Using Low-Intensity Supports to Manage Challenging Behavior and Facilitate Instruction: Simple Strategies that Work

Wichita, Kansas September 4, 2014
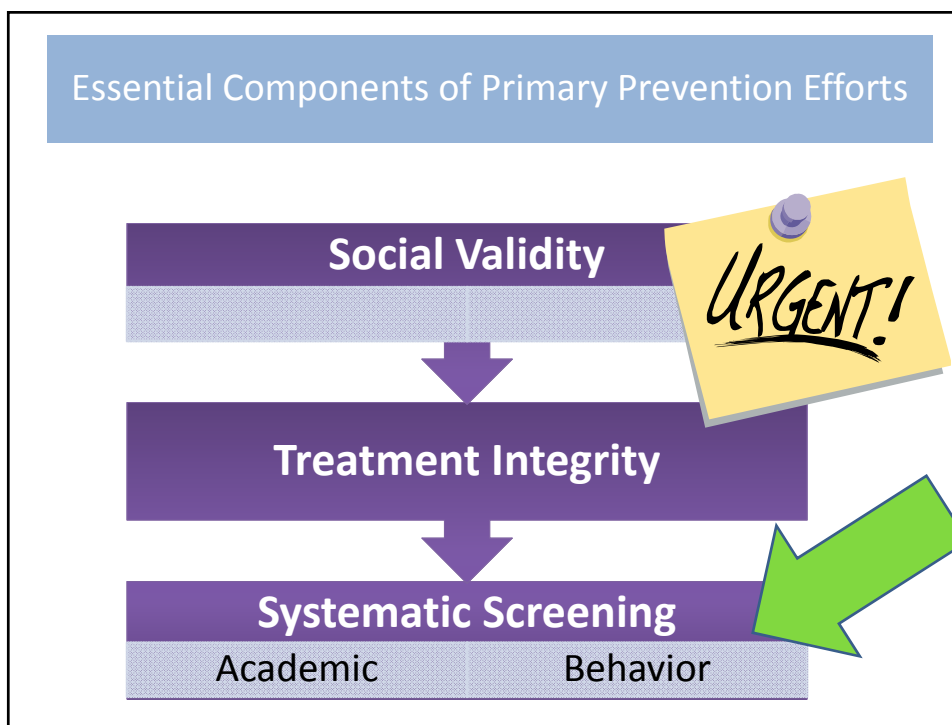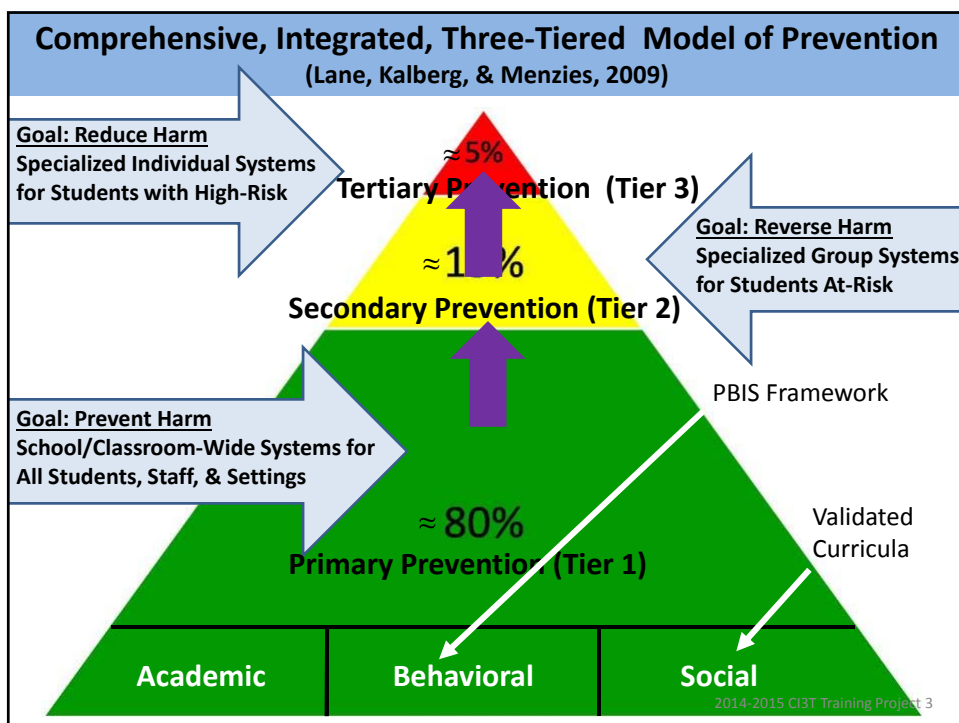
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Comprehensive, Integrated
Three-Tiered Model of Prevention

Kathleen Lynne Lane, Ph.D., BCBA-D
University of Kansas

Agenda

1. Frame the use of low intensity strategies for increasing student engagement within a Comprehensive, Integrated, Three-tiered (CI3T) model of prevention.

2. Learn about three research-based strategies to improve academic engagement:
    1. incorporating choice into instruction
    2. increasing opportunities to respond
    3. behavior specific praise

3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.

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

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

≈5%
Tertiary Prevention (Tier 3)

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

≈15%
Secondary Prevention (Tier 2)

PBIS Framework

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

≈80%
Primary Prevention (Tier 1)

Validated
Curricula

Academic | Behavioral | Social

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Essential Components of Primary Prevention Efforts

Social Validity

URGENT!

Treatment Integrity

Systematic Screening

Academic | Behavior

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

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Comprehensive, Integrated
Three-Tiered Model of Prevention
WHAT SCREENING TOOLS
ARE AVAILABLE?

Lane & Oakes

Student Risk Screening Scale

(SRSS; Drummond, 1994)

Student Risk Screening Scale
(Drummond, 1994)

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

Uses 4-point Likert-type scale:
  never = 0, *occasionally* = 1, *sometimes* = 2, *frequently* = 3

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

Student Risk is divided into 3 categories
  Low   0 – 3
  Moderate   4 – 8
  High   9 – 21   (SRSS; Drummond, 1994)

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STUDENT RISK SCREENING SCALE-IE

TEACHER NAME

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

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

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

Student Name

Original SRSS-IE 14
12 items retained for use at the elementary level
14 items under development in middle and high schools

(Lane, Oakes, Harris, Menzies, Cox, & Lambert, 2012)

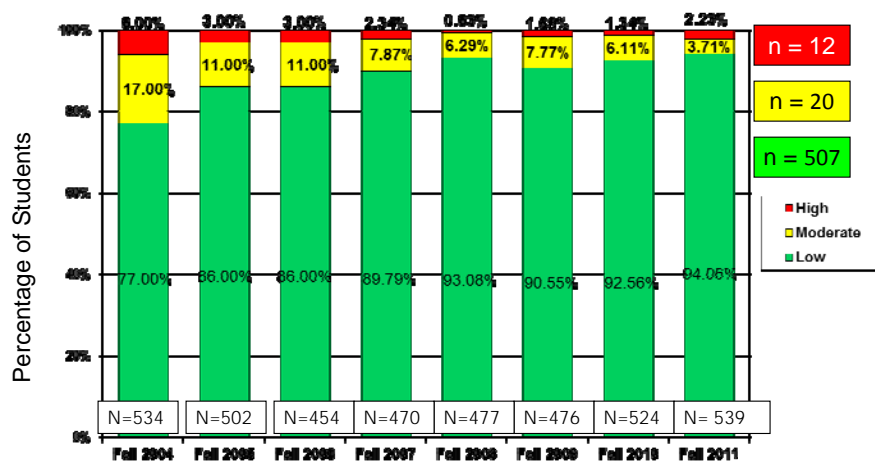# How do we score and interpret the SRSS-IE at the Elementary Level?

