Strategies for Classroom and Behavior Management

September 27, 2023
Nur Islamic School of Louisville

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

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Agenda

- Comprehensive, integrated, three-tiered (Ci3T) model of prevention
- Classroom management
  - Classroom climate
  - Physical arrangement
  - Positive approach to discipline
  - Routines and procedures
  - Managing paperwork
- Instructional delivery for behavior management
  - Student engagement and motivation
  - The four Cs: Control, challenge, curiosity, contextualization
  - Instructional models
  - Differentiating content, process, and product
- Proactive techniques
  - Preventing challenging behavior
  - Classroom environment
- Low-intensity strategies
- Wrap up
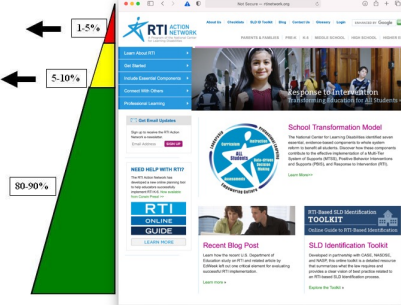
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Intensive, Individual Interventions
•Individual Students
•Assessment-based
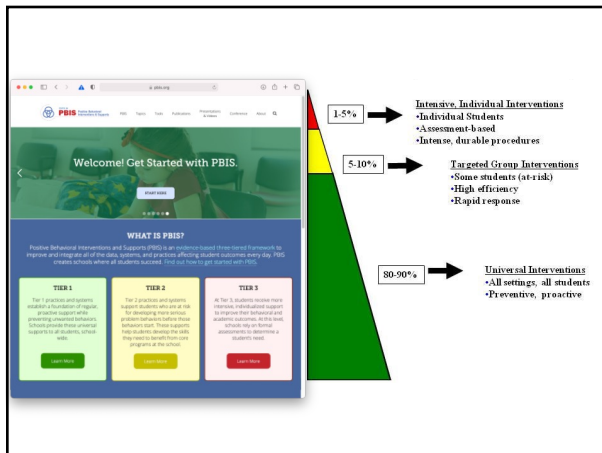•High Intensity
1-5%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
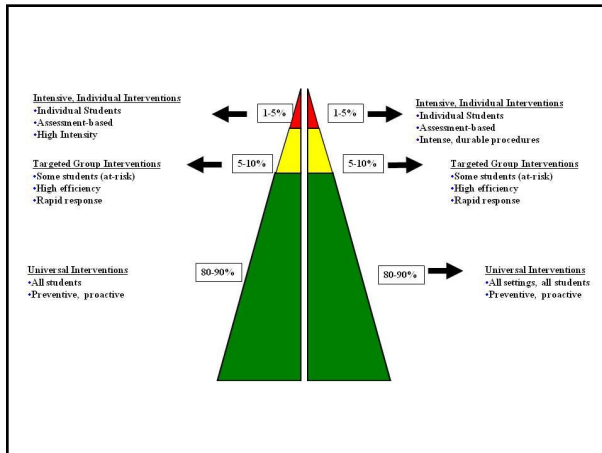5-10%

