Using Ci3T Structures in the Covid-19 Era: 10/10 Topics

Kathleen Lane, Wendy Oakes, Grant Allen, Katie Austin, Nelson Brunsting, Mark Buckman, Eric Common, Jamie Jones, Katie Lane, Nathan Lane, Paloma Pérez-Clark, David Royer, Rebecca Sherod

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention

Agenda

- Introduction & welcome
- Updates:
  - How do I use my Ci3T structures in in-person, remote, and hybrid instruction?
  - How is Ci3T professional learning taking place in the COVID-19 era?
  - What do I need to know about screening in the COVID-19 era?
  - How do teachers fare in Ci3T models?
  - How can we support district and school leaders with implementing Ci3T?
- Closing: Next steps

Welcome & Introduction

Kathleen Lynne Lane & Wendy Peia Oakes

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention
How do I use my Ci3T structures in in-person, remote, and hybrid instruction?

Mark Matthew Buckman & Katie Scarlett Lane

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention

ci3t.org/covid
A look at Procedures for Teaching at Tier 1

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Providing faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan.
- Professional learning opportunities at the district level to support implementation and sustainability of Ci3T, with attention to academic, behavior, and social domains.
- Teaching the Expectations Matrix.
- Ongoing re-teaching of expectations and procedures – dedicated staff meeting time for discussions.

Continued Learning: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Providing faculty and staff materials for remote access to the Ci3T Implementation Manual, digital ‘posters’ and e-tickets.
- Professional learning sessions and access guides for online materials for teaching social skills lessons.
- Beginning of year online meeting small-group breakout rooms for faculty and staff to review Ci3T Implementation Manual updates, get questions answered, and share ideas.

How is Ci3T professional learning taking place in the COVID-19 Era?

Paloma Pérez-Clark, Eric Alan Common, & Jamie Jones

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention
Considerations

Session Engagement

Coaches Play Roles
What do I need to know about screening in the COVID-19 Era?

Grant Edmund Allen, Rebecca Lee Sherod & Jamie Jones

Strand: Students With or At Risk for Behavior Disorders
Identification, Assessment, & Intervention

Continued Inquiry on Behavior Screening

Institute of Education Sciences (IES)
Project SCREEN

Systematic Behavior Screening to Inform Instruction

- Three times per year
- All students
- Data-informed decision making
What do I need to know about screening in the COVID-19 Era?

Successful Screening involves:
- Building expertise
- Developing structures

IF YOU SCREEN, YOU MUST HAVE A PLAN TO INTERVENE!

How do teachers fare in Ci3T Models?

Nelson C. Brunsting, Katie S. Austin, & Mark Matthew Buckman

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention

Educator Burnout and Sense of Efficacy

Work stress can lead to...
- Emotional Exhaustion
- Depersonalization
- Lack of Personal Accomplishment

Belief in ability to help students achieve
Reliance on punishment, risk of burnout
Monitoring Progress

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
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<tbody>
<tr>
<td>Is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
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C3T IMPLEMENTATION

Professional Learning Series

Evidence in Ci3T Schools

**Elementary** (Oakes et al., 2020)
- Elementary schools w/ 2 yrs implementing Ci3T
- Compared to national sample:
  - Emotional exhaustion
    - Depersonalization (g = -0.91)
    - Personal accomplishment (g = 1.01)
- Self-efficacy correlated with treatment integrity
  - Implementing Ci3T with fidelity associated with greater self-efficacy across student engagement, instructional strategies, and classroom management

**Middle – High School** (Lane et al., 2020)
- 4 middle and 2 high schools implementing Ci3T
- Compared to national sample:
  - Emotional exhaustion
    - Depersonalization (g = -0.93)
    - Personal accomplishment (g = 0.88)
- Self-efficacy correlated with treatment integrity
  - Implementing Ci3T with fidelity associated with greater self-efficacy across student engagement, instructional strategies, and classroom management

* g = 0.24, not statistically significant
* g = 0.01, not statistically significant

How can we support district and school leaders with implementing Ci3T?

David James Royer & Rebecca Lee Sherod

Using Ci3T Structures to Meet Students' Needs in the COVID-19 Era

Strand: Students With or At Risk for Behavior Disorders: Identification, Assessment, & Intervention
Closing: Next Steps
Wendy Peia Oakes, Kathleen Lynne Lane, & Eric Alan Common

Project SCREEN
Validation of a Photovision Screening Tool for A-I Disabilities to Answer Students for Interacting and Embracing Relevant Topics

www.ci3t.org
Thank you!