Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Planning for Success: Monitoring and Communication

Ci3T Implementation: Session 2

Welcome, School Teams!

• We are excited to welcome you to the second session of the Ci3T implementation professional learning series.
• Your dedication to systems change for helping all students succeed academically, behaviorally, and socially is appreciated!

Agenda

• Welcome
• Preparing to Collect Social Validity & Treatment Integrity Data
• Using Screening Data to Inform Instruction
• Facilitating Clear Communication with Stakeholders
• Preparing Implementation Reports to Support Data-informed Decision Making: Technology Training Part 2 – A sneak preview!
• Wrapping Up and Moving Forward
Upcoming Professional Development

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<th>Description</th>
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IMP

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Technology Training

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<td>Nov 28, 2018</td>
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TOT Coaching Call

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<th>Time</th>
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<td>4</td>
<td>Jan 17, 2019</td>
<td>5:00-7:00PM</td>
<td>TOT Coaching Call Session 4</td>
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<td>5</td>
<td>Feb 13, 2019</td>
<td>5:00-7:00PM</td>
<td>TOT Coaching Call Session 5</td>
</tr>
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<td>6</td>
<td>Mar 21, 2019</td>
<td>5:00-7:00PM</td>
<td>TOT Coaching Call Session 6</td>
</tr>
<tr>
<td>7</td>
<td>Apr 4, 2019</td>
<td>5:00-7:00PM</td>
<td>TOT Coaching Call Session 7</td>
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KU Project EMPOWER

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<td>4</td>
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<td>5</td>
<td>Apr 17, 2019</td>
<td>5:00-7:00PM</td>
<td>KU Project EMPOWER Session 5</td>
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Wrap Up and Preview

Last Session Review
- Gained an understanding of:
  - long-range planning
  - conducting effective meetings
  - communicating with stakeholders
- Reviewed rollout of and implementation procedures for:
  - teaching, reinforcing, and monitoring the academic, behavior, and social skills components of your Ci3T model of prevention

Today's Preview
- Prepare to collect social validity and treatment integrity data
- Use screening data to inform instruction at Tier 1, Tier 2, and Tier 3
- Communication with all stakeholders:
  - District
  - Ci3T Leadership Team
  - Faculty and staff
  - Students, parents, community

Log on to dropbox.com

OPEN:
- IM18 CI3T Leadership Team Meeting Agenda TEMPLATE

1. Click the file to start a preview
2. Click “Open” in the top right corner, which allows multiple people to edit together online
Using Dropbox

As you work on documents from Dropbox today:

- Edit files in Word Online for simultaneous collaboration with your team.

- Copy and rename files so your school initials are at the beginning and today's date is at the end of the file name.

  XXES IM18 CI3T Leadership Team Meeting Agenda YYYY MM DD.docx

Welcome

Please pull up your CI3T Implementation Manual 2018-2019
Comprehensive, Integrated, Three-Tiered Model of Prevention

- **Primary Prevention**: For all students, staff, and settings. Goal: Prevent Harm. School/classroom-wide systems for all students, staff, and settings.
- **Secondary Prevention**: For students at risk. Goal: Reverse Harm. Specialized group systems for students at risk.
- **Tertiary Prevention**: For students with high risk. Goal: Reduce Harm. Specialized individual systems for students with high risk.

Preparing to Collect Social Validity & Treatment Integrity Data

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

(Lane, Kalberg, & Menzies, 2009)

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**Preparing to Collect Social Validity & Treatment Integrity Data**
Essential Components of Primary Prevention Efforts

- **Systematic Screening**
  - Academic
  - Behavior

- **Treatment Integrity**

- **Social Validity**

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**Ci3T Primary Plan**

**Procedures for Monitoring: Elementary**

<table>
<thead>
<tr>
<th>Procedures for Monitoring</th>
<th>Social Skills</th>
<th>Social Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Measures</td>
<td>Academic</td>
<td>Student Validity</td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>Social Validity</td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>Social Validity</td>
</tr>
</tbody>
</table>

Note: We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Education Directors to review and adopt a curriculum that meets their district's needs.