Universal Interventions
•All students
•Preventive, proactive
80-90%

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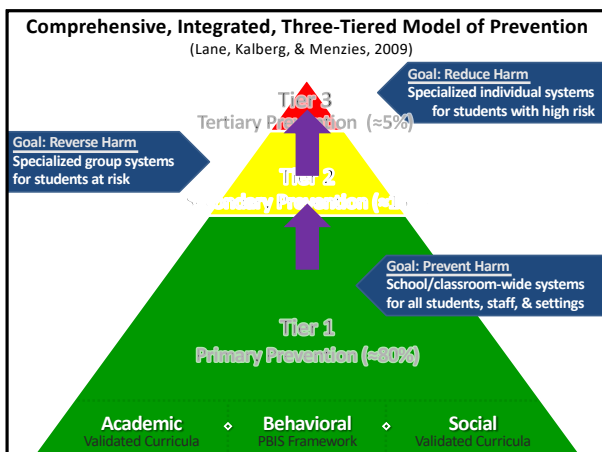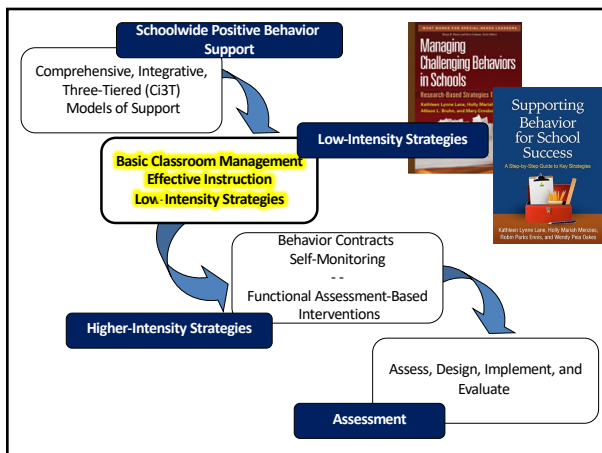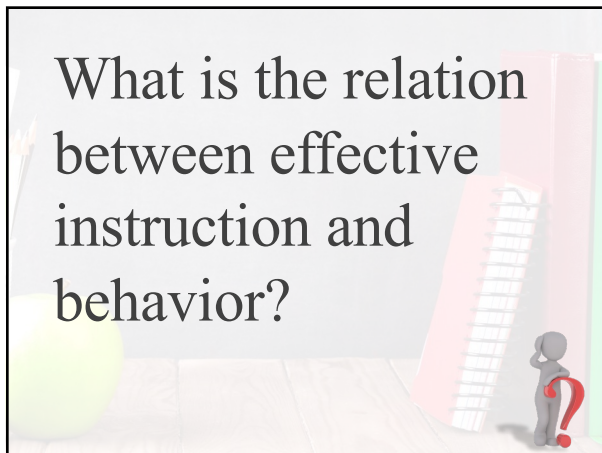## What is the relation between effective instruction and behavior?

8

Teacher-Level Considerations

1. Classroom management
2. Instructional delivery for behavior management
3. Low-intensity strategies

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Slide 10

Ci3T ▲ | Comprehensive, Integrated, Three-Tiered Model of Prevention

Teacher-level consideration no. 1

CLASSROOM MANAGEMENT

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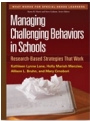
Slide 11

Essential Components of Classroom Management

- Classroom climate
- Physical room arrangement
- Positive approach to discipline
- Routines and procedures
- Managing paperwork

Consideration #1
Classroom Management

Managing Challenging Behaviors in Schools

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Slide 12

Classroom Climate

Classrooms that foster prosocial behaviors have

- an energetic feel with students actively participating
- respectful peer and student-teacher interactions
- teachers who treat each student with kindness and patience

KCU: Classroom Management Items: 2, 12, 13

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Physical Arrangement

- Classroom flow
  - High traffic areas free of obstructions
  - Spacing of students
  - Validity of students and teacher
- Workspace & materials storage
  - Anticipate problem areas (e.g., bottlenecks)
  - Convenient and easy to access
- Room decorating
  - Create a warm and inviting space
  - Carefully consider work to be displayed
  - Model the organization you want to see from students

KEEP AISLE CLEAR

It's not interior decoration, it's stimulus control.

KCU: Classroom Management Items: 5, 14, 15
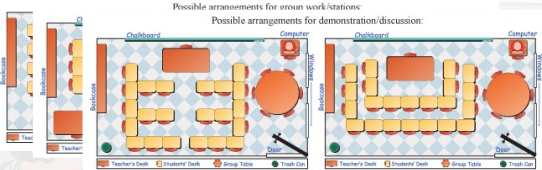
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Physical Arrangement

- Establish the environment as a **prompt** (discriminative stimulus; S^D) for appropriate behavior

Possible arrangements for independent work/tests/beginning of the year/lecture:
Possible arrangements for group work/stations:
Possible arrangements for demonstration/discussion:

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Positive Approach to Discipline

- Effective discipline plans are
  - grounded in evidence-based practices
  - proactive and positive
    - allows teachers to devote a maximum amount of time to instruction
  - implemented using clear expectations and an instructional approach to behavior

KCU: Classroom Management Items 3, 9, 11

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Positive Approach to Discipline

A — Antecedents
B — Behavior
C — Consequences

Function!

