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## Setting up for Success: Using Ci3T Structures to Facilitate Positive, Productive, Continuous Learning Opportunities A Message to Administrators

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## **Setting up for Success: Using Ci3T Structures to Facilitate Positive, Productive, Continuous Learning Opportunities**

### **A Message to Administrators**

We know this is a challenging time. Faculty and staff, students, and families are likely experiencing higher levels of stress during this uncertain time. We are thankful that you have been implementing your Comprehensive, Integrated, Three-tiered (Ci3T) model that has set you up for success to meet students' academic, behavioral, and social needs. This structure has served you well in your schools and also has the core components needed to facilitate positive, productive, continuous learning opportunities in our current context.

With many school buildings closed due to the COVID-19 outbreak, we understand the need to shift swiftly to continuous learning. To support this effort, the Ci3T Strategic Leadership Team and Ci3T Research Team are developing resources to support educators and families as we transition to a world of continuous learning. Three resources can be found at <http://www.ci3t.org/covid>.

We have posted initial resources for educators and families. We briefly describe these below.

#### [Teleteaching Tips for Educators: Designing for Success!](#)

Many educators have been asked to shift immediately to “teleteaching” as they begin designing and implementing instruction and student support online. Teleteaching may be in the form of preparing information to share with students and families or preparing lessons for delivery synchronously or asynchronously. This document provides tips for setting educators up for success for teleteaching including tips such as:

- Take care of yourself
- Check your tech before you connect
- Set a schedule
- Set daily goals
- Minimize distractions
- Prioritize privacy
- Stay connected

#### [Teleteaching Tips for Educators: Implementing with Success!](#)

The purpose of this resource is to support educators and district and school leaders in using their Comprehensive, Integrated, Three-tiered (Ci3T) structures in shifting to continuous learning experiences. Your Ci3T model of prevention was designed to meet students' academic, behavioral, and social needs. Ci3T is a flexible structure, ready and well-suited to make this swift transition. In this practice guide we feature practical guidance regarding how to adapt and use:

- Ci3T Procedures for Teaching when Teleteaching
- Ci3T Procedures for Reinforcing while Teleteaching
- Ci3T Procedures for Monitoring while Teleteaching
- Tips for Educators: Reflecting on Your Teleteaching



## Setting up for Success at Home

In this practice guide, we offer five suggestions for families as they set up structures to support their children for more time at home.

- Plan for Safety First: Set Routines
- Schedule for Success: Create A “New Normal”
- Set and Teach Expectations
- Use Simple Strategies to Support Your Child at Home
- Emotional Well-being

While the global education community focuses on how to meet students’ multiple needs, you have already developed a model for schools to support students’ emotional well-being. We have also learned that Ci3T structures support educators’ well-being as well by establishing positive, productive environments for all. As we retool for this new instructional context, we encourage you to draw upon the fine work that your faculty and staff have done to organize your system of supports. The educator resources mentioned above provide suggestions for establishing a successful Tier 1 experience for students, and then supporting teachers in not only teaching, but also acknowledging (reinforcing) students for meeting expectations, and using data to shape instruction.

Now more than ever, the screening data you collected will be used to look for students who may be particularly challenged by “the new normal.” As a reminder, be certain to review screening data to determine which students might be particularly vulnerable during this transition. For example, look to see which students are below benchmark in reading and those with higher than average levels of internalizing behaviors. Be certain to consider how best to support these students’ additional needs. If your teachers have not yet completed their spring screening, be certain to complete these now, if at all possible. Teachers can use this information to support instruction during the shift to continuous learning.

Using the Ci3T structures in this new context, educators will be well-prepared to provide engaging lessons by creating safe and predictable environments for students as well as supporting their social and emotional well-being. We offer a few connections between your current Ci3T plan and our new learning context.

### **Academics**

- Develop clearly articulated objectives
- Remind students of expectations
- Remind students of the ‘soft’ skills they will need during the lesson at hand
- Use low intensity strategies to support engagement (e.g., behavior specific praise, precorrection, instructional choice)



## Behavior

- Build an expectation matrix for your new environment or add a setting column for telelearning; also consider working with families to create their matrix (see *Setting up for Success at Home: Using Ci3T Structures to Facilitate Positive, Productive Continuous Learning Opportunities during the COVID-19 Crisis A Closer Look: Set and Teach Expectations*)
- Teach expectations
- Practice expectations
- Use precorrection to set students up for success at the start of an activity
- Acknowledge students who meet expectations using behavior specific praise

## Social

- Connect to social skills taught previously
- Practice social skills throughout the day
- Share social skills taught with families to provide continuity for students

We wish you well in the coming days! We invite you to check the website as additional resources will be available. We welcome you to participate in the Ci3T Trainer and Coaches Calls to continue this conversation with peers across the country. Please contact [kathleen.lane@ku.edu](mailto:kathleen.lane@ku.edu) or [Wendy.Oakes@asu.edu](mailto:Wendy.Oakes@asu.edu).