Ci3T

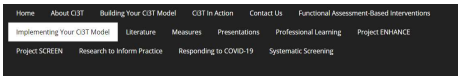
Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Setting Up for Success

Ci3T Implementation: Session 1

1

Accessing Professional Learning

Navigate to ci3t.org/imp



Implementation Supplemental Resources

- Ci3T Implementation Support: Session 1
- Ci3T Implementation Support: Session 2
- Ci3T Implementation Support: Session 3
- Ci3T Implementation Support: Session 4
- Ci3T Implementation Support: Session 5
- Ci3T Implementation Support: Technology and Data Resources

Scroll down to the Implementation Supplemental Resources and click to open Session 1

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Welcome, School Teams!

We are excited to welcome you to the first session of the Ci3T implementation professional learning series.

Your dedication to helping all students succeed in academics, behavior, and social skills is appreciated!

3

Goals for this Implementation Year

- Establish effective Ci3T leadership structures
- Gain a deeper understanding of Ci3T models of prevention
- Implement your school's plan with high fidelity
- Collect and use social validity and treatment integrity data to monitor Ci3T plan implementation
- Collect student academic and behavioral outcome data to inform Ci3T implementation efforts
- Share data with all stakeholders regularly (e.g., monthly, quarterly)
- Identify areas of additional professional learning for faculty and staff and support faculty and staff access to professional learning
- Address any barriers to implementing your Ci3T model

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Agenda

- Welcome
- Scheduling for Success
- Implementing Your Primary (Tier 1) Prevention Efforts
- Wrapping Up and Moving Forward
- Professional Learning Opportunities

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Ci3T

Welcome

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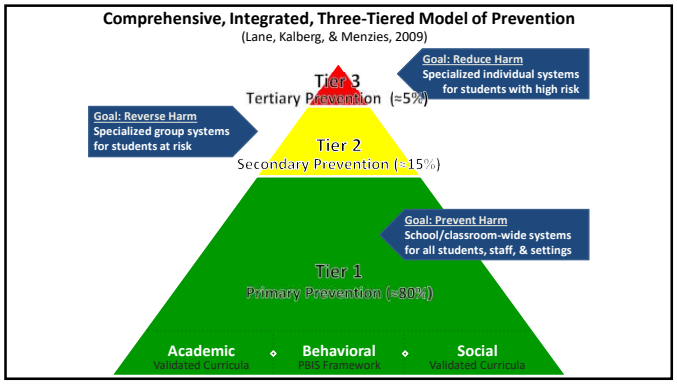

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Primary (Tier 1) Prevention

- All students are eligible for participation
  (Lane, Robertson et al., 2006)
- About 80% of students respond to this level
  (Gresham, Sugai, Horner, Quinn, & McInerney, 1998; Sugai & Horner, 2006)
- Examples of primary (Tier 1) prevention
  - Validated literacy curricula
  - Violence prevention
  - Conflict resolution programs
  - Anti-bullying programs
  - Schoolwide social skills instruction
  - Character education programs

Sources: Gresham, F. M., Sugai, G., Horner, R. H., Quinn, M. M., & McInerney, M. (1998). *Classroom and schoolwide practices that support students' social competence: A synthesis of research*. Washington, DC: Office of Special Education Programs.
Lane, K. L., Robertson, E. J., & Graham-Bailey, M. A. L. (2006). An examination of school-wide interventions with primary level efforts conducted in secondary schools: Methodological considerations. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (Vol. 19, pp. 157-195). Oxford, UK: Elsevier.
Sugai, G., & Horner, R.R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology review, 35*, 245.

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Secondary (Tier 2) Prevention

- Students who need more than the primary prevention plan, 10-15% of students
- Focused intervention to address academic, behavior, and/or social concerns
  - Acquisition (can't do)
  - Fluency (trouble doing)
  - Performance (won't do)
- Examples of secondary (Tier 2) prevention
  - Small group instruction in anger management
  - Reading comprehension strategies

Source: Lane, K.L., Oakes, W.P., Ennis, R.P., & Hirsch, S.E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have tier 2 and tier 3 needs? *Preventing School Failure, 58*, 171-182.

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Tertiary (Tier 3) Prevention

- Students who need more than primary or secondary prevention, 5-7% of students
- Intensive individualized interventions
- Examples of tertiary (Tier 3) prevention
  - Functional assessment-based interventions (Umbreit, Ferro, Liaupsin, & Lane, 2007)
  - Multisystemic therapy program (Schoenwald, Brown, & Henggeler, 2000)

Sources: Lane, K.L., Oakes, W.P., Ennis, R.P., & Hirsch, S.E. (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs? *Preventing School Failure, 58*, 171-182.
Schoenwald, S. K., Brown, T. L., & Henggeler, S. W. (2000). Inside multisystemic therapy therapist, supervisory, and program practices. *Journal of Emotional and Behavioral Disorders, 8*, 113-127.
Umbreit, J., Ferro, J.B., Liaupsin, C.J., & Lane, K.L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, NJ: Prentice-Hall.

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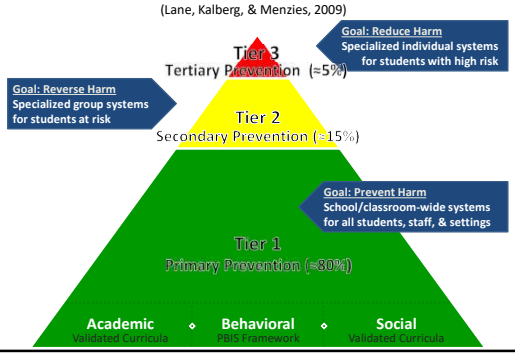
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Ci3T

Core Features

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Academic Component

- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

Source: Lane, K.L., Oakes, W.P., & Menzies, H.M. (2014). Comprehensive, integrated, three-tiered models of prevention: Why does my school—and district—need an integrated approach to meet students' academic, behavioral, and social needs? *Preventing School Failure: Alternative Education for Children and Youth, 58*, 121-128.

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Social Component: Identifying a Validated Curriculum

- Violence Prevention
  - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
  - Positive Action (www.positiveaction.net)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)

Source: Elliott, S. N., & Gresham, F. M. (2007). *Social Skills Improvement System: Classwide intervention program teacher's guide*. Bloomington, MN: Pearson Assessments.

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Social Component: Examples of Schoolwide Programs

Violence Prevention

www.cfchildren.org

The Second Step Violence Prevention Program

- Committee for Children, 1992
- $159 per grade (elementary, middle, high school, families, Spanish)

Social Skills

Social Skills Improvement System (SSiS)

- Elliott and Gresham, 2008
- www.pearsonassessments.com
- Includes a range of tools and intervention materials

Linking the Interests of Families and Teachers (LIFT)

- Eddy, Reid, and Fetrow, 2000

Sources: Committee for Children (1992). *Second Step: A violence prevention curriculum grades 1-3*. Seattle, WA: Author.
Eddy, J. M., Reid, J. B., & Fetrow, R. A. (2000). An elementary school-based prevention program targeting modifiable antecedents of youth delinquency and violence: Linking the interests of families and teachers (LIFT). *Journal of Emotional and Behavioral Disorders, 8*, 165-176.
Elliott, S. N., & Gresham, F. M. (2007). *Social Skills Improvement System: Classwide intervention program teacher's guide*. Bloomington, MN: Pearson Assessments.

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Social Component: Examples of Schoolwide Programs

Character Education

Positive Action
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

Connect With Kids
connectwithkids.com

- A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
- Customizable units are:
  - Attendance and achievement
  - Bullying and violence prevention
  - Character and Life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Health and Wellness

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Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

A Framework, Not a Curriculum

- Establish, clarify, and define expectations
- Teach all students the expectations, planned and implemented by all adults in the school
- Give opportunities to practice
- Reinforce students consistently, facilitate success
- Consider rules, routines, and physical arrangements
- Monitor the plan using school-wide data to identify students who need more support
- Monitor student progress

Source: Horner, R.H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85.

