Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Using Your Data to Inform Instruction

Ci3T Implementation: Session 3

Agenda

• Welcome
• Procedures for Monitoring
  • Reviewing Your Implementation Data
  • Reviewing Your Screening Data
• Data-Informed Decision Making
  • Empowering your Faculty and Staff
  • Using data-informed decision-making to support students
• Wrapping Up and Moving Forward
Welcome

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

- **Tertiary Prevention** (1-5%)
  - Goal: Reduce Harm
  - Specialized individual systems for students with high risk

- **Secondary Prevention** (10-25%)
  - Goal: Reverse Harm
  - Specialized group systems for students at risk

- **Primary Prevention** (100%)
  - Goal: Prevent Harm
  - School/classroom-wide systems for all students, staff, & settings

(Why, Kalberg, & Menzies, 2009)

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**SESSION 1:** Setting up for Success

**TECHNOLOGY TRAINING**

**SESSION 2:** Monitoring and Communicating for Success

**TECHNOLOGY TRAINING**

**SESSION 3:** Using Your Data to Inform Instruction

**SESSION 4:** True Integration

**SESSION 5:** Planning for the Year Ahead

**SUMMER SUPPORT**

- **JULY**
- **AUGUST**
- **SEPTEMBER**
- **OCTOBER**
- **NOVEMBER**
- **DECEMBER**
- **JANUARY**
- **FEBRUARY**
- **MARCH**
- **APRIL**
- **MAY**
- **JUNE**

**Ci3T IMPLEMENTATION**

Professional Learning Series
Using your Ci3T Meeting Agenda

- Meeting logistics
  - Date, time, who is present, who is absent
  - Next meeting date/time/location/roles

- Discussion points for current meeting

- Procedural Checklist
  - Record of discussion according to key Ci3T features
  - Procedures for teaching, reinforcing and monitoring

- Academics

- Behavior

- Social skills

- Data (student level, program level, Ci3T reports)

Open your most recent meeting agenda

Procedures for Monitoring: Reviewing Your Implementation Data

Procedures for Teaching, Reinforcing, and Monitoring
Ci3T Primary Plan
Procedures for Monitoring: Elementary

Procedures for Monitoring

<table>
<thead>
<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
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<th>May</th>
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<td>X</td>
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</tbody>
</table>

Ci3T Blueprint D Assessment Schedule

Essential Components of Primary Prevention Efforts

Social Validity
Treatment Integrity
Systematic Screening
Academic
Behavior
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)

Social Validity: PIRS Results

<table>
<thead>
<tr>
<th>Year of Implementation</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% (SD)</td>
</tr>
<tr>
<td>2018-2019</td>
<td>39</td>
<td>92.41 (8.46)</td>
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<tr>
<td></td>
<td>37</td>
<td>92.92 (7.53)</td>
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Primary Intervention Rating Scale (PIRS)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary plan is acceptable for this school</td>
<td>5.42</td>
<td>0.49</td>
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</table>
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.

Interpreting Ci3T TI: TSR Scores

<table>
<thead>
<tr>
<th>Field</th>
<th>Score</th>
<th>Standard Deviation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching %</td>
<td>87.33</td>
<td>10.28</td>
<td>10</td>
</tr>
<tr>
<td>Retention %</td>
<td>61.11</td>
<td>14.98</td>
<td>12</td>
</tr>
<tr>
<td>Mentoring %</td>
<td>57.37</td>
<td>29.73</td>
<td>11</td>
</tr>
<tr>
<td>Total %</td>
<td>85.26</td>
<td>13.28</td>
<td>12</td>
</tr>
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</table>

Interpreting Ci3T TI: TSR Scores

<table>
<thead>
<tr>
<th>Field</th>
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<td>29.73</td>
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</tr>
<tr>
<td>Total %</td>
<td>85.26</td>
<td>13.28</td>
<td>12</td>
</tr>
</tbody>
</table>
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
- Educator perspective
- Observer perspective

Interpreting Ci3T TI: DO Scores

<table>
<thead>
<tr>
<th>Observer</th>
<th>Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Procedures for Teaching</td>
<td>• Procedures for Teaching</td>
</tr>
<tr>
<td>• Procedures for Reinforcing</td>
<td>• Procedures for Reinforcing</td>
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<tr>
<td>• Total Score</td>
<td>• Total Score</td>
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Cite this research as: CiteThisResearch.com
Treatment Integrity: SET Results – Lincoln Elementary School

