

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



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4E

Using Data to Facilitate Implementation of Integrated Tiered Systems: Data for the Win!

Presenters:

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- **Topic:** Data-based Decision Making
- **Keywords:** Fidelity, Implementation, Assessment

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



PBIS Positive Behavioral Interventions & Supports

1

Learning Objectives

By participating in this session, attendees will:

1. Develop an understanding of a new tool for measuring implementation of integrated tiered systems
2. Describe how to assess faculty and staff's views of goals, procedures, and outcomes
3. Learn how to conduct systematic screenings to inform instruction, using these three sources of data in an integrated fashion to guide implementation efforts

Institute of Education Sciences, U.S. Department of Education
R324N190002 University of Kansas
R324N190007 American Institute for Research

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2

Agenda

1. Introducing the Integrated MTSS Rubric
2. Collecting and Using Treatment Integrity and Social Validity Data: An Illustration in Ci3T Models
3. Collecting and Using Systematic Screening: An Illustration in Ci3T Models



3

Integrated Tiered Systems of Support

I-MTSS
RESEARCH NETWORK

FOLLOW US ON SOCIALS

RESEARCH TEAMS

- Basic
- Ci3T
- IMFR
- NEAG School of Education

RESOURCES

- Leadership Team
- Overview
- Events
- Login

4

Introducing the Integrated MTSS Rubric

The research reported here was supported in part by the Institute of Education Sciences, U.S. Department of Education, through Grant Number R324N190007 -20 to American Institutes for Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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5

Tiered Systems of Support

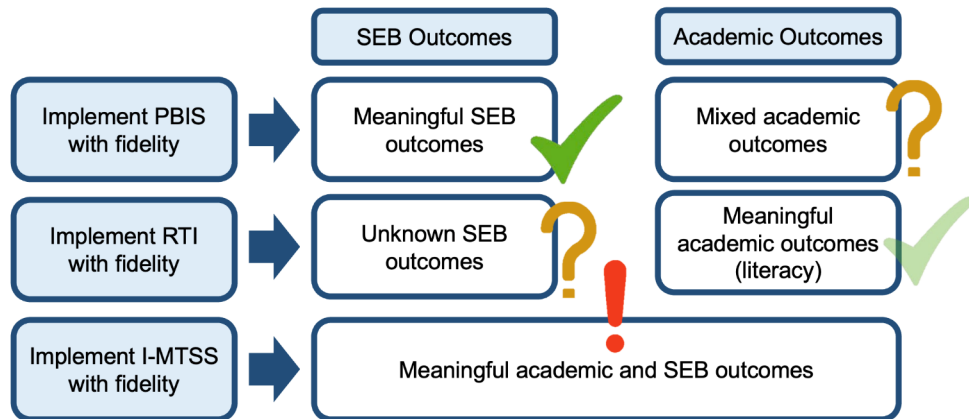
Tiered System of Support	Student Improvement Area	Distinguishing Feature
Positive Behavior Intervention Support (PBIS), Schoolwide PBIS (Sugai & Horner, 2009)	Behavior/SEB outcomes	Behavior/SEB supports
Response to Intervention (RTI ; Fuchs et al., 2003)	Academic outcomes	Academic supports
Multi-Tiered System of Support (MTSS ; Sugai & Horner, 2009)	Academic and behavior/SEB outcomes	Academic and behavior/SEB supports
Integrated MTSS (I-MTSS ; McIntosh & Goodman, 2016)	Academic and behavior/SEB outcomes	Strategically combined academic and SEB supports

Adapted from Pierce et al., 2025 and the I-MTSS Research Network

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6

The Impact of I-MTSS on Students



Slide used with permission from Goodman (2025); I-MTSS Research Network (2024)

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7

The Impact of I-MTSS on Staff

- Provides a feasible way to respond to rising academic and SEB needs
- Lowers staff burden and burnout by streamlining teams and supports
- Improves staff trust, collaboration, satisfaction
- Promotes efficiency by de-siloing academic and behavioral supports

Pierce et al., (2025)

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8

The Integrated MTSS Fidelity Rubric (IMFR)



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9

The IMFR

- A **valid, reliable** measure of I-MTSS at the elementary level.
- Users report the IMFR offers **valuable information**.
- The IMFR is **FREE** and includes a **suite of materials**.
- States, districts, and schools are using the IMFR in **grades K-12** to **assess** and **improve** implementation.
- The IMFR can be used in **any school**, from those just **beginning to implement** a tiered system to **advanced implementers**.

Gandhi, et al., (2025).



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10

Study Background

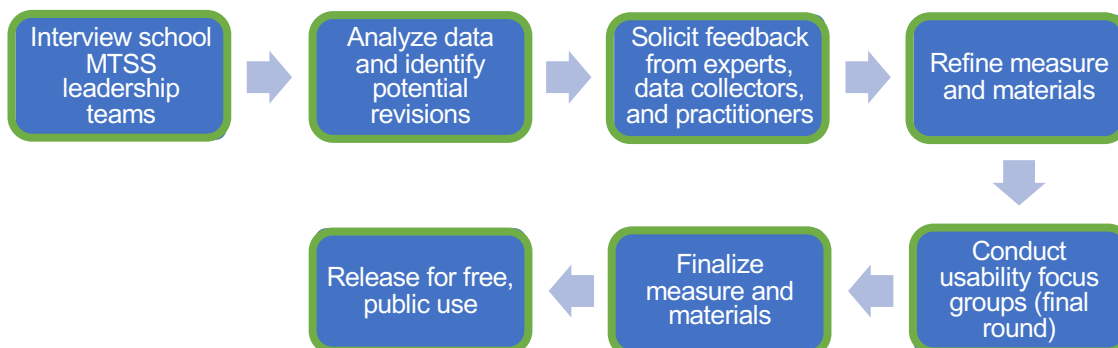
- The Need: Lack of valid, reliable measure specifically for assessing I-MTSS
- Conducted by AIR and University of Missouri from 2019-2025
- Part of a network of I-MTSS studies funded by the Institute of Education Sciences (IES)
- Sample included school MTSS teams at 65-87 schools in 13-20 districts located in nine states
- Examined validity, reliability, and costs
- Analytic methods included Many-faced Rasch Model, Exploratory and Confirmatory Factor Analysis, and Inter-rater Reliability

Ghandi et al., (2025)

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11

Psychometric Testing Phase (3 Rounds)



Gandi et al., 2025

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13

Key Findings

- **Construct validity as comprised of:**
 - **Content validity:** Domains and items accurately reflect with I-MTSS is.
 - **Substantive validity:** The scale categories may need refinement in future testing.
 - **Structural validity:** Item-level ratings accurately reflect a school's I-MTSS implementation status.
 - **Generalizability:** Multiple raters produce similar ratings for schools, although some raters are more severe than others.

Ghandi et al., (2025)

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14

Key Findings (Continued)

- **Social validity:**
 - The IMFR provided valuable insight into their school's I-MTSS implementation effort.
 - Team members would participate in the IMFR administration again.
 - IMFR ratings accurately reflected their school's I-MTSS implementation and that the ratings were easy to understand.
 - Participating in the IMFR administration was valuable because it helped them better understand their unique I-MTSS implementation strengths and areas for improvement.
 - Would recommend other schools use the tool.
 - The time required to participate in the process was difficult to manage.

Ghandi et al., (2025)

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15

Ratings At-A-Glance					
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1. Instruction and Intervention					
1.1 Tier 1	☒	☐	☐	☐	☐
1.2 Tier 2	☐	☒	☐	☐	☐
1.3 Tier 3	☐	☐	☒	☐	☐
Domain 2. Assessment					
2.1 Universal Screening	☐	☒	☐	☐	☐
2.2 Diagnostic Assessment	☐	☐	☒	☐	☐
2.3 Progress Monitoring	☐	☐	☒	☐	☐
Domain 3. Data-based Decision Making					
3.1 Universal DBDM	☐	☒	☐	☐	☐
3.2 Targeted DBDM	☒	☐	☐	☐	☐
3.3 Intensive DBDM	☒	☐	☐	☐	☐
3.4 Continuous Improvement	☐	☒	☐	☐	☐
Item	Initial	Developing	Proficient	Advanced	
Domain 4. Infrastructure					
4.1 District Leadership	☒	☐	☐	☐	
4.2 School Leadership	☒	☐	☐	☐	
4.3 Schoolwide Culture	☐	☒	☐	☐	
4.4 Professional Learning	☐	☐	☐	☒	

16

Accessing the IMFR Suite of Materials

- Scan the QR code to the AIR IMFR landing page.
- Scroll to the bottom of the webpage.
- Complete the online form. You will get an automated email. Check your junk folder if you do not get the email.
- Open the email, click on the link, and download the documents from Dropbox. You do not need a Dropbox account. The email also contains the link to the IMFR training modules, which are hosted on the Moodle platform.



17

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Using the IMFR With A School Team

1. Complete the IMFR training modules.
2. Conduct an interview with school MTSS leadership team using the IMFR Interview Protocol.
3. Use the IMFR Scoring Worksheet to generate I-MTSS ratings.
4. Provide the 14 item-level ratings to the school.

Gandhi et al., (2025)

1
8

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18

Using the IMFR to Drive School Improvement

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19

Option 1: The Bright Spots Approach

Prioritize improving the “bright spots” that are not yet rated as *Integrating, Sustaining, or Advanced*.

- Review the Scoring Worksheet.
- Which criteria were marked “No” for Tier 3, Diagnostic Assessment, and Progress Monitoring?
- What would it take to turn each “No” to “Yes” for these items?
- Would improving these items likely have a positive impact on IMFR ratings, staff, and students?
- Would improving these items directly link to the school’s overall goals for students?
- Is it feasible to improve these items?

20



20

Ratings At-A-Glance

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1. Instruction and Intervention					
1.1 Tier 1	☒	☐	☐	☐	☐
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Item	Initial	Developing	Proficient	Advanced	
Domain 4. Infrastructure					
4.1 District Leadership	☒	☐	☐	☐	
4.2 School Leadership	☒	☐	☐	☐	
4.3 Schoolwide Culture	☐	☒	☐	☐	
4.4 Professional Learning	☐	☐	☐	☒	

21

Option 2: The Biggest Bang Approach

Prioritize improving the items that likely have the biggest positive impact on I-MTSS implementation, staff, and students.

- Review the Scoring Worksheet.
- Which items are easiest to improve yet would likely improve IMFR ratings and student outcomes yet reduce staff burden?
- Would improving these items directly link to the school's overall goals for students?



