey	Low risk on the SRSS-IE at the next screening period and 1 month without office discipline referrals Completion of curriculum lessons
Instructional Choice	Instructional choice includes interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	Behavior: -SRSS-IE moderate or high risk Academic -Missing assignments > 10% in a class And/or -Poor work completion on report card (needs improvement)	Student measures -SRSS-IE moderate -Percentage of work completed -Work accuracy Treatment Integrity: Component Checklist Social Validity: Student-completed survey	Student scores in low risk in SRSS-IE Students missing < 5% of assignments and satisfactory on report card
Behavior Contracts	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-IE moderate to high risk Academic -2 or more missing assignments within a grading period	Student measures -Work completion OR -Other behavior addressed in contract Treatment Integrity: component checklist Social Validity: Student-completed survey	Successful Completion of behavior contract
Self-monitoring	Strategy in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/accuracy), academic behavior, or other target behavior.	Behavior: -SRSS-IE moderate to high risk Academic -1 or more course failure; OR -Low work completion or engagement on Progress Report	Student measures -Work completion AND -Accuracy in the academic area of concern Treatment Integrity: Component checklist Social Validity: Student-completed survey	Passing grade on progress report or report card in the academic area of concern

Academic
Curricula


Behavioral
PBIS Framework

Social
Validated Curricula



Secondary (Level 2) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <input type="checkbox"/> Skyward: 2 or more missing assignments AND/ OR Academic: <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Implementation & treatment integrity checklist	SRSS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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


Search this site...

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 Systematic Screening

Functional Assessment-Based Interventions

 **Ci3T: FABI**
Comprehensive, Integrated, Three-Tiered Model of Prevention: A Focus on Functional Assessment-Based Interventions

Functional Assessment-Based Interventions
(FABI; Umbreit, Ferro, Liaupsin & Lane, 2007):
A systematic approach to coordinating the functional behavior assessment (FBA) and behavior intervention plan (BIP).

FABI Quicklinks
[Video Modules](#)
[Implementation Materials](#)

Resources

- [Introduction \(PDF\)](#)
- [PowerPoint Presentation \(MS-Pow\)](#)
- [Intervention grid \(PDF or MS-Word\)](#)

Video 1: Functional Assessment-based Interventions



FABI Welcome TRANSCRIPT

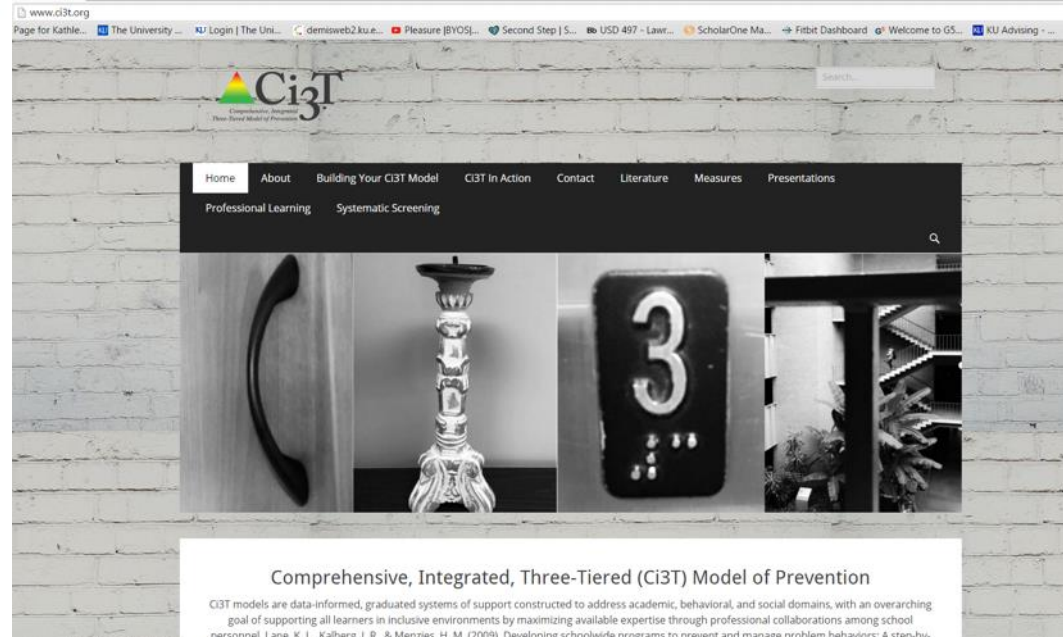
This brief video introduces viewers to the functional assessment-based intervention model developed by Umbreit, Ferro, Liaupsin and Lane (2007) and resources available on Ci3T.org.

Implementation Materials

The functional assessment-based intervention model employs a systematic approach to designing, implementing, and evaluating functional assessment based procedures developed by Umbreit, Ferro, Liaupsin, and Lane (2007). These free-access resources are offered to support your implementation efforts. Learn more about Functional Assessment-based Interventions (FABI; Umbreit, Ferro, Liaupsin, & Lane, 2007) by watching these introductory videos on our FABI Video Modules page.