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Sample Elementary School Expectation Matrix

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be Respectful	• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Face forward	• Keep your food to yourself • Use manners • Listen to and follow adult requests	• Respect others' personal space • Follow the rules of the game • Line up when the bell rings	• Use the restroom and then return to class • Stay in your own bathroom stall • Give others privacy	• Use kind words towards the bus driver and other students • Listen to and follow the bus drivers' rules • Stay in your personal space
Be Responsible	• Be in assigned area on time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control	• Keep hands to yourself • Walk in the hallway • Stay in line with your class	• Make your choices quickly • Eat your own food • Choose a seat and stick with it • Clean up after yourself	• Play approved games • Use equipment appropriately • Return equipment when you are done	• Flush toilet • Wash hands with soap • Throw away any trash properly • Report any problems to your teacher	• Bring home all needed materials • Talk quietly with others • Remain in seat after you enter the bus
Give Best Effort	• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move directly to next location • Follow directions	• Use your table manners • Assist your neighbor if necessary • Use an inside voice	• Include others in your games • Be active • Follow the rules of the game	• Take care of your business quickly • Keep bathroom tidy • Use time wisely	• Go directly to your destination • Keep hands and feet to self • Use self-control

Establish, Teach, Acknowledge

For additional information, please see Lane, Kalberg, and Menzies (2009) and phis.org.
Note. We do not endorse any specific curriculum or program. We encourage CiIT Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

CiIT Exemplar—Elementary: 10

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Sample Middle School Expectation Matrix

	Classroom	Hallway	Cafeteria	Common Area	Restroom	Bus	Arrival/Dismissal
Show Respect	• Follow adult directions • Use kind words and actions • Respect everyone's personal space • Respect school and personal property	• Follow adult directions • Respect classes in session • Respect everyone's personal space • Respect school and personal property	• Listen for and follow adult directions • Respect everyone's personal space and property • Throw all trash away • Return trays to wash area	• Respect everyone's personal space and property • Use kind words and actions	• Give others privacy • Keep the restroom clean	• Listen for and follow adult instructions • Respect everyone's space and property • Use appropriate language and an "indoor" voice	• Respect everyone's personal space and property • Wear appropriate clothes and shoes
Be Responsible	• Clean up your area • Complete all classwork and homework on time • Ignore distracting behaviors from others and focus on your task	• Stay calm • Use an "indoor" voice when classes are in session • Walk on the right side • Pick up any trash you see	• Follow entry and exit procedures • Finish your food and drink in the cafeteria • Throw away all trash • Use appropriate language and an "indoor" voice	• Respect problems/unsafe behavior • Go directly to class when bell rings • Pick up any trash you see	• Use restroom in a timely manner • Flush • Wash hands • Report problems/unsafe behavior • Return directly to class	• Be ready when bus arrives • Remain in seat • Keep bus clean and free of graffiti • Keep food and drink put away	• Go directly to class when bell rings • Move to the side to allow students to go by you • Arrive on time to before and after school activities
Give Best Effort	• Arrive on time • Stay all day • Be ready to work • Bring all materials • Be active in classroom activities	• Head directly to your destination and back to class • Keep your hall pass visible • Use locker before and after class	• Be ready with ID card, money, and/or sack lunch • Get utensils and condiments before sitting down • Use good table manners	• Wear appropriate clothes and shoes • Be inclusive	• Use restroom as intended • Keep restroom tidy	• Greet and thank the bus driver • Assist others when needed	• Arrive to school on time every day • Be ready for class when the bell rings • Depart school property promptly at the end of the day

Establish, Teach, Acknowledge

For additional information, please see Lane, Kalberg, and Menzies (2009).
Note. We do not endorse any specific curriculum or program. We encourage CiTI Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

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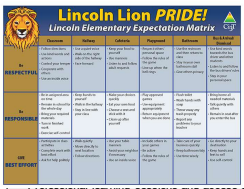
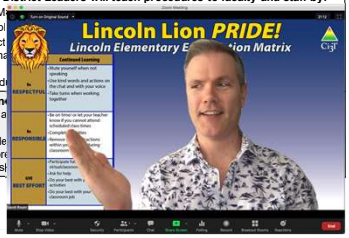
Hybrid or Remote Learning



Procedures for Teaching

nd District Leaders will teach procedures to faculty and staff by:



- Beginning of year online meeting small-group br
- Manual updates, get questions answered, and sl

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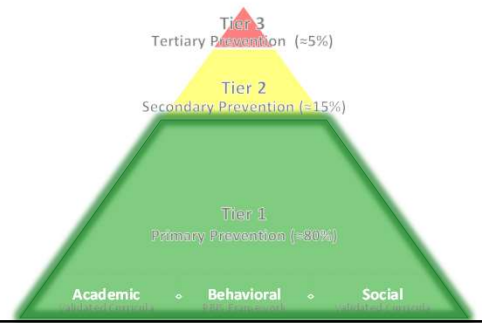
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Woodlawn Elementary
School Year 2016-2017
Implementation Manual
Lawrence Free State High School
School Year 2016-2017
Implementation Manual
Liberty Memorial Central
Middle School
School Year 2016-17
Implementation Manual
Sunset Hill
Staff Handbook
2016-2017
Sunset Hill
Elementary
West Middle School
School Year 2016-2017
Implementation Manual
Quail Run Elementary
School Year 2015-2016
Implementation Manual
Ci3T Implementation Manuals
Shared with permission.

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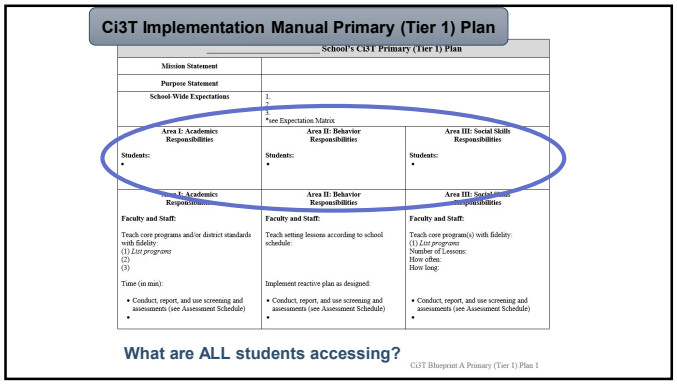
Ci3T Implementation Manual Primary (Tier 1) Plan
School's Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
1.
2.
3.
*see Expectation Matrix
Area I: Academics Responsibilities
Students:
Area II: Behavior Responsibilities
Students:
Area III: Social Skills Responsibilities
Students:
Area I: Academics Responsibilities
Faculty and Staff:
Teach core programs and/or district standards with fidelity:
(1) List programs
(2)
(3)
Time (in min):
• Conduct, report, and use screening and assessments (see Assessment Schedule)
Area II: Behavior Responsibilities
Faculty and Staff:
Teach setting lessons according to school schedule:
Implement reactive plan as designed:
• Conduct, report, and use screening and assessments (see Assessment Schedule)
Area III: Social Skills Responsibilities
Faculty and Staff:
Teach core program(s) with fidelity:
(1) List programs
Number of Lessons:
How often:
How long:
• Conduct, report, and use screening and assessments (see Assessment Schedule)
What are ALL students accessing?
Ci3T Blueprint A Primary (Tier 1) Plan 1

