Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Planning for the Year Ahead

Ci3T Implementation: Session 5
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 (<1%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Academic ◇ Behavioral ◇ Social

SESSION 1:
Setting up for Success
TECHNOLOGY TRAINING
PART 1:
Preparing Your Data Structures

SESSION 2:
Monitoring and Communicating for Success
TECHNOLOGY TRAINING
PART 2:
Preparing Implementation Reports

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

Fall T.I. Window (4 wks)
October November 4th Monday – 3rd Friday

Spring T.I. Window (4 wks)
February March 2nd Monday – 2nd Friday

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)
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>Student Measures</th>
<th>Measures for Monitoring</th>
<th>Social Skills</th>
<th>Program Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Subject Area Performance</td>
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<td>Social Skills</td>
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Note: We do not assume any specific curriculum or program. We encourage Ci3T Leadership Teams and Districts to select relevant program measures that are suitable to their district area.
### Procedures for Monitoring: C3T Blueprint D Assessment Schedule

<table>
<thead>
<tr>
<th>Measure</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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<tbody>
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<td>School Demographics: Student Demographic Information</td>
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<tr>
<td>Screening Measures: Behavioral Screener (SRSS-IE)</td>
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<td>Screening Measures: Academic Screener (AIMSweb - Math)</td>
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<tr>
<td>Student Outcome: Behavior (ODR)</td>
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<tr>
<td>Student Outcome: Academic (State Assessments)</td>
<td>X</td>
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<td>Student Outcome: Academic (Unit Tests)</td>
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<td>Program Measures: Social Validity (PIRS)</td>
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<td>Program Measures: Treatment Integrity (Ci3T Blueprint D Assessment Schedule)</td>
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<td>Essential Components of Primary Prevention Efforts</td>
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<td>Systematic Screening</td>
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For additional information, please see Lane, Kalberg, and Menzies (2009).
Monitoring Your Plan: Social Validity and Treatment Integrity

• Implementation Report
  Fall 2018 and Spring 2019

Ci3T Primary Plan
Procedures for Monitoring: Elementary

<table>
<thead>
<tr>
<th>Procedures for Monitoring</th>
<th>Social Validity: Primary Intervention Rating Scale</th>
</tr>
</thead>
<tbody>
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<td>Social Validity: Primary Intervention Rating Scale</td>
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<td>Social Validity: Primary Intervention Rating Scale</td>
<td>Social Validity: Primary Intervention Rating Scale</td>
</tr>
<tr>
<td>80% of students meeting reading and math targets on assessments</td>
<td>80% of students meeting reading and math targets on assessments</td>
</tr>
<tr>
<td>Note: We do not endorse any specific methodology or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.</td>
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Social Validity: Primary Intervention Rating Scale

Survey #2: Primary Intervention Rating Scale

All faculty and staff received an emailed link to Qualtrics for the TSR and PIRS surveys.
Social Validity: PIRS Results

<table>
<thead>
<tr>
<th>Year of Implementation</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% (SD)</td>
</tr>
<tr>
<td>20XX-20XX</td>
<td>39</td>
<td>92.41% (8.46)</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

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>
</tr>
</tbody>
</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>Mean</th>
<th>Standard Deviation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total %</td>
<td>87.33</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Retention %</td>
<td>81.11</td>
<td>14.69</td>
<td>12</td>
</tr>
<tr>
<td>Interpreting %</td>
<td>67.27</td>
<td>28.73</td>
<td>11</td>
</tr>
<tr>
<td>Total %</td>
<td>85.36</td>
<td>13.26</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>
</tr>
<tr>
<td>• Total Score</td>
<td>• Total Score</td>
</tr>
</tbody>
</table>
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations Defined</td>
<td>3</td>
<td>4</td>
<td>75</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Behavioral Expectations Taught</td>
<td>8</td>
<td>10</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Ongoing System for Rewarding Behavioral Expectations</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>83.33</td>
<td>100</td>
</tr>
<tr>
<td>System for Responding to Behavioral Violations</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>62.50</td>
<td>75</td>
</tr>
<tr>
<td>Monitoring &amp; Decision-Making</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Management</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>93.75</td>
<td>87.50</td>
</tr>
<tr>
<td>District-Level Support</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>84.94</strong></td>
<td><strong>94.64</strong></td>
<td></td>
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</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