Ci3T Example/Implementation: Y

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**Social Validity**
Social Validity: Primary Intervention Rating Scale

Ensure all faculty and staff receive an emailed link to Qualtrics for the PIRS and TSR surveys.

Social Validity: PIRS Results

<table>
<thead>
<tr>
<th>Year of Implementation</th>
<th>Fall</th>
<th></th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% (SD)</td>
<td>n</td>
</tr>
<tr>
<td>2017-2018</td>
<td>39</td>
<td>92.41 (8.46)</td>
<td>37</td>
</tr>
</tbody>
</table>

Social validity refers to the level of:
- Social significance of intervention goals
- Social acceptability of intervention procedures
- Social importance of intervention outcomes

(Wolf, 1978)

Treatment Integrity
Is Ci3T Being Implemented as Planned?

Three measures of treatment integrity:
1. Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR)
2. Ci3T Treatment Integrity: Direct Observation (Ci3T TI: DO)
3. School-wide Evaluation Tool (SET)

Teacher Self-Report (Ci3T TI: TSR)

Faculty and staff receive an emailed link to a Qualtrics survey

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

- 38-item checklist with procedures for
  - Teaching
  - Reinforcing
  - Monitoring
- Timepoint: beginning of the year until current date
- Likert-type scale ranging from
  - 0 = no, not at all
  - 1 = yes, some of the time
  - 2 = yes, most of the time
  - 3 = yes, all of the time
- Comments
Ci3T Treatment Integrity
Direct Observation (Ci3T TI: DO)

• Subset of Ci3T TI: TSR
  • 13 procedures for teaching
  • 8 procedures for reinforcing
• Stratified, random selection of educators
  • Personnel who directly instruct students
• Observers trained to criterion
• 30-min observations
  • Teacher perspective
  • Observer perspective

Treatment Integrity: Teacher Self-Report and Direct Observation Results

<table>
<thead>
<tr>
<th>Treatment Integrity Procedures</th>
<th>Teacher Self-Report Mean (SD)</th>
<th>Direct Observation Fall 2018 Mean (SD)</th>
<th>Direct Observation Spring 2019 Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2018 [n = 39]</td>
<td>Spring 2019 [n = 38]</td>
<td>Educator [n = 13]</td>
</tr>
<tr>
<td>Teaching</td>
<td>85.08% (11.21)</td>
<td>90.21% (8.54)</td>
<td>91.07% (7.81)</td>
</tr>
<tr>
<td>Reinforcing</td>
<td>84.70% (12.66)</td>
<td>86.58% (10.89)</td>
<td>87.86% (10.55)</td>
</tr>
<tr>
<td>Monitoring</td>
<td>79.01% (21.35)</td>
<td>87.84% (13.20)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>83.09% (12.68)</td>
<td>88.47% (8.80)</td>
<td>90.56% (7.73)</td>
</tr>
</tbody>
</table>

Note. Monitoring procedures are not observed. A subset of observable teaching and reinforcement procedures are identified for observation. (-) = not applicable.

Treatment Integrity: School-wide Evaluation Tool (SET; Version 2.0)
(Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2012)

• Measures 7 subscales representing core components of school-wide positive behavioral interventions and supports (PBIS)
• Scores reported in each subscale and an overall total score.
• Includes the collection of products as well as brief interviews with administrator, faculty & staff, and students.
Administering the SET

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Points Earned</th>
<th>Total Points Possible</th>
<th>% Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations Defined</td>
<td>Fall 2017 3</td>
<td>Spring 2018 4</td>
<td>75 100</td>
</tr>
<tr>
<td>Behavioral Expectations Taught</td>
<td>Fall 2017 8</td>
<td>Spring 2018 10</td>
<td>80 100</td>
</tr>
<tr>
<td>Ongoing System for Responding Behavioral Expectations</td>
<td>Fall 2017 5</td>
<td>Spring 2018 6</td>
<td>83.33 100</td>
</tr>
<tr>
<td>System for Responding to Behavioral Violations</td>
<td>Fall 2017 5</td>
<td>Spring 2018 8</td>
<td>62.5 75</td>
</tr>
<tr>
<td>Monitoring &amp; Decision-Making</td>
<td>Fall 2017 8</td>
<td>Spring 2018 8</td>
<td>100 100</td>
</tr>
<tr>
<td>Management</td>
<td>Fall 2017 15</td>
<td>Spring 2018 14</td>
<td>95.75 87.50</td>
</tr>
<tr>
<td>District-Level Support</td>
<td>Fall 2017 4</td>
<td>Spring 2018 4</td>
<td>100 100</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>Fall 2017</strong> 84.94</td>
<td><strong>Spring 2018</strong> 94.64</td>
<td><strong>84.94 94.64</strong></td>
</tr>
</tbody>
</table>

