**Note. Adapted from:** SSD Planning and Development. (2015). SSD Multi-Tier System of Supports: Ci3T = MTSS/PBIS/RTI Application. Informed through the collaboration with Kansas Multi-Tier System of Supports (2014). Topeka, KS: Kansas State Department of Education.

**Please read the Ci3T Training Application, in full, before completing the application.**

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**What is a Comprehensive, Interactive, Three-Tiered (Ci3T) Model of Prevention?**

Comprehensive, integrated, three-tiered (Ci3T) models of prevention (Lane, Oakes, & Menzies, 2010) are designed to address students’ academic, behavioral, and social skill needs using a continuum of instruction and supports. Ci3T models are a framework for a proactive approach for addressing students’ needs in all three areas. The continuum of instruction and supports is organized in a three-tiered model providing for: primary prevention (Tier 1, supports for all), secondary prevention (Tier 2, supports for some), and tertiary prevention (Tier 3, supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary (Tier 1) prevention efforts and then providing these students with additional secondary (Tier 2) and tertiary (Tier 3) supports that are also evidenced-based. Screening practices are an essential element of Ci3T models for early detection of students in need of supports and to monitor school progress as a whole. Teams design Ci3T models unique to their school’s culture and priorities using this framework. **Ci3T Leadership Teams**, **Ci3T Coaches**, and **District Decision Makers** work with **Ci3T Trainers** in a six-day professional learning series across one school year. Participation will require full commitment from the designated **Ci3T Leadership Team** members. For more information, see [www.ci3t.org](file:///C%3A%5CUsers%5Ce412s851%5CDropbox%5C2016%20iBook%20Ci3T%20INTERNAL%20Documents%5CCi3T%20Trainer%20Resources%5Cwww.ci3t.org).



*Figure 1.1* Ci3T Model of Prevention.

### Why should schools be interested in a comprehensive and integrated framework?

Tiered models of prevention are becoming more widely used in schools today including response-to-intervention (RTI; Fuchs, Fuchs, & Compton, 2010), positive behavior interventions and supports (PBIS; Sugai & Horner, 2015), as well as multi-tiered system of supports (MTSS) and other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (e.g., MTSS focuses on academics and behavior domains – often in siloed structures, without explicit attention to social skills). In a Ci3T model of prevention three major domains are addressed in one framework – academic, behavioral, and social skills – to meet students’ multiple needs given problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A Ci3T model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system-level change to improve student outcomes requires an initial investment of time and energy. However, tiered models capitalize on effective instructional and classroom management practices many teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of Ci3T models is they are designed with participation by all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at the system-level (schoolwide). Moreover, in a Ci3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students’ efforts to reach those expectations. This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involved focusing mainly on students’ misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students’ positive student behaviors using behavior specific praise. When a school’s faculty and staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) and faculty to support schoolwide behavioral expectations as well as the schoolwide social skills empowers them to participate proactively and positively, while teaching students the skill sets needed to fully engage in instructional activities (Lane et al., 2013).

**Primary (Tier 1) prevention.** In a Ci3T model, primary (Tier 1) prevention includes all core school programming. It is designed as preventative and addresses learning domains – academic, behavior and social skills for *all* students. The academic component consists of school or district-chosen evidence-based academic curricula guided by state standards and requires all teachers deliver effective instruction. **Ci3T Leadership Teams** work with **District Decision Makers** during the professional learning series to review or select, if needed, core programs.

 To address students’ social needs, school-site personnel implement a social skills curriculum or character education program. The focus of the social curriculum is determined by the school’s unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity. Schools plan for monitoring fidelity of implementation – do students have access to the instruction as planned? **Ci3T Leadership Teams** work with **District Decision Makers** to review or select, if needed, core curricula and program(s).