TEACHER NAME: Missy Hall - September 15, 2014 — SRSS-I5

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

Student ID	Student Name	No. Student in Class	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	Total Score (SRSS)	Total Score (SRSS- IE) Internalizing	Total Score (SRSS-IE)
11111	Anderson, Trent	1	1	1	1	2	3	3	2	0	0	0	1	2	13	3	16
11112	Browning, Ariel	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11113	Clark, John	3	0	0	0	0	0	0	0	1	0	0	1	0	0	2	2
11114	Connors, Casey	4	0	0	1	0	1	0	1	0	0	0	0	2	3	2	5
11115	Daniels, Katie	5	0	0	1	1	2	1	0	0	0	0	1	0	5	1	6
11116	Dickson, David	6	0	0	0	0	0	0	0	0	1	1	1	0	0	3	3
11117	Greene, Jason	7	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
11118	Hernandez, Joey	8	0	0	0	0	0	0	0	0	2	1	0	2	0	5	5
11119	Jarvis, Patty	9	0	1	0	0	1	1	1	0	0	0	0	0	4	0	4
11120	Jones, Cathy	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11121	Jones, Jesse	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11122	Louis, Luci	12	0	0	1	0	0	0	1	0	0	0	0	1	2	1	3
11123	Manuel, Kelley	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11124	Palmer, Abby	14	0	0	0	1	3	3	2	0	0	0	1	0	9	1	10
11125	Roberts, Chris	15	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
11126	Smith, Sally	16	0	0	0	0	0	0	0	0	1	1	1	0	0	3	3
11127	Washington, Jared	17	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1

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Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Percentage of Students — Fall Screeners

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
High	6.00%	3.00%	3.00%	2.34%	0.63%	1.68%	1.34%	2.23%
Moderate	17.00%	11.00%	11.00%	7.87%	6.29%	7.77%	6.11%	3.71%
Low	77.00%	86.00%	86.00%	89.79%	93.08%	90.55%	92.56%	94.06%
N	N=534	N=502	N=454	N=470	N=477	N=476	N=524	N= 539

n = 12
n = 20
n = 507

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Examining Academic and Behavioral Data
Elementary Level

TEACHER NAME	R. Collins					
Date: December 2014						
			0 Well Above			
		1 Target	1 Above Average	0-3 Low	0-1 Low	
		2 Average	2 Average	4-8 Moderate	2-5 Moderate	
		3 Below Average	3 Below Average	9-21 High	6+ High	
		AIMSweb	**AIMSweb**	**SRSS**		**Total Days**
Student Name	**Student ID**	**Reading**	**Math**	**Behavior**	**ODR**	**Absent**
Alley, Allison	2310	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0
Bonds, Peter	2031	2	2	4	3	0
Booker, Abbie	2001	1	2	0	1	3
Cartright, Ashley	2152	1	3	0	0	8
Cox, Lucille	2002	2	3	2	0	8
Hankins, Erin	2017	1	1	0	0	0
Julius, O'Tam	2132	3	2	6	9	7
Justice, Jesse	2003	2	2	3	0	3
Ochoa, Kelly	2009	1	2	0	0	5
Parker, Stephanie	2004	1	2	4	0	1
Paul, Timothy	2010	1	2	3	0	1
Reed, Kendra	2022	3	0	16	23	3
Toms, Blake	2018	1	2	0	0	1
Wellington, Jasper	2215	2	3	14	18	0

Examining Academic and Behavioral Data
Middle and High School Levels

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

Will you please ….

00:00

Let's talk …

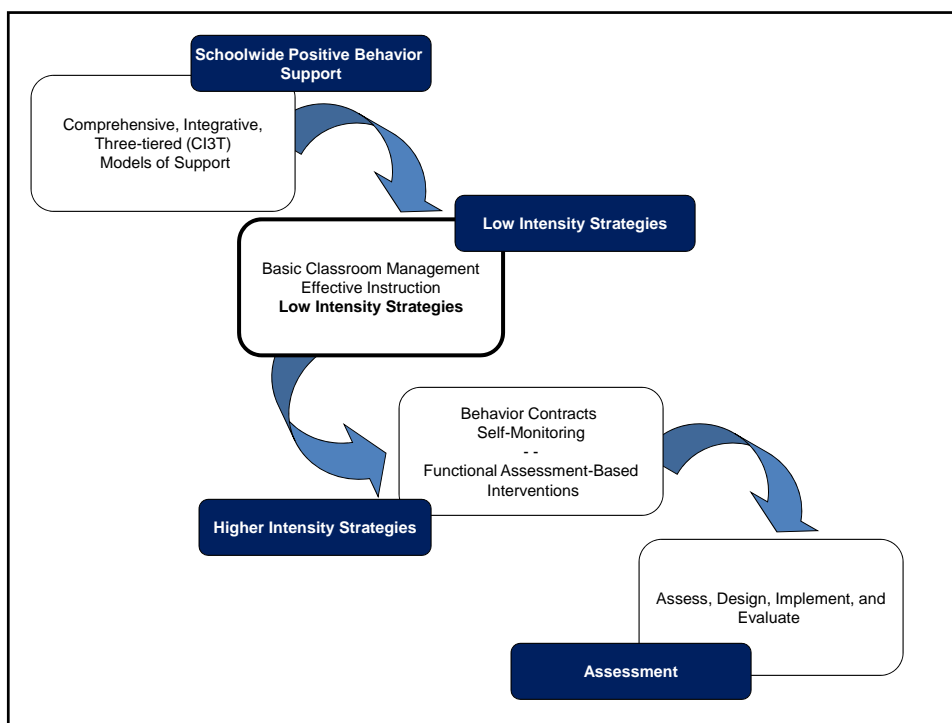# Examining your screening data …

… implications for primary prevention efforts
… **implications for teachers**
… implications for student-based interventions

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

Schoolwide Positive Behavior Support

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

Low Intensity Strategies

Basic Classroom Management
Effective Instruction
Low Intensity Strategies

Behavior Contracts
Self-Monitoring
- -
Functional Assessment-Based Interventions

Higher Intensity Strategies

Assess, Design, Implement, and Evaluate

Assessment

Teacher-Level Considerations

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

Low-Intensity Strategies for Academics and Behavior

Active Supervision

Proximity

Pacing

✓ Appropriate use of Praise

✓ Opportunities to Respond

Instructive Feedback

✓ Incorporating Choice

WHAT WORKS FOR SPECIAL NEEDS LEARNERS

Managing Challenging Behaviors in Schools

Research-Based Strategies That Work

Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn, and Mary Crnobori

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Self-Assessment

- How am I doing with...
  - Basic classroom management strategies?
  - Instructional considerations?
  - Low-intensity strategies?

  Consider a book study…build school site capacity

Classroom Management, Instructional Delivery, & Low Intensity Strategies Self-Assessment: Knowledge, Confidence, and Use Survey

Classroom Management: Concept/Strategy	Knowledge	Confidence	Useful
1. Academic learning time	0 1 2 3	0 1 2 3	0 1 2 3
2. Classroom climate	0 1 2 3	0 1 2 3	0 1 2 3
3. Managing student behavior	0 1 2 3	0 1 2 3	0 1 2 3
4. Classroom routines	0 1 2 3	0 1 2 3	0 1 2 3
5. Seating arrangements	0 1 2 3	0 1 2 3	0 1 2 3
6. Classroom procedures	0 1 2 3	0 1 2 3	0 1 2 3
7. Managing paperwork	0 1 2 3	0 1 2 3	0 1 2 3
8. Classroom transitions	0 1 2 3	0 1 2 3	0 1 2 3
9. Approach to discipline	0 1 2 3	0 1 2 3	0 1 2 3
10. Classroom rules/ expectations	0 1 2 3	0 1 2 3	0 1 2 3
11. Responding to disruptive behaviors	0 1 2 3	0 1 2 3	0 1 2 3
12. Contextual and cultural variables of classroom climate (student, teacher, school)	0 1 2 3	0 1 2 3	0 1 2 3
13. Building a rapport with students	0 1 2 3	0 1 2 3	0 1 2 3
14. Room decorating	0 1 2 3	0 1 2 3	0 1 2 3
15. Classroom flow	0 1 2 3	0 1 2 3	0 1 2 3
16. Nonverbal and verbal interactions	0 1 2 3	0 1 2 3	0 1 2 3