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Procedures for Monitoring: Reviewing Your Screening Data

Monitoring Your Plan: Behavior Screening Data

Elementary School - Fall
SRSS-E7 Results – All Students
Elementary School - Fall
SRSS-I5 Results – All Students

% of Students Screened

Screening Time Point

<table>
<thead>
<tr>
<th></th>
<th>F14</th>
<th>F15</th>
<th>F16</th>
<th>F17</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=72</td>
<td>19.54%</td>
<td>20.00%</td>
<td>19.67%</td>
<td>19.85%</td>
</tr>
<tr>
<td>N=85</td>
<td>16.36%</td>
<td>16.36%</td>
<td>16.36%</td>
<td>16.36%</td>
</tr>
<tr>
<td>N=48</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
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<tr>
<td>N=41</td>
<td>10.59%</td>
<td>13.21%</td>
<td>13.21%</td>
<td>13.21%</td>
</tr>
<tr>
<td>N=52</td>
<td>12.25%</td>
<td>12.25%</td>
<td>12.25%</td>
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</tr>
</tbody>
</table>

Legend:
- Green: Low Risk (0-1)
- Yellow: Moderate (2-3)
- Red: High (4-15)

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>
</tr>
</thead>
<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

Consider this class...
Sharing Screening Data with Faculty and Staff

Activity
Locate your behavior screening data
- If not already created, build grade level tables
- Discuss your data and record needed professional learning using HO CST PL Map
Planning for the Year Ahead 2019-2020
Ci3T District Masters
A Critical Look at Your Ci3T Implementation Manual
Using Data to Revise Your Ci3T Plan

Tool for Revising Plans:
2018 2019 Ci3T Imp Manual Review

Using Data to Revise Your Ci3T Plan
Revising your Ci3T Implementation Manual

Consider information from social validity and treatment integrity reports to revise components of your Ci3T implementation manual.

Look at the sample lesson

Review the learning objectives. Discuss any partner ideas to meet these objectives within the lesson.

Where are the opportunities for learning and practice?

What low-intensity strategies can be used in this lesson and where?
Consider information from
- Common language from district masters
- Social validity and treatment integrity reports

Data in action
Tier 2 and Tier 3 Considerations

- Academic and behavioral interventions
- Information on group size
- Duration of intervention
- Study Results
- Evidence base
- Academic and behavioral progress monitoring
- Psychometric standards
- Progress monitoring standards
- Data-based individualization standards

Center on Response to Intervention
rtisuccess.org

Revising your Ci3T Implementation Manual – Tier 2 & 3 Components
Consider information from
- Common language from district masters
- Social validity and treatment integrity reports

Use "Ci3T Imp Manual Review" to review

National Center on Intensive Intervention
http://www.intensiveintervention.org
Utilizing Data-Informed Professional Learning

Ci3T Monthly Leadership Team Meetings

Project EMPOWER: Expanded Focus!

Ci3T Trainer and Coaches Calls

2019 – 2020 Professional Learning

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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<th>Mar</th>
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<td>Ci3T Trainers &amp; Coaches Call</td>
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Ci3T Monthly Leadership Team Meetings

Ci3T MEETINGS SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Ci3T Leadership Team Meetings</th>
<th>Remote and Self-Meeting</th>
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<tbody>
<tr>
<td>Aug</td>
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<tr>
<td>June</td>
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Date and Time of Ci3T Faculty and Staff Retreat (Aug)
Building Capacity & Supporting Sustainability Professional Learning Offerings for 2019-2020

Ci3T Training and Coaching Calls

Let’s talk ... and make plans!
- Ci3T team meetings
- Empower Sessions
- Ci3T Trainer and Coaches Call
- What are strengths of our current communication systems?
- How can we share data with staff more regularly?
## Recommendations and Wrap Up

### Ci3T: Tertiary Prevention
- Setting a Purpose
- Establish team meetings and roles

### Ci3T: Secondary Prevention
- Mission and Purpose
- Establish Roles and Responsibilities
- Procedures for Teaching
- Procedures for Reinforcing