Download all documents for FABI, or download individual items:

- [FABI Step 1 Implementation Checklist \(MS-Word\)](#)
- [FABI Step 2 Implementation Checklist \(MS-Word\)](#)
- [FABI Step 3 Implementation Checklist \(MS-Word\)](#)
- [FABI Step 4 Implementation Checklist \(MS-Word\)](#)
- [FABI Step 5 Implementation Checklist \(MS-Word\)](#)
- [FABI HO A Universal Checklist \(MS-Word\)](#)
- [FABI HO 1 Referral Checklist \(MS-Word\)](#)
- [FABI HO 4 Teacher and Parent Interview \(MS-Word\)](#)
- [FABI HO 5 Target Behavior Template \(MS-Word\)](#)
- [FABI HO 6 FABI Planning Form \(MS-Word\)](#)
- [FABI HO 6.1 FABI Behavior Intervention Plan \(MS-Word\)](#)
- [FABI HO 8 ABC Data Collection Form \(MS-Word\)](#)
- [FABI HO 8.1 ABC Data Function Practice \(MS-Word\)](#)
- [FABI HO 9 Baseline Data Collection Momentary \(MS-Word\)](#)
- [FABI HO 10 Baseline Data Collection Event \(MS-Word\)](#)
- [FABI HO 11 Treatment Integrity Checklist \(MS-Word\)](#)
- [FABI HO 14 Ethics Checklist \(MS-Word\)](#)
- [FABI Summary Guide \(PDF\)](#)
- [FABI Summary Template \(MS-Excel\)](#)
- [FABI Process Guide Phase Change Component Checklist \(MS-Word\)](#)
- [FABI Process Guide: Visual Analysis: Guiding Questions for Phase Change Decision Making \(Video\)](#) (MS-PowerPoint show)
- [FABI Process Guide Target Replacement Behavior Checklist \(MS-Word\)](#)
- [Social validity: student forms \(PDF\)](#)
- [Social validity: student forms scoring overview PowerPoint.pptx \(MS-PowerPoint\)](#)
- [Social validity: student forms scoring guide \(PDF\)](#)
- [Social validity: student forms scoring tool.xlsx \(MS-Excel\)](#)
- [Social validity: adult forms \(PDF\)](#)
- [Resource Guide \(PDF\)](#)



00:00

Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- **Considerations for Screening PK-12 in the COVID-19 Era**
- Planning for Next Steps



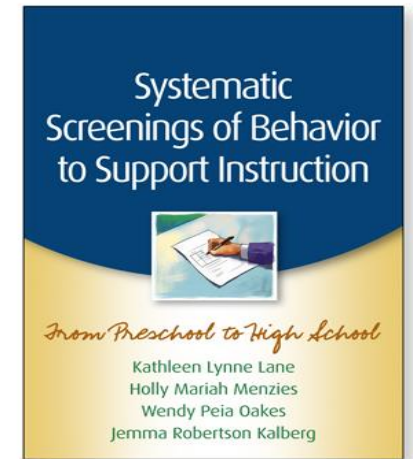
Considerations for Systematic Screening PK-12 in the COVID-19 Era



Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

Recommendations to Consider: Pre-COVID-19

- 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)

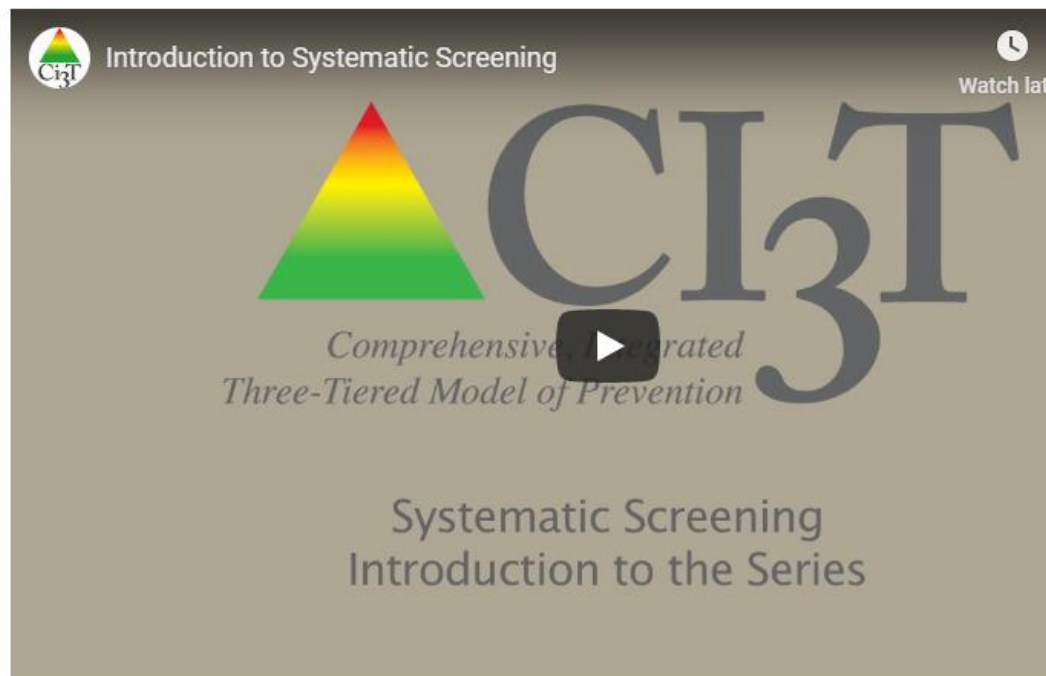


Recommendations to Consider: Screening in the COVID-19 Era

- Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities
- Recommendation 2: Use Multiple Sources of Data to Inform Instruction
- Recommendation 3: Screen Responsibly