Project SUPPORT and INCLUDE: Secondary Training
Secondary Supports: KCU

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Monitoring Progress

Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?
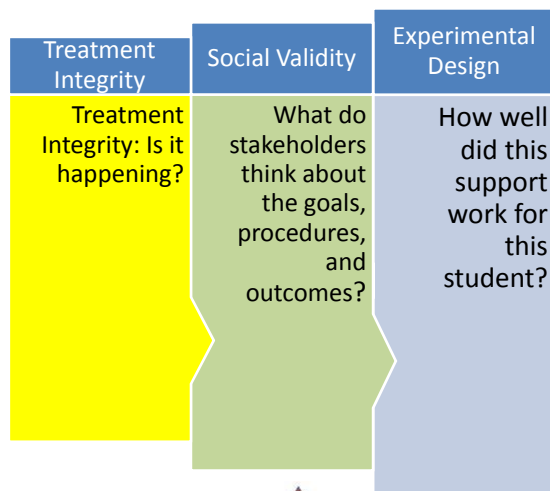
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Building Your Toolbox

1. Incorporating choice into instruction
2. Increasing opportunities to respond
3. Using behavior specific praise

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A Look at Instructional Choice

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Comprehensive, Integrated
Three-Tiered Model of Prevention

Agenda

- What is instructional choice?
- Why is instructional choice effective?
- What does the supporting research for instructional choice say?
- What are the benefits and challenges?
- How do I implement instructional choice in my classroom? ✔ Checklist for Success
- How well is it working? 🔍 Examining the Effects

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What is instructional choice?

- Instructional Choice
  - "…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
  - Across-activity choices
  - Within-activities choices

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Examples

Across-activities Choices

- Paper, presentation, or Youtube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day.

spanish creme brulee

Within-activity Choices

- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

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Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors
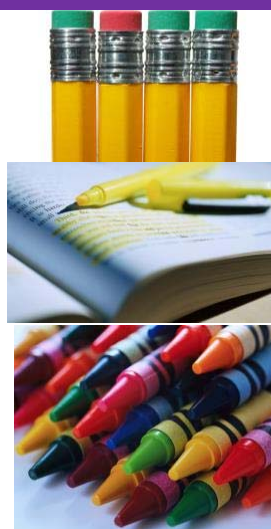
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What does the supporting research for instructional choice say?

- Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
- Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson,& Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)

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Supporting Research

Table 9.1   *Instructional Choice: Supporting Research*

Authors and Journal	Students	Intervention Setting	Intervention	Measures	Design
Dunlap, DePerczel, Clarke, Wilson, Wright, White, & Gomez (1994). Choice making to promote adaptive behavior for students with emotional and behavioral challenges (JABA)	*N* = 3 students with EBD, ages 5-11. (2 in Study 1 and 1 in Study 2)	In a public elementary school's self-contained classroom for students with emotional disabilities, during English and Spelling	Choice making	**Dependent Variables:** 1. Task engagement 2. Disruptive behavior **Treatment Integrity:** not mentioned **Social Validity:** not mentioned	Reversal
Jolivette, Wehby, Canale, & Massey (2001). Effects of choice-making opportunities on the behavior of students with emotional and behavioral disorders (BD).	*N* = 3 students with EBD, ages 6-10 years	Self-contained special education classroom for students with EBD who exhibited internalizing disorders, during math led by the classroom teachers	Instruction choice (which task to complete first of three options)	**Dependent Variables:** 1. Task engagement 2. Off-task 3. Disruption 4. Attempted task problems 5. Problems correct **Treatment Integrity:** direct observations by outside observers (100%) **Social Validity:** teachers completed TARF-R.	Multiple baseline across participants

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What are the benefits & challenges?

Benefits
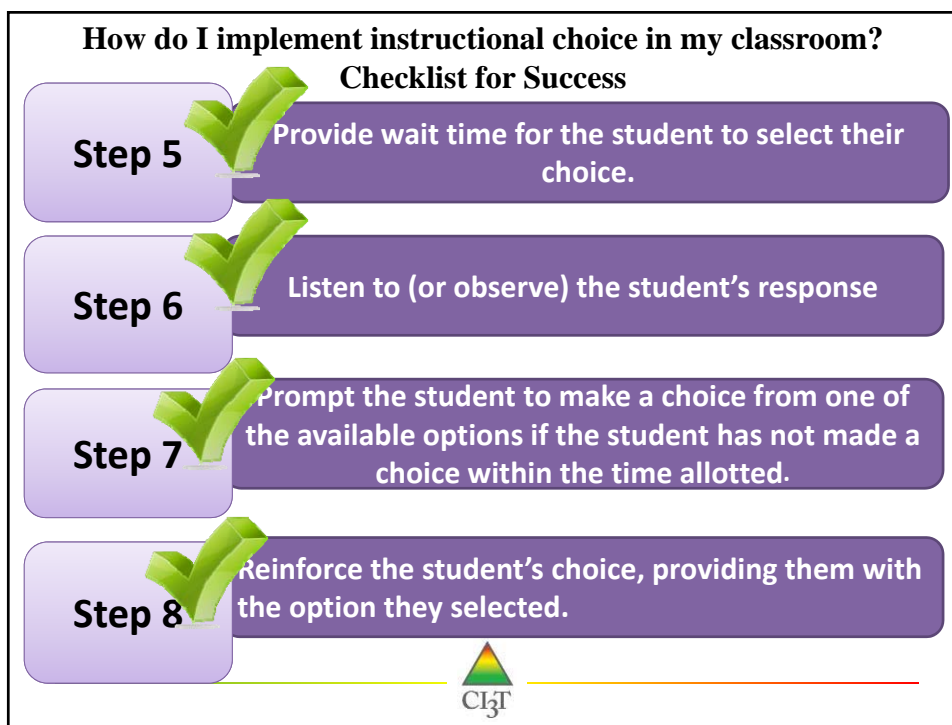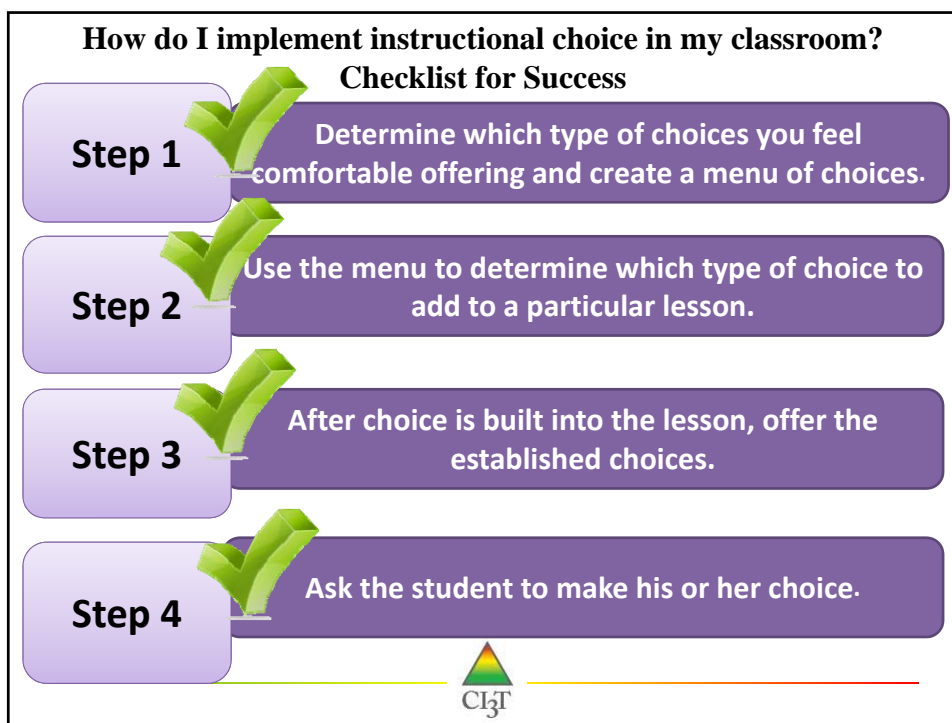- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

Challenges
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments

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How do I implement instructional choice in my classroom?
Checklist for Success

Step 1 — Determine which type of choices you feel comfortable offering and create a menu of choices.

