Building Your Ci3T Model: Getting Started

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Agenda
• Ci3T Defined
• Ci3T Professional Learning Series
• Key Stakeholders
  • Ci3T Trainers
  • Ci3T Coaches
  • District Leaders
• Building Your Path

Ci3T Defined
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tier 1
Primary Prevention (~80%)

Tier 2
Secondary Prevention (~15%)

Tier 3
Tertiary Prevention (~5%)

Positive Behavior Interventions and Supports (PBIS)

≈80%
Primary Prevention (Tier 1)

≈15%
Secondary Prevention (Tier 2)

≈5%
Tertiary Prevention (Tier 3)
Ci3T Primary Plan: Roles and Responsibilities

all stakeholder groups

Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science
Adapted from Fixsen & Blasé, 2005

Exploration & Adoption
- We think we know what we need so we are planning to move forward (evidence-based)

Installation
- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
- Let’s give it a try & evaluate (demonstration)

Full Implementation
- That worked, let’s do it for real (investment)

Sustainability & Continuous Regeneration
- Let’s make it our way of doing business (institutionalized use)
Comprehensive, Integrated, Three-Tiered Model of Prevention

Goal: Reduce Harm
Specialized individual systems for students with high risk

Goal: Reverse Harm
Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

(Lane, Kalberg, & Menzies, 2009)

Comprehensive, Integrated, Three-Tiered Model of Prevention

Ci3T Professional Learning Series
<table>
<thead>
<tr>
<th>Phase</th>
<th>2013-14</th>
<th>14-15</th>
<th>15-16</th>
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<td>Sustain and Develop Practices</td>
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<td><strong>Middle and High Schools</strong></td>
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**Ci3T Professional Learning Series**

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre-training activities</td>
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<tr>
<td>2</td>
<td>Session 1: 2 hours Full day, model Ci3T modelator</td>
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<tr>
<td>3</td>
<td>Session 2: 2 hours Full day, building a classroom plan</td>
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<td>4</td>
<td>Session 3: 2 hours Full day, model and identify students</td>
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<tr>
<td>5</td>
<td>Session 4: 2 hours Full day, testing and teach supports</td>
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<tr>
<td>6</td>
<td>Session 5: 2 hours Full day, building a model and support students</td>
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<tr>
<td>7</td>
<td>Session 6: 2 hours Full day, preparing to implement</td>
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Key Stakeholders

Ci3T Trainers
Ci3T Coaches
District Decision Makers

Ci3T Trainers

Ci3T Coaches
District Decision Makers

Communication and Continuous Improvement

Ci3T Leadership Teams Feedback 2017-2018

<table>
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<tr>
<th>Item</th>
<th>Session 2 N = 33</th>
<th>Session 4 N = 30</th>
<th>Session 6 N = 23</th>
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<tr>
<td>The communication prior to the event by the Professional Development Staff was sufficient.</td>
<td>4.88 (0.33)</td>
<td>4.83 (0.46)</td>
<td>4.91 (0.29)</td>
</tr>
<tr>
<td>The objectives of the training session were addressed.</td>
<td>4.85 (0.36)</td>
<td>4.73 (0.69)</td>
<td>4.83 (0.39)</td>
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<tr>
<td>The information presented is useful to my work, classroom, and/or school.</td>
<td>4.79 (0.48)</td>
<td>4.67 (0.71)</td>
<td>4.83 (0.39)</td>
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<tr>
<td>The format kept me engaged.</td>
<td>4.39 (0.83)</td>
<td>4.63 (0.76)</td>
<td>4.22 (1.13)</td>
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<tr>
<td>Evidence for the use of this practice/content was presented.</td>
<td>4.82 (0.39)</td>
<td>4.80 (0.55)</td>
<td>4.83 (0.49)</td>
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<tr>
<td>This session met or exceeded my expectations for professional development.</td>
<td>4.61 (0.61)</td>
<td>4.47 (0.97)</td>
<td>4.52 (0.79)</td>
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<tr>
<td>Overall, opinion of the training</td>
<td>4.61 (0.66)</td>
<td>4.53 (0.78)</td>
<td>4.52 (0.67)</td>
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Feedback from Ci3T Leadership Teams

I am so thrilled about this! Having a sped background and now being an assistant principal looking at systems holistically, I know this is the direction I have been advocating for years.

This training has me excited to dive deeper and learn more about Ci3T and everything it can help our building accomplish.

It was very full of information. It was fast and engaging. I was worried that it would be a sit and lecture and be really boring, however it was engaging and I really enjoyed it. It's making me look forward to future training instead of dreading it.