22

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1. Instruction and Intervention					
1.1 Tier 1	☒	☐	☐	☐	☐
1.2 Tier 2	☐	☒	☐	☐	☐
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4.2 School Leadership	☒	☐	☐	☐	
4.3 Schoolwide Culture	☐	☒	☐	☐	
4.4 Professional Learning	☐	☐	☐	☒	

23

Plan-Do-Study-Act (PDSA) Cycles Tool

PDSA Planning Template

Topic/Area of Focus: _____

Team Members: _____

What are we trying to accomplish? (Objective/Goal): _____

What change can we make that will result in an improvement? _____

Predictions/Hypothesis: _____

It will result in: _____

FOR EVERY CYCLE you are going to need the following:

PLAN

Who: _____

What: _____

When: _____

How: _____

Where: _____

Why: _____

Plan for data collection:

- What information is important to collect?
- Why is it important to collect?
- Who will collect the information?
- When will the information be collected?
- Where will the information be collected?
- How will the information be collected?
- What tasks or tools are needed?

DO

Do only what you planned to do.

- How was the plan implemented?
- What was observed?
- Were problems or any special circumstances encountered?
- Did you stick to the original plan?
- How did you stick to the original plan?

STUDY

What went well?

What could be improved?

How did the data compare to your predictions?

What did you learn?

What surprised you?

ACT

Should you Adopt, Adapt, or Abandon the change?

What changes need to be made?

Are you confident that you should repeat the cycle?

<https://implementation.fpg.unc.edu/resource/pdsa-planning-template/>

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24

Tracking IMFR Results

- Enter IMFR item-level ratings and scoring worksheet data for each school into Excel or another spreadsheet.
- Update twice annually or annually
- Analyze for trends:
 - Items with consistently lowest and highest ratings
 - Schools/districts with lowest and highest ratings
- Conduct PDSA Cycles to support improvement efforts and to inform:
 - Resource allocation
 - Alignment and coherence across initiatives
 - Prioritization of I-MTSS implementation

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25

Resources and Wrap-Up



26

I-MTSS Resources

- Special Issue on I-MTSS from Intervention and School Clinic: <https://mtss.org/intervention-in-school-and-clinic-special-series/>
- I-MTSS Network: <https://mtss.org/>
- PBIS Network: <https://www.pbis.org/video/integrating-academic-social-emotional-behavioral-and-mental-health-supports-for-student-need>
- AIR: <https://mtss4success.org/resource/integrated-mtss-rubric>



27

AIR's I-MTSS Services



Email
Jpierce@air.org or

IMFR@AIR.ORG

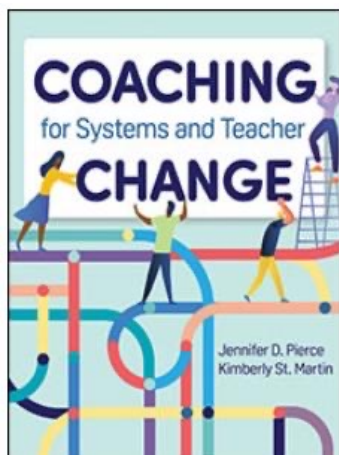
to learn how AIR
can support your
school, district, or
state!



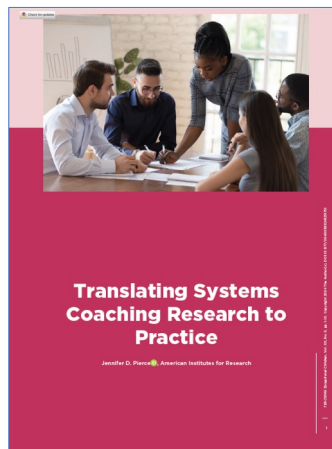
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28

Coaching Resources



Pierce (2024); Pierce & St. Martin (2023)



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29

Collecting and Using Treatment Integrity and Social Validity Data

An Illustration in Ci3T Models

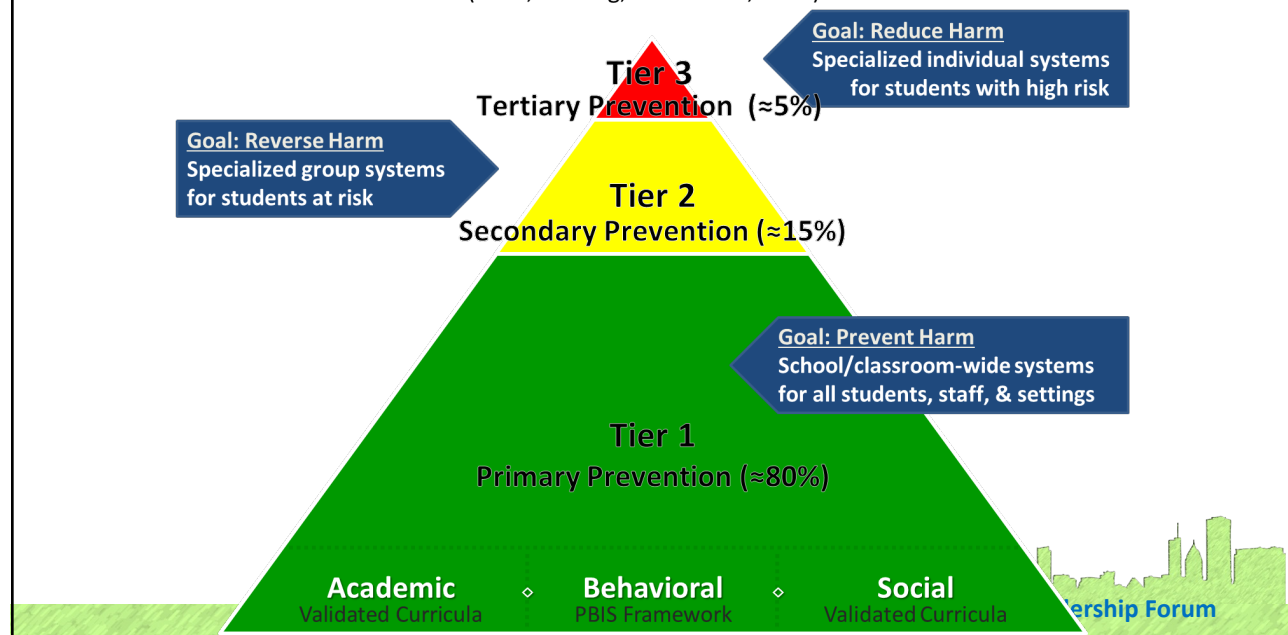
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30

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



31

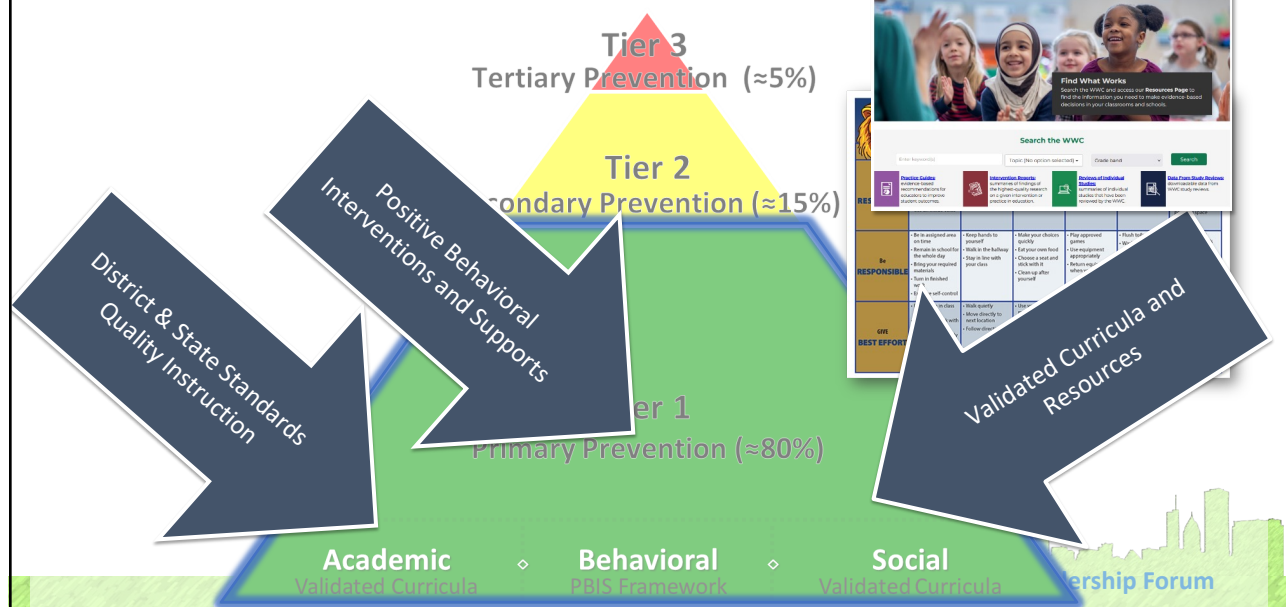
Ci3T Implementation Professional Learning Series



