

## You've Got This! Using Your Ci3T Structures to Support Positive Behavior

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Ci3T  Comprehensive, Integrated,  
Three-Tiered Model of Prevention

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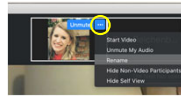
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### Renaming: Breakout room number + First and Last Name

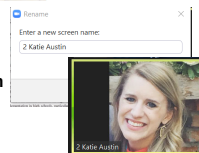
*To help us initially put you in breakout rooms today...*

- A. Click the **three dots** at the top  
right corner of your **video square**.



- B. Rename yourself:

- 1 Name = **Exploring Ci3T, not yet implementing**
- 2 Name = **Newly implementing Ci3T**
- 3 Name = **Experienced Ci3T implementer**
- 4 School Name = **Here with my Ci3T Leadership Team**



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### Agenda

- Welcome and introduction
  - Classroom management to facilitate instruction
- Teaching expectations
- Reinforcing students' behavior for meeting expectations
- Responding to challenging behaviors
- Providing resources for families
- Looking ahead



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## Accessing Project EMPOWER Professional Learning

**Project EMPOWER**  
EMPOWER Sessions have space for 200 people on Zoom!  
These live 2-hour stand-alone sessions will be held from 5:00-7:00 PM central time.

**2020-2021**  
Location: Sessions 1, 2, & 5 recordings below  
Information: See annotation below

**2021-2022**  
Location: Zoom  
Information: See page below  
Registration: Click link in figure

**2020-2021 EMPOWER Resources**

- 1. CDT structures for remote, in-person, and hybrid
- 2. Using your CDT structures at school and at home
- 3. What do I need to know about asynchronous learning?
- 4. Understanding and managing asynchronous learning
- 5. How do I support students who are missing classes?

**2021-2022 EMPOWER Resources**

- 1. How do we set up for success? Design your CDT structure
- 2. Using your CDT structure to support positive behavior
- 3. What do I need to know about asynchronous learning?
- 4. Understanding and managing asynchronous learning
- 5. How do I support students who are missing classes?

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You are viewing David Royer's screen

View Options

- Fit to Window
- 50%
- ✓ 100% (Original Size)
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- Annotate

Annotation Tools

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## Where is everyone?

Other:

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# Welcome and Introduction

Classroom management to facilitate instruction

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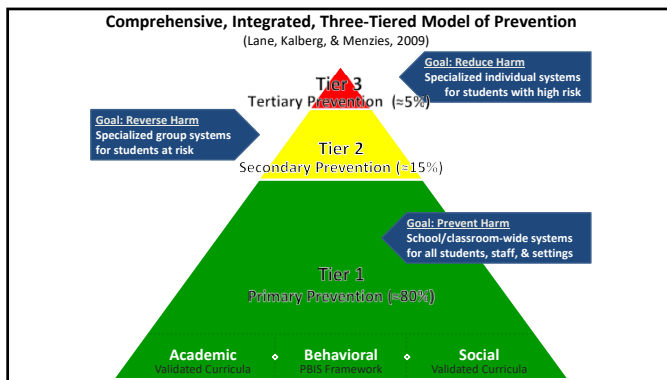
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Area I: Academics Responsibilities Faculty and Staff	Area II: Behavior Responsibilities Faculty and Staff	Area III: Social Skills Responsibilities Faculty and Staff
<p>Track core programs according to district and state standards with fidelity.</p> <ul style="list-style-type: none"> <li>• Differentiate instruction to meet the needs of all students.</li> <li>• Provide learning opportunities that are meaningful, engaging, and appropriate.</li> <li>• Provide feedback in a timely manner to students and parents.</li> <li>• Conduct, record, and report on student progress.</li> </ul>	<p>Implement the Positive Behavioral Expectations (PBE) system.</p> <ul style="list-style-type: none"> <li>• Use a positive response to initial indicators of not meeting expectations.</li> <li>• Provide students meeting expectations with specific praise and reinforcement.</li> <li>• Allow student time to respond to request and re-engage.</li> </ul>	<p>Implement the Social Skills Instructional Model (SSIM).</p> <ul style="list-style-type: none"> <li>• One 30 min lesson every other week co-taught by teacher and counselor (Grades 1-5).</li> <li>• One 20 min lesson per week teacher led.</li> <li>• One 45 min lesson every other week co-taught by teacher and counselor (One appendix for specific lessons for each grade level).</li> </ul>

**Ci3T Primary Plan: Procedures for Teaching**

**Ci3T Primary Plan: Procedures for Reinforcing**

**Ci3T Primary Plan: Procedures for Monitoring**

Note: We do not endorse any specific curriculum or program. We encourage C3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

C3T Exemplar - Elementary 2

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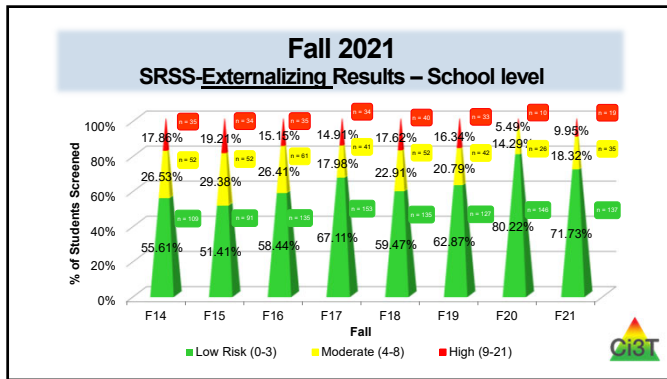
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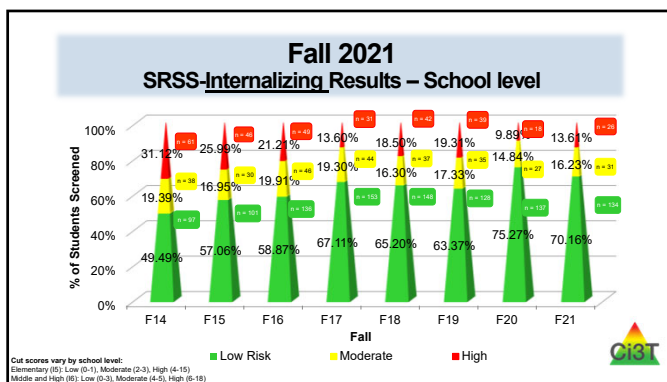
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## How do I put Ci3T into action in my classroom?