Step 2 — Use the menu to determine which type of choice to add to a particular lesson.

Step 3 — After choice is built into the lesson, offer the established choices.

Step 4 — Ask the student to make his or her choice.

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How do I implement instructional choice in my classroom?
Checklist for Success

Step 5 — Provide wait time for the student to select their choice.

Step 6 — Listen to (or observe) the student's response

Step 7 — Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

Step 8 — Reinforce the student's choice, providing them with the option they selected.

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How do I implement instructional choice in my classroom?
Checklist for Success

Step 9

Offer students an opportunity to give feedback on the choice they selected.
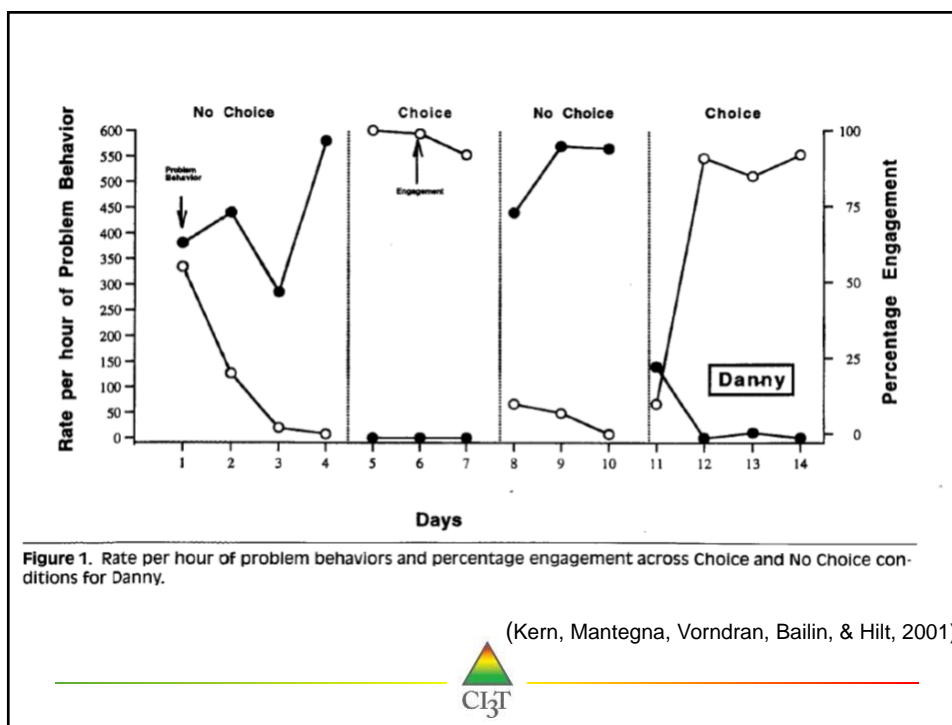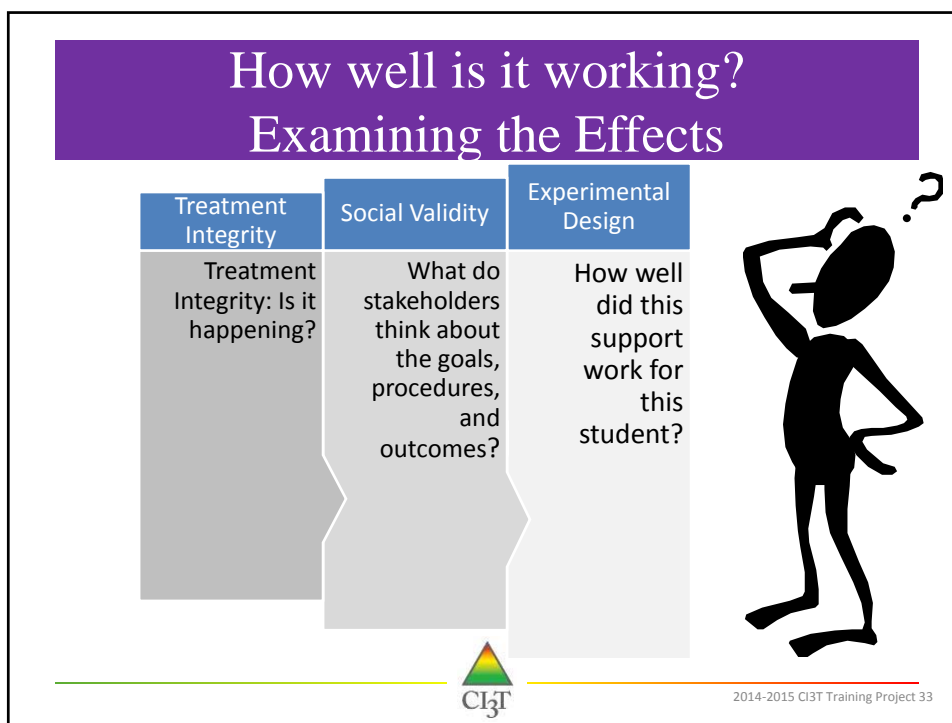
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How do I implement instructional choice in my classroom?
Checklist for Success

Table 9.2 *Implementation for Success*

Step 1	Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.
Step 2	Use the menu to determine which type of choice to add to a particular lesson.
Step 3	After choice is built into the lesson, offer the established choices.
Step 4	Ask the student to make his or her choice.
Step 5	Provide wait time for the student to select their choice.
Step 6	Listen to (or observe) the student's response.
Step 7	Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
Step 8	Reinforce the student's choice, providing them with the option they selected.
Step 9	Offer students an opportunity to give feedback on the choice they selected.

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(Lane, Menzies, Ennis, & Oakes, 2015)

How well is it working? Examining the Effects

Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

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Figure 1. Rate per hour of problem behaviors and percentage engagement across Choice and No Choice conditions for Danny.

(Kern, Mantegna, Vorndran, Bailin, & Hilt, 2001)

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Making Certain the Strategy is in Place: Treatment Integrity

Intervention: Instructional Choice
Treatment Integrity Form

Teacher: _____ ☐ Self report ☐ Observer _____ Scale:
Lesson: _____ 0 = Not in pace   1 = Partially in place   2 = Fully in place

Component	Session 18 Monday 4/7/2014			Session 19 Tuesday 4/8/2014			Session 20 Wednesday 4/9/2014			Session 21 Thursday 4/10/2014			Session 22 Friday 4/11/2014		
	Gus	Dan	Steve	Gus	Dan	Steve	Gus	Dan	Steve	Gus	Dan	Steve	Gus	Dan	Steve
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
I offered ____ the established choices.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
I asked ____ to make his choice.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
I provided ____ wait time to select his choice.	2	2	2	0	0	0	2	2	2	1	1	1	2	2	2
I listened or observed ____'s response.	2	2	2	0	0	0	2	2	2	2	2	2	2	2	2
I prompted ____ to make a choice from one of the available options if he had not made a choice within the time allotted.	2	2	2	0	0	0	0	0	0	2	2	2	2	2	2
I praised ____'s choice and provided him with the option selected.	2	2	0	0	0	0	2	2	2	0	0	2	2	2	2
Percentage session integrity: (Total points earned/ # points possible) X 100	100%	100%	83%	33%	33%	33%	83%	83%	83%	75%	75%	92%	100%	100%	100%

(Lane, Menzies, Ennis, & Oakes, 2015)

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What do they think about it?