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Positive Approach to Discipline

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

Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach
1. Show empathy
2. Maintain flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and Reteach expected behavior
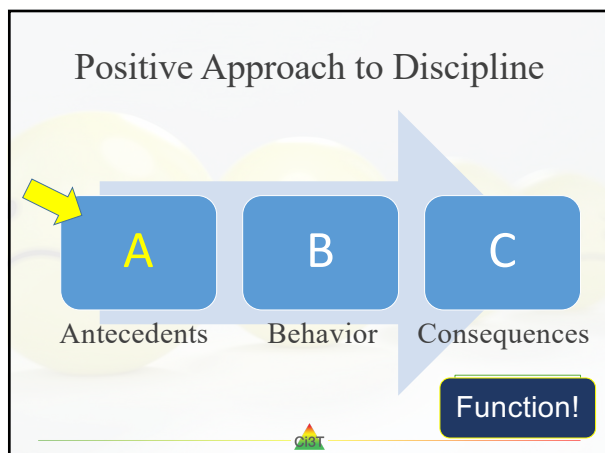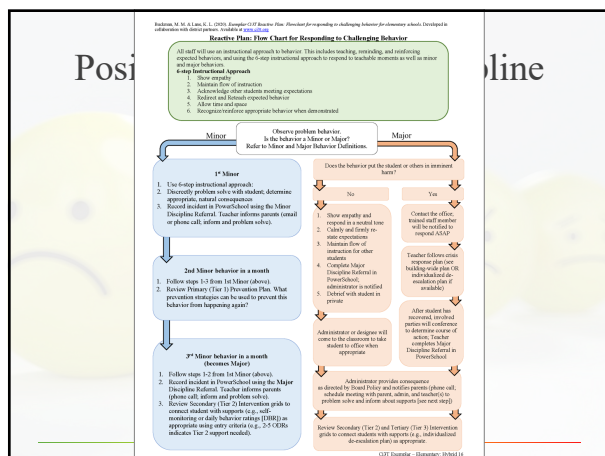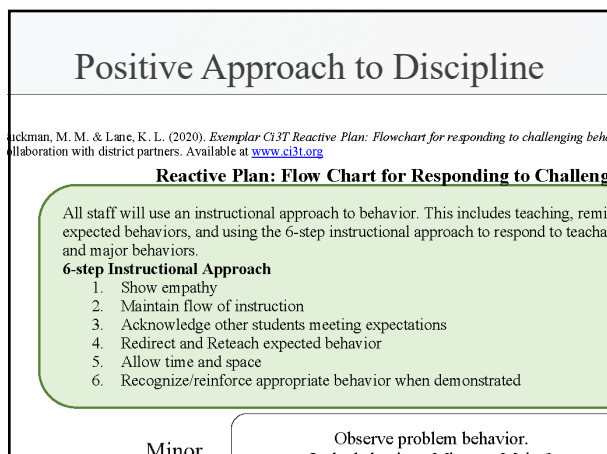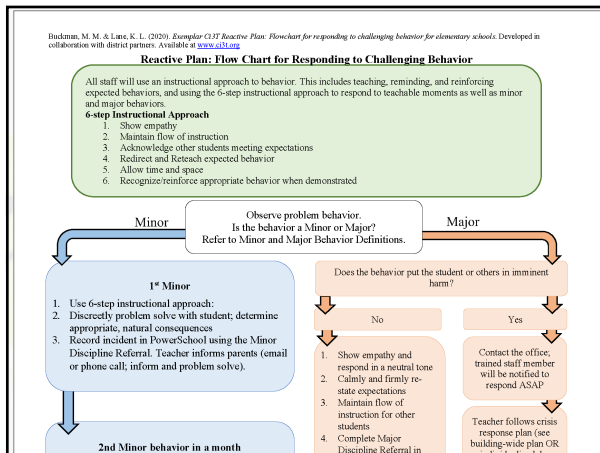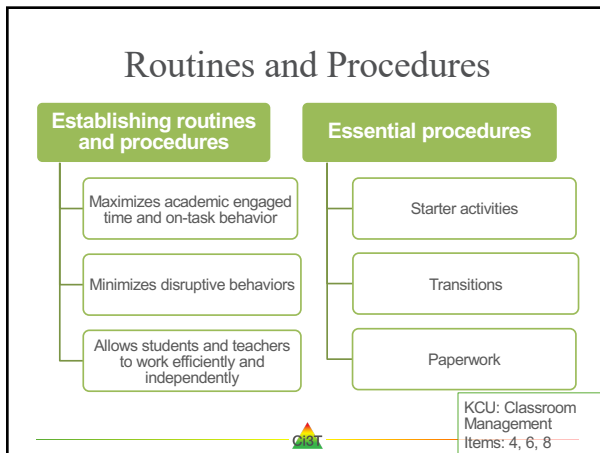5. Allow time and space
6. Recognize/reinforce appropriate behavior when demonstrated