### Ci3T: Primary Prevention
- Reactive Plan
- Procedures for Monitoring

### Session 1:
- Overview of Ci3T models of prevention

### Session 2:
- Mission and Purpose
- Establish Roles and Responsibilities
- Procedures for Teaching
- Procedures for Reinforcing

### Session 3:
- Reactive Plan
- 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 roll out to faculty, students, and parents

### 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 Training Series
- Aug Sep Oct Nov Dec Jan Feb Mar Apr May June
- KU Ci3T Day 1
  - 11/20/19
  - 4:30-6:30 PM
- KU Ci3T Day 2
  - 12/11/19
  - 8:00 AM - 4:00 PM
- KU Ci3T Day 3
  - 01/22/20
  - 4:30-6:30 PM
- KU Ci3T Day 4
  - 02/26/20
  - 8:00 AM - 4:00 PM
- KU Ci3T Day 5
  - 04/08/20
  - 4:30-6:30 PM
- KU Ci3T Day 6
  - 05/06/20
  - 8:00 AM - 4:00 PM

### KU Ci3T IMP
- Aug Sep Oct Nov Dec Jan Feb Mar Apr May June
- KU Ci3T IMP Day 1
  - 09/05/19
- KU Ci3T IMP Day 2
  - 10/29/19
- KU Ci3T IMP Day 3
  - 12/04/19
- KU Ci3T IMP Day 4
  - 01/15/20
- KU Ci3T IMP Day 5
  - 04/02/20

### KU Ci3T EMPOWER
- Aug Sep Oct Nov Dec Jan Feb Mar Apr May June
- KU Ci3T EMPOWER Session 1
  - 10/17/19
- KU Ci3T EMPOWER Session 2
  - 11/05/19
- KU Ci3T EMPOWER Session 3
  - 01/23/20
- KU Ci3T EMPOWER Session 4
  - 02/25/20
- KU Ci3T EMPOWER Session 5
  - 04/23/20

### Trainers & Coaches Call
- Aug Sep Oct Nov Dec Jan Feb Mar Apr May June
- Trainers & Coaches Call Session 1
  - 08/01/19
- Trainers & Coaches Call Session 2
  - 08/28/19
- Trainers & Coaches Call Session 3
  - 10/22/19
- Trainers & Coaches Call Session 4
  - 11/04/19
- Trainers & Coaches Call Session 5
  - 11/21/19
- Trainers & Coaches Call Session 6
  - 01/09/20
- Trainers & Coaches Call Session 7
  - 02/10/20
- Trainers & Coaches Call Session 8
  - 03/24/20
- Trainers & Coaches Call Session 9
  - 04/30/20
- Trainers & Coaches Call Session 10
  - 06/02/20

## 2019 – 2020 Professional Learning
Academic ◇ Behavioral ◇ Social Validated Curricula PBIS Framework

Validated Curricula

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

Goals for this Implementation Year

• Establish effective Ci3T Leadership Team structures
• Gain a deeper understanding of Ci3T models of prevention
• Implement your school’s plan with high fidelity
• Collect and use social validity and treatment integrity data to monitor Ci3T plan implementation
• Collect student academic and behavioral screening and outcome data to inform Ci3T implementation efforts
• Share data and communicate Ci3T practices with all stakeholders regularly (e.g., monthly, quarterly)
• Identify areas of additional professional learning for faculty and staff and support faculty and staff access to professional learning
• Address any barriers to implementing your Ci3T model

Please Take a Minute to Get Organized

Please stay until all materials are organized.

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

Thank you!
### Wrap Up and Preview

#### Today's Review
- Reviewing your implementation data
- Planning for the year ahead: 2019-2020
- Utilizing data-informed professional learning

#### Next Steps
- Access Ci3T District Masters as appropriate
- Sign up for 2019-2020 professional learning
- Prepare to launch 2019-2020

### 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
  - Review implementation and screening data
  - Finalize revisions to Ci3T Implementation Manual
  - Discuss professional learning needs

**At your next faculty meeting:**
- Share successes
- Share spring implementation report and screening data
- Share revisions to Ci3T Implementation Manual based on spring data
- Share professional learning resources and opportunities