Before we get started … What do you think, Gus?	☹ 0 No, not really	1 Sometimes	☺ 2 Yes, definitely
I would like to have choices during reading time.			√
Having choices would make reading time more enjoyable.		√	
I could get more of my work done if I had choices.		√	
Other students in my class would enjoy having choices.			√
Percentage: (total number/total number possible) X 100 =		75%	

Now that you have tried it … What do you think, Gus?	☹ 0 No, not really	1 Sometimes	☺ 2 Yes, definitely
I liked having choices during reading time.			√
Having choices made reading time more enjoyable.			√
I got more of my work done because I had choices.			√
Other students in my class enjoyed having choices.			√
Percentage: (total number/total number possible) X 100 =		100%	

(Lane, Menzies, Ennis, & Oakes, 2015)

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Expanding Your Tool Kit ….

Support	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within- and across-task choices offered during reading instruction (language arts assignments)	SRSS Moderate Risk and Report Card: Work Completion and Independent Work Habits (needs improvement)	Student Performance: - Academic Engaged Time - Percentage of work completed Treatment Integrity: component checklist Social Validity: student-completed survey	Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better

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(Lane, Menzies, Ennis, & Oakes, 2015)

Questions, thoughts, and considerations ….

Managing Challenging Behaviors in Schools
Research-Based Strategies That Work
Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn, and Mary Crnobori

00:00

Let's talk …

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A Look at Increasing Opportunities to Respond

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Comprehensive, Integrated Three-Tiered Model of Prevention

Agenda

- What are opportunities to respond (OTR)?
- Why is OTR effective?
- What does the supporting research for OTR say?
- What are the benefits and challenges?
- How do I implement increased Opportunities to Respond in my classroom?
  Checklist for Success
- How well is it working? Examining the Effects

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What is opportunities to respond (OTR)?

- Opportunities to Respond (OTR):
  - OTR strategy is designed to offer students frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic material
  - OTR can be conducted so that students respond individually or in unison

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Opportunities to Respond (OTRs)

Providing students with a high number of opportunities to answer or actively respond to academic requests promotes good behavior in students with even the most resistant behavior problems.

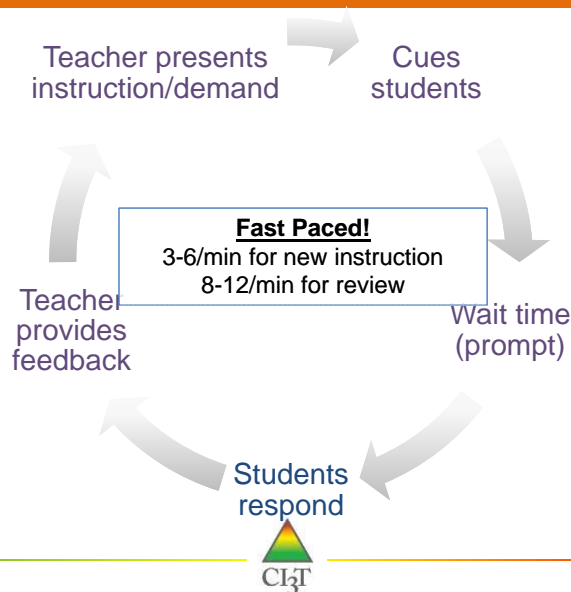| Teachers	Students
Presents: • instructional information • ask questions • provide wait time • prompt when necessary • cue • provide feedback	Responses can be: • verbal • written • signal • choral

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Examples

Verbal Responding

- Coral Response (Haydon et al., 2009)
  - Every student answers question/prompt
- Questioning
  - Think, Pair, Share
  - Partners

Non-Verbal Responding

- Signal
  - Thumbs up/down
- Response Card
  - Agree/Disagree, A/B/C/D, True/False
- Individual white boards
- Guided Notes
- Student Response Systems (Clickers; Blood & Gulchak, 2013)

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Opportunities to Respond (OTRs)

Teacher presents instruction/demand → Cues students

Fast Paced!
3-6/min for new instruction
8-12/min for review

Wait time (prompt)

Students respond

Teacher provides feedback

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Why is increasing OTRs effective?

- OTR can greatly increase active participation.
- Fluency and automaticity with the basics of any content or skill frees students to tackle complex and nuanced concepts
- Teachers can quickly determine students' proficiency with the material and to decide whether more practice is needed

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What does the supporting research for OTR say?
Increased Opportunities to Respond

- Decreasing Disruptive Behavior in an Elementary Self-Contained Classroom (Haydon, Haydon, Mancil, & Van Loan, 2009)
- Improving Academic Outcomes for Students with Behavior Disorders (Sutherland, Alder, & Gunter, 2003)
- Using Choral Responding to Increase Student Participation (Haydon & Hunter, 2011)

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Haydon, Mancil, and Van Loan (2009)

Rate of OTR per Minute

Rate of Disruptions/Correct Responses

■ Rate of disruptive behavior
○ Rate of correct responses

(Haydon, Mancil, & Van Loan 2009)
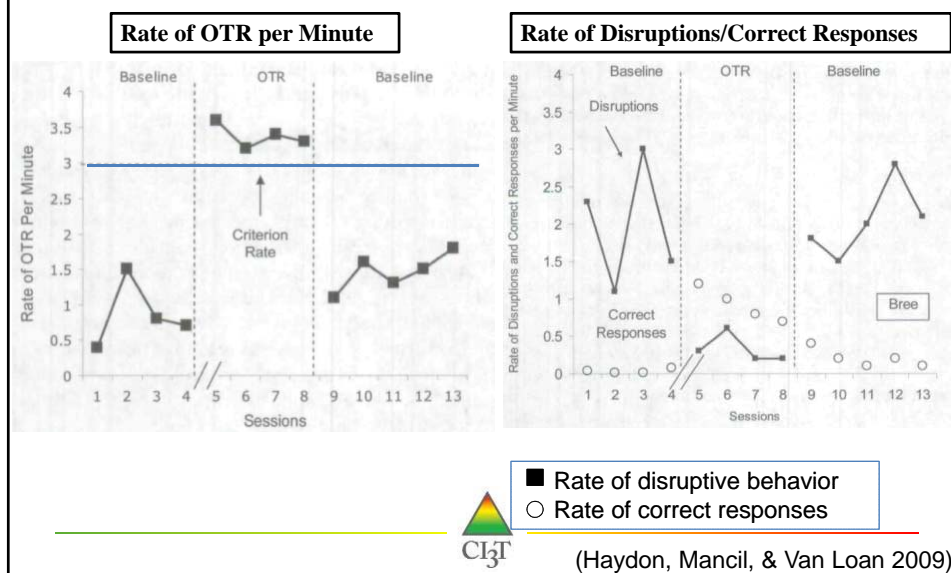
Lane, Rogers, Parks et al. (2007)

| Antecedent Adjustments	Reinforcement	Extinction
Prompted to participate by setting a daily goal for number of times student would participate during each whole-class activity using a graduated criterion design	The student was allowed a break from participation after meeting the daily goal	The student was no longer allowed to escape teacher and peer attention by displaying non-participation behaviors
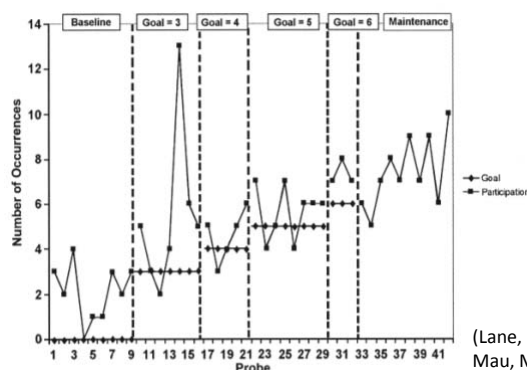
(Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman 2007)

What are the benefits and challenges?