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

Minor — Major

1st Minor
1. Use 6-step instructional approach.
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor Discipline Referral. Teacher informs parents (email or phone call; inform and problem solve).

2nd Minor behavior in a month
1. Follow steps 1-3 from 1st Minor (above).
2. Review Primary (Tier 1) Prevention Plan. What prevention strategies can be used to prevent this behavior from happening again?

3rd Minor behavior in a month (becomes Major)
1. Follow steps 1-2 from Minor (above).
2. Record incident in PowerSchool using the Major Discipline Referral. Teacher informs parents (phone call; inform and problem solve).
3. Review Secondary (Tier 2) Intervention grids to connect student with supports (e.g., self-monitoring or daily behavior ratings [DBR]) as appropriate using entry criteria (e.g., 2-5 ODRs indicates Tier 2 support needed).

Does the behavior put the student or others in imminent harm?

No — Yes

No:
1. Show empathy and respond in a neutral tone
2. Calmly and firmly re-state expectations
3. Maintain flow of instruction for other students
4. Complete Major Discipline Referral in PowerSchool; administrator is notified
5. Debrief with student in private

Administrator or designee will come to the classroom to take student to office when appropriate

Administrator provides consequence as directed by Board Policy and notifies parents (phone call, schedule meeting with parent, admin, and teacher[s] to problem solve and inform about supports [see next step])

Yes:
Contact the office, trained staff member will be notified to respond ASAP

Teacher follows crisis response plan (see building-wide plan OR individualized de-escalation plan if available)

After student has recovered, involved parties will conference to determine course of action, Teacher completes Major Discipline Referral in PowerSchool.

Review Secondary (Tier 2) and Tertiary (Tier 3) Intervention grids to connect students with supports (e.g., individualized de-escalation plan) as appropriate.

Ci3T Exemplar – Elementary: Hybrid 16

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Positive Approach to Discipline

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Reactive Plan: Flow Chart for Responding to Challeng

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Observe problem behavior.

Minor

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

Reactive Plan: Flow Chart for Responding to Challenging Behavior

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3. Maintain flow of instruction for other students
4. Complete Major Discipline Referral in

Yes:
Contact the office; trained staff member will be notified to respond ASAP

Teacher follows crisis response plan (see building-wide plan OR

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Routines and Procedures

Establishing routines and procedures	**Essential procedures**
Maximizes academic engaged time and on-task behavior	Starter activities
Minimizes disruptive behaviors	Transitions
Allows students and teachers to work efficiently and independently	Paperwork

KCU: Classroom Management Items: 4, 6, 8

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Routines and Procedures

- Teaching and modeling
  - Define the procedure
  - Model the procedure to students
  - Provide opportunities to practice
  - Precorrect / prompt students to display behavior
  - Reinforce students who display behavior
    - Behavior-specific praise
  - Follow-up / reteach