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

Systematic Screening



Intro to Systematic Screening TRANSCRIPT

Similar to data from academic screening tools, data from universal behavior screening tools

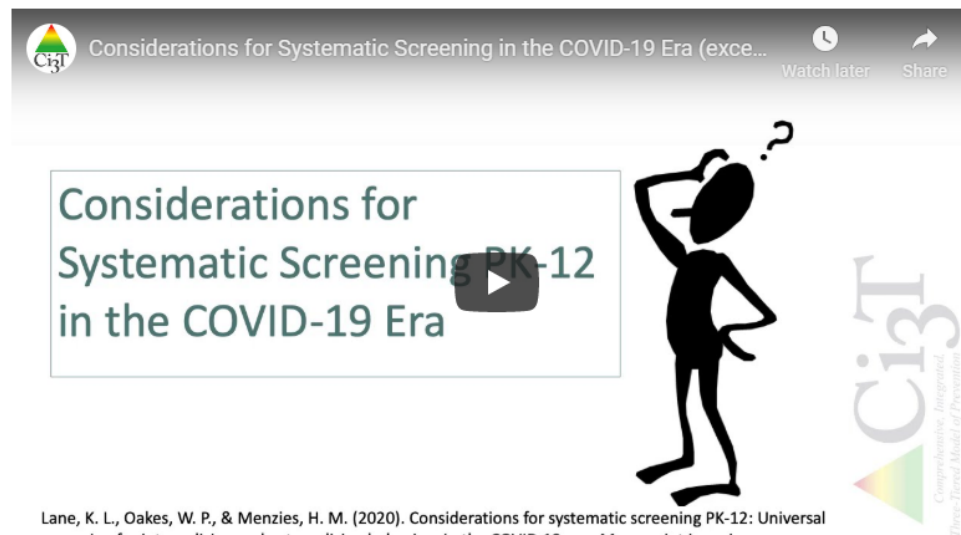
Systematic Screening Introduction to the Series

Intro to Systematic Screening TRANSCRIPT

Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs.

Watch more videos about [systematic screening](#), [screening logistics](#), and [screening protocols](#).

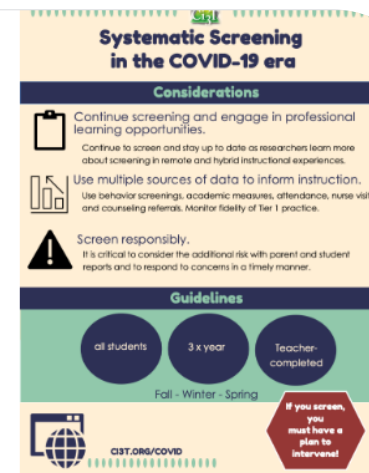
Screening Guidance in the COVID-19 Era



Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

The above 3-min excerpt is from a longer presentation — see below to watch more!

The above 3-min excerpt is from a longer presentation — see below to watch more!