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Points Earned</th>
<th>Total Points Possible</th>
<th>% Earned</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
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<tbody>
<tr>
<td>Expectations Defined</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
<td>100</td>
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<tr>
<td>Behavioral Expectations Taught</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>80</td>
<td>100</td>
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<tr>
<td>Ongoing System for Recording</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>83.33</td>
<td>100</td>
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<tr>
<td>Behavioral Expectations</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>83.33</td>
<td>100</td>
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<tr>
<td>System for Responding to</td>
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<td>6</td>
<td>62.50</td>
<td>75</td>
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<tr>
<td>Behavioral Violations</td>
<td>8</td>
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<td>8</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Monitoring &amp; Decision-Making</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>93.75</td>
<td>87.50</td>
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<td>District-Level Support</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>100</td>
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<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>84.94</strong></td>
<td><strong>94.64</strong></td>
</tr>
</tbody>
</table>

Goal: 80% on Behavioral Expectations Taught and Overall scores

Sharing Treatment Integrity and Social Validity Data with Faculty and Staff

PowerPoint presentation template available at ci3t.org/imp under TECHNOLOGY Support (click "Ci3T Treatment Integrity & Social Validity Report Presentation" to download)

Activity

Locate your school's Ci3T Implementation Report Fall 20XX.pdf in Dropbox
- Highlight the positives
- Discuss concerns and plans for sharing
- First year implementers: Delegate Ci3T Leadership Team member to complete PowerPoint

Write action items on Ci3T PL Map
Procedures for Monitoring: Reviewing Your Screening Data

Elementary School - Fall
SRSS-E7 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>F14</th>
<th>F15</th>
<th>F16</th>
<th>F17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk (0-3)</td>
<td>N = 25</td>
<td>6.90%</td>
<td>4.54%</td>
<td>3.96%</td>
</tr>
<tr>
<td>Moderate (4-8)</td>
<td>N = 86</td>
<td>9.07%</td>
<td>7.95%</td>
<td>8.12%</td>
</tr>
<tr>
<td>High (9-21)</td>
<td>N = 250</td>
<td>85.25%</td>
<td>77.12%</td>
<td>84.56%</td>
</tr>
</tbody>
</table>

% of Students Screened

Elementary School - Fall
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>Screening Time Point</th>
<th>F14</th>
<th>F15</th>
<th>F16</th>
<th>F17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk (0-1)</td>
<td>N = 25</td>
<td>6.44%</td>
<td>5.44%</td>
<td>5.20%</td>
</tr>
<tr>
<td>Moderate (2-3)</td>
<td>N = 85</td>
<td>4.12%</td>
<td>13.38%</td>
<td>13.98%</td>
</tr>
<tr>
<td>High (4-15)</td>
<td>N = 250</td>
<td>82.24%</td>
<td>80.56%</td>
<td>76.24%</td>
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</table>

% of Students Screened
## SRSS-E7 Comparison by Grade Level

**Example Middle School: Spring 2015**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N = 604 Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>214</td>
<td>156 (72.90%)</td>
<td>39 (18.22%)</td>
<td>19 (8.88%)</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>195</td>
<td>146 (74.87%)</td>
<td>34 (17.44%)</td>
<td>15 (7.69%)</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</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

Consider this class....

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### Data-Informed Decision Making

**Tier 1 Implementation Checklist for Success: CGI Team Form**

- **Target Behavior:** 
  - Monitor the frequency and duration of target behaviors.
  - Implement interventions based on the target behavior.
  - Evaluate the effectiveness of interventions.

- **Intervention Plan:** 
  - Develop a plan for addressing the target behavior.
  - Monitor the progress of the intervention plan.
  - Adjust the intervention plan as needed.

- **Progress Monitoring:** 
  - Regularly assess the progress of the intervention plan.
  - Adjust the intervention plan as needed.

- **Collaborative Decision Making:** 
  - Involve all team members in decision making.
  - Regularly review and adjust the intervention plan.
  - Implement the intervention plan as designed.

