Using your Ci3T Structures to Support Teaching and Reinforcing COVID-19 Safety Procedures

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One benefit of working within a Ci3T model that you already have structures in place to adapt and be flexible when needed. This flexibility can be applied to all learning environments including in-person, hybrid, and remote. In this practice brief, we offer considerations for how to use your Ci3T structures to support teaching and reinforcing safety procedures for students returning to in-person learning.We provide guidance on how to set the stage for safety procedures, and respond respectfully with an instructional approach when challenges occur.
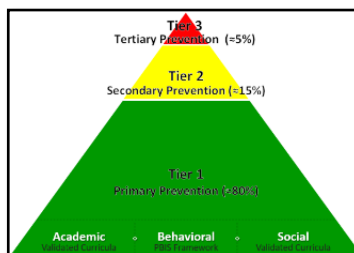
Teach and review expectations frequently

Using your Ci3T Primary Plan and Expectations Matrix, craft expectations for students regarding safety (e.g., mask wearing, social distancing, handwashing). Be sure to align your new expectations to your existing school-wide expectations matrix (e.g., be respectful, be responsible, be safe).

Next, using a "tell, show, do" model, teach and review your expectations for safety regularly with your students. Be sure to include the "why" when teaching and reviewing expectations (e.g., "Wearing your mask keeps your classmates and friends and family safe".) Also, consider setting and teaching routines, such as scheduling mask breaks or teaching students to request a mask break in a safe location. This acknowledges that these expectations may be challenging to meet at first, and sets students up for success.

Lastly, ensure your existing Ci3T Expectations Matrix is posted, easily visible, and includes the updated safety behaviors (even if they are posted with a sticky note on your original matrix!) See examples of safety behaviors in a Ci3T Expectation Matrix on ci3t.org/covid in

"Resources for Educators" > "Ci3T Exemplars for Hybrid".

Model expected behaviors

Maintain an expectation that all adults in your building also follow the expected safety behaviors. This helps them serve as models for students, and as a reminder that these behaviors are important for all members of the school community (e.g., wearing a mask over the nose and mouth).

Reinforce expected behaviors

Providing reinforcement is an important way to support students' learning of new expectations. When students demonstrate safety expectations, provide behavior-specific praise. Intermittently, pair behavior-specific praise with an acknowledgement using your school's universal reinforcement system (e.g., BEST Bucks).

Lincoln Elementary School

Student: _____ Grade: _____
Teacher: _____ Date: _____

Location: ☐ Classroom ☐ Bathroom ☐ Hallway
☐ Cafeteria ☐ Playground ☐ Arrival/Dismissal ☐ Bus

☐ **Be respectful**
☐ **Be responsible**
☐ **Give best effort**

As students return to school, it is important to align efforts to reinforce students across the school, so encourage your colleagues to also recognize students throughout the building using the universal reinforcement system. Remember to offer a range of reinforcers to students, including opportunities to 'get' or 'avoid' attention, activities/tangibles, or sensory experiences (see example reinforcer menu).

Additionally, if you teach students strategies to help them follow safety procedures – such as asking for a mask break – be sure to acknowledge students when they make requests. This teaches students they will be heard when advocating for their needs. For example, when a student asks for a mask break, try to reinforce this by allowing him or her to take the break as quickly after the request as possible.

	Access	Avoid
Social	• 5 min game with friend • 5 min game with your teacher	• Learning pod pass for independent work time
Activity/Tangible	• Class job • Class game	• Do only even or odd questions on assignment • Write in pen
Sensory	• Choose GoNoodle Song • Listen to music while you work	• Sock-feet hour • Silent activity

Use Low-Intensity Strategies to Support Students in Meeting Expectations

Low-intensity strategies, such as precorrection, active supervision, behavior-specific praise, instructional choice can be used to support students in meeting expectations.

Pre-correction involves reminding students of expectations (e.g.,

"Remember to stay arm's length apart as we line up for recess").

Active supervision involves frequent scanning and positive verbal interactions (e.g., proactively looking around the room to monitor students and verbally acknowledging students meeting expectations).

Behavior-specific praise involves praise statements including specific reference to behaviors meeting expectations (e.g., "Thank you, Sam, for wearing your mask over your nose and your mouth. You are helping keep all of us and our friends and families safe!")

Instructional choice involves offering students two acceptable options (e.g., "I understand is it hard to wear your mask all day. You can continue working at the science center with your mask on so you and your friends are safe or you can take a break from wearing your mask at the safe space.").

These strategies are evidence-based for helping students learn and use new behaviors – such as wearing a mask or maintaining social distancing. For additional information on using low intensity strategies for in-person and virtual environments, please visit ci3t.org/pl > Tiered Intervention Library and ci3t.org/covid > Resources for Educators > Low Intensity Strategies for Virtual Learning Environments.