KCU: Classroom Management Items: 4, 6, 8

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Managing Paperwork

- Collection and distribution
  - Establish efficient procedures to unobtrusively manage paperwork
  - Have a space to turn in classwork: cubbies, file folders
- Grading
  - Consider types of feedback: self- and peer evaluation, rubrics
- Administrative
  - Develop routines and an organizational system

KCU: Classroom Management Items: 7

Allows more focus on student engagement and monitoring

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Essential Components of Classroom Management

- Classroom climate
- Physical arrangement
- Positive approach to discipline
- Routines and procedures
- Managing paperwork

Proactive!

Consideration #1

Classroom Management
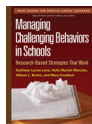
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What are your strengths in the area of classroom management?
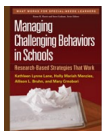
- Classroom climate
- Physical room arrangement
- Positive approach to discipline
- Routines and procedures
- Managing paperwork

00:00

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Three-Tiered Model of Prevention

Teacher-level consideration no. 2

**INSTRUCTIONAL DELIVERY
FOR BEHAVIOR MANAGEMENT**

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Instructional Delivery for Behavior Management

- Student engagement and motivation
- The 4 Cs
  - control, challenge, curiosity, contextualization
- Instructional models
- Differentiating content, process, product

Consideration #2
Instructional Delivery

Managing Challenging Behaviors in Schools
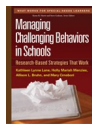
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How motivating is your classroom?

- Consider offer students some choice in how they approach a task
  - Can they choose one activity over another?
  - Can they decide what order to complete tasks?
  - Do they have opportunities to choose what they read or write about?
  - Do they get to study areas of interest in depth?

When students are engaged in their work they have less opportunity and less need to engage in undesirable behaviors.

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The 4 Cs

- Control
- Challenge
- Curiosity
- Contextualization

- Elements of instruction that promote intrinsic motivation

M O T I V A T I O N

KCU: Low-Intensity Strategies Items: 1, 2, 3, 4

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Control – Challenge – Curiosity – Context

Control

- When students are able to exert some autonomy during learning activities, they have increased motivation.

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Control – Challenge – Curiosity – Context

Challenge

- Principle of optimal challenge (Stipek, 1993)
  - desire for tasks that are new or moderately difficult
- Uncertainty about success (Lepper, 1988)
  - but with performance feedback to maintain interest

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Control – Challenge – Curiosity – Context

Curiosity

- Highlight inconsistency or incompleteness of a student's knowledge to prompt curiosity (Lepper, 1988)
  - "You seem to know a lot about this, but have you considered…?"
- Make the topic or activity pertinent or relevant for students
  - Be prepared to answer questions like, "When am I ever going to use this?"
- Start lessons with thought provoking questions (Stipek, 1993)
- Provide background knowledge and encourage students to ask questions

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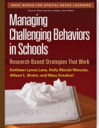
Control – Challenge – Curiosity – Context

Context

- Highlight functionality of activities
  - present in either a naturalistic context or a fantasy context (Lepper, 1988)
- The classroom is often a *decontextualizing* environment

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How do you motivate your students?

Managing Challenging Behaviors in Schools
Research-Based Strategies That Work

- Control
- Challenge
- Curiosity
- Context

00:00

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Instructional Models

Use a variety of instructional models

- Explicit instruction
- Cooperative learning
- Strategy instruction

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Strategies Instruction

- Allows students to monitor their own learning and promotes independence
  – decreases wait time for teacher assistance
  – increases engagement

- Teach through explicit instruction
  – Step-by-step instruction
  – Modeling
  – Guided practice
  – Memorize the strategy
  – Independent practice
  – Fluency with application of strategy

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Self-Regulated Strategy Development
(SRSD)

- Stages:
  – Develop background knowledge
  – Discuss it
  – Model it
  – Memorize it
  – Support it
  – Independent performance

https://iris.peabody.vanderbilt.edu/module/srs/
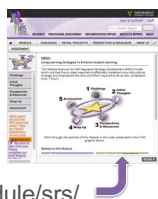
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Strategies