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31

32

33
Sharing Screening Data with Faculty and Staff

Activity

Data-Informed Decision Making: Using Your Data to Support Your Faculty and Staff

Examples:
- Empowering teachers with low-intensity supports
- Managing challenging behaviors
- Supporting your equity goals
Guidelines for Reviewing Teacher-Level Data

- Non-evaluative
- Solutions-based
- Identify areas of strength
- Let the data drive the conversation

Low Risk Moderate Risk High Risk

Externalizing
- 11 (55%) 3 (15%) 6 (30%)

Internalizing
- 11 (55%) 5 (25%) 4 (20%)
Identifying Strengths

• Acknowledging effort
• Identify what is in place as a point from which to build and enhance

Areas for Growth

Areas for Growth
Solutions-based Planning

- Re-teach Behavior Specific Praise

An Illustration

Solutions-based Planning

- Connect to C3T Implementation Manual
- Connect to evidence-based practices

An Illustration

Solutions-based Planning

- Data-based planning and collaboration
- Emphasize integration of Tier 1 components

An Illustration
Planning for an integrated approach

Solutions-based Planning

- Grounded in Ci3T Implementation Manual
- Goal setting
- Connecting to resources
- A plan for follow through

Antecedents - Behavior - Consequences

Prevention: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior.
Roles and Responsibilities

- Consistent district language
- A focus on equity

Through Personalized Learning, adapt instruction to meet the individual needs of each student so he/she can experience success.

- Respect and value the uniqueness of each child and his or her family by using the Four Agreements and the Compass.
- Participate in diversity, equity, and social skills training.
- Use skills taught in Connect with Kids to have positive, supportive, and equitable interactions with others.

Family - All staff (practiced and students) will continue the personal equity journey to support all students in the area of academic, behavior, and social skills using resources provided by building a team and self-directed equity.

How Ci3T Supports Equity

Examples of Engaging Instruction to Increase Equity in Education

Racial discrimination in our education system is well documented and undeniable. The U.S. Department of Education has found that schools across the nation frequently give students of color more discipline referrals and suspensions than their white peers despite comparable academic performance. A student of color is more than three times as likely to be suspended or expelled as a white student. These inequities are most prominent in rural American Indian schools. An increasing body of research indicates the sociopolitical, economic, and cultural factors that influence the development of a student’s educational experiences. This resource is based on the 5 Lenses of Multicultural Education and is designed to support the implementation of equity-based instructional practices.

Model:

1. Identify:
   - Identify the lens (students, teacher, curriculum, instruction, or assessment).
   - Identify the problem (unequal outcomes or experiences).

2. Define:
   - Define the equity goal.
   - Define the inequity that needs to be addressed.

3. Integrate:
   - Integrate the lens into a comprehensive plan.
   - Integrate the inequity into a comprehensive plan.

4. Implement:
   - Implement the lens into instruction.
   - Implement the inequity into instruction.

5. Evaluate:
   - Evaluate the impact of the lens on student outcomes.
   - Evaluate the impact of the inequity on student outcomes.

These lenses provide a framework for educators to examine and address the systemic barriers to equity in education.
How does the PBIS component of our plan impact Equity work?

1. Specific Commitment to Equity
   - Specific language that expresses a commitment to equity (e.g., racial, cultural, ability)
   - Inclusion of equity in district mission statements
   - Explicit language related to the improvement or maintenance of equity in key documents (e.g., newsletters, proposals, school improvement plans)
   - Listing preferences for equitable outcomes

Upcoming Professional Development

Professional Development to Support You in Lawrence!

- Using School-wide Data to Connect Students with Secondary Tier 2 and Tier 3 Interventions
  - January 28, 2019
  - Sign up on ci3t.org under Professional Learning

- Supporting Students with Challenging Behaviors: Managing Acting Out Behavior
  - March 18, 2019
  - Sign up on ci3t.org under Professional Learning

- Supporting Students with Internalizing Behaviors
  - April 17, 2019
  - Sign up on ci3t.org under Professional Learning
Activity
How will you use these data to empower your faculty and staff?

Data-Informed Decision Making: Using Your Data to Support Students

Building a Ci3T Tier Library
Low-Intensity Strategy & Lincoln Elementary On-Site Expert

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?"

Comprehensive, Integrated, Three-Tiered Model of Prevention
Lane, Kolberg, & Mervue (2009)

Secondary (Tier 2) Intervention Grids

Daily Behavior Report Cards

http://dbr.education.uconn.edu/
**Small group Reading Instruction with Self-Monitoring**

Secondary (Tier 2) Intervention Grid: For Elementary Students

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schedulable Data</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)</td>
<td>One or more of the following Behavior: 1. SRSS-E7 score: Moderate (4-8) 2. SRSS-I5 score: Moderate (2-3)</td>
<td>Student Performance: Academic engaged time - Percentage of work completed</td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 80% or better.</td>
</tr>
</tbody>
</table>

Behavior Contracts

Behavior Specific Praise

Instructional Choice

Prescoring

Other Tier 2 options...
Reflection and Action Planning

- What structures are in place for data-based decision making?
- How do we keep track of which students receive supports and monitor their progress?
- What are potential barriers to these processes? How can these be addressed?