Finally, the behavioral component is a PBIS framework in which school-site personnel collectively establish 3-5 schoolwide expectations for student conduct (e.g., Be respectful, Be responsible, and Be prepared to give best effort) using a data-informed approach. Critically, school faculty and staff explicitly teach all students the expectations which are operationally defined for each key setting in the building (e.g., classroom, hallways, cafeteria) in a **Ci3T Blueprint C Expectation Matrix**. Next, students have multiple practice opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise and, intermittently, the schoolwide reinforcement system (a ticket or token). Some schools develop elaborate PBIS reinforcement plans that include students using earned school tickets for school assemblies and tangible rewards, others implement with only non-tangible reinforcers (e.g., special responsibilities, time with friends or teachers) making decisions based on beliefs and resources. In either case, the important factor is all students are directly taught and provided reinforcement (with the schools’ ticket or token system) for meeting the schoolwide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning and empowers students with skills to facilitate positive, productive relationships with others. Thus, teachers gain additional time to teach the academic and social skills or character development curricula constituting the primary (Tier 1) plan. Investing time in this instructional approach to behavior by explicitly teaching schoolwide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment. **Ci3T Leadership Teams** design a **Ci3T Blueprint A Primary (Tier 1) Plan** with roles and responsibilities of all stakeholders across all three domains, Procedures for Teaching, Procedures or Reinforcing and Procedures for Monitoring the Ci3T plan. Also as part of the primary (Tier 1) plan **Ci3T Leadership Teams** design a **Ci3T Blueprint B Reactive Plan** for clear and consistent responding when behavior problems do occur, as well as, **Ci3T Blueprint D Assessment Schedule** to detail all measures of student level and school level performance including monitoring procedures for Ci3T implementation fidelity (is the plan being implemented as designed) and social validity (stakeholder’s opinions).

 Implementing these three areas of foci schoolwide, *all* students are supported academically, behaviorally, and socially. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings identify students for secondary (Tier 2) or tertiary (Tier 3) interventions.

 **Secondary (Tier 2) prevention.** Secondary (Tier 2) interventions and supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). These supports are clearly described in the **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** designed by each **Ci3T Leadership Team** during the professional learning series. Approximately 15% of students are apt to require this level of prevention. When secondary (Tier 2) supports are insufficient to meet student needs or for those students exposed to multiple risk factors more intensive interventions and supports are provided through tertiary (Tier 3) prevention.

**Tertiary (Tier 3) prevention.** Tertiary (Tier 3) are the most intensive interventions and supports offered, and often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tertiary (Tier 3) is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while growth or performance is closely monitored. These supports are clearly described in the **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid** designed by each **Ci3T Leadership Team** during the professional learning series. Approximately 5% of students may require this level of intervention.

 Secondary (Tier 2) and tertiary (Tier 3) interventions are designed to meet the students’ specific characteristics and learning needs whether the needs are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine appropriateness of the selected intervention. School site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

 Ci3T models use a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3 supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

### Systematic Screening within Ci3T Models

 Screening procedures are essential for effective schoolwide prevention systems. They are the tools for early and accurate detection of students in need of intervention or supports in addition to primary (Tier 1) prevention across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (elementary, middle, and high school) to address the unique developmental nature of students at each level. Differences in students’ developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence which can be a time of emotional turmoil which may make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students’ ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with academic, behavioral, and/or emotional challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening procedures at each level of schooling can help systematically identify those who require more support to ensure school engagement and success.

 In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional supports within the context of integrated three-tiered models of prevention. **Ci3T Leadership Teams** will work with **District Decision Makers, Ci3T Coaches**, and **Ci3T Trainers** to select the best screening tool for their school.

Adapted from:

 Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies,* *21,* 160-172.

 Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties* problems (pp. 177-183)*.* New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7*, 6-31.

Comprehensive, Integrated, Three-tiered Model of Prevention: <http://www.ci3t.org/>

Technical Assistance Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org>

Please see the full articles for additional information.

**Project Goals**

**Ci3T Trainers** and **Ci3T Coaches** will work with local schools and school districts to provide support in professional learning and technical assistance in the design, implementation, and evaluation of Ci3T models of prevention to create a unified system where all students have equal access to a full range of instruction, interventions, and supports using data-informed decision-making processes.