Download SET Manual and SET training at pbis.org (http://www.pbis.org/evaluation/evaluation-tools)
Treatment Integrity: SET Results

Schoolwide Universal Behavior Sustainability Index: School Teams (SUBSIST)

- 50 item self-report
- Ci3T Leadership Team members complete the measure 2x per year (during treatment integrity window)
- Scores predict fidelity and sustainability of implementation of tiered models
- Available from pbis.org

Sharing Data with Faculty and Staff
Sharing Data with Faculty and Staff

Templates available at ci3t.org/imp

Reflect & Plan!

Let’s talk... And make plans!

• How you will use these data?
• How and when you will share these data with your full faculty and staff?

Using Screening Data to Inform Instruction

Considerations for
• Primary (Tier 1) Prevention Efforts
• Teacher-Delivered, Low-Intensity Supports
• Secondary (Tier 2) and Tertiary (Tier 3) Supports
Starting the year with Ci3T...

Screening Practices

- District system ...
- Preparing...
- Previewing ...
- Dedicating time ...
- Reminding ...
- Supporting ...
- Following through ...
- Summarizing ...
- Using data to inform instruction...

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Academic Screening: Reading and Math Benchmarks

### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>% (n = x)</th>
<th>% (n = x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>x%</td>
<td>x%</td>
</tr>
<tr>
<td>Winter</td>
<td>x%</td>
<td>x%</td>
</tr>
<tr>
<td>Spring</td>
<td>x%</td>
<td>x%</td>
</tr>
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</table>

**Set Goal**

By spring, ___% will be at benchmark on reading screening measures.

### Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>% (n = x)</th>
<th>% (n = x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>x%</td>
<td>x%</td>
</tr>
<tr>
<td>Winter</td>
<td>x%</td>
<td>x%</td>
</tr>
<tr>
<td>Spring</td>
<td>x%</td>
<td>x%</td>
</tr>
</tbody>
</table>

**Set Goal**

By spring, ___% will be at benchmark on math screening measures.
SRSS-IE: Cut Scores

- Enter ‘practice’ data into that one sheet so that the total scores and conditional formatting are tested.
- Confirm the ‘Count’ column is completed (students’ numbered sequentially). Formulas are anchored by the ‘Count’ column; it must contain a number for each student listed for accurate total formulas.

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


Elementary School Level:

Elementary School - Fall
SRSS-E7 Results – All Students

- Low Risk (0-3)
- Moderate (4-8)
- High (9-21)
Screening ... Considering the Logistics & Ci3T in Action

Screening ... Considering the Logistics & Ci3T in Action
Protocols
Screening Protocol Example
Site-level Coaching Protocol Example

Screening Results
Elementary Screening

Sharing Screening Results with your Staff!

Using Screening Data to Inform Instruction
Considerations for
• Primary (Tier 1) Prevention Efforts
• Teacher-Delivered, Low-Intensity Supports
• Secondary (Tier 2) and Tertiary (Tier 3) Supports

see Lane, Menzies, Bruhn, and Crnobre (2011)
Academic Screening Measures

2015-2016 Elementary School
Fourth Grade – Oral Reading Fluency

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

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011
Example Middle School: Spring 2015
SRSS Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N = # Students Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
<td>6th</td>
<td>214</td>
<td>156 (72.90%)</td>
<td>39 (18.22%)</td>
<td>19 (8.88%)</td>
</tr>
<tr>
<td>7th</td>
<td>195</td>
<td>146 (74.87%)</td>
<td>34 (17.44%)</td>
<td>15 (7.69%)</td>
</tr>
<tr>
<td>8th</td>
<td>195</td>
<td>129 (66.15%)</td>
<td>41 (21.03%)</td>
<td>25 (12.82%)</td>
</tr>
</tbody>
</table>

*102 students not screened

First Grade Illustration: Academic (Curriculum-Based Measurement) and Behavior (Student Risk Screening Scale) Screeners

Let’s talk... And make plans!