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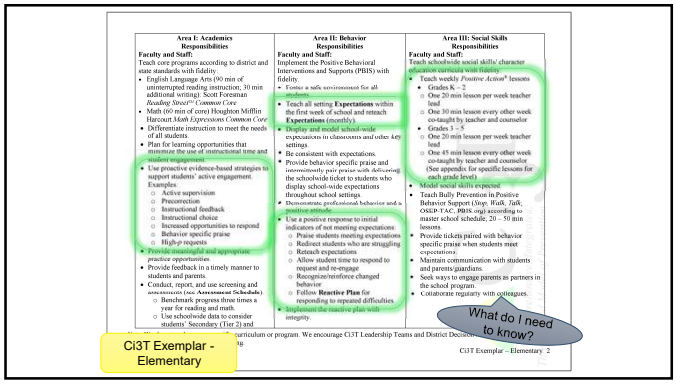
Area I: Academics Responsibilities
Faculty and Staff:
Teach core programs according to district and state standards with fidelity:
• English Language Arts (90 min of uninterrupted reading instruction; 30 min additional writing): Scott Foresman Reading Street© Common Core
• Math (60 min of core) Houghton Mifflin Harcourt Math Expressions Common Core
• Differentiate instruction to meet the needs of all students
• Plan for learning opportunities that minimize the use of instructional time and student engagement
• Use proactive evidence-based strategies to support students' active engagement. Examples
○ Active supervision
○ Preconnection
○ Instructional feedback
○ Instructional choice
○ Increased opportunities to respond
○ Behavior specific praise
○ High-p requests
• Provide meaningful and appropriate practice opportunities
• Provide feedback in a timely manner to students and parents.
• Conduct, report, and use screening and assessments (see Assessment Schedule)
○ Benchmark progress three times a year for reading and math.
○ Use schoolwide data to consider students' Secondary (Tier 2) and
Area II: Behavior Responsibilities
Faculty and Staff:
Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.
• Foster a safe environment for all students
• Teach all setting Expectations within the first week of school and reteach Expectations (monthly)
• Display and model school-wide expectations in classrooms and other key settings
• Be consistent with expectations.
• Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings
• Demonstrate professional behavior and a positive attitude
• Use a positive response to initial indicators of not meeting expectations
○ Praise students meeting expectations
○ Redirect students who are struggling
○ Reteach expectations
○ Allow student time to respond to request and re-engage
○ Recognize/reinforce changed behavior
○ Follow Reactive Plan for responding to repeated difficulties
• Implement the reactive plan with integrity.
Area III: Social Skills Responsibilities
Faculty and Staff:
Teach schoolwide social skills/ character education curricula with fidelity:
• Teach weekly Positive Action® lessons
○ Grades K – 2
○ One 20 min lesson per week teacher lead
○ One 30 min lesson every other week co-taught by teacher and counselor
○ Grades 3 – 5
○ One 20 min lesson per week teacher lead
○ One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for each grade level)
• 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.
What do I need to know?
curriculum or program. We encourage CiST Leadership Teams and District Decision
Ci3T Exemplar – Elementary 2
Ci3T Exemplar - Elementary

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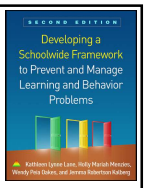
SAMPLE High School Ci3T Primary (Tier 1) Plan			
Mission Statement	Our district and school mission is to educate and prepare all students for post-secondary options of continued education and employment and to increase experiences leading to students becoming responsible global citizens and life-long learners.		
Purpose Statement	The purpose of our Ci3T plan is to bring our community, administrators, faculty, staff, parents, and students with common language as we work together to meet the academic, behavior, and social needs of ALL students, enabling them to become self-determined, self-regulated learners at school and beyond.		
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Be Ready to Learn See behavior expectation matrix for detailed behavior expectations in various school settings.		
Area I: Academics Responsibilities	**Area II: Behavior Responsibilities**	**Area III: Social Skills Responsibilities**	
Students: • Arrive on time and stay all day • Attempt all assignments • Do all work with best effort • Turn in all assignments, on time • Seek support for missing work, especially when absent • Be prepared with completed homework and all necessary materials	**Students:** • Meet school-wide expectations stated in the **Expectation Matrix** • Take responsibility for own actions • Participate in the Positive Behavioral Interventions and Supports (PBIS; OSEP-TAC; see pbis.org) program	**Students:** • Actively engage in *Too Good for Drugs & Violence* (Mendez Foundation, 2000) social skills curriculum • Apply lessons from *Too Good for Drugs & Violence* to daily interactions with peers and adults	
Area I: Academics Responsibilities	**Area II: Behavior Responsibilities**	**Area III: Social Skills Responsibilities**	
Faculty and Staff: • Create and teach lesson plans that follow the effective elements of essential instruction: anticipatory set, daily objective, direct instruction, modeling, guided practice, and independent practice • Provide engaging lessons with starting (warm up) and closing activities daily, linked to district and state standards	**Faculty and Staff:** • Teach, model, and reinforce school-wide expectations with students and staff • Create clear routines in the classroom to establish predictability and use PBIS tickets to facilitate routines • Provide behavior-specific praise paired with PBIS tickets to reinforce	**Faculty and Staff:** • Teach two 30 min *Too Good for Drugs & Violence* lessons each month • Document *Too Good for Drugs & Violence* components taught (treatment integrity) • Model the social skills taught in *Too Good for Drugs & Violence* with students and adults	



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SAMPLE High School Ci3T Primary (Tier 1) Plan: Hybrid Instruction			
Mission Statement	Our district and school mission is to educate and prepare all students for post-secondary options of continued education and employment and to increase experiences leading to students becoming responsible global citizens and life-long learners.		
Purpose Statement	The purpose of our Ci3T plan is to bring our community, administrators, faculty, staff, parents, and students with common language as we work together to meet the academic, behavior, and social needs of ALL students, enabling them to become self-determined, self-regulated learners at school and beyond. **Continued Learning (2020-2021)** The purpose of our 2020-2021 Ci3T plan updates (shaded areas) is to fulfill Sample High School's purpose (stated above) in close partnership with families through both in-person and continued learning instruction in academic, behavioral, and social skills aligned to family and community priorities.		
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Be Ready to Learn See behavior expectation matrix (in person and remote) for detailed behavior expectations in various school settings.		
Area I: Academics Responsibilities	**Area II: Behavior Responsibilities**	**Area III: Social Skills Responsibilities**	
Students will: • Arrive on time and stay all day • Attempt all assignments • Do all work with best effort • Turn in all assignments, on time • Seek support for missing work, especially when absent • Be prepared with completed homework and all necessary materials	**Students will:** • Meet school-wide expectations stated in the **Expectation Matrix** • Take responsibility for own actions • Participate in the Positive Behavioral Interventions and Supports (PBIS; OSEP-TAC; see pbis.org) program	**Students will:** Actively engage in *Too Good for Drugs & Violence* (Mendez Foundation, 2000) social skills curriculum • Apply lessons from *Too Good for Drugs & Violence* to daily interactions with peers and adults	

Ci3T.org/COVID

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Area II: Academics Responsibilities	Area II: Behavior Responsibilities	Area II: Social Responsibilities
Faculty and Staff: • Create and teach lesson plans that follow the effective elements of essential instruction: anticipatory set, daily objective, direct instruction, modeling, guided practice, and independent practice • Use proactive evidence-based strategies to support students' active engagement	**Faculty and Staff:** • Teach, model, and reinforce school-wide expectations with students and staff • Create clear routines in the classroom to establish predictability and use PBIS tickets to facilitate routines	**Faculty and Staff:** Teach schoolwide social skills/ character education curricula with integrity: • Teach two 30 min Connect with Kids Lessons each month • Model the social skills taught in Connect with Kids with students and adults
Remote Learning • Create a safe and respectful online classroom using the district approved platform • Offer appropriate high-quality learning activities to students in more than one format (e.g., synchronous, asynchronous, electronic, paper-and-pencil) • Use proactive evidence-based strategies to support students' active engagement	Remote Learning • Teach, model, and reinforce behavior expectations during synchronous events with students • Integrate online behavior expectations into each lesson plan	Remote Learning • Integrate *Connect with Kids* language and lesson material into all online instruction • Utilize online *Connect with Kids* resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.