**Ci3T: Integration at Tier I**

Identifying Student Characteristics and Strategies for Classroom Management and Instructional Interventions

**FOR MORE INFORMATION, VISIT OUR WEBSITE**

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### What if students need more than Tier 1?

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<b>AREA I: ACADEMICS</b> Expectations and Professional Learning	<b>AREA II: B</b> Essential Com
<p><b>Instructional Delivery (Left Column)</b></p> <ol style="list-style-type: none"> <li>1. Integrated Lesson Plan</li> <li>2. Varying Instructional Delivery Models</li> <li>3. Incorporating Instructional Strategies             <ol style="list-style-type: none"> <li>a. Start with the basics</li> <li>b. Avoid strategies that slow pacing</li> <li>c. Use low-intensity strategies</li> <li>d. Include elements of instruction that promote intrinsic motivation: control, challenge, curiosity, and contextualization</li> </ol> </li> </ol>	<p><b>Building the B</b> (e.g., function, r</p> <p><b>Proactive</b></p> <ol style="list-style-type: none"> <li>1. Build positive</li> <li>2. Design effecti arrangement</li> <li>3. Teach expect matrix</li> <li>4. Teach routine managing tra</li> <li>5. Use low-inten Instruction</li> <li>6. Managing pap</li> </ol>

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COE Exemplar: Elementary 2

AREA II: BEHAVIOR
Essential Components of Classroom Management (Center Column)
<b>Building the Base:</b> What I need to know about changing behavior? (e.g., function, reinforcement, shaping)
<b>Proactive</b> <ol style="list-style-type: none"><li>1. Build positive classroom climate</li><li>2. Design effective physical room arrangement</li><li>3. Teach expectations in the expectation matrix</li><li>4. Teach routines and procedures (e.g., managing transitions)</li><li>5. Use low-intensity Strategies during Instruction</li><li>6. Managing paperwork</li></ol>
<b>Reactive</b> <ol style="list-style-type: none"><li>1. Defusing off-task behavior</li><li>2. Defusing rule infractions (Not meeting expectations)</li><li>3. Defusing disrespectful behavior</li><li>4. Defusing agitation</li><li>5. Defusing noncompliance and limit testing</li></ol> <p><b>** Building fluency in responding to challenging behavior:</b> praise others, redirect, reteach, provide feedback</p>

Ci3T Example - Elementary 2

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**AREA II: BEHAVIOR**

Essential Components of Classroom Management (Center Column)

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**Building the Base:** What I need to know about changing behavior? (e.g., function, reinforcement, shaping)

**Proactive**

1. Build positive classroom climate
2. Design effective physical room arrangement
3. Teach expectations in the expectation matrix
4. Teach routines and procedures (e.g., managing transitions)
5. Use low-intensity strategies during instruction
6. Managing paperwork

**Reactive**

1. Defusing off-task behavior
2. Defusing rule infractions (Not meeting expectations)
3. Defusing disrespectful behavior
4. Defusing agitation
5. Defusing noncompliance and limit testing

**\*\* Building fluency in responding to challenging behavior: praise others, redirect, reteach, provide feedback**

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**Area III: Social Skills Responsibilities**

**Staff:**

- provide social skills character curricula with fidelity weekly Positive Action® lessons for K - 2
- 20 min lesson per week teacher
- 30 min lesson every other week taught by teacher and counselor for 3 - 5
- 20 min lesson per week teacher
- 45 min lesson every other week taught by teacher and counselor appendix for specific lessons for grade level
- social skills expected:
- Bully Prevention in Positive or Support Group, if not, TALK, F.A.C.T. (P.A.C.T.org) according to school schedule, 20 - 50 min
- Students paired with behavior praise when students meet them.
- in communication with students and guardians.
- to engage parents as partners in self program.
- state regularly with colleagues.

What if students need more than Tier 1?

Refer to your Ci3T Implementation Manual for Tier 2 and Tier 3 Grids

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**Ci3T: Integration at Tier 1**

Formulating Distinct Expectations and Supports for Classroom Management in Facilitation Instruction

**AREA I: ACADEMICS**

Instructional and Professional Learning

**Instructional Delivery (Left Column)**

1. Integrated Curriculum
2. Varying Instructional Delivery Models
3. Incorporating Instructional Strategies
4. Start with the End in Mind
5. Assess progress that goes beyond
6. Use learning strategies
7. Include elements of instruction that promote memory retention (revisit, challenge, novelty, and contextualization)

**AREA II: BEHAVIOR**

Essential Components of Classroom Management (Center Column)

**Building the Base:** What I need to know about changing behavior? (e.g., function, reinforcement, shaping)

**Proactive**

1. Build positive classroom climate
2. Design effective physical room arrangement
3. Teach expectations in the expectation matrix
4. Teach routines and procedures (e.g., managing transitions)
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6. Managing paperwork

**Reactive**

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**\*\* Building fluency in responding to challenging behavior: praise others, redirect, reteach, provide feedback**

What if students need more than Tier 1?

Refer to your Ci3T Implementation Manual for Tier 2 and Tier 3 Grids

For more information, please visit ci3t.org

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# Teaching Expectations

An instructional approach to behavior

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## Procedures for Teaching

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

- Provide faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan
- Provide training of plan and expectation to staff at the beginning of each school year, with attention to academic, behavior, and social domains
- Expectation Matrix taught and posted
- Ci3T session for new staff orientation
- Weekly tips for teachers and challenges for PBIS

**Students: Ci3T Leadership Teams collaborate with faculty and staff to teach procedures to students by:**

- Posting Ci3T expectation posters and using them as an instructional tool for teaching expectations
- Participating in regularly scheduled lessons on the expectations for each setting
- Providing behavior-specific praise intermittently paired with school-wide tickets (ROAR Bucks)
- Participating actively in daily Second Step lesson



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School-wide expectation matrix