Use self-regulated strategy development
(SRSD) to teach writing strategies
- Narrative
  – POW+WWW What=2 How=2
- Persuasive
  – POW+TREE
- Expository
  – POW+TIDE, POWER

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Narrative & Persuasive Mneumonics

POW

P̲ick my Idea
O̲rganize my N̲otes
W̲rite and S̲ay M̲ore

W-W-W What=2 How=2

W̲ho is the main character?
W̲hen does the story take place?
W̲here does the story take place?
W̲hat does the main character do or want to do; what do other characters do?
W̲hat happens then? What happens with other characters?
H̲ow does the story end?
H̲ow does the main character feel; how do other characters feel

POW
P   Pick my Idea
O   Organize my Notes
W   Write and Say More

TREE

T   TOPIC Sentence
    Tell what you believe!

R   REASONS - 3 or More
    Why do I believe this?
    Will my readers believe this?

E   ENDING
    Wrap it up right!

E   EXAMINE
    Do I have all my parts?

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Differentiation of Instruction

- Content
  – what to teach
- Process
  – how to teach
- Product
  – measuring student understanding

KCU: Instructional
Delivery Strategies
Items: 13, 14, 15
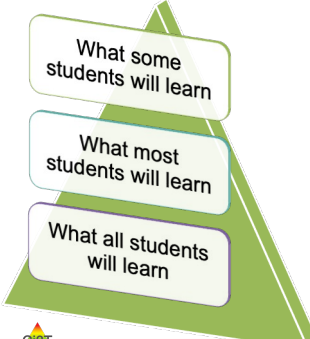
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Differentiating Content

- Planning pyramid
  (Schumm, Vaughn, & Leavell, 1994)
- Learning contracts
- Mini-lessons

What some students will learn

What most students will learn

What all students will learn

KCU: Instructional Delivery Strategies Items: 7, 12

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Differentiating Process

- Simultaneous
  – Providing several activity options available at the same time for students
- Sequential
  – All students are involved in the same activity, but more than one is planned so all students experience several ways of processing the content

(Tomlinson, 2005; Tomlinson & McTighe, 2006)

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Differentiating Process

- Cooperative learning groups
- Computer assisted instruction
- Learning centers
- Writing activities
- Graphic organizers

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Differentiating Product

- Research paper
- Experiment
- Brochure
- Simulation
- Painting/drawing
- Musical performance
- Dance performance
- Boardgame

- PowerPoint
- Theater production
- Readers' theater
- Models
- Demonstration
- Essay
- Video
- Podcast

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Instructional Delivery for Behavior Management

- Student engagement and motivation
- The 4 Cs
  - control, challenge, curiosity, contextualization
- Instructional models
- Differentiating content, process, product

Consideration #2

Instructional Delivery

Managing Challenging Behaviors in Schools
Research-Based Strategies That Work

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How do you differentiate content, process, and product?

00:00

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Proactive Techniques

- Preventing challenging behavior
- Classroom management and effective instruction

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

Goal: Reduce Harm
Specialized individual systems
for students with high risk

Tier 3
Tertiary Prevention (≈5%)

Goal: Reverse Harm
Specialized group systems
for students at risk

Tier 2
Secondary Prevention (≈15%)

Goal: Prevent Harm
School/classroom-wide systems
for all students, staff, & settings

Tier 1
Primary Prevention (≈80%)

| Academic | ◇ | Behavioral | ◇ | Social |
| Validated Curricula | | PBIS Framework | | Validated Curricula |

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Primary Prevention

- All students in a school receive primary prevention
- Strong academic, behavioral, and social skills instructional programs
- Explicit teaching and consistent reinforcement of behavioral expectations
- Proactive approach to discipline: Provide universal supports to prevent undesirable outcomes in academic, behavior, and social domains
  (Lane, Robertson, & Graham-Bailey, 2006)
- For approximately 80-90% of the student body, this is likely to suffice
  (Horner & Sugai, 2015)