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Ci3T

Scheduling for Success

Long-range Planning: The Importance of Planning Ahead
Structuring your Ci3T Team
Conducting Effective Meetings
Communicating with Your Stakeholders

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Long-range Planning: The Importance of Planning Ahead

Keeping the values that lead our mission statement in mind:

- Where are we and how are we doing as of today?
- Establish clear and explicit objectives: Mission-based
- Prioritize objectives
- Establish timelines, due dates, and persons responsible for each objective with regular check-ins

Ci3T

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School Ci3T Implementation Calendar

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6 Professional learning session: QTR	7
8	Schedule time for communication	10 Ci3T Team Meeting	11	12 Teach Social Skills Lesson	13	14
15	16 Faculty meeting with a look at BSP	17	18	19	20	21
22	23	24	25	26 Teach Social Skills Lesson	27	28

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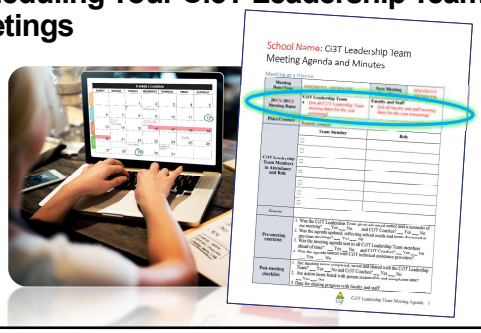
Scheduling Your Ci3T Leadership Team Meetings



School Name: Ci3T Leadership Team
Meeting Agenda and Minutes

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Structuring your Ci3T Team

- **Administrator(s)**
- **General education teachers** representative of your school
  - Elementary: a lower-grades and an upper-grades teacher
  - Secondary: a teacher from each grade level or department
- **Special education teacher(s)**
- **Support staff**
  - e.g., counselor, psychologist, social worker
- **Parent representative(s)**
- **Student representative(s)** such as from student council

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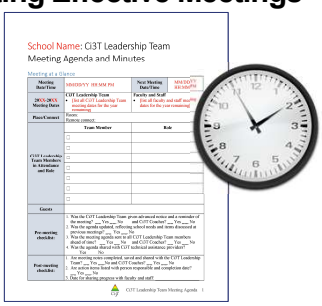
Conducting Effective Meetings



School Name: Ci3T Leadership Team
Meeting Agenda and Minutes

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Using your Ci3T Meeting Agenda

- Meeting logistics
  - Date, time, who is present, who is absent
  - Next meeting date/time/location/roles
  - Discussion points for current meeting
- Procedural Checklist
- Record of discussion according to key Ci3T features
  - Procedures for teaching, reinforcing and monitoring
  - Academics
  - Behavior
  - Social skills
  - Data (student level, program level, Ci3T reports)

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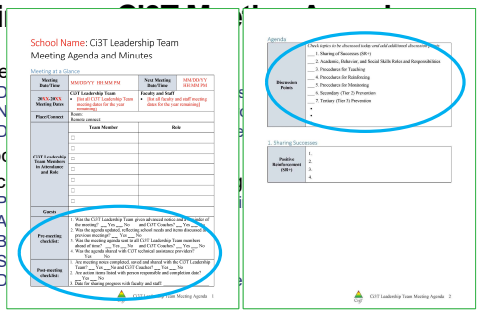
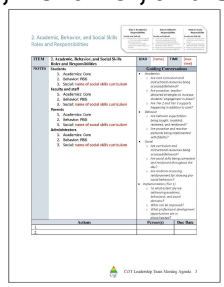
- Rec
  - P
  - A
  - B
  - S
  - D


School Name: Ci3T Leadership Team
Meeting Agenda and Minutes

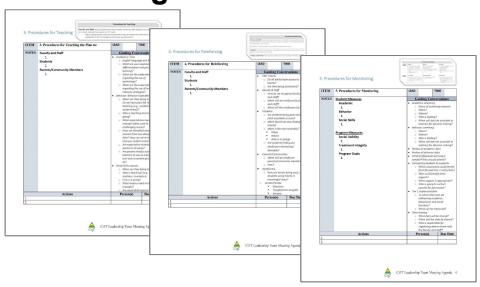
35

Primary Prevention: Academics, Behavior, and Social Skills



36

Procedures for Teaching, Reinforcing, and Monitoring



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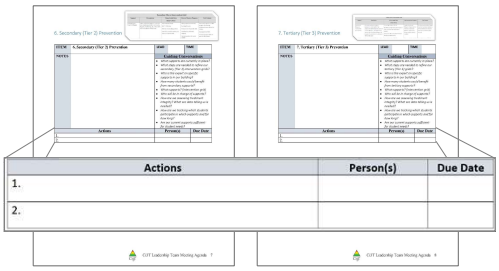
Secondary and Tertiary Prevention Discussions



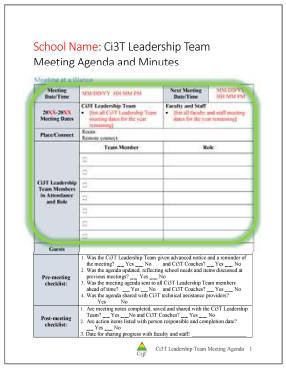
Actions	Person(s)	Due Date
1.		
2.		

38

IM18 Ci3T Leadership Team Meeting Agenda TEMPLATE

Predictability

Assign roles



School Name: Ci3T Leadership Team
Meeting Agenda and Minutes

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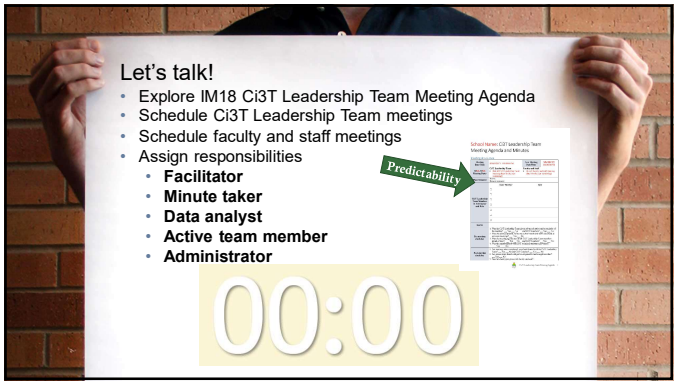

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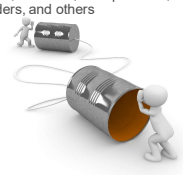
Communicating with Your Stakeholders

- How will you share data and Ci3T Leadership Team updates with stakeholders?
  - Faculty and staff
    - Include plans for sharing updates with cafeteria, custodial, transportation, office, paraeducators, itinerant related service providers, and others
  - District leaders
  - Students
  - Parents
  - Community
    - Consider dedicating space on school website to give parents and community members access to updates



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Ci3T

Implementing Your Primary (Tier 1) Prevention Efforts

Rolling out Tier 1

Implementing Procedures

42

Rolling out Tier 1

- What were your successes?
- What feedback did you receive from stakeholders?
- How closely did your rollout follow your kickoff plans?
- What changes would you make for spring review and for rolling out the plan next fall?

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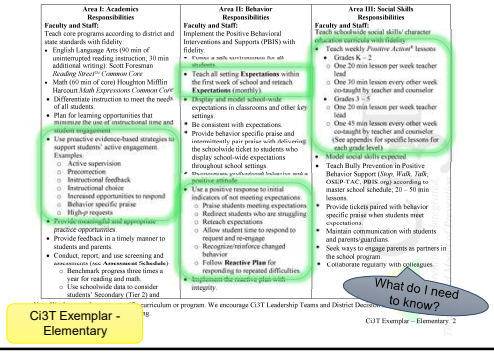

CI3T Exemplar - Elementary

What do I need to know?