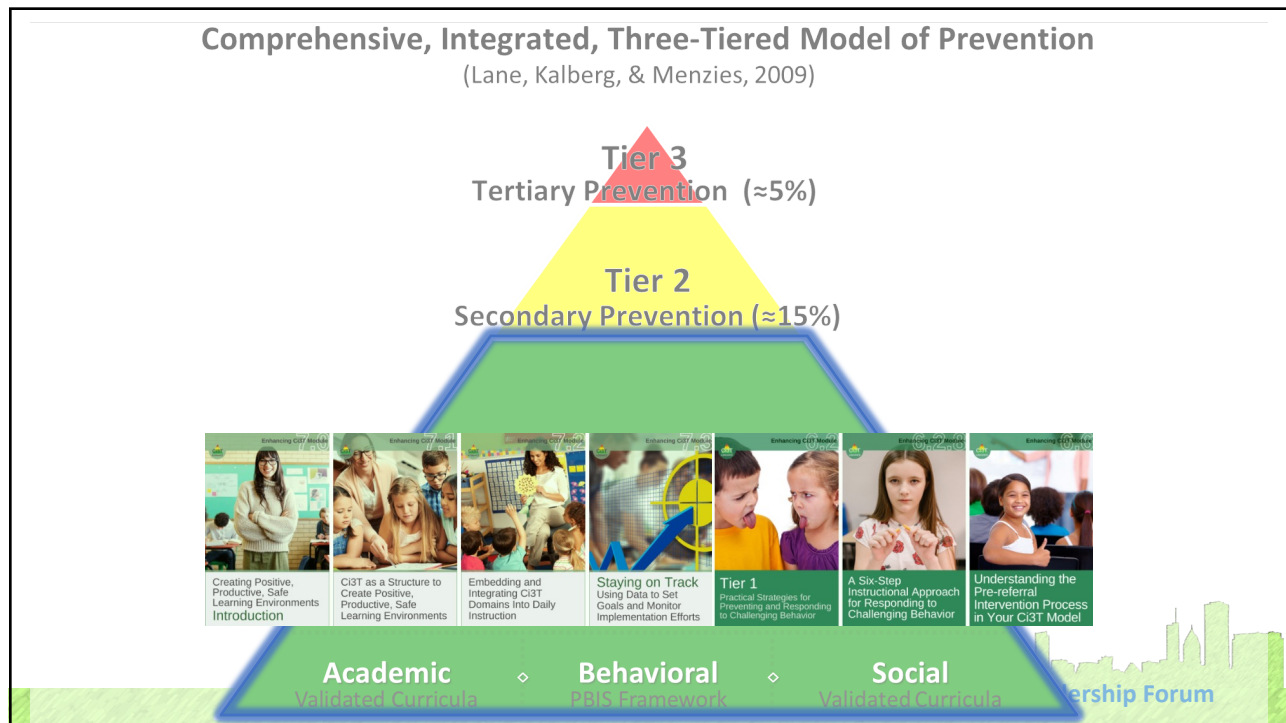
32

Comprehensive, Integrated, Three-Tiered Model of Prevention

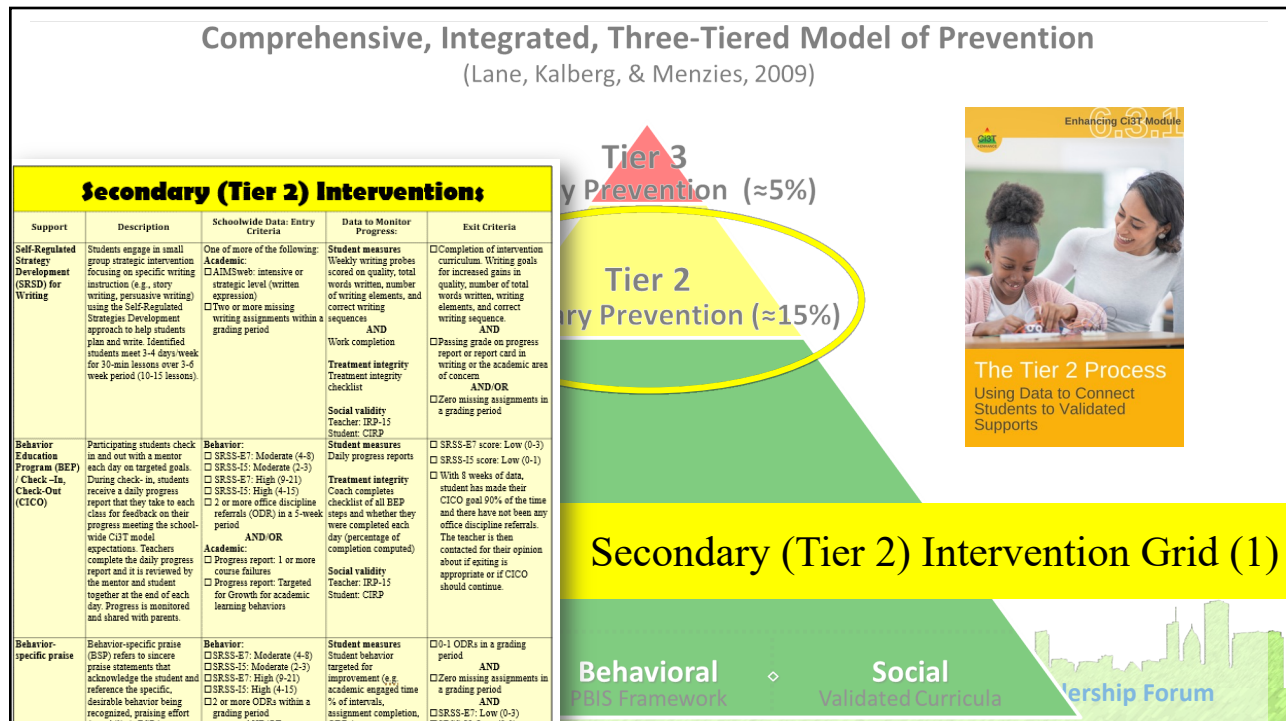
(Lane, Kalberg, & Menzies, 2009)



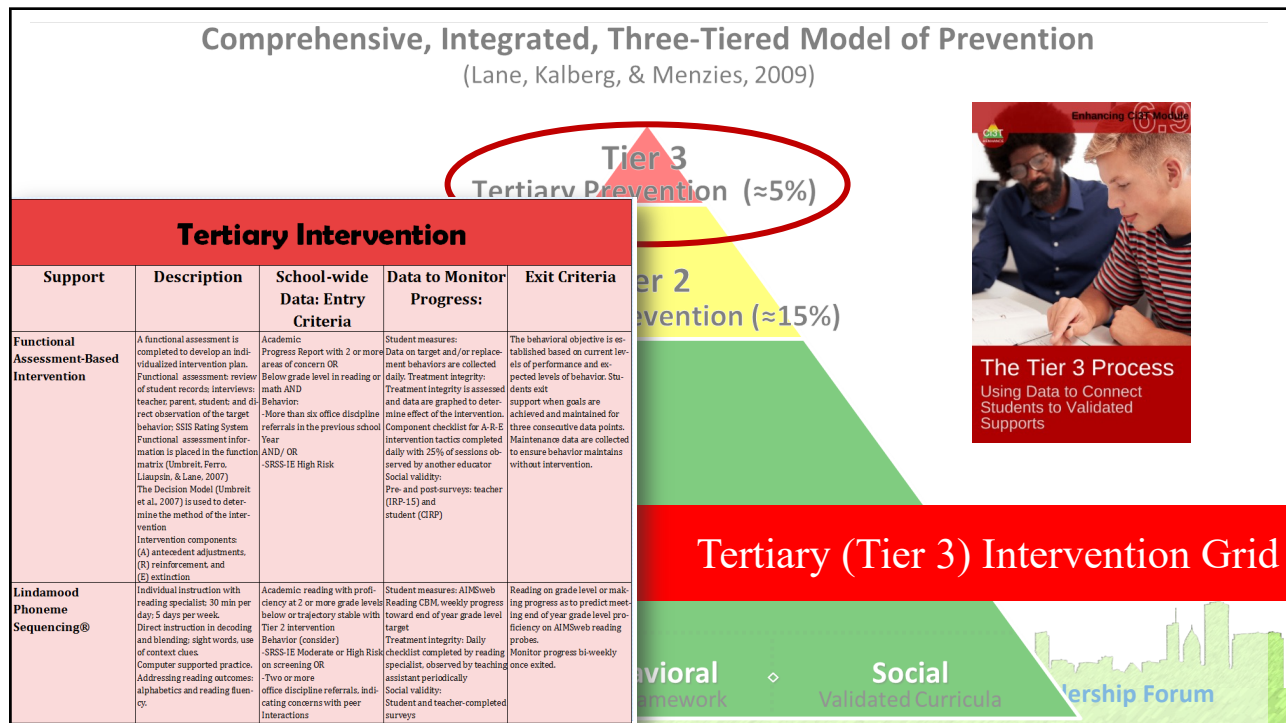
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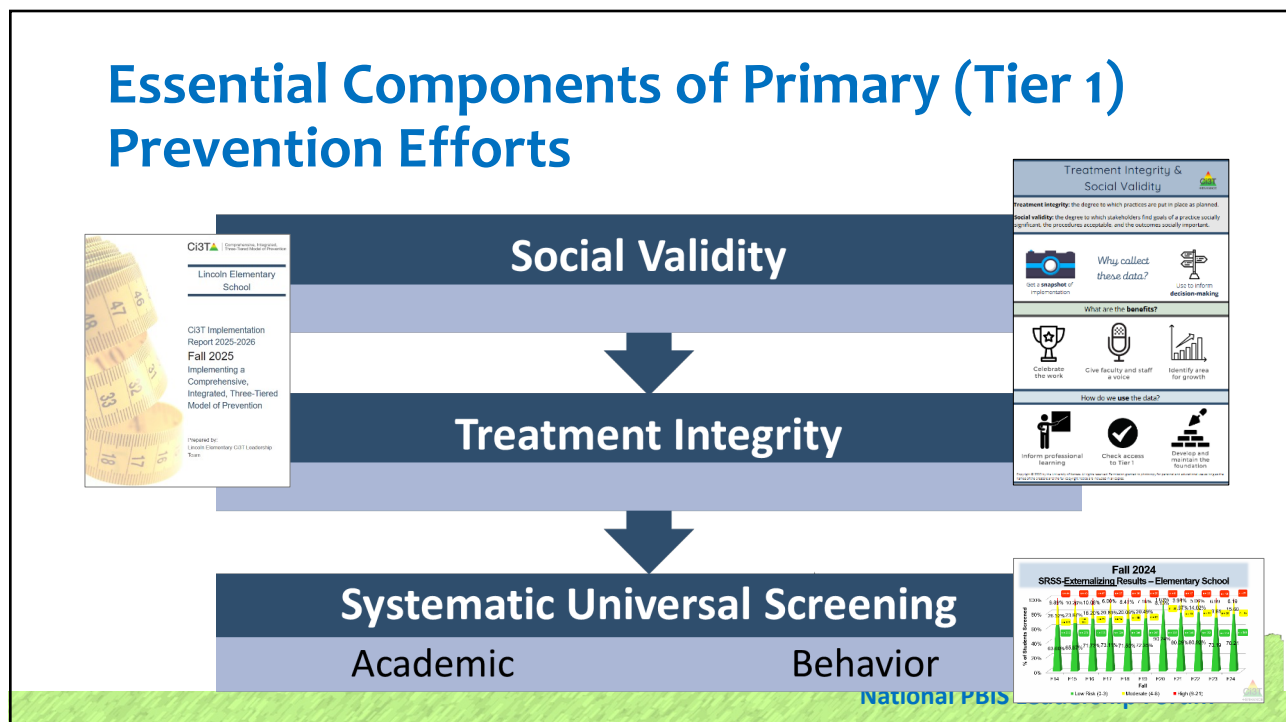
34



35



36



37

Social Validity

How do stakeholders view the plan?

Social validity refers to the level of:

- Social significance of intervention goals
- Social acceptability of intervention procedures
- Social importance of intervention outcomes

(Wolf, 1978)

Assessed using the Primary Intervention Rating Scale (PIRS)

Social Validity: PIRS Results

Year	Fall: <i>n</i>	Fall: % (SD)	Spring: <i>n</i>	Spring: % (SD)
2025-2026	32	85.39 (8.89)	TBD	TBD

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38

Treatment Integrity

Are we implementing our plan as intended?