Fast paced, high energy delivery was engaging after a full day in the classroom!

This session felt very productive in that we were able to look over the staff comments and proceed with making positive changes to our plans to reflect their input to create more buy in.

Feedback from Ci3T Leadership Teams

Some minor tips/training on using Dropbox prior to the training would have helped alleviate some stress and technical issues.

10 minutes goes by really fast. More time to work with the group and ask questions of the experts in the room would be appreciated and our team would use the time effectively.

Personally, it was hard to only have 10 minutes to discuss and leave things unfinished, but I understand that it’s part of this process.

It's a lot of information for one day, but it’s good stuff. Kind of feels like we leave with 10 things started and nothing finished, but that is the point of our building level 1/2 work days, our plan is coming along!

Data-Informed Professional Learning
Lessons Learned from District Partners
### Upcoming Professional Development

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### Implementation Stages of Tier 2 and 3 within KU Ci3T

1. Overview of KU Ci3T
2. Specific Settings
3. Roles and Responsibilities
4. Features and Benefits
5. Core Content Curricula
6. Functional Assessment
7. Reading, Writing, Math
8. Baseline
9. Check In
10. Check Out

### Additional Professional Development on Specific Topics

- Procedures for Monitoring Reactive Plan
- Procedures for Reinforcing Focused Strategies
- Overview of CI3T Technology
- Overview of Student Drives Supports: Instructional Techniques to Improve Motivation; General Classroom Management
- Overview of Teacher Drives Supports: Instructional Techniques to Improve Motivation; General Classroom Management
- Prevention Models: Reactive Plan, Focused Strategies, Overview of Student Drives Supports: Instructional Techniques to Improve Motivation; General Classroom Management
- CI3T: Primary Prevention
- Revisions of Current CI3T Plan based on Stakeholder Feedback. Final revisions of Stakeholder Feedback
- CI3T: Secondary Prevention
- HI-LO Supports: Interventions, Strategies, & Practices
- CI3T: Tertiary Prevention
- MTSS: CI3T Implementation

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### KU Project Coaching

- Session 1: 10/03/18
- Session 2: 11/15/18
- Session 3: 12/07/18
- Session 4: 01/24/19
- Session 5: 02/13/19
- Session 6: 03/20/19
- Session 7: 04/17/19
- Session 8: 05/03/19

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### Additional Notes

- CI3T Team Training Sequence
- Professional Development Training
- Session 4: Procedures for Monitoring Reactive Plan
- Session 3: Procedures for Reinforcing Focused Strategies
- Session 2: Establish roles and responsibilities
- Session 1: Establish team meetings and setting a purpose
- CI3T: Primary Prevention
- CI3T: Secondary Prevention
- CI3T: Tertiary Prevention
- Team members are expected to attend all sessions.

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### Upcoming Professional Development Summary

- **Sep 20, 2018:** Session 1 - Day 1, KU Project Coaching
- **Oct 3, 2018:** Session 2 - Day 2, KU Project Coaching
- **Nov 15, 2018:** Session 3 - Day 3, KU Project Coaching
- **Dec 7, 2018:** Session 4 - Day 4, KU Project Coaching
- **Jan 24, 2019:** Session 5 - Day 5, KU Project Coaching
- **Feb 13, 2019:** Session 6 - Day 6, KU Project Coaching
- **Mar 20, 2019:** Session 7 - Day 7, KU Project Coaching
- **Apr 17, 2019:** Session 8 - Day 8, KU Project Coaching
- **May 3, 2019:** Session 9 - Day 9, KU Project Coaching
Building Your Path

Lessons Learned ... a Work in Progress

Examining your screening data ...
... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

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

District-level Professional Learning for Successful Low-Intensity Strategies
Developing a Coordinated District Plan for Professional Learning

• Offering a range of professional learning options
• Using treatment integrity data to support coaching
• Meeting principals and teachers where they are

Offering a Range of Professional Learning Options

District-wide Professional Development Days

• Break Out Sessions
• Mini Sessions
• KU Ci3T Team
• Poster Session
• Unconference

Offering a Range of Professional Learning Options

Building Level Professional Learning

• Book studies
• Professional learning by district administrators, principals, leadership team members and coaches
• Presentation by KU Ci3T Leadership Team
• Use of Ci3T website
• District coaching at leadership team meetings
Using Treatment Integrity Data to Support Coaching

• District-level team calibrated to conduct direct observations.
• District and building owned data.
• Analyze data to develop district, building and educator professional learning.
• Partnering with “champions” of low intensity strategies.

Meeting Principals and Teachers Where They Are

Why? What? How?