Specific setting posters

Lesson plans for explicit instruction

Supporting materials

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 <b>Lincoln Lion PRIDE!</b> Lincoln Elementary Expectation Matrix						
	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
<b>Be RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of the hallway</li> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Keep your food to yourself</li> <li>Use manners</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' personal space</li> <li>Follow the rules of the game</li> <li>Line up when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom and then return to class</li> <li>Stop in your own bathroom stall</li> <li>Listen to and follow the bus driver's rules</li> <li>Stay in your personal space</li> </ul>	<ul style="list-style-type: none"> <li>Use bus needs towards the bus driver and other students</li> <li>Listen to and follow the bus driver's rules</li> <li>Stay in your personal space</li> </ul>
<b>Be RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Be in assigned area on time</li> <li>Remain in school for the whole day</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Exercise self-control</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Walk in the hallway</li> <li>Stay in line with your class</li> </ul>	<ul style="list-style-type: none"> <li>Make your choices quickly</li> <li>Put your own food</li> <li>Choose a seat and sit with it</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Play approved games</li> <li>Use equipment appropriately</li> <li>Return equipment when you are done playing</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet</li> <li>Wash hands with soap</li> <li>Thrust away any bath properly</li> <li>Report any problem to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Bring items of needed materials</li> <li>Take quickly with others</li> <li>Remain in seat after you enter the bus</li> </ul>
<b>GIVE BEST EFFORT</b>	<ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Move directly to next location</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Use your table manners</li> <li>Assist your neighbor if necessary</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Include others in your games</li> <li>Be active</li> <li>Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your business quickly</li> <li>Keep bathroom stall</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Keep hands and feet to self</li> <li>Use self-control</li> </ul>

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 <b>Lincoln Lion PRIDE</b> Classroom Expectations	
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> <li>Keep arms length apart</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be in assigned area on time</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Exercise self-control</li> <li>Wear your mask so it covers your nose and mouth</li> </ul>
<b>Give Best Effort</b>	<ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> <li>Wash hands or use hand sanitizer regularly</li> </ul>

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**Lincoln Lion PRIDE**  
Classroom Expectations

**Be Respectful**

- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with others
- Use an inside voice
- Keep arms length apart

**Be Responsible**

- Be in assigned area on time
- Bring your required materials
- Turn in finished work
- Exercise self-control
- Wear your mask so it covers your nose and mouth

**Give Best Effort**

- Participate in class activities
- Complete work with best effort
- Ask for help politely
- Wash hands or use hand sanitizer regularly

**Tell**

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**Show**

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**Do**

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**Practice & Follow Through**

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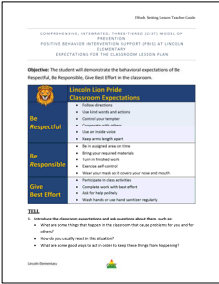
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Tell

Show

Do

**Practice & Follow Through**

- Students rehearse demonstrating expectations
- Students practice in hypothetical situations
- Incidental teaching
- Reinforce!

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**Demonstrating our Lincoln Expectations in the CLASSROOM**


**What does Responsibility in the CLASSROOM mean?**

- Listen to and follow directions
- Arrive on time and be in assigned area when bell rings
- Bring required materials and completed homework
- Stay engaged in classroom instruction and activities
- Arrive at classroom assignments before asking for help
- Accept positive and negative responsibility for your actions

**Other ideas...**

- Videos
- Announcements
- Virtual assemblies
- Link teaching of classroom routines to school-wide expectations

**What are some things that happen in the CLASSROOM that cause problems for you and others?**

**How do you usually react in these situations?**

**What are some good ways to act in order to keep these things from happening?**

**Role Play!**

Math is not your favorite subject, and the teacher just assigned a group project. A good friend of yours is in your group and keeps talking with you about weekend plans, while a few of your peers are staying on task to complete the assignment. How should you proceed?

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## Tips for engaging instruction

- Explain the *why*...  
...and help students think about their *why*



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### Tips for engaging instruction

- Explain the *why*...  
...and help students think about their *why*
- Pacing, pacing, pacing



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### Tips for engaging instruction

- Explain the *why*...  
...and help students think about their *why*
- Pacing, pacing, pacing
- Active student participation
  - Low-intensity strategies
  - ...opportunities to respond
  - ...instructional choice



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### Tips for engaging instruction

- Explain the *why*...  
...and help students think about their *why*
- Pacing, pacing, pacing
- Active student participation
  - Low-intensity strategies
  - ...opportunities to respond
  - ...instructional choice
- Make it *fun*!



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**Low**

**ci3t: Integration at Tier 1**

Formalizing District Expectations and Supports for Classroom Management to Facilitate Instruction

RESEARCH STRATEGIES FOR IMPROVING CLASSROOM MANAGEMENT

What if students need more than Tier 1?

Refer to your ci3t Implementation Manual for Tier 2 and Tier 3 links

**AREA I: ACADEMICS**  
Instructional and Professional Learning

**Instructional Delivery (Left Column)**

1. Integrated curricula
2. Varying Instructional Delivery Models
3. Incorporating Instructional Strategies
4. Differentiate the learning
5. Assess and respond to the student
6. Use low-stimulus strategies
7. Include elements of instruction that promote intrinsic motivation, control, challenge, variety, and personalization

**AREA II: BEHAVIOR**  
Formalizing Expectations of Classroom Management (Center Column)

**Building the Base: What do students know about managing behavior?** (e.g., function, reinforcement, shaping)

**Proactive**

1. Establish explicit classroom expectations
2. High expectations for all
3. Teach expectations in the expectation phase
4. Teach routines and procedures (e.g., entering classroom)
5. Use low-stimulus strategies during instruction
6. Reinforce positively

**Reactive**

1. Defining off-task behavior
2. Defining appropriate behavior
3. Defining appropriate meeting expectations
4. Defining appropriate behavior
5. Defining appropriate and first teaching
6. Defining appropriate and first teaching

Refer to your ci3t Implementation Manual for Tier 2 and Tier 3 links

For more information, please visit [ci3t.org](http://ci3t.org)

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**Professional Learning Resources**  
[ci3t.org/pl](http://ci3t.org/pl)

**TIERED INTERVENTION LIBRARY**

Learn more about Tier 2 and Tier 3 strategies and interventions below by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/or Microsoft Word documents of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more.