Treatment integrity can refer to:

- Adherence
- Dosage
- Quality

Assessed using:

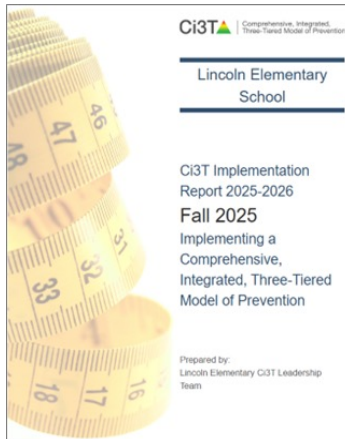
- Ci3T Treatment Integrity: Teacher Self-Report
- Ci3T Treatment Integrity: Direct Observation
- Tiered Fidelity Inventory (TFI)

Ci3T Procedures	Fall 2025 Teacher Self-Report*	Educator Direct Observation*	Observer Direct Observation*
	<i>n</i> = 45 % (SD)	<i>n</i> = 6 % (SD)	<i>n</i> = 7 % (SD)
Teaching	80.43% (10.86)	70.72% (13.81)	75.02% (17.05)
Reinforcing	80.83% (12.89)	62.06% (15.33)	34.99% (16.02)
Monitoring	75.49% (18.06)	-	-
Total	79.10% (11.87)	67.66% (14.03)	62.28% (14.58)

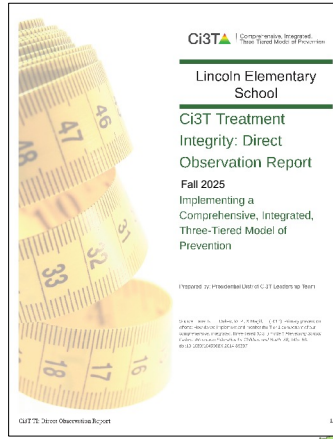
39

Social Validity and Treatment Integrity: Data Sources (1)

Primary Intervention Rating Scale (Social Validity)
Ci3T Treatment Integrity: Teacher Self Report



Ci3T Treatment Integrity: Direct Observation



Tiered Fidelity Inventory



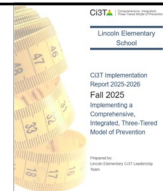
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40

Ci3T Implementation Report

- Primary Intervention Rating Scale (Social Validity; PIRS)
- Ci3T Treatment Integrity: Teacher Self Report (Ci3T TI: TSR)
- Demographics (e.g., role)

Table of Contents	
Social Validity (SV).....	A
Primary Intervention Rating Scale (PIRS)	
Treatment Integrity (TI).....	B
Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR)	
Demographics.....	C
Report Sharing	
This report is designed to share with your school faculty and staff. It can also be used to revise your school's plan over summer as you direct your energy and focus on strengthening your Ci3T plan.	
Ci3T Implementation Report	



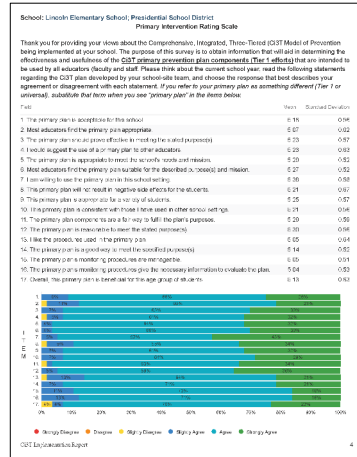
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41

Primary Intervention Rating Scale (PIRS)

Item-level data
reported as mean and
standard deviation
(scale = 1-6)

Item-level data
visualization



Item	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. The primary plan is acceptable to this school.	0	0	0	1
2. Most educators find the primary plan appropriate.	0	0	1	5
3. The primary plan is a good fit for the school's needs and mission.	0	0	0	4
4. Most educators find the primary plan acceptable for meeting the school's needs.	0	0	1	3
5. The primary plan is appropriate to meet the school's needs and mission.	0	0	0	2
6. Most educators find the primary plan suitable for the school's needs and mission.	0	0	0	2
7. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
8. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
9. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
10. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
11. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
12. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
13. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
14. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
15. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
16. The primary plan is acceptable to meet the school's needs and mission.	0	0	0	3
17. Overall, the primary plan is acceptable to meet the school's needs and mission.	0	0	0	3

Total: This percentage represents the level of agreement with the plan according to respondents.

Strongly Disagree: 0% Disagree: 0% Agree: 0% Strongly Agree: 100%

Item-level data
reported by response
category
(e.g., number of people
who "strongly agreed")

Total PIRS %
(mean and standard
deviation)

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42

Primary Intervention Rating Scale (PIRS): Open Ended Items

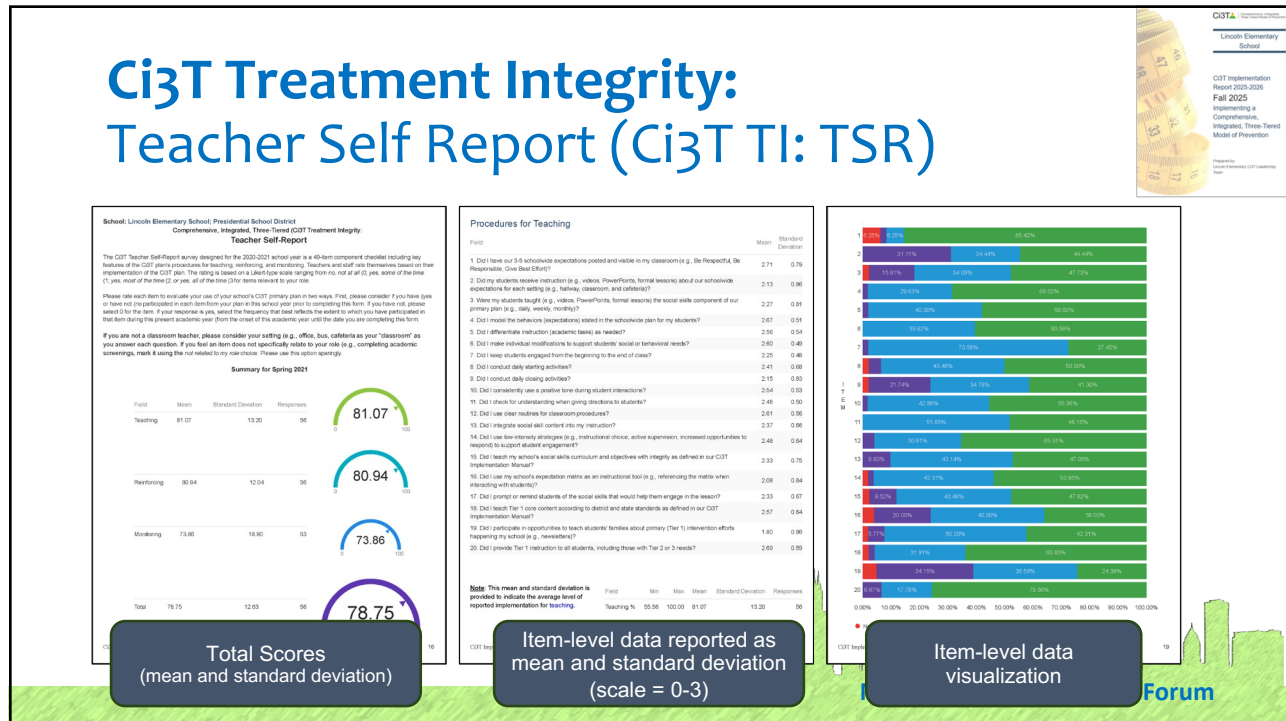
- Read through comments
- Highlight success (literally!)
- Look for themes for celebrations and focus areas

1. What do you feel is most beneficial about this primary prevention plan's components (Tier 1 efforts)? What is the least beneficial part?
2. Do you think that your and your students' participation in this Ci3T plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?
3. What would you change about this plan (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?
4. What other information would you like to contribute to this plan?

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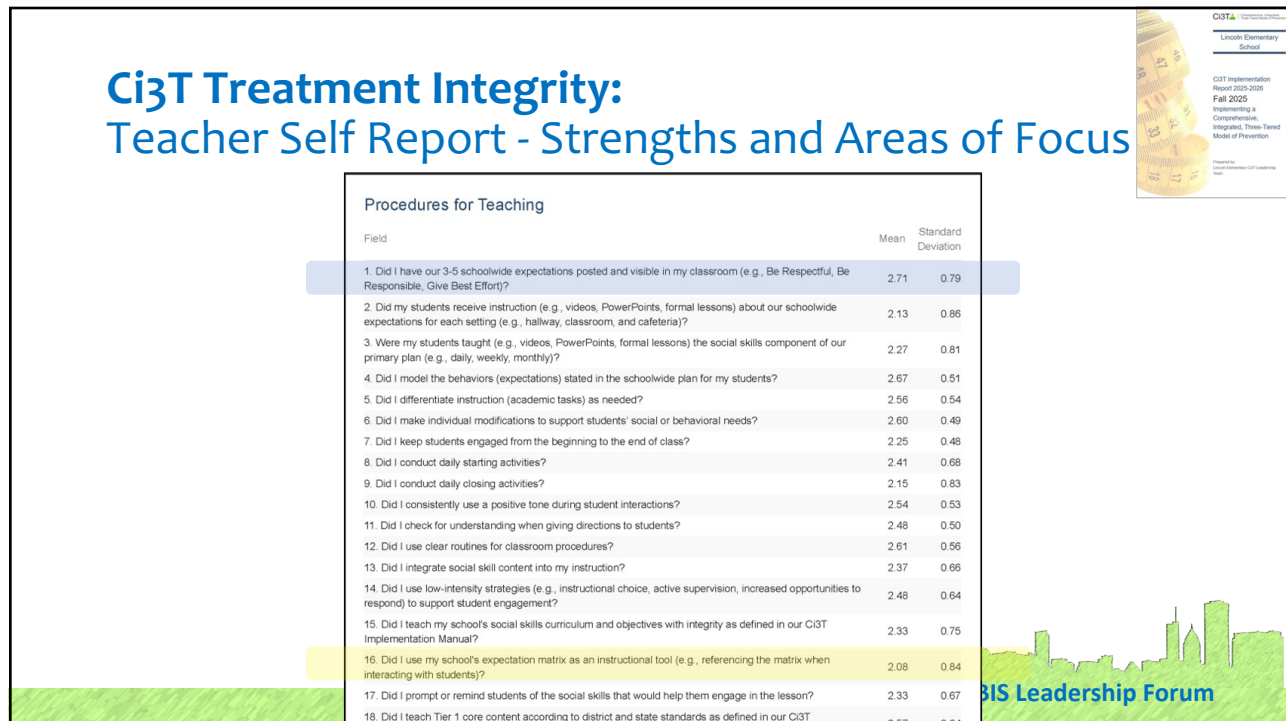
43