Participating schools and school districts will be part of a 6-session professional learning series with regular and integrated opportunities for faculty and staff feedback; the necessary infrastructures and personnel identified for successful schoolwide implementation, including an identified district **Ci3T Coach**.

**Overview of the Professional Learning Series**

|  |  |  |
| --- | --- | --- |
| **Training Session (Time)** | **Activities (Time estimates)** | **Persons Involved** |
| Pre-Training Activities | 1. Secure districts’ permission.
2. **Ci3T Trainers** host informational meetings with participating school faculty and staff and collect initial data to support building the Ci3T Blueprint (Schoolwide Expectations Survey for Specific Settings [SESSS], 15 min Qualtrics or other electronic survey tool or paper copies)
3. Collect **Ci3T Leadership Team** Members’ measure (Knowledge Confidence and Use Surveys- pre training and demographic survey [*demo survey optional*], 15 min Qualtrics or paper survey).
4. Preparation of school SESSS reports (entry, analysis, and reports).
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
* School Faculty and Staff
 |
| Sessions 1 (2 hr)Ci3T Model Overview | Introduction 1. Welcome, overview of training series (20 min)
2. *Why are you here?* Setting a purpose; group discussion (30 min)
3. Addressing schoolwide concerns; presentation of how Ci3T models address these concerns (60 min)
4. Set expectations for next meetings; team work to develop model; give items to be completed prior to next session meeting (10 min)
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| Before Session 2 | 1. Show narrated voiced-over PowerPoint slide show Introductory Overview of the Ci3T Model of Prevention video (on ci3t.org) to faculty and staff to explain the Ci3T model to be developed by the school’s **Ci3T Leadership Team** with faculty and staff feedback (20 min)

**Ci3T Leadership Team** members add the following to the shared folder or bring hard copy to next session:1. School or district mission statement (10 min)
2. School’s current reactive plan: reaction to rule or code of conduct violations and office discipline referral (ODR) form (10 min)
 | * Ci3T Leadership Team Members
* Ci3T Coaches
* School Faculty and Staff
 |
| Session 2 (6 hr)Building Primary Prevention (Tier 1) Efforts: Teaching and Reinforcing | Learn about and draft:1. First half of **Ci3T Blueprint A Primary (Tier 1) Plan**; mission statement, develop purpose statement, roles and responsibilities (2 hr)
2. Or revise the reactive plan (flowchart) and ODR form (20 min)
3. **Ci3T Blueprint C Expectation Matrix** using the SESSS Report of summary results (30 min)
4. Working lunch (1 hr)
5. Procedures for Teaching and Reinforcing (3 hr)
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| Before Session 3 | 1. During the **Ci3T Leadership Team** meeting, fully draft all **Ci3T Blueprint A Primary (Tier 1) Plan** items started during session 2 (30 – 90 min)
2. **Ci3T Leadership Teams** share the drafted **Ci3T Blueprint C Expectation Matrix** with their faculty and staff describing how the SESSS survey data were used to develop the content – ask for any suggestions and record ideas given (30 min)
3. **Ci3T Leadership Teams** work through reactive plan – complete draft of flow chart and share with faculty for initial feedback.
 | * Ci3T Leadership Team Members
* Ci3T Coaches
 |
| Session 3 (2 hr)Building Primary Prevention (Tier 1) Efforts: Monitoring | Learn about and draft:1. Procedures for Monitoring [screeners, using data sources together – second half of plan] (90 min)
2. Participants will begin to draft the assessment schedule by listing data collected currently and decide on a screener (30 min)