**Professional Learning**

- Active Supervision
- Behavior Contracts
- Behavior Education Program (BEP) Check-In, Check-Out (CICO)
- Behavior Specific Praise (BSP)
- Classroom Behavior Procedures
- Instructional Feedback
- Opportunities to Respond (OTR)
- Prevention
- Referred Readings
- Self-Monitoring
- Self-Regulated Strategies Development (SRSD) For Writing
- Tier 3 Individual De-Escalation Support Plan for Managing the Active Out Cycle

**Instructional Choice**

- PowerPoint presentation
- Intervention grid: PDF or MS-Word
- Implementation checklist
- Treatment integrity checklist
- Social validity: student forms
- Social validity: adult forms
- Resource guide
- Tic-tac-toe choice template

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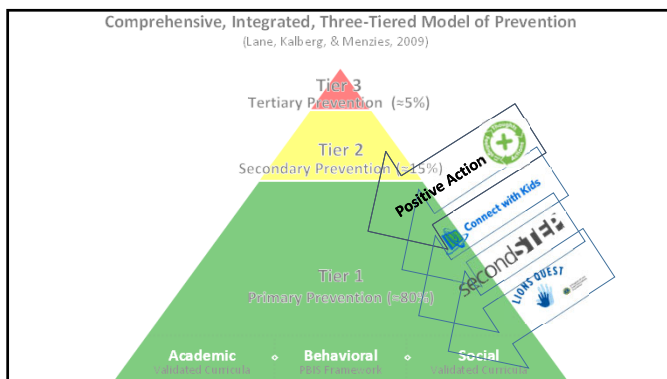
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### Ci3T: Integration at Tier 1

Formalizing **Behavioral Expectations** and **Supports for Classroom Management** to Facilitate Instruction

**Area I: Academics**  
Instructional and Professional Learning

**Instructional Delivery Life Cycle\***

1. Integrated Lesson Plan
2. Having Instructional Delivery Models
3. Incorporating Instructional Strategies
4. Selecting the Strategy
5. Assessing the Strategy
6. Use low-stimulus strategies
7. Include elements of instruction that promote intrinsic motivation, control, challenge, variety, and personalization

**Area II: Behavior**  
Formalizing Expectations of Classroom Management (Center Column)

**Building the Base** What needs to be done about changing behavior? (e.g., function, reinforcement, shaping)

**Proactive**

1. Develop positive classroom climate
2. High effective classroom management
3. Teach expectations in the expectation phase
4. Teach routines and procedures (e.g., morning transitions)
5. Use low-stimulus strategies during instruction
6. Reinforce positively

**Reactive**

1. Defining off-task behavior
2. Defining on-task behavior
3. Defining successful behavior
4. Defining attention
5. Defining independence and task holding

\*\*Building fluency in responding to challenging behavior across phases involves mastery across situations

For more information, please visit [ci3t.org](http://ci3t.org)

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## Integrated Lesson Planning

**Core Lesson Elements**

Topic	Standards	Core Lesson Elements	Academic Objectives	Social Skills Objectives	Behavioral Expectations	Supporting Activities/Exercises

**Teacher Reflection**

What went well in this lesson?	What challenges did you face?	What would you change in this lesson?

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## Integrated Lesson Planning

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Unit: \_\_\_\_\_

Integrated Lesson Plan

Topic	Standards	Core Lesson Elements	Academic Objectives	Social Skills Objectives	Behavioral Expectations	Supporting Activities/Exercises

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## Integrated Lesson Planning

Date: _____		Class: _____		Unit: _____	
Topic: _____		Integrated Lesson Plan			
Standards				Active Supervision	Behavior Specific Praise
				High-P Request Sequence	Instructional Choice
				Instructional Feedback	Opportunities to Respond
				Prerequisite	
Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion	
Academic Objective(s)				Differentiated Objectives	
Social Skills Objective(s)					
Behavioral Expectation(s)					
				Adapted or Assistive Technologies	

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Standards				Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Prerequisite
Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion						
Academic Objective(s)				Differentiated Objectives						
Social Skills Objective(s)										
Behavioral Expectation(s)										
				Adapted or Assistive Technologies						
Materials & Technology				Instructional Choices						
Opening Activity (Independent)										

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## Integrated Lesson Planning

Date: _____		Class: _____		Unit: _____	
Topic: _____		Integrated Lesson Plan			
Standards				Active Supervision	Behavior Specific Praise
				High-P Request Sequence	Instructional Choice
				Instructional Feedback	Opportunities to Respond
				Prerequisite	
Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion	
Academic Objective(s)				Differentiated Objectives	
Social Skills Objective(s)					
Behavioral Expectation(s)					
				Adapted or Assistive Technologies	
Materials & Technology				Instructional Choices	
Opening Activity (Independent)					

Date: _____		Class: _____		Unit: _____	
Topic: _____		Integrated Lesson Plan			
Standards				Active Supervision	Behavior Specific Praise
				High-P Request Sequence	Instructional Choice
				Instructional Feedback	Opportunities to Respond
				Prerequisite	
Core Lesson Elements		Tier 1 (for all)		Equitable Access and Inclusion	
Academic Objective(s)				Differentiated Objectives	
Social Skills Objective(s)					
Behavioral Expectation(s)					
				Adapted or Assistive Technologies	
Materials & Technology				Instructional Choices	
Opening Activity (Independent)					

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### Integrated Lesson Planning

Date:	Class:	Unit:
<b>Introduction:</b> 1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary		
<b>Practice sequence</b> 1. Modeling 2. Guided practice 3. Independent practice	<b>Read/Write, Additional Instruction</b>	
	<b>Differentiation (content/process)</b>	
<b>Closing Activity</b> 1. Review/Assessment 2. Connection to future learning	<b>Student Check-out</b>	
<b>Teacher Reflection</b>		

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### Integrated Lesson Planning

Date:	Class:	Unit:
<b>Introduction:</b> 1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary		
<b>Practice sequence</b> 1. Modeling 2. Guided practice 3. Independent practice	<b>Read/Write, Additional Instruction</b>	
	<b>Differentiation (content/process)</b>	
<b>Closing Activity</b> 1. Review/Assessment 2. Connection to future learning	<b>Student Check-out</b>	
<b>Teacher Reflection</b>		

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### Integrated Lesson Planning

Date:	Class:	Unit:
<b>Introduction:</b> 1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary		
<b>Practice sequence</b> 1. Modeling 2. Guided practice 3. Independent practice	<b>Read/Write, Additional Instruction</b>	
	<b>Differentiation (content/process)</b>	
<b>Closing Activity</b> 1. Review/Assessment 2. Connection to future learning	<b>Student Check-out</b>	
<b>Teacher Reflection</b>		

