

Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era

A Presentation for the Northwest Mental Health Technology Transfer Center
August 13, 2020

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

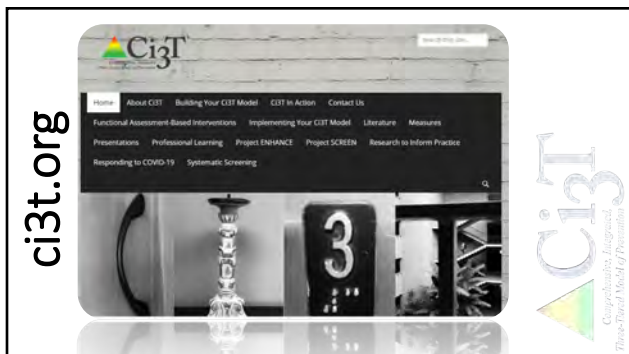
University of Kansas

Wendy Peia Oakes, Ph.D

Arizona State University

Source: Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*



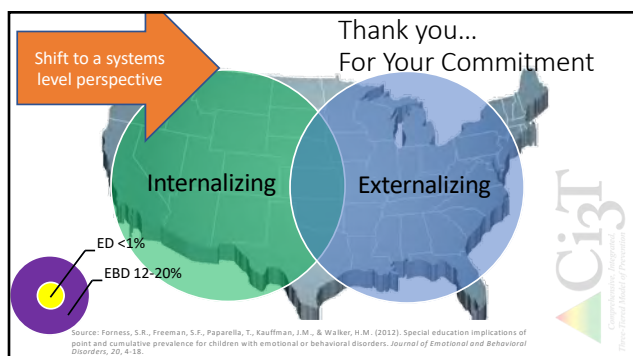




Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
 - At Tier 1: Primary Prevention Efforts
 - At all Tiers: Teacher-delivered Strategies
 - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

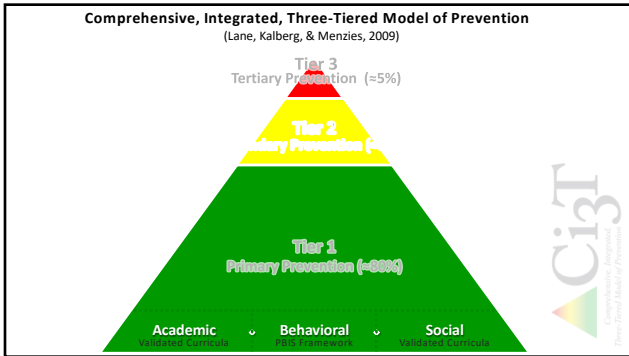


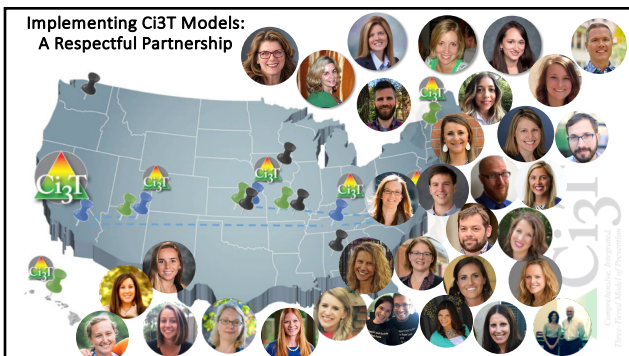


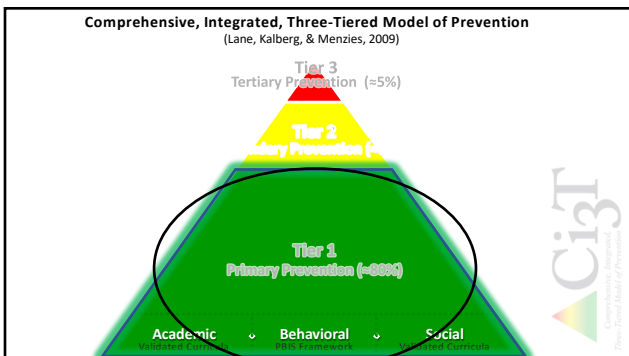
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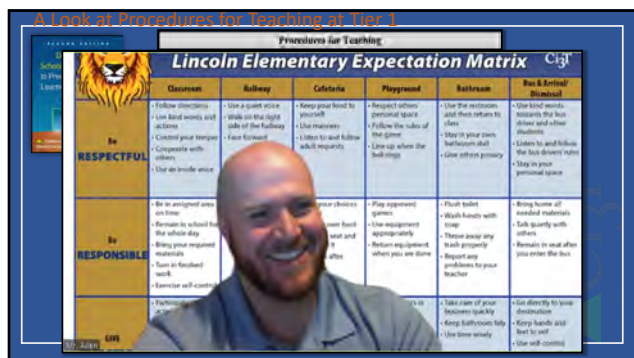
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Social Component: Examples of Schoolwide Programs