Ci3T Treatment Integrity: Teacher Self Report (Ci3T TI: TSR)



44

Ci3T Treatment Integrity: Teacher Self Report - Strengths and Areas of Focus



45

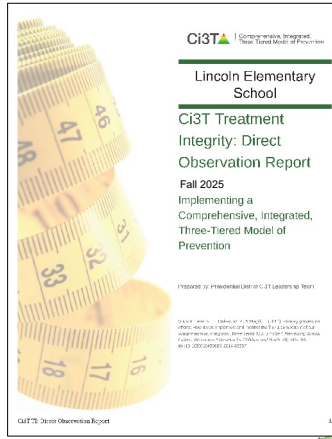
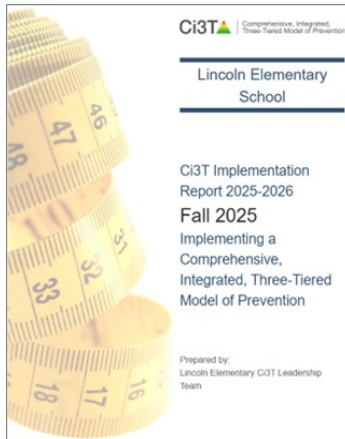
Social Validity and Treatment Integrity: Data Sources (2)

Primary Intervention Rating Scale (Social Validity)

Ci3T Treatment Integrity: Teacher Self Report

Ci3T Treatment Integrity: Direct Observation

Tiered Fidelity Inventory

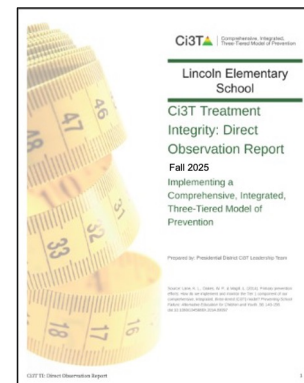


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46

Ci3T Treatment Integrity: Direct Observation Report (1)

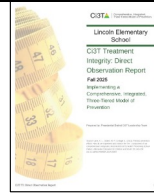
- Subset of Ci3T TI: TSR items
- Stratified, random selection of educators
 - Personnel who directly instruct students
- Observers trained to criterion
- 30-min observations
 - Educator perspective
 - Observer perspective



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47

Ci3T Treatment Integrity: Direct Observation Report – Outside Observer

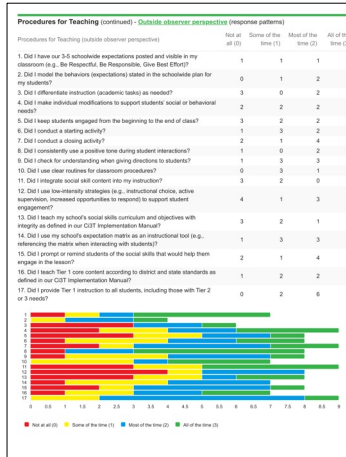


Item-level data
reported as mean and
standard deviation
(scale = 0-3)

Total %
(mean and standard
deviation)

Procedures for Teaching (outside observer perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	2.14	1.12
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2.00	0.71
3. Did I differentiate instruction (academic tasks) as needed?	1.17	1.21
4. Did I make individual modifications to support students' social or behavioral needs?	1.87	1.16
5. Did I keep students engaged from the beginning to the end of class?	1.13	1.06
6. Did I conduct a starting activity?	1.83	0.99
7. Did I conduct a closing activity?	1.87	1.06
8. Did I consistently use a positive tone during student interactions?	2.38	0.89
9. Did I check for understanding when going directions to students?	1.50	0.87
10. Did I use clear routines for classroom procedures?	2.00	0.85
11. Did I integrate social skill content into my instruction?	1.56	1.34
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	0.88	0.83
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.25	1.20
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.29	0.75
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.50	1.00
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	1.71	1.05
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	1.89	0.57

Field	Min	Max	Mean	Standard Deviation	Responses
Teaching (%)	41.18	88.44	54.17	9.39	9



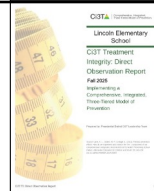
Item-level data
reported by response
category
(e.g., number of people
who "strongly agreed")

Item-level data
visualization

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48

Ci3T Treatment Integrity: Direct Observation Report – Educator Perspective

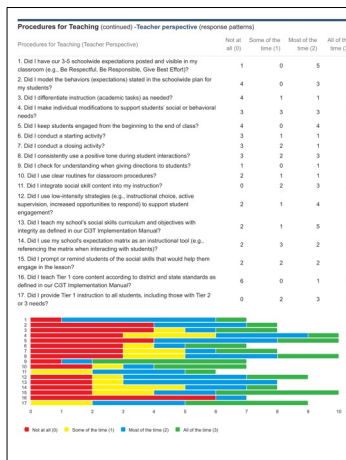


Item-level data
reported as mean and
standard deviation
(scale = 0-3)

Total %
(mean and standard
deviation)

Procedures for Teaching (Teacher Perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1.86	0.83
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	1.13	1.17
3. Did I differentiate instruction (academic tasks) as needed?	1.13	1.27
4. Did I make individual modifications to support students' social or behavioral needs?	1.20	0.88
5. Did I keep students engaged from the beginning to the end of class?	1.40	1.26
6. Did I conduct a starting activity?	1.29	1.28
7. Did I conduct a closing activity?	1.25	1.20
8. Did I consistently use a positive tone during student interactions?	1.40	1.11
9. Did I check for understanding when going directions to students?	2.43	1.05
10. Did I use clear routines for classroom procedures?	1.71	1.29
11. Did I integrate social skill content into my instruction?	1.83	0.89
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	1.67	1.06
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.36	0.86
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.25	0.87
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.80	1.17
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	0.29	0.70
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.22	0.75

Field	Min	Max	Mean	Standard Deviation	Responses
Teaching (%)	33.33	58.97	45.50	7.87	11



Item-level data
reported by response
category
(e.g., number of people
who "strongly agreed")

Item-level data
visualization

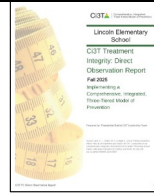
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49

Ci3T Treatment Integrity: Direct Observation Report – Areas of Strength and Focus

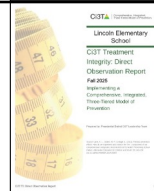
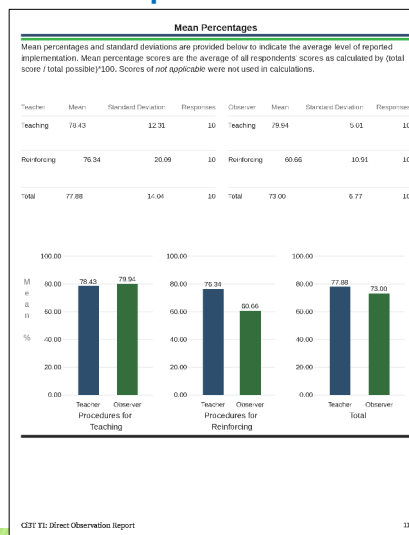
Procedures for Teaching (continued)
Teacher perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Teaching (Teacher perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1.86	0.83
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	1.13	1.17
3. Did I differentiate instruction (academic tasks) as needed?	1.13	1.27
4. Did I make individual modifications to support students' social or behavioral needs?	1.20	0.98
5. Did I keep students engaged from the beginning to the end of class?	1.40	1.20
6. Did I conduct a starting activity?	1.29	1.28
7. Did I conduct a closing activity?	1.25	1.20
8. Did I consistently use a positive tone during student interactions?	1.40	1.11
9. Did I check for understanding when giving directions to students?	2.43	1.05
10. Did I use clear routines for classroom procedures?	1.71	1.28
11. Did I integrate social skill content into my instruction?	1.83	0.69
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	1.67	1.05
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.38	0.86



50

Ci3T Treatment Integrity: Direct Observation Report Mean Percentages



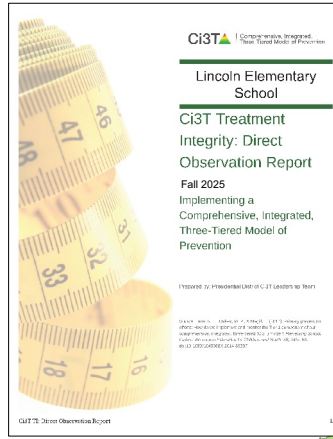
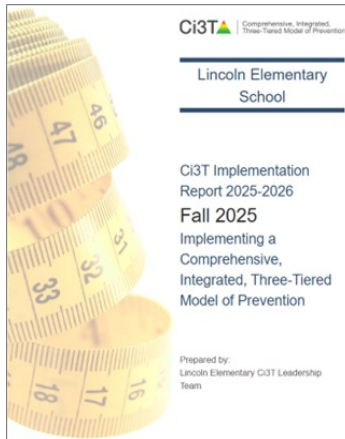
51

Social Validity and Treatment Integrity: Data Sources (3)

Primary Intervention Rating Scale (Social Validity)
Ci3T Treatment Integrity: Teacher Self Report

Ci3T Treatment Integrity: Direct Observation

Tiered Fidelity Inventory



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52

Tiered Fidelity Inventory (TFI)

PBIS Positive Behavioral Interventions & Supports

TIERED FIDELITY INVENTORY

1.3 SCHOOLWIDE ACKNOWLEDGMENT

Educators consistently and equitably implement a written process for delivering behavior-specific praise that is (a) linked to schoolwide expectations, (b) used across settings, (c) documented (e.g., electronically tracked, count of observed and self-reported) to meet students' needs to acknowledge students' academic and SEL skills in a manner valued by students.