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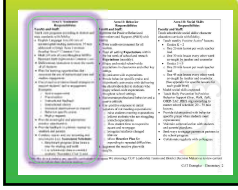
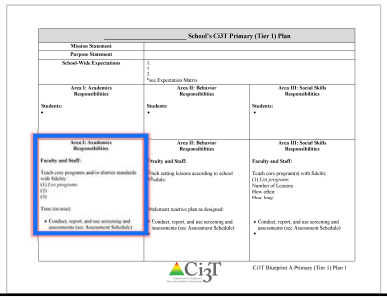
Rolling out at Tier 1: Academic Domain



Teaching
Reinforcing
Monitoring

45

Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities



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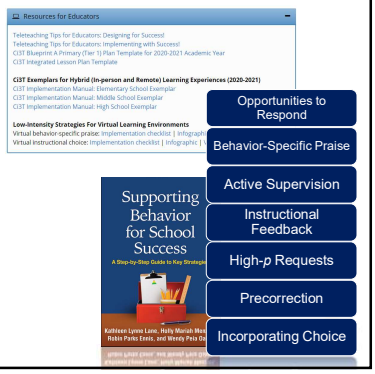
Area II: Academics Responsibilities

Faculty and Staff:

- Create and teach lesson plans that follow the effective elements of essential instruction: anticipatory set, daily objective, direct instruction, modeling, guided practice, and independent practice
- Use proactive evidence-based strategies to support students' active engagement

Remote Learning

- Create a safe and respectful online classroom using the district approved platform
- Offer appropriate high-quality learning activities to students in more than one format (e.g., synchronous, asynchronous, electronic, paper-and-pencil)
- Use proactive evidence-based strategies to support students' active engagement



- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-*p* Requests
- Precorrection
- Incorporating Choice

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Rolling out at Tier 1: Academics

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with using low-intensity supports?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

Successes!

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SCHOOL NAME **Assessment Schedule**

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
School Demographics											
Student Demographic Information											
Screening Measures											
Student Outcome Measures - Academic											
Student Outcome Measures - Behavior											
Program Measures											
Social Validity:											
Social Validity:											
Treatment Integrity:											
Treatment Integrity:											
Treatment Integrity:											

Ci3T Blueprint D Assessment Schedule

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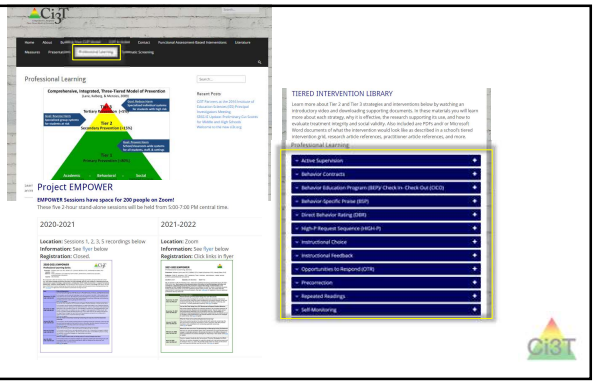

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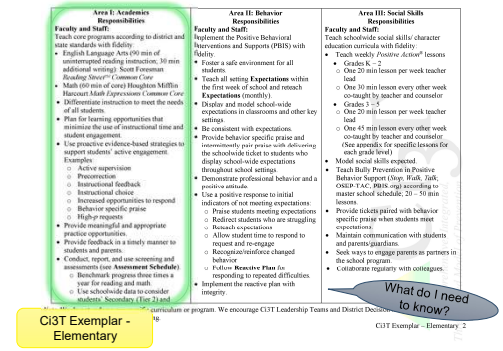

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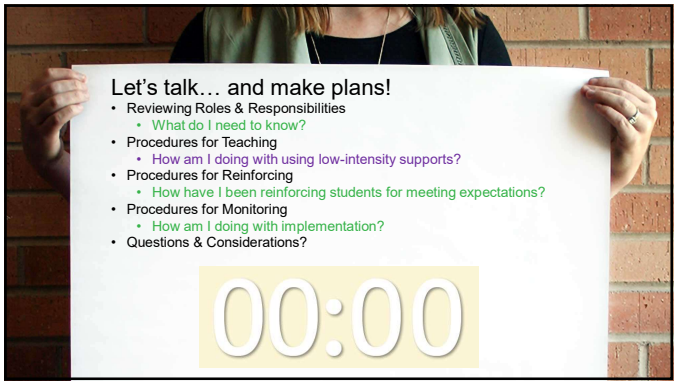

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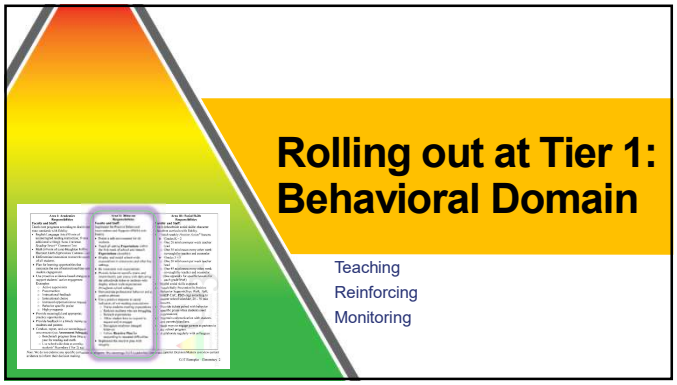

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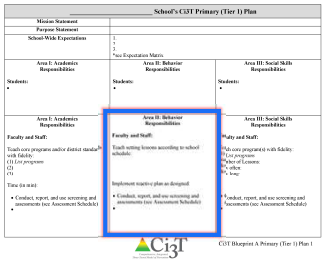
Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities



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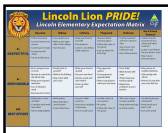

Area II: Behavior Responsibilities

Faculty and Staff:

- Teach, model, and reinforce school-wide expectations with students and staff
- Create clear routines in the classroom to establish predictability and use PBIS tickets to facilitate routines

Remote Learning

- Teach, model, and reinforce behavior expectations during synchronous events with students
- Integrate online behavior expectations into each lesson plan

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Rolling out at Tier 1: Behavior

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with teaching expectations for specific settings?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

Successes!

Ci3T

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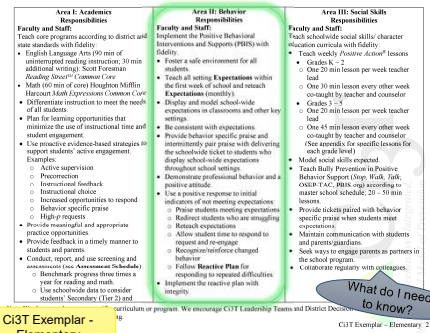

Area I: Academics Responsibilities

Faculty and Staff:

Teach core programs according to district and state standards with fidelity.

- English Language Arts (90 min of uninterrupted reading instruction; 30 min additional writing): Scott Foresman *Reading Street*©, *Common Core*
- Math (60 min of core) Houghton Mifflin Harcourt *Math Expressions Common Core*
- Differentiate instruction to meet the needs of all students.
- Plan for learning opportunities that minimize the use of instructional time and student engagement.
- Use proactive evidence-based strategies to support students' active engagement. Examples:
  - Active supervision
  - Precorrection
  - Instructional feedback
  - Instructional choice
  - Increased opportunities to respond
  - Behavior specific praise
  - High-p requests
- Provide meaningful and appropriate practice opportunities.
- Provide feedback in a timely manner to students and parents.
- Conduct, report, and use screening and assessments (see **Assessment Schedule**)
  - Benchmark progress three times a year for reading and math.
  - Use schoolwide data to consider students' Secondary (Tier 2) and

Area II: Behavior Responsibilities

Faculty and Staff:

Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.

- Foster a safe environment for all students.
- Teach all setting **Expectations** within the first week of school and reteach **Expectations** (monthly).
- Display and model school-wide expectations in classrooms and other key settings.
- Be consistent with expectations.
- Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings
- Demonstrate professional behavior and a positive attitude.
- Use a positive response to initial indicators of not meeting expectations.
  - Praise students meeting expectations
  - Redirect students who are struggling
  - Reteach expectations
  - Allow student time to respond to request and re-engage
  - Recognize/reinforce changed behavior
  - Follow **Reactive Plan** for responding to repeated difficulties
- Implement the reactive plan with integrity.

Area III: Social Skills Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with fidelity.

- Teach weekly *Positive Action*© lessons
  - Grades K – 2
    - One 20 min lesson per week teacher lead
    - One 30 min lesson every other week co-taught by teacher and counselor
  - Grades 3 – 5
    - One 20 min lesson per week teacher lead
    - One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for each grade level)
- 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.

curriculum or program. We encourage CiTT Leadership Teams and District Decision

CiTT Exemplar – Elementary 2

What do I need to know?