Benefits

- efficient,
- engaging
- facilitates participation of all students
- rapid pace of instruction

Challenges

- initially requires advance preparation as a sufficient number of prompts or questions have to be created before beginning the lesson
- shifting to a rapid pace of instruction

a minimum of three opportunities to respond per min so the teacher must practice moving through a lesson quickly to ensure the pace has sufficient momentum, but not so rapid that students are lost

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How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Step 1 — Identify the lesson content to be taught and the instructional objective.

Step 2 — Prepare a list of questions, prompts, or cues related to the content.

Step 3 — Determine the modality by which the content will be delivered.

Step 4 — Determine the modality by which students will respond.

CI3T

How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Step 5 — ✓ Explain to students how the format works and the rational for using it.

Step 6 — ✓ Conduct the lesson with a minimum of 3 OTRs per min (single-student or unison responding).

Step 7 — ✓ Respond to student answers with evaluative and encouraging feedback.

Step 8 — ✓ Offer students an opportunity to give feedback.

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How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Table 3.2 Implementation for Success

Step 1	Identify the lesson content to be taught and the instructional objective.
Step 2	Prepare a list of questions, prompts, or cues related to the content.
Step 3	Determine the modality by which the content will be delivered.
Step 4	Determine the modality by which students will respond.
Step 5	Explain to students how the format works and the rationale for using it.
Step 6	Conduct the lesson with a minimum of 3 opportunities to respond per minute using either single-student or unison responding.
Step 7	Respond to student answers with evaluative and encouraging feedback.
Step 8	Offer students an opportunity to give feedback.

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(Lane, Menzies, Ennis, & Oakes, 2015)

How well is it working? Examining the Effects

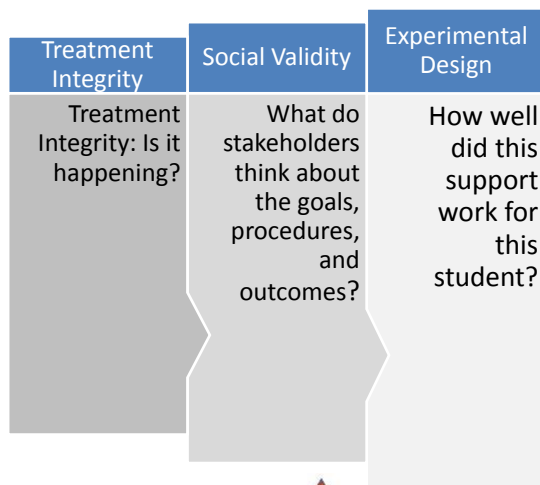| Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

2014-2015 CI3T Training Project 53

Making Certain the Strategy is in Place: Treatment Integrity

Opportunity to Respond Treatment Integrity Checklist

Ms. Garcia's Read Alouds

Date: _____ Start time: _____ End time: _____ Total time: _____

Notes: _____

0 = *not in place*, 1 = *partially in place*, or 2 = *completely in place*.

Item	Rating
1. Did I prepare a list of questions about the story's characters in advance?	0 1 2
2. Did I use my list of questions during the lesson?	0 1 2
3. Did I reach a presentation rate of at least 3 OTR per min?	0 1 2
4. Did my students understand how to use the response cards?	0 1 2
5. Did I respond to student answers with evaluative and encouraging feedback?	0 1 2
TOTAL	
(N ÷ [10]) X 100 =	%

(Lane, Menzies, Ennis, & Oakes, 2015)

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What do they think about it?

Date: _____

Student: _____

Now that you have tried it … What do you think?	☹ No, not really	☺ Yes, definitely
1. Did you enjoy using the character card during Read Aloud time?		
2. Did you feel more comfortable participating when you got to use these cards?		
3. Would you like to use the character cards again?		

(Lane, Menzies, Ennis, & Oakes, 2015)

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Expanding Your Tool Kit ….

CI3T

Questions, thoughts, and considerations ….

Let's talk …

Using Behavior Specific Praise Statements

Comprehensive, Integrated Three-Tiered Model of Prevention

What are Behavior Specific Praise Statements?

- The teacher praises a specific behavior with a comment.
- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

(Haydon, Musti-Rao, 2011, p. 31)

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What are Behavior Specific Praise Statements? Examples

- "John, I like the way you are working on your math assignment."
- "Susan, thank you for following directions and getting out your textbook!"

Also consider "noticing"
- "Juan, you showed respect for your friends today by taking turns on the swing at recess."
- "Paola, you gave your best effort by completing all of your math work during class today."
- "You followed directions right away, so our class can move on to a special activity." (Marchant & Anderson, 2012, p. 24)

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Behavior Specific Praise Statements: Considerations

- Most effective when delivered consistently and immediately after desired behavior
- Should be used 4 to 1 ratio with negative/corrective feedback
- Determine students' preferred method of praise – public or private
- Establishes supportive and positive classroom environment

  (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008 ; Stormont & Reinke, 2009)

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Behavior Specific Praise Statements: Benefits

- Takes little effort and costs nothing
- Improves student- teacher relationships
- Not time consuming or intrusive
- Increases intrinsic motivation
- Increases on-task behavior and reduces problem behavior
- Increases positive social and academic behavior

  (Lampi, Fenty, & Beaunae, 2005; Marchant & Anderson, 2012; Stormont & Reinke, 2009)

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Increasing the Use of Behavior Specific Praise Statements

- Teacher have shown increased use of BSPS when
  - Setting goals for number of praise statements
  - Self-monitoring use of BSPS
  - Video self-modeling of BSPS
  - Performance feedback
  - Using a BSPS Script
  - Observations with a peer or instructional coach

(Haydon & Musti-Rao, 2011; Hawkins & Heflin, 2010; Sutherland et al., 2000)

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CI₃T: Ticket Examples
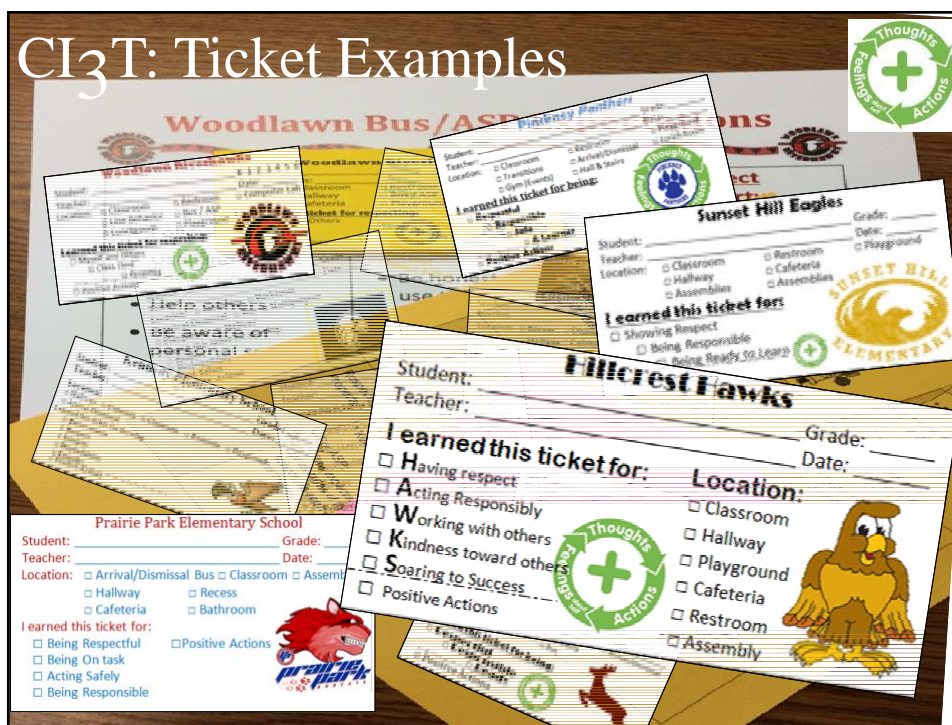
Will you please ….