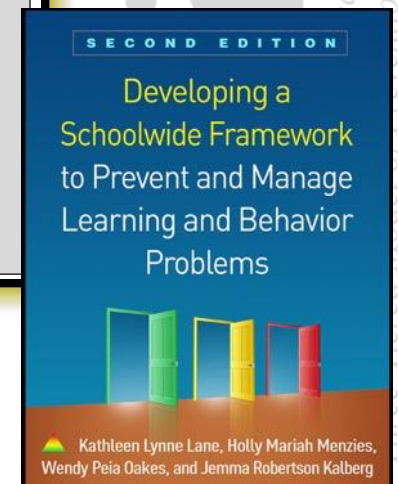


A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

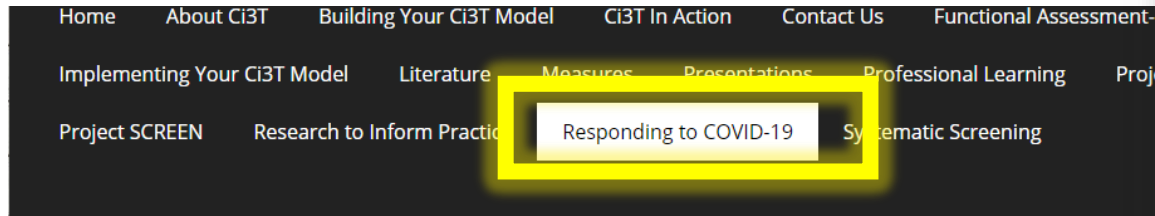
SAMPLE Elementary School	
Mission Statement	The mission of Sample environment for students' learning potential.
Purpose Statement	The purpose of Sample through instruction and development, and social community priorities.
	2020 – 2021 The purpose of Sample the school's mission through the arts, social and emotional and community priorities.
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Give Best Effort *see Expectation Matrix
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> Be at school on time and stay all day. Access and use resources to be organized. Complete and turn work in at a timely manner. Communicate with teachers and parents. Participate in district core instruction and learning opportunities. Actively participate in class activities and be persistent in the face of challenge. Participate in: 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> Meet school-wide expectations in the Expectation Matrix. Use strategies learned from expectation setting lessons to prevent conflict and identify and manage emotions. Take responsibility for the effect on others. Tell an adult about behaviors. Ask an adult when you need help.

School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. see Expectation Matrix [revisit for 2020-2021 school year and consider adding a remote learning setting]	
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> 	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none">
Continued Learning* <i>(*continued learning indicates expectations for when school buildings are closed for some or all students; please edit the title as appropriate for your state)</i>	Continued Learning	Continued Learning

peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org)



Resources for CO



Responding to COVID-19

At this time of uncertainty, with many schools closed due to the COVID-19 outbreak, the Ci3T Strategic Leadership Team and Ci3T Research Team are developing materials to support educators and families as we transition to a world of online and continuous learning. Our goal is to provide resources to assist you in using your Ci3T structures to facilitate positive, productive environments for students, families, educators, and administrators during the COVID-19 crisis. In the accordions below we will be uploading a series of brief practice guides that we hope you will find useful. Feel free to share these materials with fellow educators and families. We are sending positive thoughts to all our partners, colleagues, and the students you so tirelessly support.

With respect,
The Ci3T Strategic Leadership Team & Ci3T Research Team

Resources for Educators

- Teleteaching Tips for Educators: Designing for Success!
- Teleteaching Tips for Educators: Implementing with Success!
- Ci3T Blueprint A Primary (Tier 1) Plan Template for 2020-2021 Academic Year
- Ci3T Integrated Lesson Plan Template

Ci3T Exemplars for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

- Ci3T Implementation Manual: Elementary School Exemplar
- Ci3T Implementation Manual: Middle School Exemplar
- Ci3T Implementation Manual: High School Exemplar

Resources for Families

- Setting up for Success at Home

Virtua

Ci3T
+ENHA

Every Teacher
We are focused
on creating
the best
learning
experience

deo:



ci3t.org



Ci3T Implementation Manual: Elementary School Exemplar for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

Note: This adapted exemplar provides an illustration of using Ci3T to support in-person and remote instruction at the elementary school level.

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). Ci3T Implementation Manual: Elementary School Exemplar for Hybrid (In-person and Remote) Learning (2020-2021). Available on www.ci3t.org

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Area I: Academics Responsibilities

Faculty and Staff:

Teach core programs according to district and state standards with fidelity:

- English Language Arts (60 min of uninterrupted reading instruction; 30 min additional writing): Scott Foresman *Reading Street™ Comm Core*
- Math (60 min of core) Houghton Mifflin Harcourt *Math Expressions Comm Core*
- Differentiate instruction

Continued Learning

- Maintain meaningful, engaging learning activities for students.
- Use proactive evidence-based strategies to support students' active engagement. Examples:
 - Active supervision
 - Precorrection
 - Instructional feedback
 - Instructional choice
 - Increased opportunities to respond
 - Behavior specific praise
 - High-*p* requests
- Communicate at least weekly with families and students.
- Develop an online classroom through the approved and supported platform.
- Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
- Post weekly family newsletters to your online classroom.
- Notify families and students of regular online office hours.
- Be timely and prepared for office hours.
- Seek supports when needed (e.g., for technology, resources for families, materials for teaching and learning)

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Area II: Behavior Responsibilities

Faculty and Staff:

Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.

- Foster a safe environment for all students.
- Teach all setting **Expectations** the first week of school and reteach **Expectations** (monthly).
- Display and model school-wide expectations in classrooms and key settings.
- Be consistent with expectations.
- Provide behavior specific praise intermittently pair praise with

Continued Learning

- Provide lessons to support students with meeting Expectations within your online classroom and virtual meetings
- Teach Expectations for remote learning
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs
- Begin each lesson by stating the Expectations for that lesson
- Use precorrection to set students up for successful engagement
- Use behavior specific praise to reinforce desired behaviors
- Use private communications for redirecting students' behavior (e.g., private chat features)
- Recognize effort with new schedule, expectations and practices.
- Model expected behaviors
- Support families in how to set a daily schedule and expectations for students keeping the 3 social expectations in place (Be Respectful, Be Responsible, Give Best Effort) to help with transition between home

Planning for 2020-2021: Structured Flexibility

Roles and Responsibilities

Area III: Social Skills

Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with integrity:

- Teach daily *Second Step*® lessons (link to grade level instructional schedules)
- Model social skills expected.
- Teach Bully Prevention in Positive Behavior Support (*Stop, Walk, Talk*; OSEP-TAC, PBIS.org) according to master school schedule; 20 – 50 min lessons.
- Provide tickets paired with behavior specific praise when students meet expectations.
- Maintain communication with students and parents/guardians.
- Seek ways to engage parents as partners in the school program.
- Collaborate regularly with colleagues.