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Lesson vocabulary																																			
Practice sequence		Scaffolding, Additional Instruction																																	
1. Modeling																																			
2. Guided practice																																			
3. Independent practice																																			
Closing Activity		Differentiation (content/process)																																	
1. Review/Assessment																																			
2. Connection to future learning																																			
		Student Check-out																																	
<b>Teacher Reflection</b> Implementation: (most of it, limited, important, full) <table border="1"> <thead> <tr> <th>Active Supervision (AS)</th> <th>Behavior Specific Praise (BSP)</th> <th>High-P Request Sequence (HRS)</th> <th>Instructional Choice (IC)</th> <th>Instructional Feedback (IF)</th> <th>Opportunities to Respond (OTR)</th> <th>Pre-correction (PC)</th> </tr> </thead> <tbody> <tr> <td>0 1 2 3</td> <td>0 1 2 3</td> <td>0 1 2 3</td> <td>0 1 2 3</td> <td>0 1 2 3</td> <td>0 1 2 3</td> <td>0 1 2 3</td> </tr> </tbody> </table> Met individual student plan for academic, social skills, and behavioral supports: 0 1 2 3 What went well? What did not go as expected? What would I change in the future?																						Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Pre-correction (PC)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Pre-correction (PC)																													
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3																													

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## Reinforcing Students' Behavior for Meeting Expectations

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Procedures for Reinforcing
<b>Faculty and Staff: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:</b> <ul style="list-style-type: none"> <li>Raffle of Ci3T parking spot (awarded to the teacher who provided the ticker to the student winner)</li> <li>School-wide drawings for students – also reward teacher who gave the PBIS ticket to selected student</li> </ul>
<b>Students: Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:</b> <ul style="list-style-type: none"> <li>Students participate in providing feedback for reinforcements</li> <li>Intermittent reinforcement of expectations with behavior specific praise and PBIS tickets</li> <li>PBIS tickets exchanged for donated tangible and non-tangible choices (privileges, time with teachers, art lessons, special PE time, postcards or phone calls home), allowing students to access or avoid attention, tangibles/activities, and sensory experiences</li> <li>Each teacher will have a classroom menu (student choice of items on menu)</li> </ul>

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## Reinforcement and behavior ...what do we mean?



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## Reinforcement and behavior ...what do we mean?



**Reinforcement:** "the action of strengthening or encouraging something"

-Merriam Webster

**Reinforcement:** consequence that "increases the future frequency of that type of **behavior** under similar conditions"

-Cooper, Heron, & Heward (2020)



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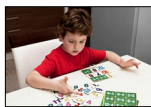
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## Reinforcement and behavior ...what do we mean?

**Behavior:** "the activity of living organisms; human behavior includes everything that people do"

-Cooper, Heron, & Heward (2020)



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## Reinforcement and behavior ...what do we mean?

Behavior is...

- **Communication**
- **Functional** (it serves a purpose!)

	Access	Avoid
Attention		
Activity / tangible		
Sensory		

Behavior is not...

- "Good" or "bad" (though it can be "helpful" or "harmful")



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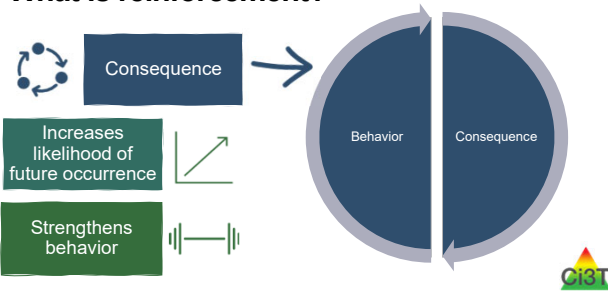
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## What is reinforcement?



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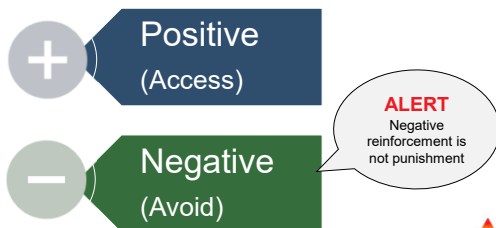
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## What is reinforcement?



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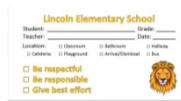
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## What's in a ticket?

- "An object awarded contingent on appropriate behavior and that serves as the medium of exchange for...reinforcers"
- Cooper, Heron, & Heward (2020)



Tickets are a tool for  
**communicating**  
successful use of a behavior



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## Tips for using tickets to communicate effectively



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## Ticket tips...

- Teach expectations
- Reinforce behaviors when students meet expectations

Lincoln Lion PRIDE! Lincoln Elementary Expectation Matrix				
Discipline	Behavior	Guidelines	Progression	Rest & Return
Be RESPECTFUL	Follows directions	Follows directions	Follows directions	Follows directions
	Follows directions	Follows directions	Follows directions	Follows directions
Be RESPONSIBLE	Follows directions	Follows directions	Follows directions	Follows directions
	Follows directions	Follows directions	Follows directions	Follows directions
Give BEST EFFORT	Follows directions	Follows directions	Follows directions	Follows directions
	Follows directions	Follows directions	Follows directions	Follows directions



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## Ticket tips...

- Pair tickets with behavior-specific praise

**Behavior-specific praise:** praise statements that include reference to the specific behavior for which the student is being recognized

(Brophy, 1981; Sutherland, Wehby, & Copeland, 2000)

- Use as near to the occurrence of the behavior as possible



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## Ticket tips...