00:00

Let's talk …

Low-Intensity Strategies for Academics and Behavior

Active Supervision

Proximity

Pacing

Appropriate use of Praise

Opportunities to Respond

Instructive Feedback

Incorporating Choice

CI3T

Self-Assessment

- How am I doing with...
  - Basic classroom management strategies?
  - Instructional considerations?
  - Low-intensity strategies?

  Consider a book study…build school site capacity

Classroom Management, Instructional Delivery, & Low Intensity Strategies Self-Assessment: Knowledge, Confidence, and Use Survey

Name: _____ School: _____ Date: _____

ID: _____

Directions: Using the criteria provided, rate the concepts or strategies in terms of how knowledgeable you are about them, how confident you are in your ability to implement them in your classroom, and how useful each concept or strategy is for you.

Knowledge: 0 – I have no knowledge of this concept or strategy.
1 – I have some, but not much, knowledge of this concept or strategy.
2 – I have more than average knowledge of this concept or strategy.
3 – I have a substantial amount of knowledge about this concept or strategy.

Confidence: 0 – I am not confident in my ability to use or implement this concept or strategy.
1 – I am a little confident in my ability to use or implement this concept or strategy, but I need to know more.
2 – I am confident in my ability to use or implement this concept or strategy.
3 – I am very confident in my ability to use or implement this concept or strategy.

Useful: 0 – This concept or strategy is not useful, nor relevant to my teaching.
1 – This concept or strategy is may be useful and/or relevant to my teaching.
2 – This concept or strategy is useful and/or relevant to my teaching.
3 – This concept or strategy is very useful and/or relevant to my teaching

Classroom Management: Concept/Strategy	Knowledge	Confidence	Useful
1. Academic learning time	0 1 2 3	0 1 2 3	0 1 2 3
2. Classroom climate	0 1 2 3	0 1 2 3	0 1 2 3
3. Managing student behavior	0 1 2 3	0 1 2 3	0 1 2 3
4. Classroom routines	0 1 2 3	0 1 2 3	0 1 2 3
5. Seating arrangements	0 1 2 3	0 1 2 3	0 1 2 3
6. Classroom procedures	0 1 2 3	0 1 2 3	0 1 2 3
7. Managing paperwork	0 1 2 3	0 1 2 3	0 1 2 3
8. Classroom transitions	0 1 2 3	0 1 2 3	0 1 2 3
9. Approach to discipline	0 1 2 3	0 1 2 3	0 1 2 3
10. Classroom rules/ expectations	0 1 2 3	0 1 2 3	0 1 2 3
11. Responding to disruptive behaviors	0 1 2 3	0 1 2 3	0 1 2 3
12. Contextual and cultural variables of classroom climate (student, teacher, school)	0 1 2 3	0 1 2 3	0 1 2 3
13. Building a rapport with students	0 1 2 3	0 1 2 3	0 1 2 3
14. Room decorating	0 1 2 3	0 1 2 3	0 1 2 3
15. Classroom flow	0 1 2 3	0 1 2 3	0 1 2 3
16. Nonverbal and verbal interactions	0 1 2 3	0 1 2 3	0 1 2 3

Project SUPPORT and INCLUDE: Secondary Training   1
Secondary Supports: KCU

CI3T

Will you please ….

00:00

Let's talk …

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

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

≈ 5%
Tertiary Prevention (Tier 3)

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

≈ 15%
Secondary Prevention (Tier 2)

PBIS Framework

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

≈ 80%
Primary Prevention (Tier 1)

Validated Curricula

Lane & Oakes

Academic | **Behavioral** | **Social**

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

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

≈ 5%
Tertiary Prevention (Tier 3)

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PBIS Framework

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

≈ 80%
Primary Prevention (Tier 1)

Validated Curricula

Academic | **Behavioral** | **Social**

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

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

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

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

≈ 5%
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Goal: Prevent Harm School/Classroom-Wide Systems for All Students, Staff, & Settings

≈ 80%
Primary Prevention (Tier 1)

Validated Curricula

Academic | **Behavioral** | **Social**

Will you please ....

00:00

Let's talk ...

Professional Learning

- Faculty and staff participate in the development and selection of new programs – based on evidence
- Feedback loops
- Participate in professional learning across all areas

MTSS: CI3T Professional Development Plan
Academic, Behavior, and Social Components

School:_____ Academic Year:_____

School Goal or Priority to Address	Focus Skill / Practice and Tier Addressed	Faculty or Staff Members to Lead	Type of PD (if outside training list provider, time, and cost) – Include plan to share with all faculty and staff	Timeline	Monitoring Fidelity— who and how?

R5:
PD Plan

CI3T

The Professional Development Training Series

Installation

November	December	January	February	March	April
1:Two-Hour After School	2: Full Day	3: Two-Hour After School	4: Full Day	5: Two-Hour After School	6: Full Day
	Share Overview with Faculty & Staff; Build Reactive Plan	Finalize & Share Expectation Matrix and Teaching & Reinforcing Components	Share Screeners Complete Assessment Schedule	Share CI3T plan; Complete PIRS & Secondary Grid	Share revised CI3T plan; Complete CI3T Feedback Form