• Discuss and list questions on screening procedures.

Using Screening Data to Inform Instruction

Considerations for
• Primary (Tier 1) Prevention Efforts
• **Teacher-Delivered, Low-Intensity Supports**
• Secondary (Tier 2) and Tertiary (Tier 3) Supports

see Lane, Menzies, Bruhn, and Crnobori (2011)
Consider this class.

Low-Intensity Strategies

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

Supporting Behavior for School Success

Assess, Design, Implement, and Evaluate

Comprehensive, Integrative, Three-Tiered (Ci3) Models of Support

Low-Intensity Strategies

Low-Intensity Strategies: Building capacity through professional learning

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

Self-Monitoring

Behavior Contracts

Behavioral Problems in Schools: A Systematic Evidence Review of the Effectiveness of Evidence-Based Interventions for Reducing Behaviors in the Classroom.
Low-Intensity Strategy

Behavior-Specific Praise: Identifying the specific expectation the student met.
- "Niama, great job using your graphic organizer to draft your essay."
- "Justice, thank you for pushing in your chair to keep the walkway safe."

Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol.
- "Show me thumbs or thumbs down if..."
- "Show me on your white board what..."
- "Turn to your elbow partner and say..."
- "All together now, what is..."

Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation.
- "Ronaldo, of these 3 tasks today, which would you like to work on first?"
- "Suzy, do you want to work with colored pencils, crayons, or sparkly markers?"

Using Screening Data to Inform Instruction

Considerations for
- Primary (Tier 1) Prevention Efforts
- Teacher-Delivered, Low-Intensity Supports
- Secondary (Tier 2) and Tertiary (Tier 3) Supports

see Lane, Menges, Bruns, and Crobort (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention

Tier 3: Tertiary Prevention (~5%)

Tier 2: Secondary Prevention (~15%)

Secondary (Tier 2) Intervention Grids

Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

Assess, Design, Implement, and Evaluate

Behavioral - Social

Basic Classroom Management, Effective Instruction, Low-Intensity Strategies

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

Assessment

Supporting Behavior for School Success

Building a Ci3T Tier Library

Teacher-Delivered Strategies (Tier 2)

Tier 1

Tier 2

Tier 3
**Entry Criteria**

- Small group reading instruction (30 min., 3 days per week). Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating.

**Exit Criteria**

- Students who: Behavior: Fall SRSS at moderate (4-8) or high (9-21) risk
- Academic: Fall AIMSweb LNF at the strategic or intensive level

**Data to Monitor Progress:**

- AIMSweb reading PSE and NWF progress monitoring probes (weekly)
- Daily self-monitoring checklists
- Treatment Integrity
- Social Validity

**Schoolwide Data: Early Criteria**

- Students who: Behavior: Fall SRSS at moderate (4-8) or high (9-21) risk
- Academic: Fall AIMSweb LNF at the strategic or intensive level

**Exit Criteria**

- Meet AIMSweb reading benchmark at next screening time point
- Low Risk on SRSS at next screening time point

**Notes**

- AIMSweb treatment maintenance monitoring probes (weekly)
- Social Validity

**Support**

- Small group reading instruction with self-monitoring

**Description**

- Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating.