- Offer a variety of opportunities for students to exchange tickets
- Consider mapping opportunities onto a function matrix to ensure all possible functions are considered

In-person/Hybrid Reinforcer Menu				
Lincoln Elementary School				
Be Respectful • Be Responsible • Give Best Effort				
	Access/Get/Receive		Avoid/Pass/Skip	
 Social	5 min game with a friend	3	Learning pool pass for independent work time	3
	5 min game with your teacher	5	5 min extra quiet time	5
	School page shoutout	5		
 Academy/Engage	Class jobs	2	Selecting evens or odds	5
	Class dance party	10	Late assignment pass	2
	Class game	10		
 Sensory	Choose a GoNoodle Song	5	Barefoot hour	4
	Work with music in background on headphones	2	Silent activity	10

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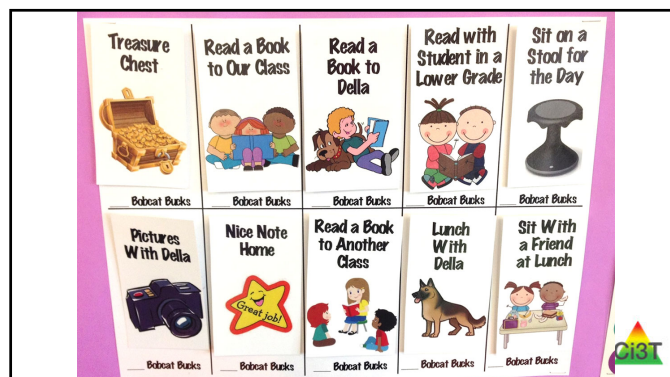
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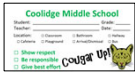
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## Ticket tips...

### How often should I be giving tickets?

- 4:1 positive to negative feedback ratio
- Tickets should be given sporadically so students do not "expect" to get a ticket for meeting expectations



+ BSP or BSP

- Feedback can be verbal or nonverbal responses contingent on behavior. Feedback is more than a reinforcer or punisher; it is a powerful tool to guide future behavior and learning.



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## Ticket tips...

- The goal is to fade and transition to natural reinforcers



- Faded but not forgotten...even as the rate of reinforcement goes down be sure to keep a functioning system. It's likely some students will still need high rates!



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## Ticket tips...some dos and don'ts

### Avoid...

"If you follow directions, I'll give you a ticket"

"You got the correct answer, you get two tickets!"

"You can't earn tickets behaving that way"

### Instead, try..

"Remember, the expectation is to..."

"I love that participation – and I can tell you've been paying attention. Awesome job!"

Find a different student who is following expectations. Acknowledge their behavior!



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## Frequently Asked Questions

- Why should we reward students for meeting expectations?  
People don't get rewards in 'real life'...
- Does providing reinforcement reduce intrinsic motivation?
- Can I just use group rewards?



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Talk Time	
Teaching	Reinforcing
<ul style="list-style-type: none"> <li>• What are your plans for teaching expectations to your students?</li> <li>• What are your plans for utilizing integrated lesson planning?</li> <li>• What support do you need from your Ci3T Leadership Team?                             <ul style="list-style-type: none"> <li>• Signage?</li> <li>• Lesson plans?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What are your plans for reinforcing students?</li> <li>• Consider the types of reinforcement (social/attention, tangible/activity, sensory)...which ones do you need to do some brainstorming on to provide?</li> <li>• How would you support a colleague who requested assistance with procedures for reinforcing?</li> </ul>



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## Responding to Challenging Behaviors

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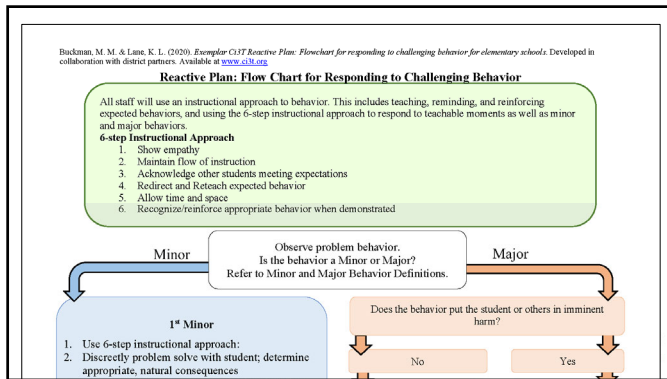
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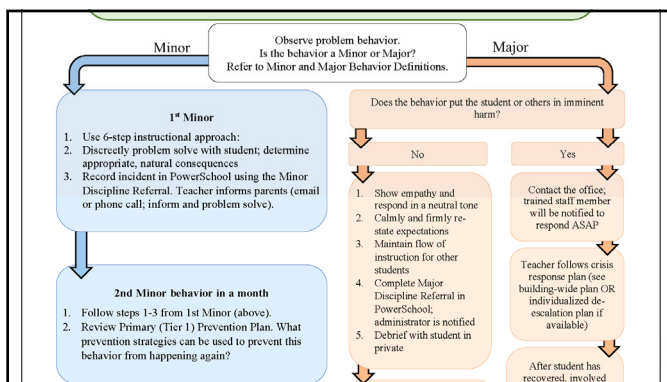
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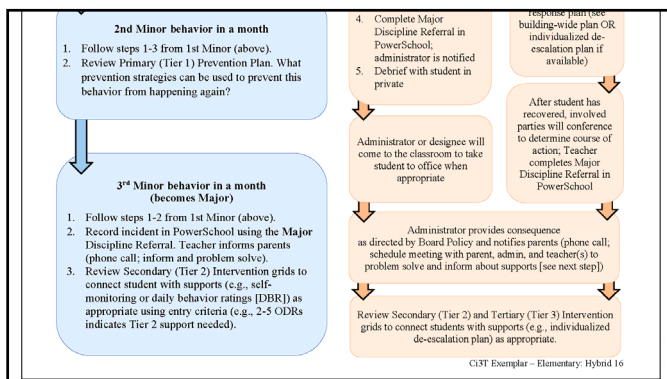




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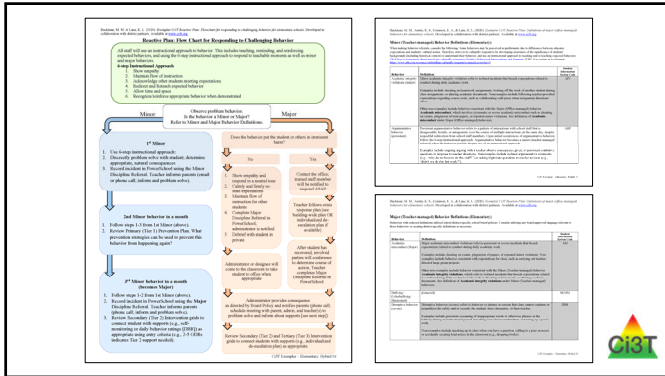


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**2021-2022 EMPower**

February 17, 2022  
5:00-7:00 PM CST

**Where did that come from? Understanding and Managing Acting Out Behavior**

We focus on using de-escalation plans (Tier 3 intervention) to support students who engage in challenging behavior. We provide information on the different phases of acting out behavior and practical strategies for responding in each phase. Click [here](#) to register