Student team members:1. Introductions and icebreaker activities, Ci3T overview (25 min)
2. Develop a reinforcement menu and full expectation matrix (1.5 hr)
 | * Ci3T Leadership Team Members (including students)
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| Before Session 4 | * 1. **Ci3T Leadership Teams** identify data currently collected and complete the **Ci3T Blueprint D Assessment Schedule**: record when data are collected and reviewed and who will be responsible for bringing it to team meetings (30 – 60 min)
1. Share screener(s) chosen with the faculty and staff and information related to decision making (purpose, use, information for decision making) (30 min)
2. **Ci3T Leadership Team** members and **Ci3T Coaches** have informal conversations or small group meetings with faculty and staff to gather a list of secondary (Tier 2) and tertiary (Tier 3) supports that already exist in the building and generate new ideas of needed supports (30 – 60 min, may fluctuate greatly depending on how meetings are structured, at **Ci3T Leadership Team**’s discretion)
3. **Ci3T Trainer** summarize student created material from Session 3 into **Ci3T Student Session 3 Responses Template.pptx** (Ci3T Trainer Resources) for dissemination
 | * Ci3T Leadership Team Members
* Ci3T Coaches
* School Faculty and Staff
 |
| Sessions 4 (6 hrs)Building Secondary Prevention (Tier 2) Efforts | * 1. **Ci3T Leadership Teams** review student created material from Session 3 and revise drafted **Ci3T Blueprint C Expectation Matrix** and reinforcement menu (30 min)
	2. **Ci3T Leadership Teams** review and revise the assessment schedule (30 min)
	3. **Ci3T Leadership Teams** review the social validity survey used to gather initial faculty and staff feedback on the drafted **Ci3T Blueprint A Primary (Tier 1) Plan**. The Primary Intervention Rating Scale (PIRS) is distributed to faculty and staff between session 4 and session 5 (time?)
	4. **Ci3T Leadership Teams** review and complete draft of Procedures for Monitoring in **Ci3T Blueprint A Primary (Tier 1) Plan** (1.5 hr)
	5. Working lunch (1 hr)
1. Learn about Secondary (Tier 2) Prevention Efforts: teacher-directed interventions, student-focused interventions, and using data to determine needs (1 hr)
2. **Ci3T Leadership Teams** divide into two groups to: (group 1) begin drafting **Ci3T Blueprint E Secondary (Tier 2) Intervention Grids** and (group 2) create a presentation of the **Ci3T Blueprint A Primary (Tier 1) Plan** including the **Ci3T Blueprint C Expectation Matrix** to be shared with faculty (2 hr)
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| Before Session 5  | 1. **Ci3T Leadership Teams** share presentation they created with faculty and staff (30 – 60 min)
2. Faculty and staff complete PIRS survey (10 min)
3. **Ci3T Trainers** pick up hard copy surveys or download PIRS data from Qualtrics or other electronic survey tool, enter data, analyze data, and create reports for session 5 (time will vary if using hard copies; Qualtrics = 1 hr)
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
* School Faculty and Staff
 |
| Session 5 (2 hr)Building Tertiary Prevention (Tier 3) Efforts | 1. **Ci3T Leadership Teams** and **Ci3T Coaches** review PIRS Reports for feedback and revise plan accordingly, prepare email of changes made and clarifications of changes not made in response (1 hr)
2. Learn about Tertiary (Tier 3) Prevention (30 min)
3. **Ci3T Leadership Teams,** with **Ci3T Coaches**, begins to draft the **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid** (30 min)

Student team members:1. Create posters, bookmarks, tickets, and postcards (1.5 hr)
2. Activity to list current supports available at school (30 min)
 | * Ci3T Leadership Team Members (including students)
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| Before Session 6 | 1. **Ci3T Leadership Teams** and **Ci3T Coaches** review revisions made to the **Ci3T Blueprint A Primary (Tier 1) Plan** based on the PIRS feedback. A brief presentation with faculty and staff planned with time for faculty and staff to complete Ci3T Feedback Form (15 – 30 min)
2. **Ci3T Trainers** pick up hard copy surveys or download from Qualtrics of other survey tool the **Ci3T Feedback Form** data – enter data, analyze data and create reports for Session 6.
3. **Ci3T Trainer** summarize student data from Session 5 into **Ci3T Student Session 5 Materials Created Template.pptx** (Ci3T Trainer Resources) for dissemination.
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* School Faculty and Staff
 |
| Session 6 (6 hr)Preparing for Implementation | 1. Review of Ci3T
2. Teams complete **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** and **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid** (2 hr)
3. **Ci3T Leadership Teams**, with **Ci3T Coaches**, revise **Ci3T Blueprint A Primary (Tier 1) Plan** from faculty feedback using the **Ci3T Feedback Form Report** and polish all materials (1.5 hr)
4. Working lunch (1 hr)
5. **Ci3T Leadership Teams** review student created materials from Session 5 to inform implementation material creation (15 min)
6. **Ci3T Leadership Teams** and **Ci3T Coaches** start to plan faculty presentation [teaching the plan to faculty] and first day of school activities [teaching/ introducing the plan to students] and choose and begin drafting materials needed for implementation [prepared by **Ci3T Leadership Teams**, **Ci3T Coaches**, and others from school site over the summer before implementation] (3 hr)
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |
| After Session 6 | 1. **Ci3T Leadership Teams**, with **Ci3T Coaches**, finalize all plans. (30 min)
2. **Ci3T Leadership Teams**, with **Ci3T Coaches**, complete the **Ci3T Implementation Manual** (2 hr)
3. **District Decision Makers** and **Ci3T Coaches** review **Ci3T Implementation Manuals** and offer feedback (1 hr per manual)
4. **Ci3T Trainers** and **Ci3T Coaches** set summer meetings with **Ci3T Leadership Teams** to finalize implementation details and roll out activities (30 min – 2 hr)
5. **Ci3T Leadership Teams**, with **Ci3T Coaches**, finalize first day of school activities and information sharing with parents and community (1 – 2 hr)
6. **Ci3T Team Members** and **Ci3T Coaches** access district supports and resources as needed
 | * Ci3T Leadership Team Members
* Ci3T Trainers
* Ci3T Coaches
* District Decision Makers
 |

**Considerations for Participation**

The following are considerations for a partnership between the local school, school district, and **Ci3T Trainers**.

**School and/or School District**

 Each school will complete the application process.

Step 1: Agreement to Commitments

Step 2: Application Questions

Step 3: Information Survey

Step 4: Secure District and School Approvals and provide School Improvement Plan

**Potential Costs Associated with Participation**

The following is a list of potential costs districts may incur over time as a result of designing and implementing Ci3T plans.

* + Professional development time (e.g., substitute pay to cover for **Ci3T Leadership Team** members to attend full day trainings, any district approved stipends)
	+ Data and file sharing programs/services (e.g., DropBox, Google Docs, Share Point)
	+ Recommended Readings (**R01 Recommended Readings Training Year** will be provided upon participating)
	+ Travel expenses to attend all sessions

**Potential Costs Associated with Implementation**

The following is a list of potential costs districts may incur over time as a result of structuring and implementing a Ci3T model. Schools may already have many of these components in place prior to implementation, and would therefore not consider them additional costs. Greater detail regarding each of the following items will be highlighted:

* + Universal screener for behavior
	+ Universal screener for math
	+ Universal screener for reading
	+ Adoptions, addendums, and/or modifications to academic curricula as deemed necessary
	+ Professional development time
	+ Social skills/character education curriculum
	+ Data and file sharing programs/services
	+ Potential substitute expenses for team meetings or continued professional learning

**Evaluation and Data Systems**

* Schools use a data collection system that gathers and summarizes office disciplinary referrals that will inform a school’s decision making process. The primary elements of the data system must be efficient and gather and summarize information that tracks:
* average referrals per day/month
* referrals by time
* referrals by location
* referrals by day of the week
* referrals by grade
* referrals by student
* referrals by problem behavior – minor or major
* Treatment Integrity measures on Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center (PBIS-TAC) Applications ([www.pbisapps.org](http://www.pbisapps.org)) and <http://www.ci3t.org/>.
* Universal behavior screener: Schools will select and purchase (if not a free access tool) a universal behavior screener and conduct screenings three times per school year. If needed, district or school technology staff will be allotted time to support screening efforts.
* Universal screeners for core academics areas

# Ci3T Application

District:

School:

School Contact Name:

Email: Phone:

**Application Timeline**

Applications are due  <insert date> and should be submitted via email. Please send the outlined documents below to .

For questions or assistance with the application, please contact:

*
*

**Step 1: Agreement to Commitments**

1. A full three-year commitment (Year 1: Design, Year 2: Implement and Refine, and Year 3: Refine and Sustain).
2. Formation of a **Ci3T Leadership Team** which is representative of your faculty and staff, including parent and student members.
3. Commit to attend each session of the six-day professional learning series to design your school’s Ci3T Blueprint.
4. Commit to regularly sharing and seeking participation and feedback from faculty and staff during design and implementation years (Years 1-3).
5. Pre-schedule dates for monthly team meetings and staff meetings to complete professional learning homework activities, share data, report progress, and solicit feedback.
6. Commit a regular budget allocation to supporting all domains—academic, behavior and social components—in both resources and professional development.

Building Administrator Date

**Step 2: Application Questions**

1. What educational issues do you hope to address/improve by install and implementing a Ci3T framework?
2. When looking at your current school year plans and initiatives, how does the Ci3T framework align with current priorities?
3. What current initiative or programs will support the goals and facilitate the transition to a Ci3T framework?
4. What do you consider the benefits of implementing a Ci3T framework? What do you perceive as potential barriers?
5. What are your expectations and needs for district support in the design and implementation of a Ci3T framework?
6. In what ways do you believe the collaboration of general and special education communities will be enhanced by adopting this framework?
7. How do you currently involve multiple stakeholders’ (e.g. faculty, students, community) participation and feedback?

**Step 3:  Information Survey**

Please mark current implementation and priority level for each question.

|  |  |
| --- | --- |
|  | **Current Implementation** |
| **Reflect on these topics across the school/district** | ***Established practice*** | ***New practice*** | ***None*** | ***Provide additional detail for each item*** |
| 1. Do you have a school leadership team in place? If so, is it representative of your school’s faculty and staff?
 |  |  |  |  |
| 1. Does your school have a PBIS plan in place? Is fidelity monitored?
 |  |  |  | If yes, report name of measure used and most recent score:  |
| 1. Do you have standardized instructional practices and curricula within the district for primary (Tier 1) prevention?
 |  |  |  |  |
| 1. Will your administrator allocate time to serve as an active member on the **Ci3T Leadership Team**?
 |  |  |  |  |
| 1. Do the goals of Ci3T align with the current mission, goals, and objectives of your district?
 |  |  |  | Add district mission statement here: |
| 1. Do your school teams have structures in place for effective functioning? (e.g., agendas, data reporting, specified leaders)
 |  |  |  |  |
| 1. An adopted and used screening measure in reading?
 |  |  |  |  |
| 1. An adopted and used screening measure for math?
 |  |  |  |  |
| 1. Do you have a secure data structures or data warehouse for tracking student data (absences, grades)?
 |  |  |  |  |
| 1. Use of an academic screening tool?
 |  |  |  |  |
| 1. Do you currently have a multi-tiered approach for academics which is data-informed (e.g., RTI)?
 |  |  |  |  |
| 1. An adopted and used screening for behavior?
 |  |  |  |  |
| 1. Does your building have a schedule which includes built in intervention time?
 |  |  |  |  |
| 1. Do you currently have a social skills curriculum in place for students, schoolwide? If yes, what is the curriculum?
 |  |  |  |  |

**Step 4: Secure Approvals and Provide School Improvement Plan**

1. Have a discussion with school and district leadership to secure commitment from all. **Ci3T Trainers** will provide a template for submitting commitments.
2. Submit this **Ci3T Training Application** document
3. Submit a copy of your current school year’s 20XX-20XX school improvement plan
4. Upon selection, your participation will be contingent upon receipt of school and district approvals.

 Initial here to signify understanding of this requirement.

All completed application documents are due by .