Ci3T Exemplar - Elementary

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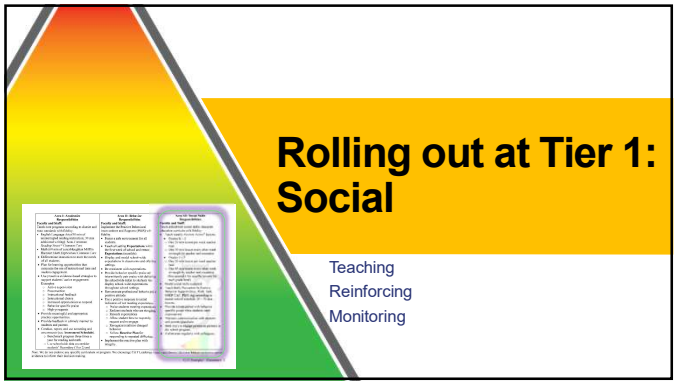

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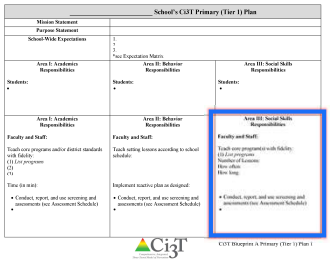
Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities



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Area II: Social Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with integrity:

- Teach two 30 min Connect with Kids Lessons each month
- Model the social skills taught in Connect with Kids with students and adults

Remote Learning

- Integrate *Connect with Kids* language and lesson material into all online instruction
- Utilize online *Connect with Kids* resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.

Integrated Lesson Plan

Topic		
Standards		
Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion
		Differentiated Objectives
Academic Objective(s)		
Social Skills Objective(s)		
Behavioral Expectation(s)		

Ci3T

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Rolling out at Tier 1: Social Skills

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with teaching the validated social skills curriculum?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

Successes!

Ci3T

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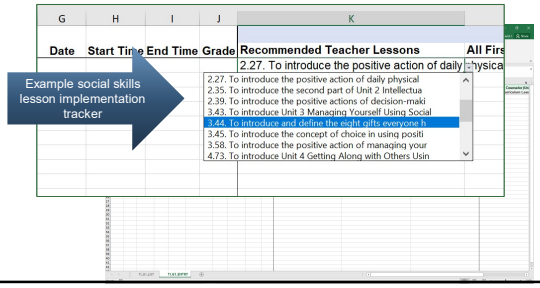
Treatment Integrity: Tracking Lessons Taught



Ci3T

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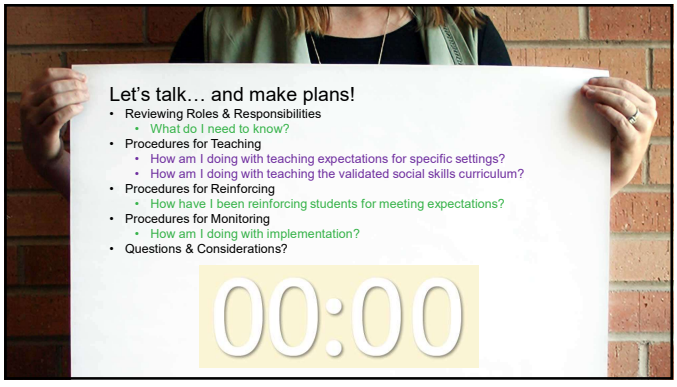

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Implementing Procedures

- Procedures for Teaching
- Procedures for Reinforcing
- Procedures for Monitoring

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Ci3T

A Look at Tier 1 …

Teaching
Reinforcing
Monitoring

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Procedures for Teaching the Plan to:

Faculty and Staff

Students

Parents and Community

Focuses on teaching more appropriate functional skills that promote success in the school environment and provides a context for the practice and reinforcement of these skills

Lewis, T. J., Powers, L. J., Kely, M. J., & Newcomer, L. L. (2002). Reducing problem behaviors on the playground: An investigation of the application of schoolwide positive behavior supports. *Psychology in the Schools, 39*(2), 181-190; Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., ... & Riffel, L. (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children, 68*(3), 377-402.

Ci3T

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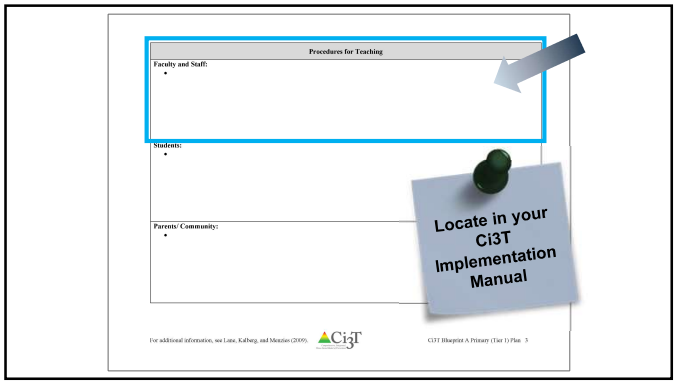

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How will primary prevention (Tier 1) efforts be taught to all stakeholders?

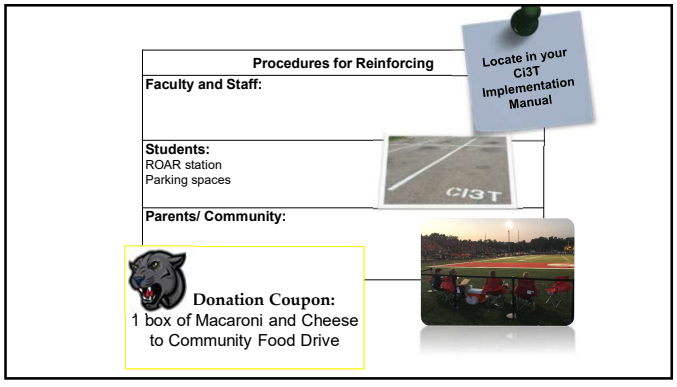
Faculty and Staff
- Implementation manual
- Expectation matrix
- Bookmarks
- Collaborative teams
- Posters
- Ticket tip sheet
- Professional learning

Students
- Lessons
- Posters
- Videos

Parents and Community
- Letters to parents
- Contacts with community businesses

Shared with permission.

68



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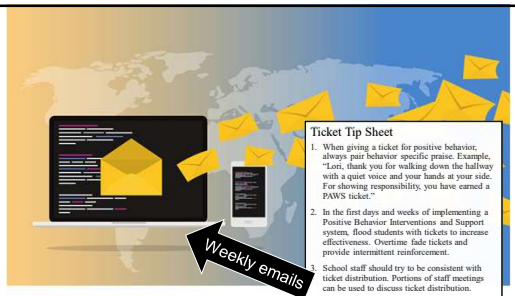
Procedures for Reinforcing

How will you reinforce?

- Faculty and staff for
  - Participation and support
  - Modeling schoolwide expectations
  - Taking an instructional approach to behavior
  - Implementing the Ci3T plan with fidelity
  - Making instructional shifts in traditional practices
- Students for
  - Demonstrating the expectations across academic, behavioral, and social skill domains
- Parents and community for
  - Communication with school staff
  - Reinforcing expectations
  - Supporting the social skills lessons at home and in the community

70



Ticket Tip Sheet

Ticket Tip Sheet

1. When giving a ticket for positive behavior, always pair behavior specific praise. Example, "Lori, thank you for walking down the hallway with a quiet voice and your hands at your side. For showing responsibility, you have earned a PAWS ticket."
2. In the first days and weeks of implementing a Positive Behavior Interventions and Support system, flood students with tickets to increase effectiveness. Overtime fade tickets and provide intermittent reinforcement.
3. School staff should try to be consistent with ticket distribution. Portions of staff meetings can be used to discuss ticket distribution.
4. To ensure student buy-in, survey students to gain an understanding of what reinforcements are desired.
5. Explicitly teach students how tickets can be earned and what tickets can be used for once they are received.