Professional Learning	
⌄ Active Supervision	+
⌄ Behavior Contracts	+
⌄ Behavior Education Program (BEP)/ Check In- Check Out (CICO)	+
⌄ Behavior-Specific Praise (BSP)	+

For resources, look for blue accordions at ci3t.org/pl

Engage with Families

Resources are available for families on related to setting and reinforcing expectations and using low intensity strategies at home.

Sharing these resources with your families will also provide information for them to support their child as they return to in-person or hybrid learning environments. For resources about low intensity strategies, including sharing them with parents, visit ci3t.org/covid > Resources for Families.

USING PRECORRECTION AT HOME
A Step-by-Step Guide for Families

1. Identify a time during the day or a specific activity when your child tends to need more of your direction or supervision.

2. Determine the expected behavior you would like to see from your child.

3. Check the space to see if the environment needs some adjustments to set the stage for the desired behavior to occur.

4. Provide opportunities for your child to practice the desired behaviors.

5. Acknowledge your child when they engage in the expected behaviors.

6. Develop a plan to remind your child about the expected behavior before they begin the activity or enter the location.

7. Watch to see how your child responds when you "precorrect" to see if it is helpful.

8. Ask your child what they think about "precorrection." Is it helping them have a more positive day?

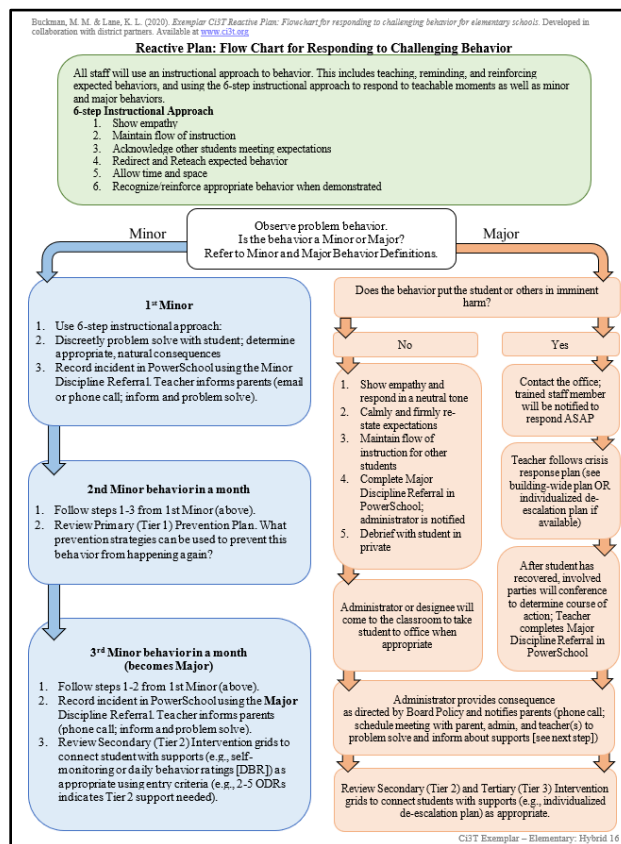For additional resources for families, please visit ci3t.org/covid

Respond to Minor and Major Challenges

When challenges do arise, continue to follow your 6-step instructional approach listed in the behavior column for faculty and staff:

1. Show empathy
2. Maintain the flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and reteach expected behavior
5. Allow time and space
6. Reinforce appropriate behavior when demonstrated

Update your reactive plan behavioral definitions to add the descriptions of possible infractions related to COVID-19 safety measures (e.g., refusal to wear a mask). Share the updated reactive plan in your Ci3T Implementation Manual with the minor or major definitions. Then, provide professional learning to help educators recognize and respond to these behaviors in consistent manner according to your reactive plan. Having a clear plan for responding will help educators feel confident and supported

as students return to school. Beginning with a proactive approach will promote the learning and use of the new safety behaviors as well as minimize the use of disciplinary responses.

Buckman, M. M. & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools.* Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart for Responding to Challenging Behavior

Online Resources

Comprehensive, Integrated, Three-tiered Model of Prevention: https://www.ci3t.org/

National Center on Positive Behavioral Interventions and Supports: https://www.pbis.org/

National Center on Intensive Interventions: https://intensiveintervention.org/

Center on Multi-Tiered System of Supports: https://mtss4success.org/

Further Reading

Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2018). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* V1.2. KOI Education. (Interactive eBook)

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). *Ci3T implementation manual: Elementary school exemplar for hybrid* (In-person and remote learning 2020-2021). http://www.ci3t.org/covid

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). *Ci3T implementation manual: Elementary school exemplar for hybrid* (In-person and remote learning 2020-2021). http://www.ci3t.org/covid

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). *Ci3T implementation manual: Middle school exemplar for hybrid* (In-person and remote learning 2020-2021). http://www.ci3t.org/covid

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). *Ci3T implementation manual: High school exemplar for hybrid* (In-person and remote learning 2020-2021). http://www.ci3t.org/covid