Possible Data Sources

- TFI walkthrough tool
- School handbook or documentation of acknowledgment system
- Data on staff acknowledgment (e.g., feedback collected via flow, count of positive praise tickets)

Scoring Criteria

1. No written process for acknowledging students to earn one from 1-2000 education consistently and equitably acknowledge students. 2. If one has 2000 students, response acknowledgment is present, then add:

2. A written process for delivering acknowledgment with at least two of the four features is in use and two (20-40%) educators consistently and equitably acknowledge students. 3. If one has 4000 students, response acknowledgment is present, then add:

3. A written process for delivering acknowledgment with all four features is in use and most (80-90%) educators consistently and equitably acknowledge students. 4. If one has 6000 students, response acknowledgment is present, then add:

4. A written process for delivering acknowledgment with all four features is in use and almost all (90-95%) educators consistently and equitably acknowledge students. 5. If one has 8000 students, response acknowledgment is present, then add:

Positive Behavioral Interventions & Supports (PBIS)

PBIS Positive Behavioral Interventions & Supports

TIERED FIDELITY INVENTORY

Tiered Fidelity Inventory Walkthrough Interview and Observation Form

School: _____ Date: _____
District: _____ Site: _____
Data Collector: _____

Schoolwide Expectations: _____
Name of Schoolwide Expectations: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Name of Acknowledgment System: _____

Faculty/Staff Questions

Question	Yes	No	Not Sure	Not Applicable
1. Do you have a written process for acknowledging students to earn one from 1-2000 education consistently and equitably acknowledge students?				
2. If one has 2000 students, response acknowledgment is present, then add:				
3. A written process for delivering acknowledgment with at least two of the four features is in use and two (20-40%) educators consistently and equitably acknowledge students.				
4. If one has 4000 students, response acknowledgment is present, then add:				
5. A written process for delivering acknowledgment with all four features is in use and most (80-90%) educators consistently and equitably acknowledge students.				
6. If one has 6000 students, response acknowledgment is present, then add:				
7. A written process for delivering acknowledgment with all four features is in use and almost all (90-95%) educators consistently and equitably acknowledge students.				
8. If one has 8000 students, response acknowledgment is present, then add:				
9. A written process for delivering acknowledgment with all four features is in use and almost all (90-95%) educators consistently and equitably acknowledge students.				
10. If one has 10000 students, response acknowledgment is present, then add:				
Total				

Positive Behavioral Interventions & Supports (PBIS)

PBIS Positive Behavioral Interventions & Supports

TIERED FIDELITY INVENTORY

***Tally provided examples of integrating expectations within academic and SEL instruction:**

- embedding prompts for expectations during lesson introductions
- highlighting examples and non-examples of expectations found in curricular materials
- providing structured opportunities to demonstrate expectations within academic routines
- delivering student feedback and acknowledgment for demonstrating expectations across instructional activities

***Capture examples of how PBIS implementation supports school improvement goals (optional):**

Student Questions

Question	Yes	No	Not Sure	Not Applicable
1. Do you have a written process for acknowledging students to earn one from 1-2000 education consistently and equitably acknowledge students?				
2. If one has 2000 students, response acknowledgment is present, then add:				
3. A written process for delivering acknowledgment with at least two of the four features is in use and two (20-40%) educators consistently and equitably acknowledge students.				
4. If one has 4000 students, response acknowledgment is present, then add:				
5. A written process for delivering acknowledgment with all four features is in use and most (80-90%) educators consistently and equitably acknowledge students.				
6. If one has 6000 students, response acknowledgment is present, then add:				
7. A written process for delivering acknowledgment with all four features is in use and almost all (90-95%) educators consistently and equitably acknowledge students.				
8. If one has 8000 students, response acknowledgment is present, then add:				
9. A written process for delivering acknowledgment with all four features is in use and almost all (90-95%) educators consistently and equitably acknowledge students.				
10. If one has 10000 students, response acknowledgment is present, then add:				
Total				

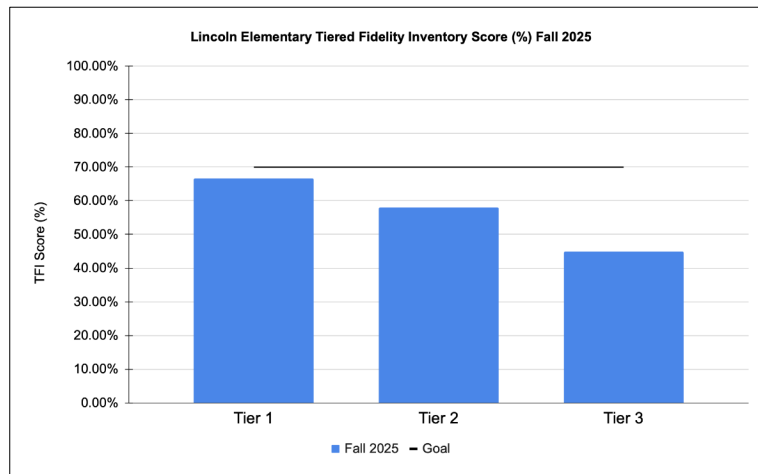
Positive Behavioral Interventions & Supports (PBIS)



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53

Sharing TFI Data



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54

Let's Discuss

1) Locate your school's Social Validity and Treatment Integrity Data

(e.g., Ci3T Implementation Report, Ci3T Treatment Integrity: Direct Observation Report, Tiered Fidelity Inventory)

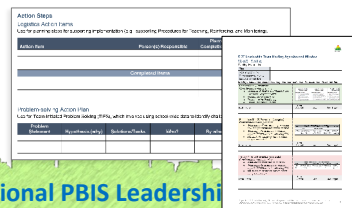
2) Review data and:

- Highlight successes
- Discuss concerns and identify areas of focus
- Use *HO Working with Treatment Integrity and Social Validity Data* to record plans for addressing these focus areas



Example of a "Talk Time" with School-site Leadership Teams

20:00



55

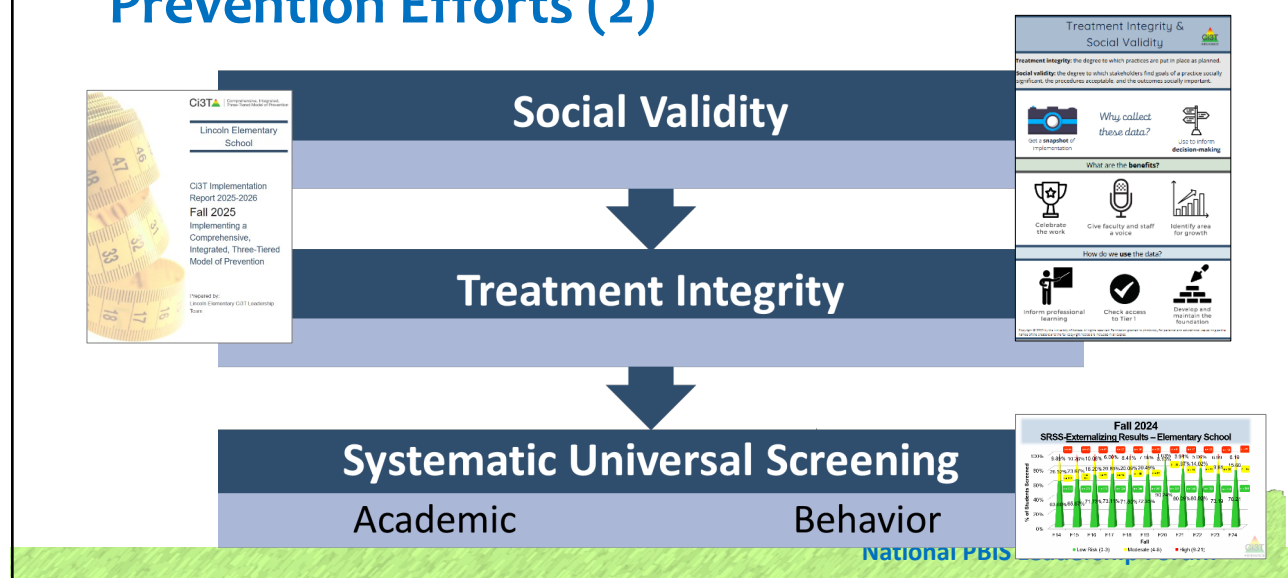
Collecting and Using Systematic Screening Data to Inform Instruction

An Illustration in Ci3T Models



56

Essential Components of Primary (Tier 1) Prevention Efforts (2)



57

What is Behavior Screening?

What are features of systematic behavior screening?



Reliable and valid



Completed for ALL students



Conducted in Fall, Winter, and Spring

What are the benefits?



Data are used to shape instruction to meet students' multiple needs

58

students

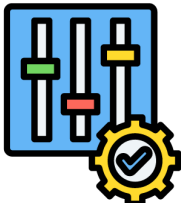
Winter, and Spring

What are the benefits?



Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1 Instruction



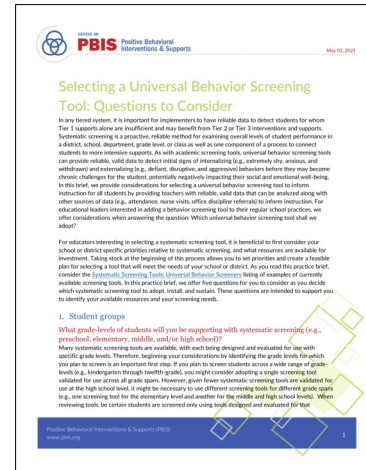
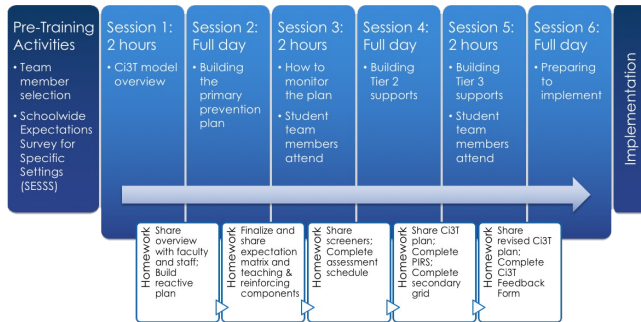
Identify opportunities for teacher-delivered, low-intensity strategies



Connect students to Tier 2 and Tier 3 interventions

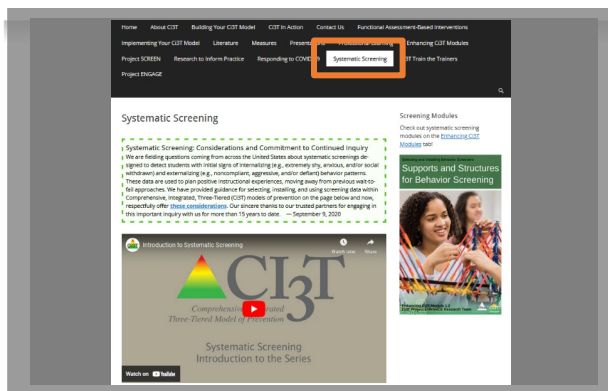
59

Selecting a Systematic Screener



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60



<https://www.ci3t.org/screening>

Screening Tools	
☒ SRSS-IE	+
☒ SRSS-EC	+
☒ SRSS	+
☒ BASC-3 BESS	+
☒ SAEBRS	+
☒ SDQ	+
☒ SSBD	+
☒ SSIS	+

SCREENING PROTOCOLS	
STUDENT RISK SCREENING SCALE - INTERNALIZING AND EXTERNALIZING (SRSS-IE)	
SETTING UP TO SCREEN IN YOUR DISTRICT OR SCHOOL	
- Download MS-Word format (24 KB) - Download PDF format (503 KB)	

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61

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

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE 12): Elementary School Version

Note: Columns hidden. Please refrain from adding or deleting columns to this spreadsheet. Sheet is locked to prevent accidental editing. Contact school-site screening coordinator for assistance if needed. Sheet lock password is: unlock (all lower case). If you ever have trouble with the password, try UNLOCK (all capital).