Continued Learning

- Begin each lesson with a reminder of the social skills needed to fully engage in the lesson
- Utilize online *Second Step* resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons
- Share the *Second Step* family resources with all students' families.
- Include social skills language and examples in an integrated fashion in academic instruction

Participate in available professional learning for flexible learning engagement strategies

Agenda

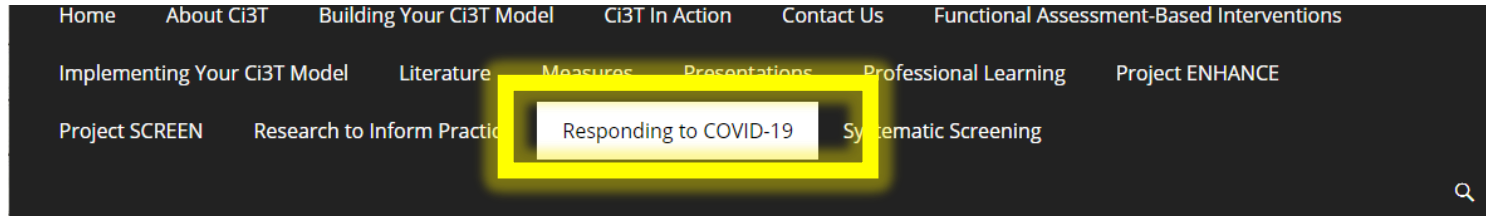
- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
 - At Tier 1: Primary Preventions Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- **Planning for Next Steps**



Action Planning



Resources for Responding to COVID-19



Responding to COVID-19

At this time of uncertainty, with many schools closed due to the COVID-19 outbreak, the Ci3T Strategic Leadership Team and Ci3T Research Team are developing materials to support educators and families as we transition to a world of online and continuous learning. Our goal is to provide resources to assist you in using your Ci3T structures to facilitate positive, productive environments for students, families, educators, and administrators during the COVID-19 crisis. In the accordions below we will be uploading a series of brief practice guides that we hope you will find useful. Feel free to share these materials with fellow educators and families. We are sending positive thoughts to all our partners, colleagues, and the students you so tirelessly support.

With respect,
The Ci3T Strategic Leadership Team & Ci3T Research Team

Resources for Educators

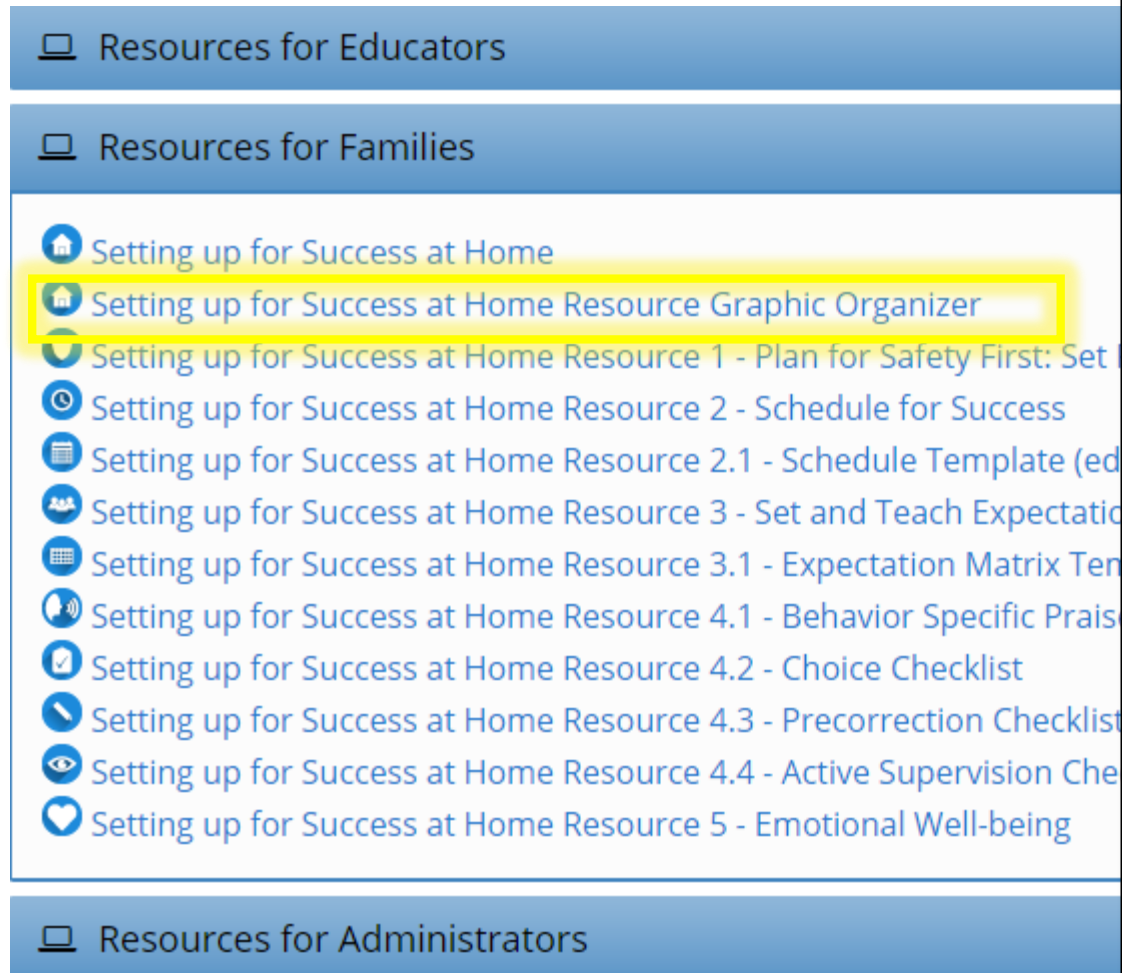
- Teleteaching Tips for Educators: Designing for Success!
- Teleteaching Tips for Educators: Implementing with Success!
- Ci3T Blueprint A Primary (Tier 1) Plan Template for 2020-2021 Academic Year
- Ci3T Integrated Lesson Plan Template
- Ci3T Exemplars for Hybrid (In-person and Remote) Learning Experiences (2020-2021)**
 - Ci3T Implementation Manual: Elementary School Exemplar
 - Ci3T Implementation Manual: Middle School Exemplar
 - Ci3T Implementation Manual: High School Exemplar

