



Lions Quest and Response to Intervention (RtI) for Behavioral and Academic Outcomes

Part I describes the information upon which Lions Quest bases its alignment with RtI. Parts II and III explain how Lions Quest supports the philosophy, components, and tiers of RtI.

Part I: Background

Lions Quest understands RtI to be a multi-step process of providing high quality, research-based instruction and interventions at varying levels of intensity to students who struggle with learning and behavior. More broadly, however, it is designed to help all learners be successful in school. The interventions are matched to student need, and progress is closely monitored at each level of intervention to make decisions about further instruction and/or interventions. Schools use RtI in three ways:

- 1) **Prevention.** All students are screened to determine their level of performance in relation to grade level benchmarks and potential indicators of academic and behavioral difficulties.
- 2) **Intervention.** Based on continuous monitoring, interventions are selected and provided for general education students who are not progressing at a rate commensurate with their peers.
- 3) **Specific Learning Disability (SLD) determination.** As part of determining eligibility, data from the RtI process is used to ensure that a student has received research-based instruction and interventions.

Lions Quest program components support the core components of RtI, which include:

- High quality classroom instruction
- Research –based instruction
- Classroom performance
- Universal screening
- Continuous classroom progress monitoring
- Research-based interventions
- Progress monitoring during interventions
- Fidelity measures
- Staff development and collaboration
- Parent involvement

Lions Quest supports the following RtI three-tier approach for teaching and supporting all students (*correlation table, page 4*):

- 1) **Tier 1: Universal Interventions.** The focus is on a universal, core instructional program that uses an evidence-based curriculum with all students in the general education classroom. During the course of instruction, the school uses universal screening measures to identify each student’s level of proficiency in key areas. Instruction is differentiated. Students who lag behind their peers despite targeted instruction may be considered for Tier 2.
- 2) **Tier 2: Secondary Interventions.** The focus is on strategic, targeted short-term interventions through supplemental instruction offered in addition to core instruction and delivered through an individualized problem-solving approach, usually in small group settings of students with similar needs. Students who fail to make progress with supplemental supports are considered for more intensive interventions in Tier 3.
- 3) **Tier 3: Tertiary Interventions.** The focus is on interventions with increased intensity, including modifications in frequency, duration, and teacher/student ratio. State Board approved research-based intervention programs may serve as the core curriculum at grade 4 and above. Non-responders are referred for a comprehensive evaluation to determine eligibility for special education.

Part II: Lions Quest Alignment with RtI

Lions Quest programs support the RtI philosophy of successful learning for all students and provide specific curricula, instruction, materials and professional development for a strong Tier 1 foundation in a districtwide RtI system that targets academic skills and behavioral/social skills. Lions Quest addresses the core components listed above and provides a foundation for Tier 1 at the district and school levels.

Universal, high quality, research-based curriculum and instruction:

- 1) **Universal, high quality, evidence-based K-12 programming.** The K-12 Lions Quest programs (*Skills for Growing* for K-5, *Skills for Adolescence* for 6-8, and *Skills for Action* for 9- 12) are Tier 1 “universal intervention” programs that provide an evidence-base and high quality continuum of skill-building in social and emotional learning, character development, positive prevention, and service-learning. Programs are designed to be taught as a separate class and/or integrated into the core curriculum.
- 2) **Research-based and developmentally appropriate content and classroom instruction.** The programs are developmental in design and provide sequenced skill-building programming across the K-12 curriculum with developmentally appropriate content and instructional pedagogy to meet the essential academic, social, and emotional needs of all students.
- 3) **Assessment options.** Lions Quest programs provide a variety of assessment options, from formative and summative measures to authentic assessment opportunities, such as portfolios, writing samples, and demonstrations of mastery through project completion, etc.
- 4) **Fidelity of implementation through sequenced, active, focused, and explicit (SAFE) skills instruction.** S.A.F.E. is the acronym coined by Dr. Joseph Durlak and Dr. Roger Weissberg in their 2011 meta-analysis study after they discovered that all successful social and emotional learning programs that produced positive outcomes in academic, social, and emotional learning had these instructional features: **Sequenced, Active, Focused, and Explicit.** The Lions Quest lessons are taught in a developmental sequence using active learning strategies that focus on specific social and emotional competencies through explicit and direct skill-building instruction. When taught with fidelity to the program design, Lions Quest programs produce improvements in academic achievement, positive student behaviors, and reductions in negative behaviors. (Evaluation reports are available on the Lions Quest website, www.lions-quest.org)
- 5) **Multiple learning styles addressed.** The programs incorporate into all lessons a variety of instructional strategies that address multiple ways of learning so that students have access to their learning style within each skill-building lesson (e.g., linguistic, artistic/spatial, kinesthetic, musical, intrapersonal, interpersonal, etc.)
- 6) **Schoolwide and classroom focus.** The programs are designed as a schoolwide as well as classroom intervention that creates a systemic approach to the development of academic, social and emotional behaviors. When the whole school community is joined in a shared vision of high expectations and appropriate behaviors, positive behaviors become habits through repeated articulation, exposure, and repetition among members of the school community.
- 7) **Staff development and collaboration.** Lions Quest programs require that all implementers attend an introductory workshop to learn the philosophy, pedagogy, practices, and policies of the programs. The coming together of all key implementers creates a shared vision and results in a team that can support each other in successful implementation fidelity.
- 8) **Parent and community involvement.** Lions Quest programs present numerous opportunities to engage parents and community members, including a middle school parent book, student-family activity booklets, parent meetings, invitations to participate on school climate committees, and assistance with service-learning projects.

Focus on behavioral/social skills:

- 1) **Foundational social and emotional competencies.** Lions Quest programs are universal programs for grades K-12 that teach foundational social and emotional skills of self-awareness, self-management, social awareness, intrapersonal and interpersonal skills, and responsible decision-making. These skills lay the foundation for positive student development and strengthen students’ ability to stay calm, focus and concentrate, manage their emotions, listen and empathize, and solve problems.

- 2) **Positive school and classroom climate.** All members of the school community are invited to help create the school norms and classroom expectations for respectful behaviors in order to create a relationship-centered learning environment throughout the school that is caring, safe, consistent, participatory, and well-managed. The act of working together as a school community to articulate a shared vision for the school has a powerful impact on school bonding, engagement, reductions in negative behaviors, and an increased desire to serve and help others. The Lions Quest programs provide specific materials for creating and sustaining a positive school and classroom learning environment.

Focus on academic skills:

- 1) **Social and emotional skill development and academic success.** New evidence from the 2011 meta-analysis of social and emotional learning programs published by Durlak and Weissberg in the *Journal of Child Psychology* found that when evidence-based social and emotional learning (SEL) programs were implemented in sequenced, active, focused, and targeted ways, academic achievement increased in students by 11 percentile points compared with students who had not had the benefit of an evidence-based SEL program. When students learn to stay calm and in control, focus, concentrate, listen, empathize, work together, resolve conflicts, solve problems, and make wise decisions, they are better able to meet school and classroom expectations, stay on task, and benefit from learning. Lions Quest K-12 programs have received a “Select SEL” rating from the Collaborative for Academic, Social, and Emotional Learning (CASEL), their highest rating, for meeting standards of excellence in three areas: outstanding life skills education, evidence of effectiveness, and exemplary professional development.
- 2) **Integrated curriculum opportunities.** Lions Quest programs are designed to be taught both as a separate class (e.g., advisory, morning meeting, leadership, interdisciplinary) and/or integrated into the core curriculum (e.g., language arts, social studies, health, family and consumer sciences, etc.). The learning standards of the Lions Quest programs, which are articulated in the scope and sequence for each curriculum, correlate with learning standards in the above mentioned courses (See Curriculum Maps and Correlation Guides in the Program Resources section of the Lions Quest website). In addition, Lions Quest programs include specific skill-building activities that are designed to be integrated into language arts, social studies, science, math, physical education, computer technology, and other courses to support the content being taught in the Lions Quest class. Ideally, schools would offer the Lions Quest programs to all students as a universal, sequential, and explicit skill-building class at each grade level and reinforce the content and skills through integration into the learning standards of the core academic subjects.
- 3) **Academic content and skills imbedded in social and emotional skills and content.** The Lions Quest programs are designed to impact cognition as well as motivation and self-perception. The skill-building lessons are cognitive in that they teach concrete steps and processes that require memory, reasoning and understanding, as well as practice for assimilation. The lesson design itself is founded on evidence-based constructivist and experiential pedagogy that facilitates: **Discovering** what students already know about a topic; **Connecting** their prior knowledge with new skills and content; **Practicing** the new skills under the teacher’s guidance; **Reflecting** on learning; and **Applying** the learning to new contexts. This lesson design is supported by instructional strategies such as inquiry, cooperative group work, discussion, peer teaching, creative demonstration of mastery, and application through service to the school and community. Service-learning is one of the most academically potent instructional strategies that weaves through the K-12 programs and invites students to apply their combined social and emotional learning as well as their academic learning to making a difference in the school and community. These instructional strategies – most notably service-learning – have shown in evaluation studies to have significant impact on all students and the greatest impact on students at-risk who struggle with traditional forms of learning.
- 4) **Curriculum based on reading, writing, speaking, and listening.** The Lions Quest programs were written to be included in the academic curriculum. Therefore, in each lesson, there are reading, writing, speaking, and listening activities. The programs include daily reading assignments, journal writing, presentation of skills and information, and small and large group work that require listening as well as speaking. The strong language arts base supports literacy initiatives as well as positive youth development programs.



RtI Three-Tier Model and Lions Quest

RtI	Lions Quest
<p>Tier 1 Description: Teach foundational social and emotional learning skills to all students in classrooms and in the school.</p> <p>Strategies: Establish expectations, teach positive behaviors, and collect data.</p> <p>80 – 90% of all students will master skills at this level of support.</p>	<p>School and Classroom: Lions Quest programs are Tier 1, universal, classroom-based curricula that teach essential social - emotional, character development, positive prevention, and service-learning skills to all students in grades K-12.</p> <p>Strategies: Lions Quest teaches specific skills in self-awareness, self-management, social awareness, intrapersonal and interpersonal relationships, and responsible decision-making, and applied those skills to general as well as specific areas such as drug and bullying prevention. These essential life skills improve concentration and focus for academic achievement, increase social and emotional competence for positive student behaviors, and reduce negative behaviors and emotional distress.</p>
<p>Tier 2 Description: Provide extra support for those students who require it for mastery of social, emotional, and prevention skills and behaviors taught at the Tier 1 universal level.</p> <p>Strategies: Use small group interventions designed to teach specific skill sets.</p> <p>5 – 15% of students will require this level of intervention.</p>	<p>Small Groups: Lions Quest programs are designed to be used in classroom as well as small-group interventions, and have achieved success with both settings. However, because the programs are designed as Tier 1 universal programs, the best small-group interventions are those that support and complement the classroom programs and are used in conjunction with each other in a well-planned and integrated system of support.</p> <p>Strategies: There are two ways that the lessons can be taught in Tier 2. First, lessons can be taught to the small groups before they are introduced to the large group to prepare students in advance with the content and skills. Second, lessons can be re-taught in the small groups after the large group lesson to continue to practice and reinforce content and skills.</p>
<p>Tier 3 Description: Provide intensive interventions to a small subset of students to move them toward mastery of the universal skills and behaviors.</p> <p>Strategies: Create individual support plans that include therapeutic supports.</p> <p>1 – 5% of students will need this level of intervention in addition to universal programming.</p>	<p>Individuals: While Lions Quest programs are not Tier 3 programs, lesson content and skills can be modified for use with Tier 3 interventions.</p>