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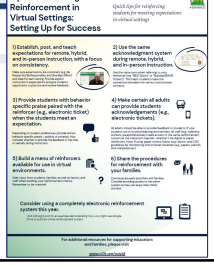
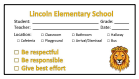
Mr. B's PRIDE Ticket Form

Who do you want to receive a [enter name of ticket]?

- Aldo Alderson
- Betsy Brown
- Carla Cane
- Donald Darby
- Edmund Ellington

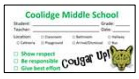


Tips for Providing Reinforcement in Virtual Settings: Setting Up for Success



Lincoln Elementary School

- Be respectful
- Be responsible
- Give best effort



Coolidge Middle School

- Show respect
- Be responsible
- Give best effort

Panther Pride
Pierce High School

- Be respectful
- Be responsible
- Be ready to learn

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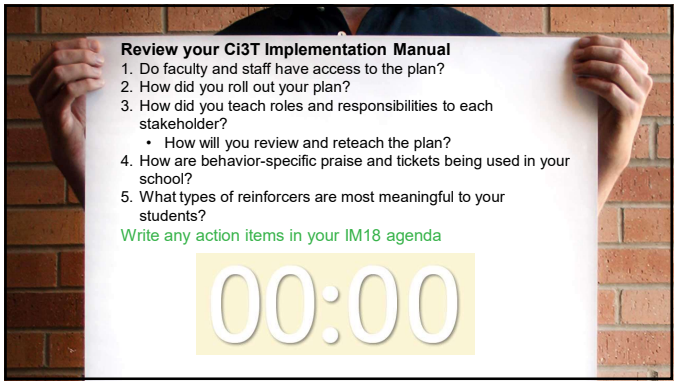

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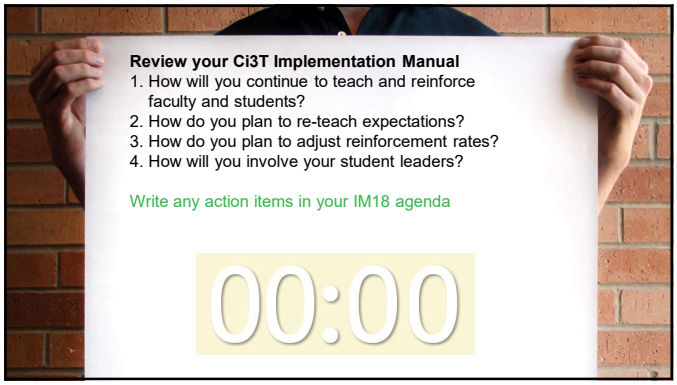

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Ci3T

A Look at Tier 1 …

Teaching
Reinforcing
Monitoring

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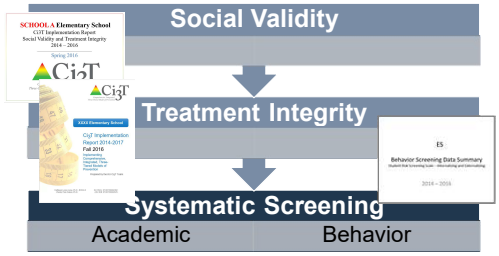
Essential Components of Primary Prevention Efforts



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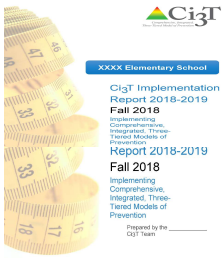
Monitoring Your Plan



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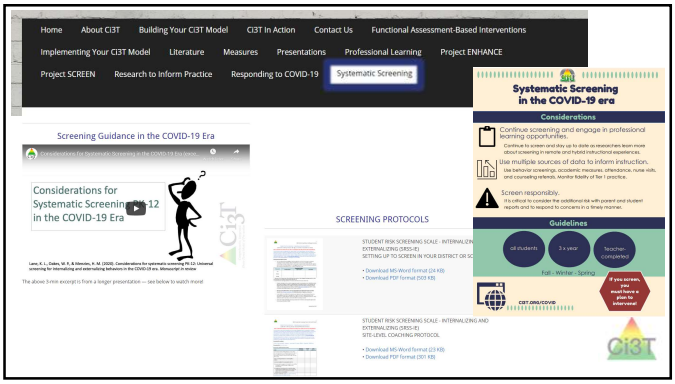

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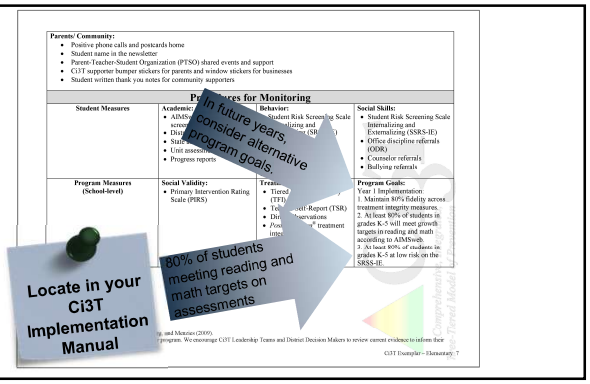

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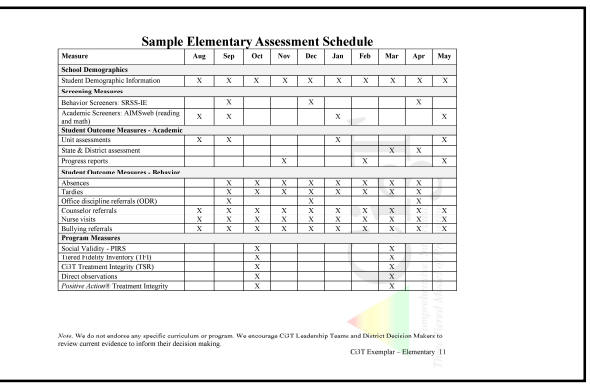

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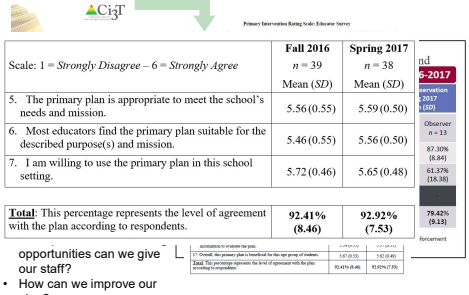
Why monitor implementation?



- opportunities can we give our staff?
- How can we improve our plan?

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Social Validity & Treatment Integrity

Schools will receive fall and spring reports outlining:

1. …faculty and staff opinions about the Ci3T plan at the start of the year and after it has been implemented for the majority of the school year.
2. …degree to which the practices of your Ci3T plan are being implemented.

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Social Validity

- Used during training and implementation
- AFTER the person has had an opportunity to learn about the plan

PIRS scores have predicted implementation in previous studies

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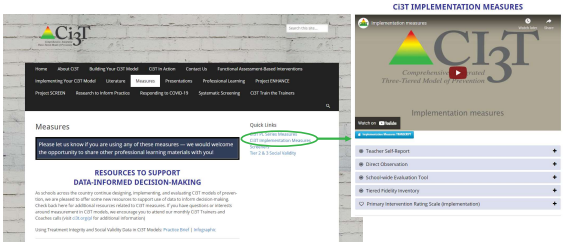
Treatment Integrity



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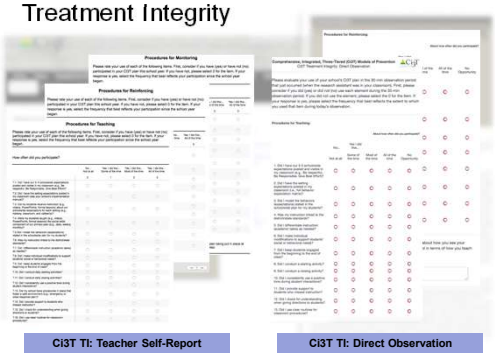
Treatment Integrity