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Secondary Intervention Grid				
Support	Description	Intervention	Goal	Exit Criteria
Supportive Club	Students who are struggling with social skills and self-regulation are provided with a supportive club. The club provides a safe space for students to practice social skills and self-regulation.	Supportive Club	Students will practice social skills and self-regulation.	Students will practice social skills and self-regulation.
Self-Check-In Check-Out	Students who are struggling with self-regulation are provided with a self-check-in check-out. The self-check-in check-out provides a safe space for students to practice self-regulation.	Self-Check-In Check-Out	Students will practice self-regulation.	Students will practice self-regulation.
Teacher's Breakout Social Skills Club	Students who are struggling with social skills and self-regulation are provided with a teacher's breakout social skills club. The club provides a safe space for students to practice social skills and self-regulation.	Teacher's Breakout Social Skills Club	Students will practice social skills and self-regulation.	Students will practice social skills and self-regulation.
Behavioral Contract	Students who are struggling with behavior are provided with a behavioral contract. The behavioral contract provides a safe space for students to practice behavior.	Behavioral Contract	Students will practice behavior.	Students will practice behavior.
Self-Monitoring	Students who are struggling with self-monitoring are provided with a self-monitoring. The self-monitoring provides a safe space for students to practice self-monitoring.	Self-Monitoring	Students will practice self-monitoring.	Students will practice self-monitoring.

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ci3t.org/pl

## Tier 2

- A support (not a person)
- Options available via Ci3T Implementation Manual (see Secondary (Tier 2) Intervention Grids)
- Additional support available via ci3t.org/pl

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Direct Behavior Rating (DBR) / Daily Behavior Report	DBR is completed daily by teacher or other school staff during daily observation periods and shared with parents or guardians each day. DBR can be used to monitor one or several target behaviors, such as academic engagement or respect, or can be aligned to schoolwide expectations. At the conclusion of each observation period, the teacher indicates the degree to which the student displayed each behavior, conferences briefly with the student, and sends the form home to parents/guardians to sign.  Access free training and resources at <a href="http://LCConn's DBR site">LCConn's DBR site</a> and at <a href="http://ci3t.org/pl">ci3t.org/pl</a>	<b>Behavior:</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-15 score: Moderate (2-3) <b>or</b> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-15 score: High (4-15) <b>or</b> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 2 <input type="checkbox"/> District Common Assessments (DCAs): Near Mastery on 3 or more standards	<b>Student Performance:</b> <b>Direct Behavior Rating (DBR, example DBR form is linked; completed daily)</b> <b>Treatment integrity:</b> <a href="#">Implementation Checklist</a> <a href="#">Treatment integrity checklist</a> <b>Social Validity:</b> form interview Teacher: <a href="#">RIP-15</a> Student: <a href="#">DBR Student</a>	<b>Meets the following criteria:</b> <b>Behavior</b> Student DBR goals met for 10-12 weeks (team review of progress to determine) <b>or</b> SRSS-E7: Low (0-3) SRSS-15: Low (0-1) <b>and/or</b> No office discipline referrals (ODRs) over 8 weeks <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 1 <b>or</b> <input type="checkbox"/> District Common Assessments: Mastery on the most recent DCAs

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**2020-2021 District Master: Secondary (Tier 2) Intervention Grids**  
Note: Red rows are district-supported Tertiary (Tier 3) interventions.

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Direct Behavior Rating (DBR) / Daily Behavior Report	DBR is completed daily by teacher or other school staff during daily observation periods and shared with parents or guardians each day. DBR can be used to monitor one or several target behaviors, such as academic engagement or respect, or can be aligned to schoolwide expectations. At the conclusion of each observation period, the teacher indicates the degree to which the student displayed each behavior, conferences briefly with the student, and sends the form home to parents/guardians to sign.  Access free training and resources at <a href="http://LCConn's DBR site">LCConn's DBR site</a> and at <a href="http://ci3t.org/pl">ci3t.org/pl</a>	<b>Behavior:</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-15 score: Moderate (2-3) <b>or</b> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-15 score: High (4-15) <b>or</b> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 2 <input type="checkbox"/> District Common Assessments (DCAs): Near Mastery on 3 or more standards	<b>Student Performance:</b> <b>Direct Behavior Rating (DBR, example DBR form is linked; completed daily)</b> <b>Treatment integrity:</b> <a href="#">Implementation Checklist</a> <a href="#">Treatment integrity checklist</a> <b>Social Validity:</b> form interview Teacher: <a href="#">RIP-15</a> Student: <a href="#">DBR Student</a>	<b>Meets the following criteria:</b> <b>Behavior</b> Student DBR goals met for 10-12 weeks (team review of progress to determine) <b>or</b> SRSS-E7: Low (0-3) SRSS-15: Low (0-1) <b>and/or</b> No office discipline referrals (ODRs) over 8 weeks <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 1 <b>or</b> <input type="checkbox"/> District Common Assessments: Mastery on the most recent DCAs

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

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment Based Intervention	A functional assessment is completed to develop an individualized intervention plan. The plan is implemented and monitored. The plan is revised as needed. The plan is evaluated for effectiveness. The plan is shared with parents/guardians.	<b>Behavior:</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-15 score: Moderate (2-3) <b>or</b> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-15 score: High (4-15) <b>or</b> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 2 <input type="checkbox"/> District Common Assessments (DCAs): Near Mastery on 3 or more standards	<b>Student Performance:</b> <b>Direct Behavior Rating (DBR, example DBR form is linked; completed daily)</b> <b>Treatment integrity:</b> <a href="#">Implementation Checklist</a> <a href="#">Treatment integrity checklist</a> <b>Social Validity:</b> form interview Teacher: <a href="#">RIP-15</a> Student: <a href="#">DBR Student</a>	<b>Meets the following criteria:</b> <b>Behavior</b> Student DBR goals met for 10-12 weeks (team review of progress to determine) <b>or</b> SRSS-E7: Low (0-3) SRSS-15: Low (0-1) <b>and/or</b> No office discipline referrals (ODRs) over 8 weeks <b>AND/OR</b> <b>Academic</b> <input type="checkbox"/> AIMSweb Literacy or Math Composite Score: Tier 1 <b>or</b> <input type="checkbox"/> District Common Assessments: Mastery on the most recent DCAs