Primary Prevention Series

February	March
Primary	Primary

November	January	May
Secondary	Secondary	Secondary

Secondary Prevention Stand Alone Sessions

Tertiary Prevention Series

| Teritiary | Teritiary | Teritiary | Teritiary |

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

Districtwide Training Model

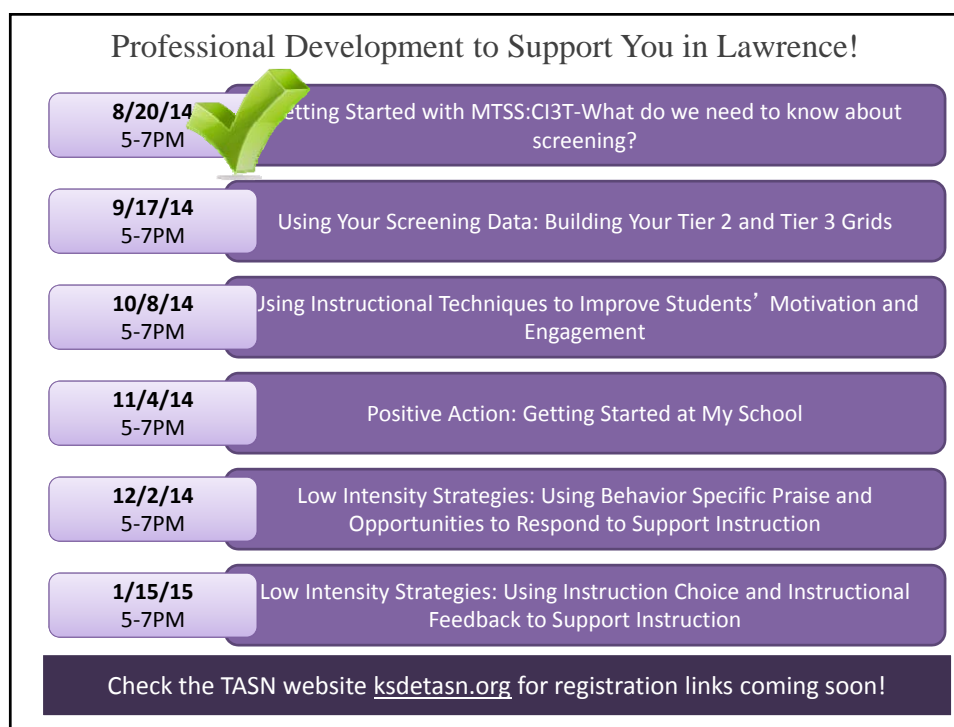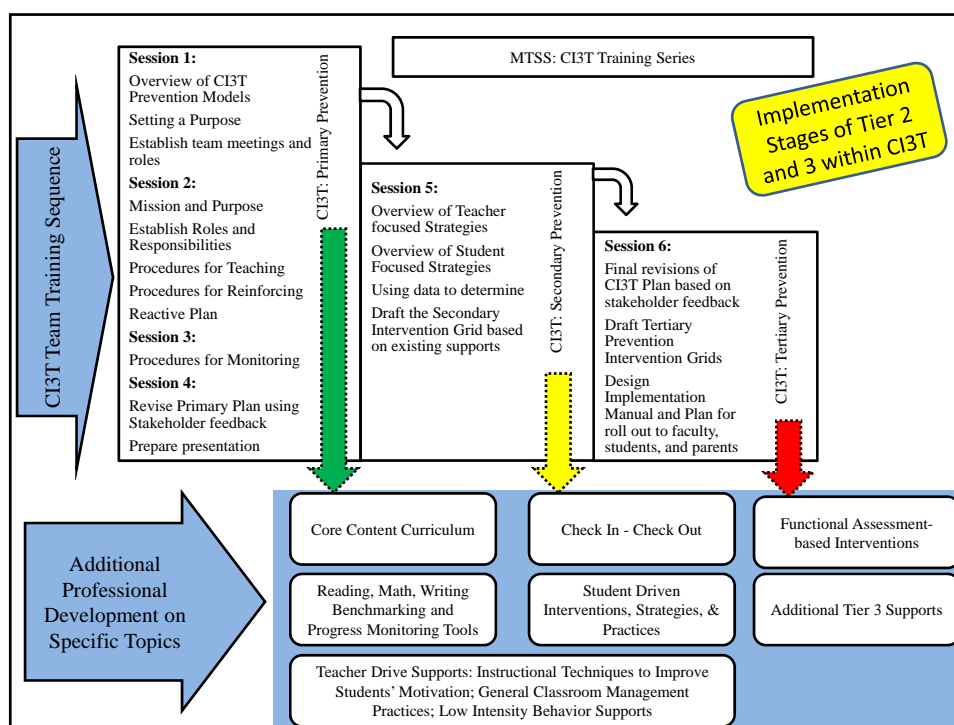| Phase and Task	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	S	F	Sp	Su	F	Sp	Su	F	Sp	Su
Phase 1: Prepare Cohorts 1 and 2																					
Project Staff and District Coaches: Establish Training Module, Develop Non-negotiable Practices for Implementation	▓																				
Project staff: Train Cohorts 1- 2 (or ≈ 11 schools)		▓	▓																		
Project staff and District Coaches: Implement: Cohorts 1 - 2 (or ≈ 11)				▓	▓	▓	▓	▓	▓												
District Coaches: Sustain Practices with Technical Assistance from Project										▓	▓	▓	▓	▓	▓	▓	▓	▓			
Phase 2: Prepare Cohorts 3 and 4																					
Project Staff: Train Cohorts 3-4 (or ≈ 11 schools)				▓	▓																
Project Staff and District Coaches: Implement: Cohorts 3 - 4 (or ≈ 11)							▓	▓	▓	▓	▓										
District Coaches: Sustain practices with Technical Assistance from Project													▓	▓	▓	▓	▓	▓	▓	▓	▓
Phase 3: Prepare Cohorts 5 and 6																					
Project Staff: Train Cohorts 5 - 6 (or ≈ 11 schools)							▓	▓													
Project Staff and District Coaches: Implement: Clusters 5-6 (or ≈ 11)													▓	▓							
District Coaches: Sustain practices with Technical Assistance from Project																▓	▓	▓	▓	▓	▓
Phase 4: Prepare Cohorts 7 and 8																					
Project Staff: Train Cohorts 7-8 (or ≈ 11 schools)										▓											

Figure 1. Districtwide training model with technical assistance… (p.130)
Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: How does my school-site leadership team design a CI3T model? *Preventing School Failure, 58,* 129-142. DOI: 10.1080/1045988X.2014.893976

MTSS: CI3T Training Series

CI3T Team Training Sequence

CI3T: Primary Prevention

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

CI3T: Secondary Prevention

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

CI3T: Tertiary Prevention

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

Implementation Stages of Tier 2 and 3 within CI3T

Additional Professional Development on Specific Topics

Core Content Curriculum

Check In - Check Out

Functional Assessment-based Interventions

Reading, Math, Writing Benchmarking and Progress Monitoring Tools

Student Driven Interventions, Strategies, & Practices

Additional Tier 3 Supports

Teacher Drive Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

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Professional Development to Support You in Lawrence!

Date	Topic
8/20/14 5-7PM	Getting Started with MTSS:CI3T-What do we need to know about screening?
9/17/14 5-7PM	Using Your Screening Data: Building Your Tier 2 and Tier 3 Grids
10/8/14 5-7PM	Using Instructional Techniques to Improve Students' Motivation and Engagement
11/4/14 5-7PM	Positive Action: Getting Started at My School
12/2/14 5-7PM	Low Intensity Strategies: Using Behavior Specific Praise and Opportunities to Respond to Support Instruction
1/15/15 5-7PM	Low Intensity Strategies: Using Instruction Choice and Instructional Feedback to Support Instruction

Check the TASN website ksdetasn.org for registration links coming soon!

Professional Development to Support You this spring!

Location/Date	Topic
Topeka **2/12/15** 5-7PM	Using Behavior Contracts to Improve Student Engagement and Performance
Ottawa **2/18/15** 4:30-6:30PM	A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention
Newton **2/20/15** 4:30-6:30PM	A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention
Topeka **3/10/15** 5-7PM	A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention
Topeka **4/23/15** 5-7PM	Using Your Screening Data: Building Your Tier 2 and Tier 3 Grids
Ottawa **5/13/15** 4:30-6:30PM	Using School-wide Data to Identify Students for Tier 2 and Tier 3 Supports
Newton **5/15/15** 4:30-6:30PM	Using School-wide Data to Identify Students for Tier 2 and Tier 3 Supports

Check the TASN website ksdetasn.org for registration links coming soon!
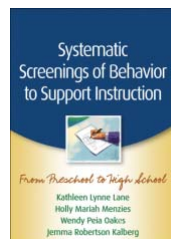

Moving Forward

Thank you!

Questions:
**Kathleen.Lane@ku.edu**
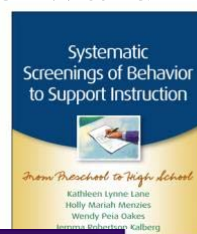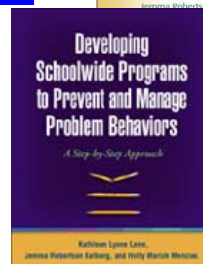
CI3T

Recommended Resources

Designing, Implementing, and Evaluating Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: Step by Step Guide (2014). A special issue of *Preventing School Failure*.

http://www.tandfonline.com/toc/vpsf20/current#.U4zbm6RO VD8

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.

Recommended Resources
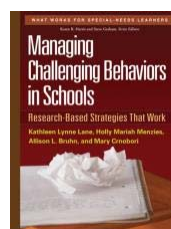
Lane, K. L., Menzies, H. M., Bruhn, A.L., & Crnobori, M. (2011). *Managing Challenging Behaviors in Schools: Research-Based Strategies That Work.* New York, NY: Guilford Press.
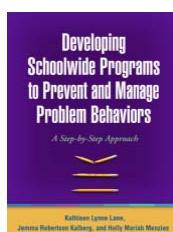
Lane, K. L., Kalberg, J. R. & Menzies, H. M. (2009). *Developing Schoolwide Programs to Prevent and Manage Problem Behaviors: A Step-by-Step Approach*. New York, NY: Guilford Press.