Virtual Postcard Template

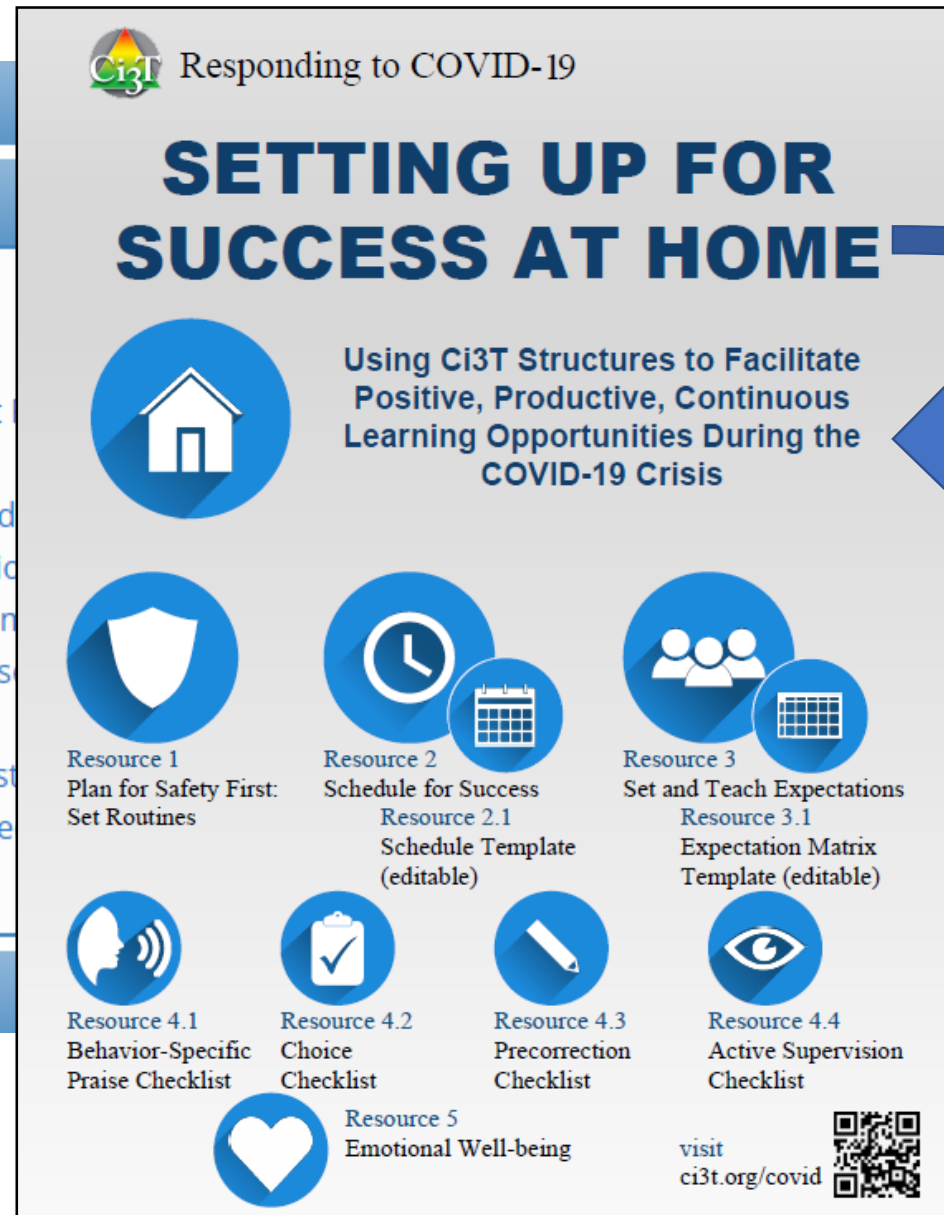


A Look at Expectations

Setting up for Success at Home

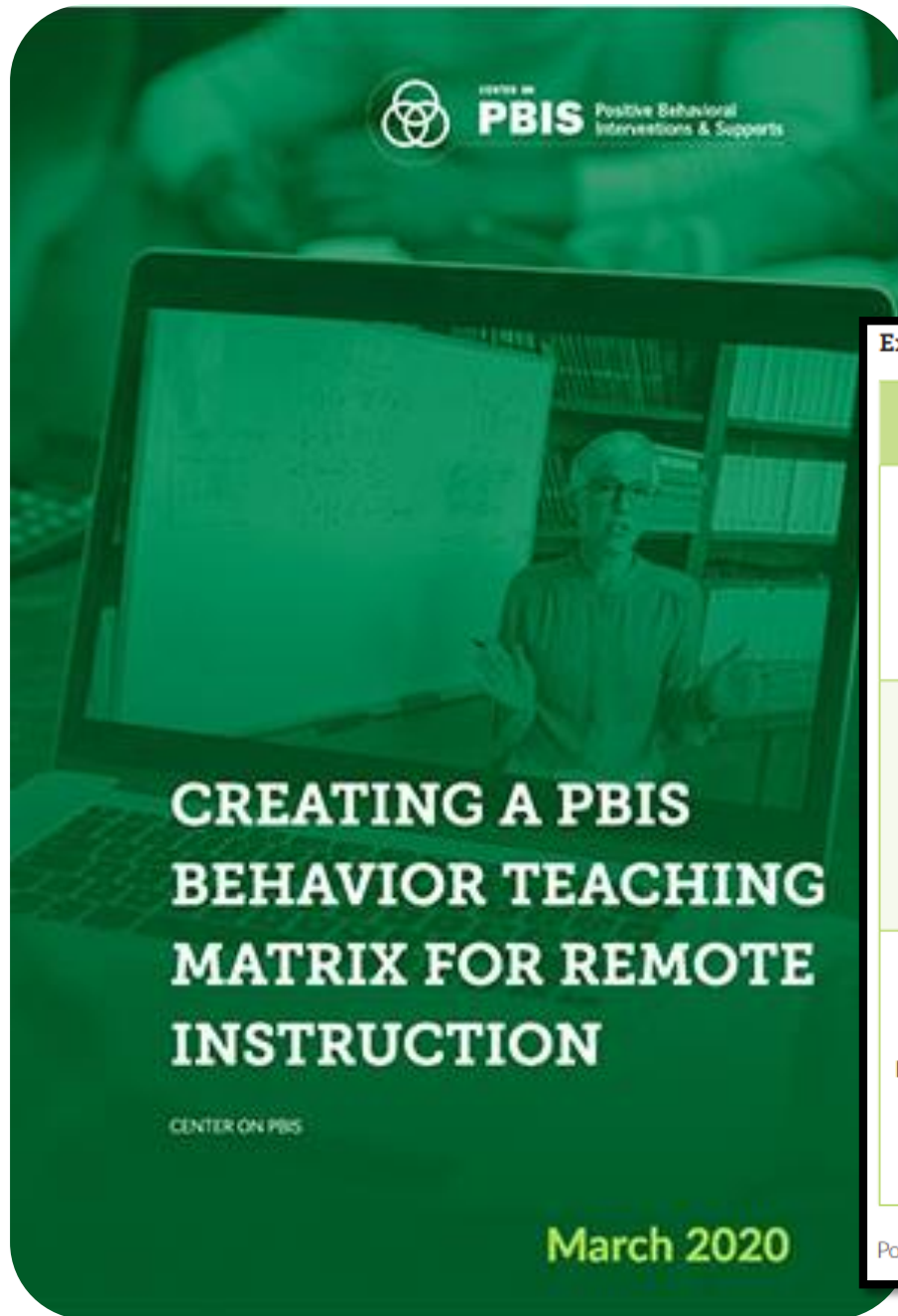


<http://www.ci3t.org/covid>



Ci3T
Comprehensive, Integrated,
Three-Tiered Model of Prevention

A Look at Expectations



Example Remote Learning Matrix - Elementary

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use "stop-leave-talk" when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present – avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present – avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use "Ask for Help" button if you have questions Be present – avoid multitasking

Ci3T: Monitoring for Success: Using Data to Inform Instruction ... Action Planning



[SCHOOL NAME] Assessment Schedule											
Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
School Demographics											
Student Demographic Information											
Screening Measures											
Student Outcome Measures - Academic											
Student Outcome Measures - Behavior											
Program Measures											
Social Validity:											
Social Validity:											
Treatment Integrity:											
Treatment Integrity:											
Treatment Integrity:											

Ci3T Monthly Leadership Team Meetings



Ci3T MEETINGS SCHEDULE

Please list your scheduled **Ci3T Leadership Team** meetings *and* faculty and staff meetings.