**Data to Monitor Early Criteria**

- AIMSweb treatment maintenance monitoring probes (weekly)
- Social Validity

**Exit Criteria**

- Meet AIMSweb reading benchmark at next screening time point
- Low Risk on SRSS at next screening time point

**Notes**

- AIMSweb treatment maintenance monitoring probes (weekly)
- Social Validity

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**Secondary Tier Interventions**

**For Middle and High School Students**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Early Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group reading instruction with self-monitoring</td>
<td>Students monitored their participation in the reading instructional tasks. Students used checklists of reading lesson components each day to complete and compare to teachers’ rating.</td>
<td>Students who: Behavior: Fall SRSS at moderate (4-8) or high (9-21) risk</td>
<td>AIMSweb reading PSE and NWF progress monitoring probes (weekly). Daily self-monitoring checklists.</td>
<td>Meet AIMSweb reading benchmark at next screening time point. Low Risk on SRSS at next screening time point.</td>
</tr>
</tbody>
</table>
Small group Reading Instruction with Self-Monitoring


First Grade Students’ Self Monitoring Form


Treatment Integrity
Social Validity
Monitor student progress

### Instructional Choice

**Entry Criteria**
- Improvement in reading, math, and/or writing
- Student engagement

**Data to Monitor Progress**
- Student performance
  - Academic performance
    - Progress report
  - Social emotional learning behaviors:
    - Engaged
    - On task
    - At risk

**Exit Criteria**
- In 4th or 5th grade
- No significant academic or social emotional learning concerns
- Teacher/Counselor recommendation

### Daily Behavior Report Cards

**Entry Criteria**
- Positive Action (PA) - counselor-led small group

**Data to Monitor Progress**
- Social validity
  - Student measures
  - Daily behavior report (DBR)
  - Attendance and tardies

**Exit Criteria**
- Student measures
  - SSiS-Rating Scale
  - Skills for Greatness
  - Daily behavior report (DBR)
  - Attendance and tardies

### Positive Action: Tier 2 Groups

**Entry Criteria**
- Student meets criteria:
  - Evidence of student's ability to engage in activities independently
  - No significant academic or social emotional learning concerns
  - Teacher/Counselor recommendation

**Data to Monitor Progress**
- Social validity
  - Teacher: IRP-15
  - Student: CIRP

**Exit Criteria**
- Student measures
  - SSiS-Rating Scale
  - Skills for Greatness
  - Daily behavior report (DBR)
  - Attendance and tardies
### READ 180 (Stage C) Reading Intervention

**Entry Criteria:**
1. Students in grades 9 – 12.
2. Reading performance basic or below basic on state assessment (but above 4th grade reading level).
3. SRSS risk score in the moderate range (4 – 8).

**Data to Monitor:**
- Progress Monitoring with Scholastic Reading Inventory
- Writing Assessments
- Formative assessments (vocabulary, comprehension, and reading)
- Curriculum-based Assessments
- Attendance in class

**Exit Criteria:**
- Student meets instructional reading goals.
- SRSS score in the low risk category (0 – 3) on the next screening time point.


### Mentoring Program (Sophomores/Juniors/Seniors)

**Description:** Focus is on academic achievement, character development, problem-solving skills, improving self-esteem, relationships with adults and peers, and school attendance.

**Entry Criteria:**
1. 10th/11th/12th graders
2. Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher
3. ODR ≥ 2
4. Absences ≥ 5 days in one grading period

**Data to Monitor:**
1. Increase of GPA at mid-term and semester report cards.
2. Decrease of ODR monitored weekly.
3. Reduced absences (fewer than one per quarter)

**Exit Criteria:**
- Students who no longer meet criteria next fall
- Seniors: graduation


### Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

- Basic Classroom Management
- Effective Instruction
- Low-Intensity Strategies
- Functional Assessment-Based Interventions
- Higher-Intensity Strategies
- Assessment
- Behavior Contracts
- Self-Monitoring
- Support: Behavior for School Success
- Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

**Support Description Schoolwide Data:**
**Entry Criteria**
**Data to Monitor**
**Exit Criteria**

---

11/9/2018
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Take, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

Basic Classroom Management

Effective Instruction

Low-Intensity Strategies

Behavior Contracts

Self-Monitoring

Functional Assessment-Based Interventions

Assessment

Support

Description

FABH are interventions based on the function of the target behavior; an intervention is determined using the Ci3T framework. The Ci3T framework 2 is used to determine the intervention factors, including: 3 Tier 1, Tule & Pre-favor comfort Behavior, Method 1, Tule & Pre-favor comfort (Pre-favor comfort Method 2). A package intervention is designed and implemented, including: pre-favor comfort, reinforcement adjustments, and extinction procedures already linked to the function of the target behavior.