Character Education
www.positiveaction.net

- Improves academics, behavior, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade


Optional components:

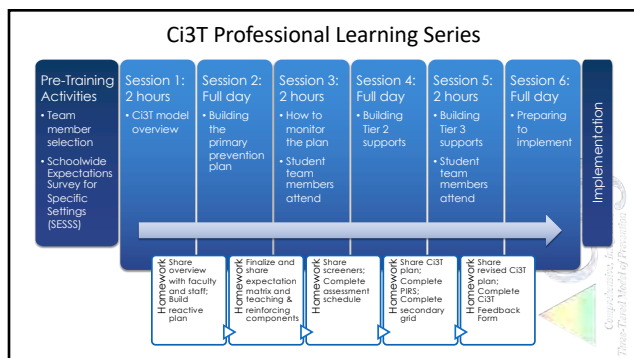
- Site-wide climate development
- drug education
- bullying / conflict resolution
- counselor, parent, and family classes
- community/coalition components

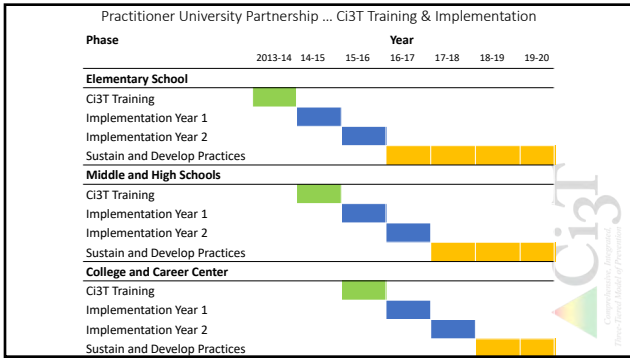
Social-emotional
connectwithkids.com

- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and parent resources.
- Customizable units are:

- Attendance and achievement
- Bullying and violence prevention
- Character and life skills
- Digital citizenship
- Alcohol and drug prevention
- Health and Wellness