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 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 roll out to faculty, students, and parents

Additional Professional Development on Specific Topics

Core Content Curriculum
Teacher Driven Supports: Instructional Techniques to Improve Students’ Motivations; 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
Additional Tier 3 Supports

Check In - Check Out
Session 1:
Session 2:
Session 3:
Session 4:
Session 5:
Session 6:

Implementation
Steps of Tier 3 and 4 within Ci3T
## Upcoming Professional Development

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
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<td>Sep</td>
<td>1</td>
<td>11/13/18</td>
<td>5:00-7:00PM</td>
<td>KU Ci3T Day 1</td>
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<td>Oct</td>
<td>2</td>
<td>12/05/18</td>
<td>8:00AM-4:00PM</td>
<td>KU Ci3T Day 2</td>
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<td>5:00-7:00PM</td>
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</tr>
<tr>
<td>Jan</td>
<td>5</td>
<td>04/03/19</td>
<td>5:00-7:00PM</td>
<td>KU Ci3T Day 5</td>
</tr>
<tr>
<td>Feb</td>
<td>6</td>
<td>05/09/19</td>
<td>8:00AM-4:00PM</td>
<td>KU Ci3T Day 6</td>
</tr>
</tbody>
</table>

## Ci3T Team Implementation Support

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19/18</td>
<td>5:00-7:00PM</td>
<td>Supporting Success: A Look at Tier 1</td>
</tr>
<tr>
<td>11/14/18</td>
<td>5:00-7:00PM</td>
<td>Planning for Success: Monitoring and Communication</td>
</tr>
<tr>
<td>1/16/19</td>
<td>5:00-7:00PM</td>
<td>Using Your Data to Inform Instruction</td>
</tr>
<tr>
<td>3/19/19</td>
<td>5:00-7:00PM</td>
<td>Supporting Student Success Across the Tiers</td>
</tr>
<tr>
<td>4/2/19</td>
<td>5:00-7:00PM</td>
<td>Planning for the Year Ahead</td>
</tr>
</tbody>
</table>

## Ci3T IMPLEMENTATION

Professional Learning Series

### September
- SESSION 1: Setting up for Success
- SESSION 2: Technology Training Part 1: Preparing Your Data Structures

### October
- SESSION 3: Technology Training Part 2: Preparing Implementation Reports
- SESSION 4: Using Your Data to Inform Instruction

### November
- SESSION 5: True Integration
- SESSION 6: Planning for the Year Ahead

### December
- SESSION 7: Supporting Student Success Across the Tiers
- SESSION 8: Planning for the Year Ahead

### January
- SESSION 9: Supporting Success: A Look at Tier 1
- SESSION 10: Technology Training Part 1: Preparing Your Data Structures

### February
- SESSION 11: Technology Training Part 2: Preparing Implementation Reports
- SESSION 12: Using Your Data to Inform Instruction

### March
- SESSION 13: True Integration
- SESSION 14: Planning for the Year Ahead

### April
- SESSION 15: Supporting Student Success Across the Tiers
- SESSION 16: Planning for the Year Ahead

### May
- SESSION 17: Technology Training Part 1: Preparing Your Data Structures
- SESSION 18: Technology Training Part 2: Preparing Implementation Reports

### June
- SESSION 19: Using Your Data to Inform Instruction
- SESSION 20: Technology Training Part 1: Preparing Your Data Structures
Wrap Up and Preview

Today's Review
• Reviewed implementation data
• Using your data to support faculty and staff
• Using your data to support students

Next Session Preview
• Supporting student success across the tiers
• Illustration at the
  • Preschool level
  • Elementary level
  • Middle school level
  • High school level

Homework

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
  • Finalize implementation and screening reports
  • Discuss fall and winter data and any professional learning needs
  • Review HO Ci3T PL Map

At your next faculty meeting:
• Share successes
• Review Ci3T Implementation Report and Screening Data
  • Consider showing the PowerPoint
  • Consider sharing the full report PDF with all stakeholders by email

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?
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≤5%)
Goal: Reduce Harm
Specialized individual systems for students with high risk

Tier 2
Secondary Prevention (1-5%)
Goal: Reverse Harm
Specialized group systems for students at risk

Tier 1
Primary Prevention (>95%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Academic  Behavioral  Social