School name: _____ Date completed: _____

Month	Ci3T Leadership Team Meetings		Faculty and Staff Meetings	
	Date	Time	Date	Time
July				
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Date and Time of Ci3T Faculty and Staff Rollout (August): _____





Search this site...

www.ci3t.org
Kathleen.Lane@ku.edu
Wendy.Oakes@asu.edu

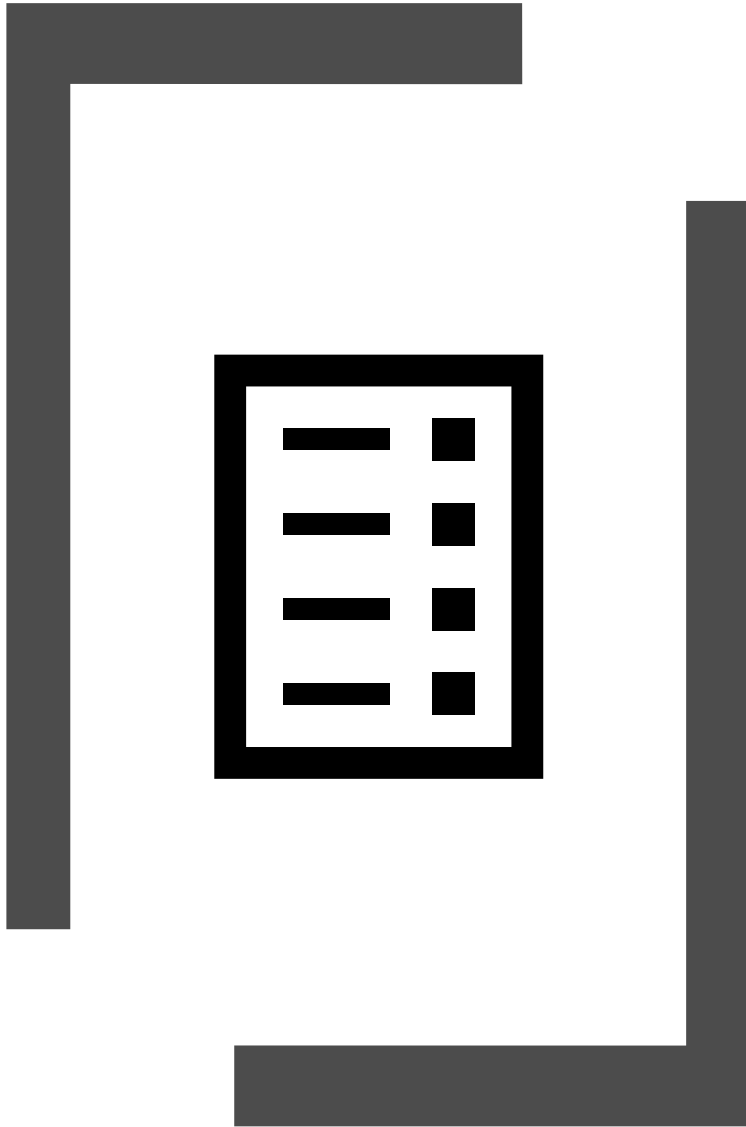
Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us

Functional Assessment-Based Interventions Implementing Your Ci3T Model Literature Measures

Presentations Professional Learning Project ENHANCE Project SCREEN Research to Inform Practice

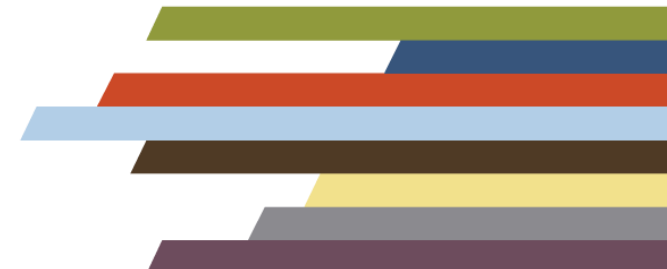
Responding to COVID-19 Systematic Screening





Event Survey

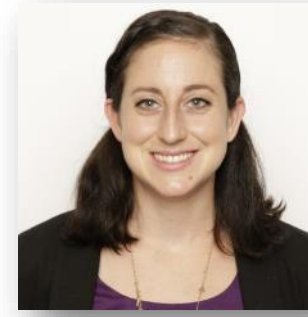
- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous



Northwest MHTTC School Mental Health Team



Kelcey Schmitz, MEd



Megan Lucy, BA



Eric Bruns, PhD



bit.ly/NWSMH



nwsmh@uw.edu



bit.ly/NWSMHsignup

Follow us on social media!



@NorthwestMHTTC



Northwest MHTTC



Thank you!

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration