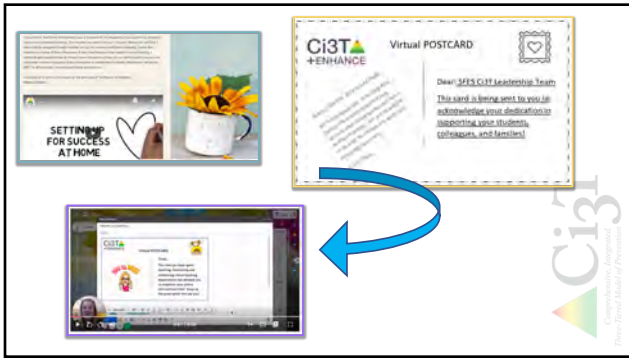






Ci3T Primary Plan: Roles and Responsibilities

all stakeholder groups



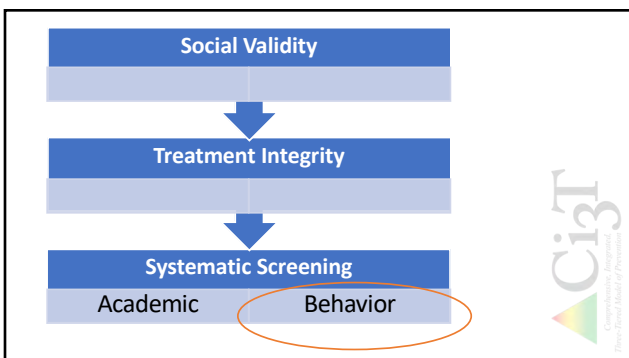
Virtual Learning Incentives

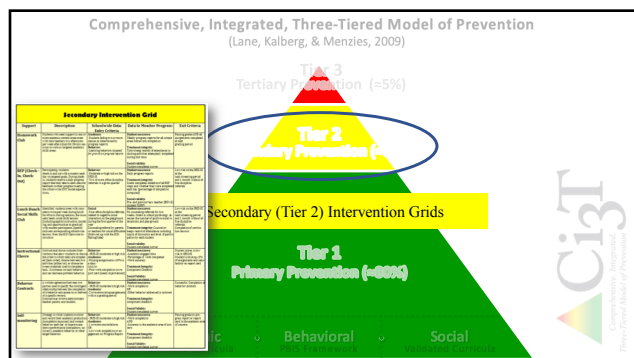
FREE Incentives:

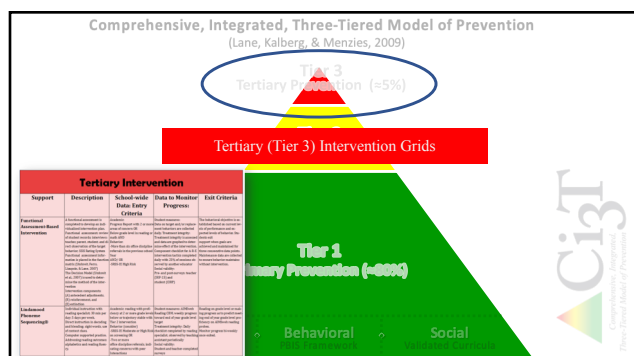
- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc.
(check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student's name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)

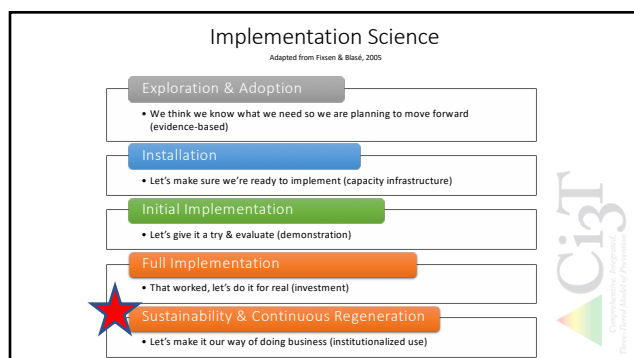
Personalized stickers in See Saw (2nd grade has been using this)

Adapted and shared with permission from a district partner







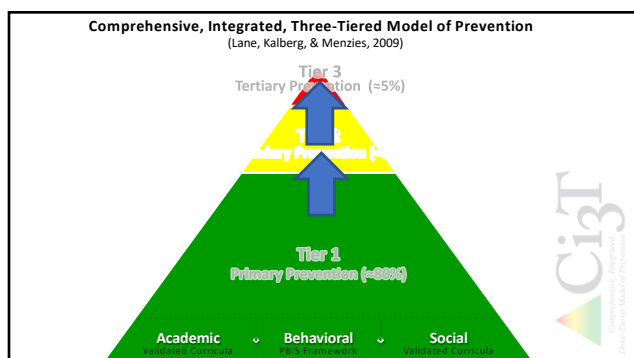




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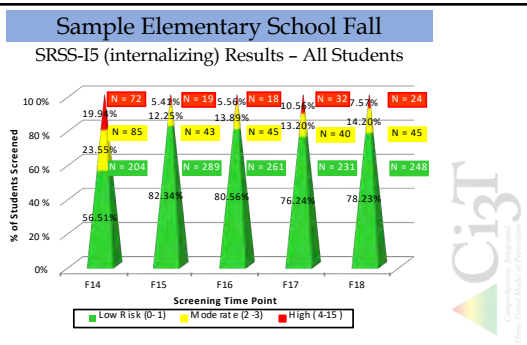
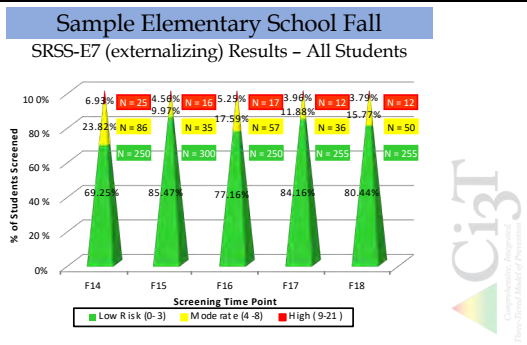
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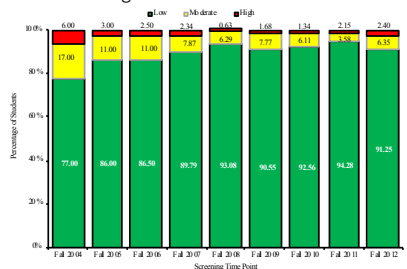
Middle and High School Levels:
Lane, K. I., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders*, 42(1), 271-284



Fall 2018
SRSS-Externalizing Results: Grade level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	58	51 (87.93%)	6 (10.34%)	1 (1.72%)
1 st	52	40 (76.92%)	8 (15.38%)	4 (7.69%)
2 nd	61	51 (83.61%)	6 (9.84%)	4 (6.56%)

Student Risk Screening Scale Fall 2004 – 2012 Middle School



Source: Lane, K. L., Oakes, W. P., & McGill, L. M. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered models of prevention. *Preventing School Failure*, 58, 143-159. doi: 10.1080/10439862.2014.909795

[Figure 2 Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Minutes, H. M., Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.]



Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

Variable	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

(Lane, Parks, Kalberg, & Carter, 2007)

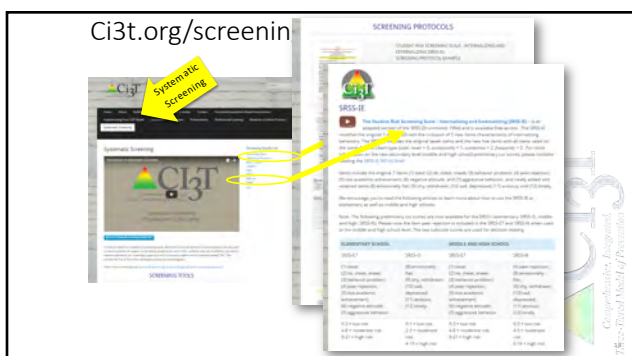


Screening Data: High School Yrs1-3

Fall-SRSSIE-I	Low	Moderate	High	Fall-SRSSIE-E	Low	Moderate	High
2016	80.28%	10.36%	9.36%	2016	89.56%	8.02%	2.42%
2017	90.18%	4.16%	5.66%	2017	91.29%	6.18%	2.54%
2018	90.91%	3.86%	5.23%	2018	92.22%	6.20%	1.58%
WTR-SRSSIE-I	Low	Moderate	High	WTR-SRSSIE-E	Low	Moderate	High
2016	87.25%	9.49%	3.26%	2016	87.25%	9.49%	3.26%
2017	86.14%	9.02%	4.85%	2017	86.14%	9.02%	4.85%
2018	88.79%	8.52%	2.69%	2018	88.79%	8.52%	2.69%

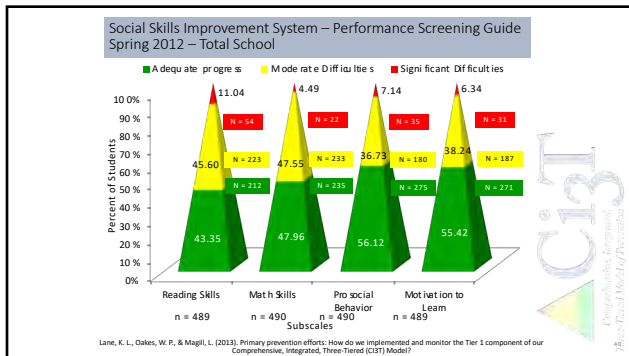


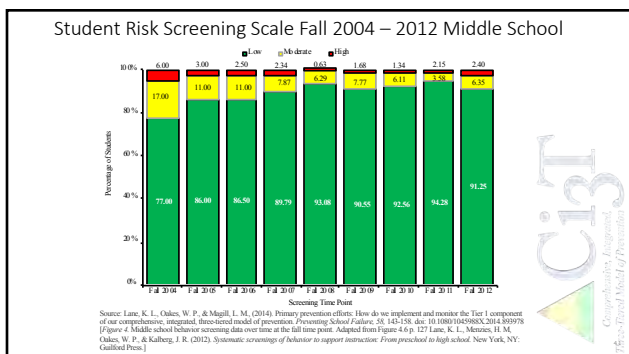




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TIERED INTERVENTION LIBRARY

Learn more about Tier 2 and Tier 3 strategies and interventions before by watching an introductory video and downloading supporting documents. In these resources you will learn more about each strategy and its effectiveness, the research supporting its use, and more on related resources, training, and social validity. Also included are PDFs of what the intervention look like as described in a school-based intervention grid, research article references, practitioner guide worksheets, and more.

More interventions will be added each month during 2015-2016.

The Behavior Education Program (BEP) Check-In/Check-Out (CICO) (POSTED November 11, 2016)

Check-In/Check-Out, also referred to as the Behavior Education Program (BEP), is a comprehensive intervention that can be used for support for students who require more than universal prevention efforts. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Check-Out scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, and to address behavioral issues in the classroom.

Download all documents for BEP:

- Introduction
- Research-based evidence
- Sample BEP Daily Progress Report
- Sample BEP Daily Progress Report
- Sample BEP Daily Progress Report
- BEP Student Data Tracker
- Implementation guide for BEP
- Teachers' Training Checklist
- Social validity questionnaire
- Social validity questionnaire
- Social validity questionnaire
- Social validity questionnaire

ci3t.org Professional Learning tab

A Look at Check-In/Check-Out

High-Probability Request Sequences

INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

A Look at Instructional Choice

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

A Look at Increasing Opportunities to Respond

ci3t.org

Comprehensive, Integrated, Three-Tiered Model of Prevention

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

Tier 3
Tertiary Prevention (~5%)

Tier 2
Secondary Prevention (~10%)

Tier 1
Primary Prevention (~85%)

Secondary (Tier 2) Intervention Grids

Secondary Intervention Grid

Intervention	Description	Intervention Grid	Intervention Grid	Intervention Grid
Check-In/Check-Out	Check-In/Check-Out is a comprehensive intervention that can be used for support for students who require more than universal prevention efforts. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Check-Out scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, and to address behavioral issues in the classroom.	Check-In/Check-Out	Check-In/Check-Out	Check-In/Check-Out
High-Probability Request Sequences	High-Probability Request Sequences is a comprehensive intervention that can be used for support for students who require more than universal prevention efforts. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Check-Out scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, and to address behavioral issues in the classroom.	High-Probability Request Sequences	High-Probability Request Sequences	High-Probability Request Sequences
Instructional Choice	Instructional Choice is a comprehensive intervention that can be used for support for students who require more than universal prevention efforts. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Check-Out scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, and to address behavioral issues in the classroom.	Instructional Choice	Instructional Choice	Instructional Choice
Increasing Opportunities to Respond	Increasing Opportunities to Respond is a comprehensive intervention that can be used for support for students who require more than universal prevention efforts. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Check-Out scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, and to address behavioral issues in the classroom.	Increasing Opportunities to Respond	Increasing Opportunities to Respond	Increasing Opportunities to Respond

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Comprehensive, Integrated, Three-Tiered Model of Prevention



Secondary Level Intervention Grid For Middle and High School Students

Support	Description	Student Exit Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion accuracy, academic behavior, or other target behavior)	Behavior: <input type="checkbox"/> SKUS-E7 score: Moderate (4-8) or <input type="checkbox"/> SKUS-E7 score: High (9-21) or <input type="checkbox"/> 2 or more office discipline referrals (ODRs) or <input type="checkbox"/> Skyward 2 or more missing assignments AND/OR Academic: <input type="checkbox"/> Report card: 1 or more course failures or <input type="checkbox"/> ADMWorks: summative or strategic level (math or reading) or <input type="checkbox"/> Below 2.5 GPA	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Parenting guides (no progress reports) Social Validity: Teacher: IRP-15 Student: CRP Treatment Integrity: Implementation & treatment integrity checklist	SKUS-E7 score: Low (1-3) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

Ci3T
Comprehensive Interventions Based Model of Prevention





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Considerations for Systematic Screening PK-12 in the COVID-19 Era

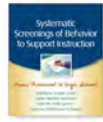


Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*

Recommendations to Consider: Pre-COVID-19

- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications- know your state laws

(Lane & Oakes, 2022)



Recommendations to Consider: Screening in the COVID-19 Era

- Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities
- Recommendation 2: Use Multiple Sources of Data to Inform Instruction
- Recommendation 3: Screen Responsibly

Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Manuscript in review*



A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

SAMPLE Elementary School		School's C3T Primary (Tier 1) Plan		
Mission Statement	The mission of our school is to provide a high-quality, safe, and supportive learning environment for all students through instruction and enrichment, and to ensure that every student achieves their full potential.	Mission Statement	The purpose of this plan is to provide a high-quality, safe, and supportive learning environment for all students through instruction and enrichment, and to ensure that every student achieves their full potential.	
Purpose Statement	The purpose of this plan is to provide a high-quality, safe, and supportive learning environment for all students through instruction and enrichment, and to ensure that every student achieves their full potential.	Area I: Academic Responsibilities	Area II: Behavioral Responsibilities	Area III: Social Skills Responsibilities
School Wide Expectations	1. Be respectful 2. Be responsible 3. Be a team player	Students: • Meet school-wide expectations for academic achievement. • Demonstrate growth in academic achievement. • Participate in learning experiences that are relevant and engaging.	Students: • Demonstrate growth in behavioral expectations. • Participate in learning experiences that are relevant and engaging.	Students: • Demonstrate growth in social skills expectations. • Participate in learning experiences that are relevant and engaging.
Area I: Academic Responsibilities	Students: • Be on time and in the classroom. • Complete and turn in all assignments. • Communicate with teachers and parents. • Participate in district and school learning opportunities. • Actively participate in class activities and be present in the face of challenges. • Participate in...	Continued Learning: • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning.	Continued Learning: • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning.	Continued Learning: • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning. • Provide learning activities for students who are not ready for the next level of learning.

Resources for CO

Responding to COVID-19

On this page of responding with many already shared due to the COVID-19 outbreak, the C3T team is providing a variety of virtual and in-person learning experiences. Our goal is to provide resources to assist you in using your C3T resources to facilitate learning and engagement for all students. We are currently in the process of updating our resources to reflect the current situation. We are working on updating our resources to reflect the current situation. We are working on updating our resources to reflect the current situation.

C3T Implementation Manual: Elementary School Exemplar for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

Note: This adapted exemplar provides an illustration of using C3T to support in-person and remote instruction at the elementary school level.

Gibbs, W. P., Liao, K. L., Riser, D. J., Connell, E. D., & Buckner, M. M. (2020). C3T Implementation Manual: Elementary School Exemplar for Hybrid (In-person and Remote) Learning (2020-2021). Available on c3t.org

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Area I: Academic Responsibilities		Continued Learning	
Faculty and Staff: Teach core programs according to district and state standards with fidelity:		<ul style="list-style-type: none"> Maintain meaningful, engaging learning activities for students. Use proactive evidence-based strategies to support students' active engagement. Examples: <ul style="list-style-type: none"> Active supervision Pre-correction Instructional choice Increased opportunities to respond Behavior specific praise High-yield requests Communicate at least weekly with families and students. Develop an online classroom through the approved and supported platform. Maintain online classroom platform with learning activities connected to the weekly learning experience. Post weekly family newsletters to your online classroom. Notify families and students of regular office hours. Be timely and prepared for office hours. Seek supports when needed (e.g., for technology, resources for families, materials for teaching and learning). 	
<ul style="list-style-type: none"> English Language Arts (min of uninterrupted reading instruction; 30 min additional writing): Scott Foresman Reading StreetTM Core Math (60 min of core): Houghton Mifflin Harcourt Math Expressions Core Differentiate instruction 			

A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Area II: Behavior Responsibilities Faculty and Staff:

Implement the Positive Behavior Interventions and Supports (PBIS) fidelity.

- Foster a safe environment for students.
- Teach all setting **Expectations** the first week of school and re-teach **Expectations** (monthly).
- Display and model school-wide expectations in classrooms and key settings.
- Be consistent with expectations.
- Provide behavior specific praise intermittently pair praise with

Continued Learning

- Provide lessons to support students with meeting Expectations within your online classroom and virtual meetings
- Teach Expectations for remote learning
- Set clear Expectations for your students' learning times allowing for flexibility for unique family needs
- Begin each lesson by stating the Expectations for that lesson
- Use precorrection to set students up for successful engagement
- Use behavior specific praise to reinforce desired behaviors
- Use private communications for redirecting students' behavior (e.g., private chat features)
- Recognize effort with new schedule, expectations and practices.
- Model expected behaviors
- Support families in how to set a daily schedule and expectations for students keeping the 3 social expectations in place (Be Respectful, Be Responsible, Give Best Effort) to help with transition between home

Planning for 2020-2021: Structured Flexibility Roles and Responsibilities

Area III: Social Skills Responsibilities Faculty and Staff:

Teach schoolwide social skills' character education curricula with integrity:

- Teach daily *Second Step*® lessons (link to grade level instructional schedules)
- Model social skills expected.
- Teach Bully Prevention in Positive Behavior Support (Stop, Walk, Talk; OSEP-TAC, PBIS.org) according to master school schedule; 20 - 50 min lessons.
- Provide tickets paired with behavior specific praise when students meet expectations.
- Maintain communication with students and parents/guardians.
- Seek ways to engage parents as partners in the school program.
- Collaborate regularly with colleagues

Continued Learning

- Begin each lesson with a reminder of the social skills needed to fully engage in the lesson
 - Utilize online *Second Step* resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons
 - Share the *Second Step* family resources with all students' families.
 - Include social skills language and examples in an integrated fashion in academic instruction
- Participate in available professional learning for flexible learning engagement strategies

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Action Planning



Resources for Responding to COVID-19

Setting up for Success at Home

A Look at Expectations

<http://www.ci3t.org/covid>

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION
March 2020

A Look at Expectations

Example Remote Learning Matrix - Elementary

Site/Unit	Existing Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Strategic Groups)
Safe	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation
Respectful	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation
Responsible	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation 	<ul style="list-style-type: none"> Classroom management Self-management Self-regulation Self-reflection Self-evaluation

Ci3T
Comprehensibility, Insignificance, Three-Grand Model of Instruction

Ci3T: Monitoring for Success: Using Data to Inform Instruction ... Action Planning

BEHAVIOR SCALE Assessment Schedule

Behavior	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Student Compliance												
Student Communication												
Student Engagement												
Student Motivation												
Student Self-Management												
Student Self-Regulation												
Student Self-Reflection												
Student Self-Evaluation												
Student Self-Monitoring												
Student Self-Improvement												
Student Self-Reflection												
Student Self-Evaluation												
Student Self-Monitoring												
Student Self-Improvement												

Ci3T
Comprehensibility, Insignificance, Three-Grand Model of Instruction

Ci3T Monthly Leadership Team Meetings

Ci3T MEETINGS SCHEDULE
Please use this calendar for Ci3T Leadership Team meetings and faculty and staff meetings.

Monthly	Ci3T Leadership Team Meetings	Faculty and Staff Meetings		
	Date	Time	Date	Time
July				
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Due and Time of Ci3T Faculty and Staff Meeting (August)

Ci3T
Comprehensibility, Insignificance, Three-Grand Model of Instruction

Resources for Responding to

Getting Ready for 2020-2021!

2020-2021 Professional Learning Opportunities

EMPOWER Sessions, now have space for 200 people on Demand!
These five 2-hour virtual sessions will be held from 8:00-10:00 AM Central time.

Location	Registration
Kansas	Registration: Click to Register
Missouri	Registration: Click to Register

EMPOWER Session Resources

- EMPOWER Session 1
- EMPOWER Session 2
- EMPOWER Session 3
- EMPOWER Session 4
- EMPOWER Session 5

KUALIMA Session Resources

- KUALIMA Session 1
- KUALIMA Session 2
- KUALIMA Session 3
- KUALIMA Session 4
- KUALIMA Session 5

2020-2021 Ci3T Trainers and Coaches Calls

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Ci3T. We offer these calls as a service activity to support those committed to meeting students' multiple needs in academic, behavior, and social domains. Open to interested parties — to join these calls, please register [here!](#)

space is limited — go fast space is tight! Reserve call dates early, anticipate overlap in "on-demand" presentations, and enjoy the support! Come as you are, no prior training or experience necessary to participate! Community.



www.ci3t.org

Kathleen.Lane@ku.edu

Wendy.Oakes@asu.edu

Home | About Ci3T | Building Your Ci3T Model | Ci3T in Action | Contact Us

Functional Assessment-Based Interventions | Implementing Your Ci3T Model | Literature | Measures

Presentations | Professional Learning | Project ENHANCE | Project SCREEN | Research to Inform Practice

Responding to COVID-19 | Systematic Screening