If you are interested in using the SRSS-IE for commercial purposes or incorporating into a system, contact Kathleen.Lane@ku.edu to learn about the possibility of a licensing agreement.

Note: Free for use unless used for commercial purposes.

START HERE: Please fill out red shaded fields below prior to screening

Teacher Name: _____
 Date of screening: _____
 Screening Course Name: _____
 Timepoint: _____
 Students to be Screened: 0
 Screenings Complete: 0 (0%)

Screening directions: Use the below scale to rate each item for each student.
 0 = Never
 1 = Occasionally
 2 = Sometimes
 3 = Frequently

Key:
 SRSS-E = Externalizing
 SRSS-I = Internalizing (shaded items)
 SRSS-IE = Full scale**
 Yellow = Moderate Risk | Red = High Risk
 **SRSS-IE Full Scale not recommended for decision-making at this time

Note: Shaded items summed to compute SRSS-I TOTAL score.

Formula generated: Teacher Name	Student Name	Student ID	Count	Stall	Liability, Chest, 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	Items Complete	Screening Status
Example: Adam Wallenburg	Example: Smith, Sally	11111	0	0	0	0	0	0	0	0	0	0	0	0	0	13	9	22	12	Complete
Example: Adam Wallenburg	Example: Lane, Nathan	112345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	12	Complete
			2																	
			3																	
			4																	
			5																	
			6																	
			7																	
			8																	
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			17																	
			18																	
			19																	

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62

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

Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE 12): Middle and High School Version

Note: Columns hidden. Please refrain from adding or deleting columns to this spreadsheet. Sheet is locked to prevent accidental editing. Contact school-site screening coordinator for assistance if needed. Sheet lock password is: unlock (all lower case). If you ever have trouble with the password, try UNLOCK (all capital).

If you are interested in using the SRSS-IE for commercial purposes or incorporating into a system, contact Kathleen.Lane@ku.edu to learn about the possibility of a licensing agreement.

Note: Free for use unless used for commercial purposes.

START HERE: Please fill out red shaded fields below prior to screening

Teacher Name: _____
 Date of screening: _____
 Screening Course Name: _____
 Screening Period Number: _____
 Timepoint: _____
 Students to be Screened: 1
 Screenings Complete: 0 (0%)

Screening directions: Use the below scale to rate each item for each student.
 0 = Never
 1 = Occasionally
 2 = Sometimes
 3 = Frequently

Key:
 SRSS-E = Externalizing
 SRSS-I = Internalizing (shaded items)
 SRSS-IE = Full scale**
 Yellow = Moderate Risk | Red = High Risk
 **SRSS-IE Full Scale not recommended for decision-making at this time

Note: Shaded items summed to compute SRSS-I TOTAL score. *Peer rejection is summed in SRSS-E and SRSS-I Total scores, and is added once to SRSS-IE Total score.

Formula generated: Teacher Name	Student Name	Student ID	Count	Stall	Liability, Chest, 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	Items Complete	Screening Status
Example: Adam Wallenburg	Example: Smith, Sally	11111	0	0	0	0	0	0	0	0	0	0	0	0	0	13	10	23	12	Complete
Example: Adam Wallenburg	Example: Lane, Nathan	112345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	12	Complete
			1																	
			2																	
			3																	
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63

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., Chaffenden, 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.

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64

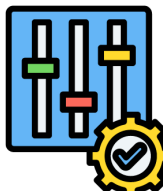
students winter, and Spring

What are the benefits?



Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1 Instruction



Identify opportunities for teacher-delivered, low-intensity strategies



Connect students to Tier 2 and Tier 3 interventions

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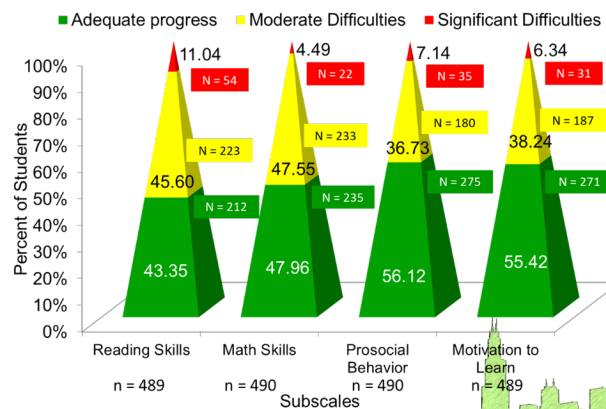
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Inform Instruction at Tier 1

66

Data to Indicate a Focus on Tier 1: School Level

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

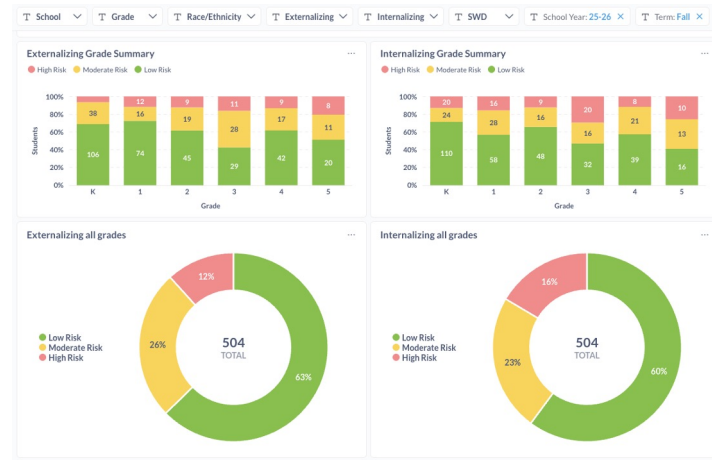


Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure*, 58(1), 143-158.

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67

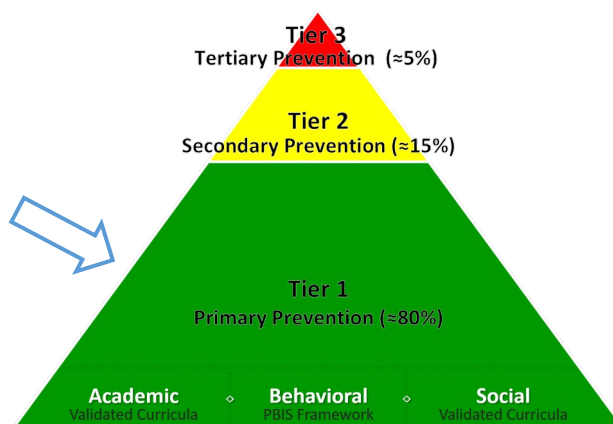
Data to Indicate a Focus on Tier 1: Breakdown by Grade-Level



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68

Ci3T Integrated Lesson Planning



Date:	Circ: Integrated Lesson Plan						L-9C:
Topic:							
Standards:							
	Core Lesson Elements	Tier 1 (Tier 2)	Big, hable Access and inclusion	Other relevant objectives	Other relevant objectives	Other relevant objectives	Other relevant objectives
Academic Objectives:							
Social Skills Objectives:							
Behavioral Expectations:							
Materials & Technology:							
Opening Activity (Independent):							

Citation: Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *Ci3T Integrated Lessons plan template*. www.ci3t.org
 Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, July). *Embedding and integrating Ci3T domains into daily instruction*. Author: <https://doi.org/10.17161/ci3t.42888>

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69

Date: _____ Class: _____ Unit: _____

Integrated Lesson Plan

Topic		Active Supervision Behavior Specific Praise High-P Request Sequence Instructional Choice Instructional Feedback Opportunities to Respond Precorrection						
Standards								
Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion					Differentiated Objectives	
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)	Precorrection (PC)		
0 1 2 3	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 behavioral supports.								
What went well?								
What did not go as expected?								
What would I change in the future?								

Citation: Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *CI3T integrated lessons plan template*. www.ci3t.org.

70



71

Data to Indicate a Focus on Low-Intensity Teacher-Delivered Strategies

Classroom-Level Summary Data		
	SRSS-Externalizing (SRSS-E7)	SRSS-Internalizing (SRSS-I5)
High Risk	10%	13%
Moderate Risk	19%	26%
Low Risk	68%	61%

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72

Low-Intensity Teacher-Delivered Strategies



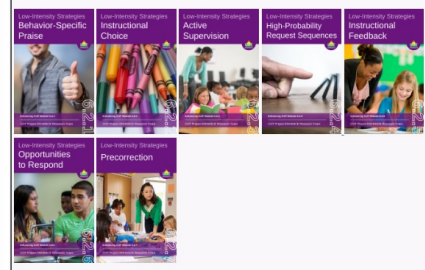
Lincoln Elementary
School Year 2023-2024
Implementation Manual
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School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations		
1. 2. 3. *see Expectation Matrix		
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students:	Students:	Students:
Area I: Academics Responsibilities Faculty and Staff: Teach core programs and/or district standards with fidelity: (1) <i>List programs</i> (2) (3) Time (in min): • Conduct, report, and use screening and assessments (see Assessment Schedule)	Area II: Behavior Responsibilities Faculty and Staff: Teach acting lessons according to school schedule: (1) <i>List programs</i> (2) (3) Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule)	Area III: Social Skills Responsibilities Faculty and Staff: Teach core program(s) with fidelity: (1) <i>List programs</i> Number of Lessons: How often: How long: • Conduct, report, and use screening and assessments (see Assessment Schedule)



Ci3T Blueprint A Primary (Tier 1) Plan 1

Ci3T: Low-Intensity Teacher-Delivered Strategies



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73

74

Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Instructional Choice

Offering students opportunities to make choices throughout the instructional day.

Teachers offer students two or more options, allow each student to independently make their choice, and the student is provided with the selected option.