Ci3T TI: Teacher Self-Report | Ci3T TI: Direct Observation

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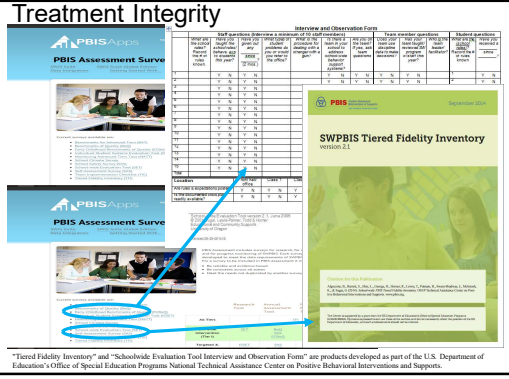
Treatment Integrity



"Tiered Fidelity Inventory" and "Schoolwide Evaluation Tool Interview and Observation Form" are products developed as part of the U.S. Department of Education's Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

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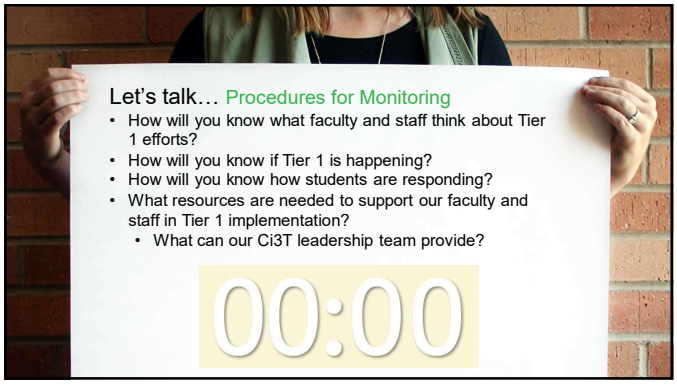

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Ci3T

Wrapping up and Moving Forward

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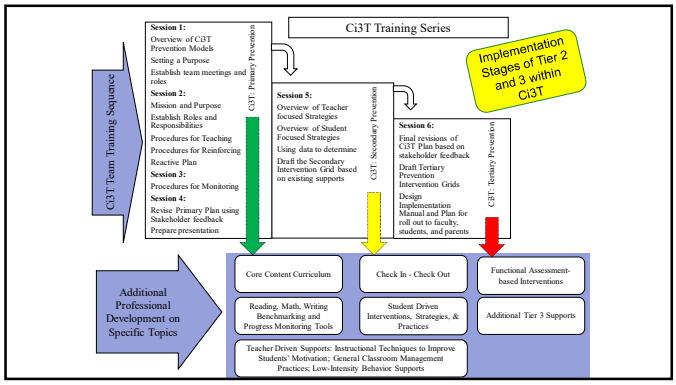

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Sample: 2021-2022 Professional Learning

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
P: ENHANCE CI3T IMPLEMENTATION		KU CI3T IMP Day 1 09/09/21; 09/14/21; 09/28/21	KU CI3T IMP Day 2 10/28/21; 10/27/21	KU CI3T IMP Day 2 11/16/21	KU CI3T IMP Day 3 12/08/21; 12/09/21; 12/07/21	KU CI3T IMP Day 3 01/18/21 Day 4 01/25/22; 01/27/22; 01/26/22		KU CI3T IMP Day 4 03/29/22	KU CI3T IMP Day 5 04/05/22; 04/14/22; 04/07/22	KU CI3T IMP Day 5 05/10/22	
KU Project EMPOWER 5:00-7:00 PM		KU CI3T EMPOWER Session 1 09/22/21		KU CI3T EMPOWER Session 2 11/10/21		KU CI3T EMPOWER Session 3 01/13/22	KU CI3T EMPOWER Session 4 02/17/22		KU CI3T EMPOWER Session 5 04/19/22		
CI3T Trainers & Coaches Conference Calls 4:00-5:30 PM	Trainers & Coaches Call Session 1 08/05/21	Trainers & Coaches Call Session 2 09/02/21	Trainers & Coaches Call Session 3 10/19/21	Trainers & Coaches Call Session 4 11/17/21	Trainers & Coaches Call Session 5 12/14/21	Trainers & Coaches Call Session 6 01/20/22	Trainers & Coaches Call Session 7 02/22/22	Trainers & Coaches Call Session 8 03/24/22	Trainers & Coaches Call Session 9 04/12/22	Trainers & Coaches Call Session 10 05/04/22	Trainers & Coaches Call Session 11 06/02/22

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Sample Ci3T Team Implementation Support

9/5/19 8:00 – 11:00 am 5:00 – 7:00 pm	Supporting Success: A Look at Tier 1
10/29/19 8:00 – 11:00 am 5:00 – 7:00 pm	Planning for Success: Monitoring and Communication
12/4/19 8:00 – 11:00 am 5:00 – 7:00 pm	Using Your Data to Inform Instruction
1/15/20 8:00 – 11:00 am 5:00 – 7:00 pm	Supporting Students Across the Tiers
4/2/20 8:00 – 11:00 am 5:00 – 7:00 pm	Planning for the Year Ahead

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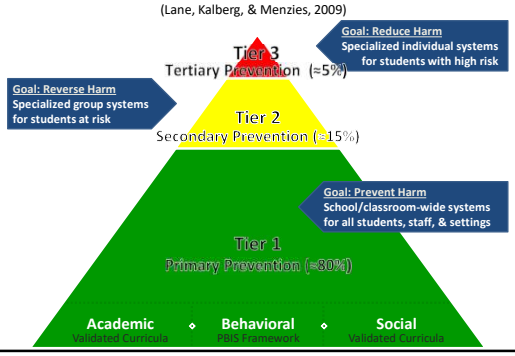
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Wrap Up and Preview

Today's Review

- Gained an understanding of
  - long-range planning
  - conducting effective meetings
  - communicating with stakeholders
- Reviewed rollout of and implementation procedures for
  - teaching, reinforcing, and monitoring the academic, behavior, and social skills components of your Ci3T model of prevention

Next Session Preview

- Prepare to collect social validity and treatment integrity data
- Use screening data to inform instruction at Tier 1, Tier 2, and Tier 3
- Communication with all stakeholders:
  - District
  - Ci3T Leadership Team
  - Faculty and staff
  - Students, parents, community

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Please Take a Minute to Get Organized

Please stay until all materials are organized.

- Team Materials:
  - Save all documents with your school initials at the beginning and the date at the end of the file name.
    - **XXS IM18 Ci3T Leadership Team Meeting Agenda YYYY MM DD.docx**
    - Save to your school's Dropbox folder
  - Clearly identify the person(s) on your team in charge of each action item listed on the agenda.

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Homework

- Consider sending calendar invites for each action item due date on your agenda
- Send the agenda to team members in a week-before reminder email to give time to finish action items

At your next Ci3T Leadership Team meeting:

- Use IM18 Ci3T Leadership Team Meeting Agenda to conduct an effective meeting with
  - clearly defined roles and responsibilities of team members
  - action items, persons responsible, and due dates

At your next faculty meeting:

- Share successes
- Review implementation procedures

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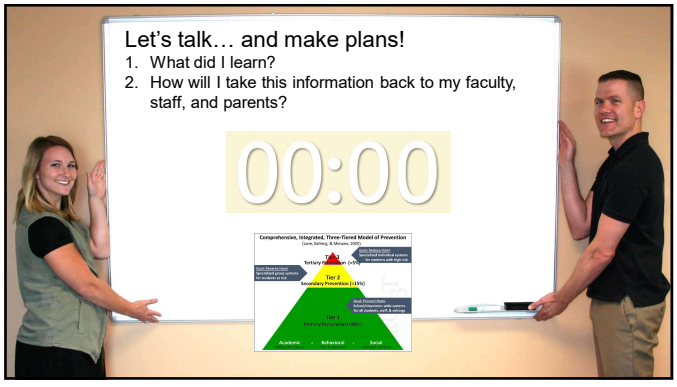

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