School-wide Positive Behavior Support

Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

Tertiary (Tier 3) Intervention Grids

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Changes in Harry’s Behavior


Let’s talk... And make plans!
• Discuss and list questions on using screening data to inform instruction.

Facilitating Clear Communication with Stakeholders
Communicating and Collaborating with your
• District
• Ci3T Leadership Team
• Faculty and Staff
• Students, Parents, and Community
• Policy Makers
Monitoring Implementation: Develop Action Items for Communication with Stakeholders

Procedures for Teaching, Reinforcing, and Monitoring

Building Capacity and Sustainability of Tiered Prevention Models For Academic Achievement, Behavior, and Social Competencies

pbis.org
District Communication with Stakeholders

Let’s talk... Communication with Stakeholders
- How will you use these multiple sources of data to inform professional learning for developing school capacity for low intensity strategies and tiered supports?
- How will you use your Ci3T Team meeting time effectively and plan to communicate with all stakeholders?
- How will share program level data (TI and SV) as well as student progress?

Using Treatment Integrity and Social Validity Data to Support Implementation:
Part 2 - A sneak preview!
Primary Intervention Rating Scale (PIRS)

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<th>Item</th>
<th>Mean</th>
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<td>The primary plan is acceptable for this school</td>
<td>5.42</td>
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Ci3T Treatment Integrity: Direct Observation (Ci3T Ti: DO)

Wrapping Up and Moving Forward
Ci3T: Tertiary Prevention

Ci3T: Secondary Prevention

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

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

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

Ci3T Training Series

Additional Professional Development on Specific Topics

Core Content Curriculum
Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivation; General Classroom Management Practices; Low-Intensity Behavior Supports

Functional Assessment-based Interventions
Reading, Math, Writing Benchmarking and Progress Monitoring Tools

Student Driven Interventions, Strategies, Practices
Check In - Check Out Additional Tier 3 Supports

Ci3T Team Implementation Support

Upcoming Professional Development

Ci3T Team Implementation Support

Emerging challenges: Intervention Grids for Tier 2 and Tier 3 within Ci3T

Implementation: Stages of Tier 1
and 2 within Ci3T

Additional Professional Development on Specific Topics

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Ci3T Team Implementation Support

Upcoming Professional Development
Ci3T IMPLEMENTATION
Professional Learning Series

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

Let’s talk… And make plans!
1. What did I learn?
2. How will I take this information back to my faculty, staff, and parents?
Please Take a Minute to Get Organized

Please stay until all materials are organized.

• Team Materials:
  o Save all documents with your school initials at the beginning and the date at the end of the file name.
  • XXS IM18 Ci3T Leadership Team Meeting Agenda YYYY MM DD.docx
  • Save to your school’s Dropbox folder
  o Clearly identify the person(s) on your team in charge of each action item listed on the agenda.

Wrap Up and Preview

Today’s Review

• Prepare to collect social validity and treatment integrity data
• Use screening data to inform instruction at Tier 1, Tier 2, and Tier 3
• Communicate with all stakeholders:
  o District
  o Ci3T Leadership Team
  o Faculty and staff
  o Students, parents, community

Next Session Preview

• Reviewing your implementation data
• Using your data to support your faculty and staff
• Using your data to support students

Upcoming Professional Development

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<thead>
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<th>Sep</th>
<th>Oct</th>
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Homework

• Collect fall social validity and treatment integrity data

At your next CI3T Leadership Team meeting:

○ Use IM18 CI3T Leadership Team Meeting Agenda to conduct an effective meeting with
  ▪ clearly defined roles and responsibilities of team members
  ▪ action items, persons responsible, and due dates
○ Create implementation reports to bring to January professional learning session
○ Create screening reports to bring to January professional learning session

At your next faculty meeting:

○ Share successes
○ Review implementation procedures
○ Consider providing time for PIRS and TSR survey completion
○ Consider providing time for screener completion