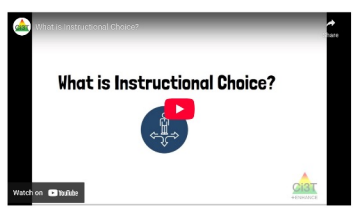
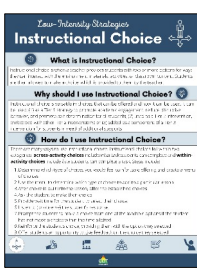


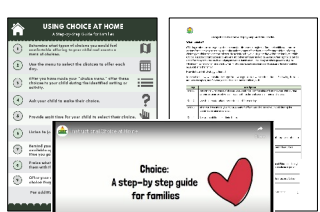
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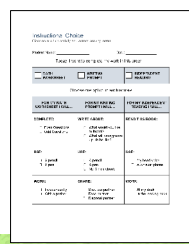
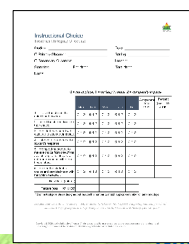
74

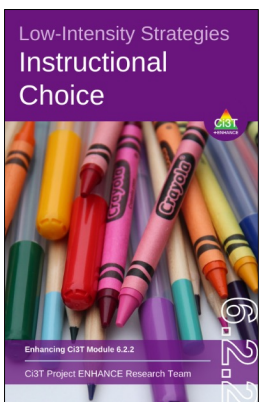
75

Module Connection! Instructional Choice



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75

Connect Students to Validated Tier 2 and Tier 3 Supports

76

Getting Started with Data-Informed Decision Making

The Tier 2 Process
Using Data to Connect Students to Validated Supports

Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Student ID	Last Name	First Name	Grade	Math	Reading	Science	History	Art	Music	Physical Education	Health	Character Education	Overall
100001	Smith	John	4	85	78	92	88	75	80	82	70	85	82
100002	Johnson	Mary	4	72	65	80	75	68	70	72	60	70	68
100003	Williams	Robert	4	90	85	95	90	80	85	88	75	88	88
100004	Brown	Jane	4	68	60	75	70	65	68	70	55	65	62
100005	Miller	David	4	78	72	85	80	70	75	78	65	75	75
100006	Wilson	Emily	4	88	82	90	85	75	80	82	70	82	82
100007	Moore	Michael	4	75	68	82	78	68	72	75	60	72	70
100008	Taylor	Sarah	4	82	75	88	82	72	78	80	68	78	78
100009	Anderson	James	4	70	62	78	72	65	68	70	58	68	65
100010	Thomas	Lisa	4	85	78	90	85	75	80	82	70	82	82
100011	Clark	Kevin	4	65	58	72	68	60	62	65	50	60	58
100012	White	Amanda	4	78	72	85	80	70	75	78	65	75	75
100013	Green	Christopher	4	88	82	90	85	75	80	82	70	82	82
100014	King	Michelle	4	72	65	80	75	68	70	72	60	70	68
100015	Wright	Daniel	4	82	75	88	82	72	78	80	68	78	78
100016	Scott	Stephanie	4	68	60	75	70	65	68	70	55	65	62
100017	Young	Matthew	4	75	68	82	78	68	72	75	60	72	70
100018	Allen	Christina	4	85	78	90	85	75	80	82	70	82	82
100019	Chen	Anthony	4	70	62	78	72	65	68	70	58	68	65
100020	Woods	Victoria	4	82	75	88	82	72	78	80	68	78	78
100021	Wells	Gregory	4	65	58	72	68	60	62	65	50	60	58
100022	Long	Angela	4	78	72	85	80	70	75	78	65	75	75
100023	Green	Christopher	4	88	82	90	85	75	80	82	70	82	82
100024	King	Michelle	4	72	65	80	75	68	70	72	60	70	68
100025	Wright	Daniel	4	82	75	88	82	72	78	80	68	78	78
100026	Scott	Stephanie	4	68	60	75	70	65	68	70	55	65	62
100027	Young	Matthew	4	75	68	82	78	68	72	75	60	72	70
100028	Allen	Christina	4	85	78	90	85	75	80	82	70	82	82
100029	Chen	Anthony	4	70	62	78	72	65	68	70	58	68	65
100030	Woods	Victoria	4	82	75	88	82	72	78	80	68	78	78
100031	Wells	Gregory	4	65	58	72	68	60	62	65	50	60	58
100032	Long	Angela	4	78	72	85	80	70	75	78	65	75	75
100033	Green	Christopher	4	88	82	90	85	75	80	82	70	82	82
100034	King	Michelle	4	72	65	80	75	68	70	72	60	70	68
100035	Wright	Daniel	4	82	75	88	82	72	78	80	68	78	78
100036	Scott	Stephanie	4	68	60	75	70	65	68	70	55	65	62
100037	Young	Matthew	4	75	68	82	78	68	72	75	60	72	70
100038	Allen	Christina	4	85	78	90	85	75	80	82	70	82	82
100039	Chen	Anthony	4	70	62	78	72	65	68	70	58	68	65
100040	Woods	Victoria	4	82	75	88	82	72	78	80	68	78	78
100041	Wells	Gregory	4	65	58	72	68	60	62	65	50	60	58
100042	Long	Angela	4	78	72	85	80	70	75	78	65	75	75
100043	Green	Christopher	4	88	82	90	85	75	80	82	70	82	82
100044	King	Michelle	4	72	65	80	75	68	70	72	60	70	68
100045	Wright	Daniel	4	82	75	88	82	72	78	80	68	78	78
100046	Scott	Stephanie	4	68	60	75	70	65	68	70	55	65	62
100047	Young	Matthew	4	75	68	82	78	68	72	75	60	72	70
100048	Allen	Christina	4	85	78	90	85	75	80	82	70	82	82
100049	Chen	Anthony	4	70	62	78	72	65	68	70	58	68	65
100050	Woods	Victoria	4	82	75	88	82	72	78	80	68	78	78

Diagram illustrating the flow of data from assessment to intervention. It shows a sequence of steps: Assessment, Data Analysis, Identification of Needs, Selection of Interventions, Implementation, and Monitoring/Evaluation. The diagram uses color-coded boxes to represent different stages of the process.

- 1** Review your school's Ci3T Implementation Manual
- 2** Locate school-wide data
- 3** Document decisions and plan for next steps

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77

Tier 2 and Tier 3 Intervention Grids



Secondary (Tier 2) Intervention Grid

Self-monitoring

Elementary

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	Behavior: ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-15 score: Moderate (2-3) or ☐ SRSS-E7 score: High (9-21) ☐ SRSS-15 score: High (4-15) or ☐ 2 or more office discipline referrals (ODR) AND/OR Academic: ☐ Progress report: 1 or more course failures or ☐ AIMSweb: intensive or strategic level (math or reading) or ☐ Progress report: Targeted for growth in academic enabling behaviors	Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan Passing grades on progress reports Social Validity: • Intervention Rating Profile-15 (IRP-15; teacher and family) • Children's Intervention Rating Profile (CIRP) Treatment Integrity: Implementation & treatment integrity checklist	Behavior: ☐ SRSS-E7 score: Low (0-3) ☐ SRSS-15 score: Low (0-1) Academic: Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

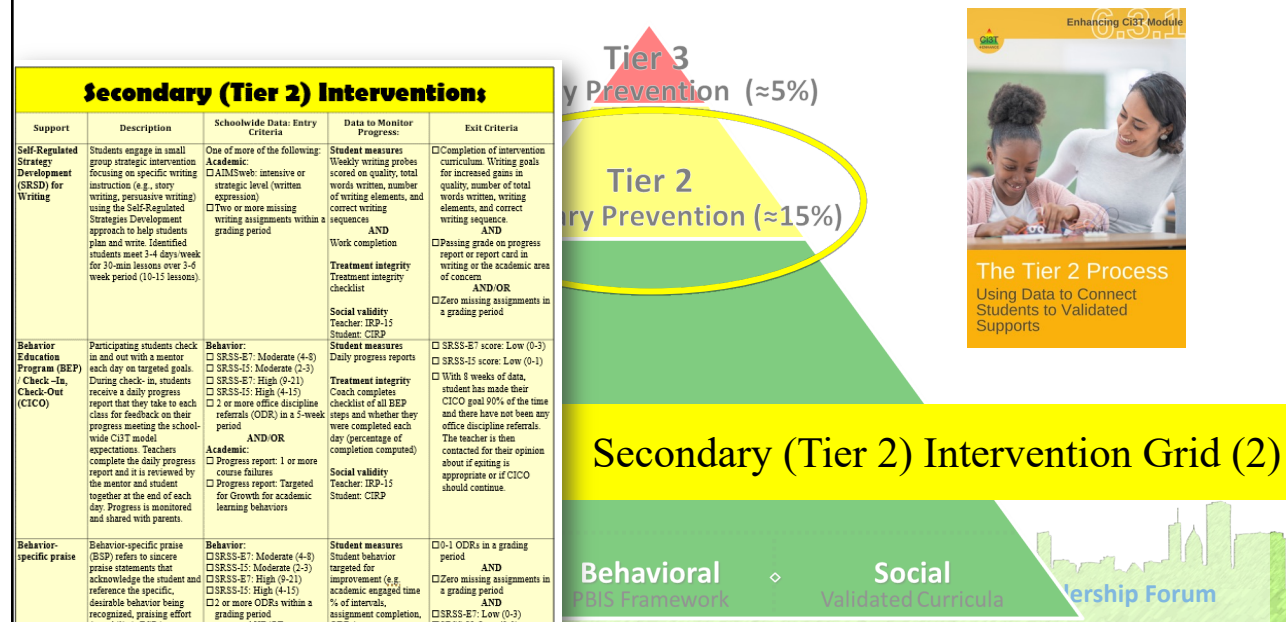
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1

78

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



79

Tier 2: Recognize.Relax.Record



Secondary (Tier 2) Intervention Grid

Self-monitoring

Middle and High School

Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	Behavior: ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-E6 score: Moderate (4-5) or ☐ SRSS-E7 score: High (9-21) ☐ SRSS-E6 score: High (6-18) or ☐ 2 or more office discipline referrals (ODR) AND/OR Academic: ☐ Report card: 1 or more course failures or ☐ Progress report: 2 or more missing assignments or ☐ AIMweb: Intensive or strategic level (math or reading) or ☐ Below 2.5 GPA	Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan Passing grades on progress reports Social Validity: - Intervention Rating Profile-15 (IRP-15; teacher and family) - Children's Intervention Rating Profile (CIRP) Treatment Integrity: Implementation & treatment integrity checklist	Behavior: ☐ SRSS-E7 score: Low (0-3) ☐ SRSS-E6 score: Low (0-3) Academic: Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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1

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80

Enhancing Ci3T Modules



ci3t.org/enhance



First time module users for 2024-2025 view
informational letter and register here!

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81

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