**Tertiary (Tier 3) Intervention Grids**

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<b>2020 -2021 District Master: Tertiary (Tier 3) Intervention Grids</b> <small>Note: Red rows are district-suggested Tertiary (Tier 3) interventions</small>				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-based Intervention	<p>FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix</i>. The <i>Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including: Method 1: Track the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.</p> <p>See <a href="http://www.ecsl.org/fabi">http://www.ecsl.org/fabi</a> for a detailed, step-by-step process for designing, implementing, and evaluating Functional Assessment-based Interventions.</p>	<p>One or more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: High (9-21)</li> <li><input type="checkbox"/> SRSS-15 score: High (4-15)</li> <li><input type="checkbox"/> 6 or more office discipline referrals (ODRs) within one grading period</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report card: 1 or more course failures</li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<p><b>Student Performance:</b> Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p><b>Treatment Integrity:</b> FABI Step Checklists (<a href="http://ecsl.org/fabi">ecsl.org/fabi</a>)</p> <p><b>Treatment Integrity</b> Checklist</p> <p><b>Social Validity:</b> IRP-15 (teacher) CIRP (student)</p>	<p>The FABI will be faded once (a) a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal, and (b) the behavior objective for the student is met (See Behavior Intervention Plan (BIP)).</p>

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# Functional assessment-based interventions (ci3t.org/fabi)

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# Providing Resources for Families

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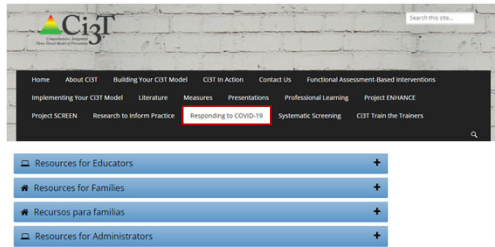
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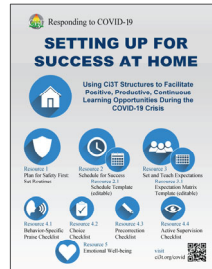
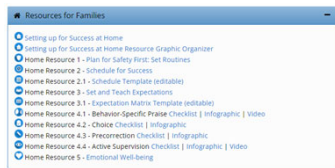
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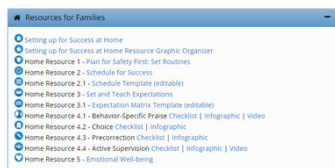
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## ci3t.org/covid – Resources for Families



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## ci3t.org/covid – Resources for Families



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## ci3t.org/covid – Resources for Families

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## ci3t.org/covid – Recursos para familias

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## ci3t.org/covid – Recursos para familias

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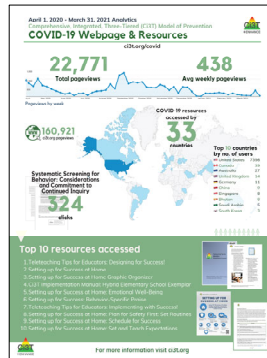
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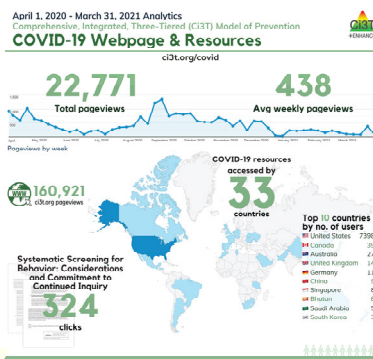
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## ci3t.org/covid - Reach



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Talk Time

Responding to Challenging Behaviors	Providing Resources for Families
<ul style="list-style-type: none"> <li>• Strengths?</li> <li>• Areas in Need?</li> <li>• Professional learning resources available?</li> </ul>	<ul style="list-style-type: none"> <li>• What structures do you have in place for sharing out resources with families?</li> <li>• Which of the resources shared might be beneficial to share with families at your school?</li> <li>• How might you share these resources?</li> </ul>

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## Looking Ahead

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- Resources for Educators
- Resources for Families
- Recursos para Familias
- Resources for Administrators

2021-2022 EMPOWER Professional Learning Series

Presenters: Kathleen Lyons-Lane, Ph.D., Kelli D. O'Leary, Ph.D., Mark W. Budiman, Ph.D., Wendy O'Brien, Ph.D.  
Audience: Practitioner Educators, CTE Leadership, Teacher Mentors, Administrators, related service providers, and community partners.

Location: Zoom    Capacity: 200 attendees    Cost: Free

This series is designed to offer the following 5-hour, closed-door professional learning opportunities during the 2021-2022 school year. Each session provides practical information to build knowledge, skill sets, and confidence in responding to students and families in support of equity, effectiveness, and well-being in and to their schools. All 2021-2022 leadership teams looking to learn, plan, and move into self-optimization for meeting student needs for success. See [ci3t.org/covid](#) for registration and additional information.

Date	Session Description
September 28, 2021 5:00-7:00 PM CST	<b>How to Set Up for Success: Setting Your Own Boundaries</b> We share practical strategies for providing positive and proactive individualized feedback to students. We focus on practices for listening, reflecting, and modeling - including scenarios. <a href="#">Click here to register.</a>
November 18, 2021 5:00-7:00 PM CST	<b>You're Not Your First Year: CTE Mentors to Support Student Success</b> Our group of practice partners for supporting students and sharing expertise will explore effective ways to support students. We will share a comprehensive list of resources for supporting students. The group will discuss the importance of having a plan for success. <a href="#">Click here to register.</a>
January 11, 2022 5:00-7:00 PM CST	<b>How to Set Up for Success: Setting Your Own Boundaries</b> We provide practical strategies for getting started with students, managing the pace and pace of the session, and ensuring that the session is a positive experience. <a href="#">Click here to register.</a>
February 11, 2022 5:00-7:00 PM CST	<b>How to Set Up for Success: Setting Your Own Boundaries</b> We focus on using data to inform practice. We will discuss the importance of having a plan for success. <a href="#">Click here to register.</a>
April 15, 2022 5:00-7:00 PM CST	<b>How to Set Up for Success: Setting Your Own Boundaries</b> We focus on providing a plan for supporting students who are struggling. We will discuss the importance of having a plan for success. <a href="#">Click here to register.</a>

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