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Proactive Techniques

- Classroom climate
- Physical arrangement
- Routines and procedures
- Managing paperwork
- 4 Cs of motivation
- Variety of instructional models
- Differentiation of content, process, and product

Considerations 1 & 2
Classroom Management and Instructional Delivery

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Schoolwide Positive Behavior Support

Comprehensive, Integrative, Three-Tiered (Ci3T) Models of Support

Low-Intensity Strategies

**Basic Classroom Management
Effective Instruction
Low-Intensity Strategies**

Behavior Contracts
Self-Monitoring
- -
Functional Assessment-Based Interventions

Higher-Intensity Strategies

Assess, Design, Implement, and Evaluate

Assessment

Managing Challenging Behaviors in Schools

Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies

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Three-Tiered Model of Prevention

Teacher-level consideration no. 3

LOW-INTENSITY STRATEGIES

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Low-Intensity Strategies

- Proactive, preventative
- Help students avoid inappropriate behaviors
- Teachers create opportunities for positive student responses
- Avert problem situations **before** they occur
  …rather than imposing a consequence after

Consideration #3
Low-Intensity Strategies

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Low-Intensity Strategies

- Active supervision
- Proximity
- Overlappingness and with-it-ness
- Pacing
- Appropriate use of praise
- Opportunities to respond
- Instructional feedback
- Instructional choice

Chapter 4

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KCU: Low-Intensity
Strategies Items: 5, 6

Active Supervision

- Includes scanning, escorting, and interacting with students.
  – instructional time in the classroom, major transitions, recess, special events
- Use in conjunction with precorrection
  – "Students, remember to keep hands and feet to yourself and walk quietly on the right side of the hall on our way to lunch."

Consistent use of these strategies results in a decrease of inappropriate behaviors and an increase in prosocial behaviors that lead to improved academic engagement time and more positive social relationships with adults and peers (Colvin et al., 1997; De Pry & Sugai, 2002).

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Proximity

KCU: Low-Intensity
Strategies Item: 7

- Moving closer to a student who is off task or who appears to be having difficulty staying focused
- Effective means of prompting a student to engage in appropriate behavior
- Quick, efficient way to remind a student to stay on task

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Overlappingness

- Ability to attend to more than one classroom event at a time
  - Ex: paying attention to reading group students while simultaneously noticing and redirecting a disruptive student in another part of the room
- When students think the teacher is focused on one thing and unaware of the rest of the class, a lack of with-it-ness is signaled.

KCU: Low-Intensity
Strategies Item: 8

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With-it-ness

- Being aware of what is going on and in control of the entire classroom
  - Non-example (not with-it): Addressing a minor behavior (talking) and not noticing a more serious one (throwing something).
- Teachers with high levels of with-it-ness have classrooms with significantly lower rates of student misbehavior and higher rates of student engagement
  (Kounin et al., 1966)

KCU: Low-Intensity
Strategies Item: 9

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Pacing

- Moving through a lesson with appropriate momentum facilitates student involvement
  (Englert, 1984; Miller 2009)
- Generally, lessons which are quickly paced help students stay on task

KCU: Low-Intensity
Strategies Item: 10

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Appropriate Use of Praise

- Students value teacher recognition and appreciate teacher feedback that acknowledges their hard work and compliance
- Praise should be specific and provided in response to a particular action
- Praise malleable factors under student control
  – effort over ability

KCU: Low-Intensity
Strategies Item: 11

Praise is a highly effective strategy for shaping student behavior, and can positively affect both academic and social behavior (Sutherland, 2000).

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Behavior-Specific Praise Examples

- "Bob, great job showing your work on your math homework."
- "I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe."

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Opportunities to Respond

- A high number of opportunities to answer or interact with information
  – promotes good behavior
  – increases engagement
  – improves academic outcomes
  – decreases disruptive behavior
    - even with students who have the most resistant behavior problems
- Responses can be verbal, written, a signal, or choral

KCU: Low-Intensity
Strategies Item: 12

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Instructional Feedback

- Providing information about student responses in a positive, supportive manner
  – Finding something to genuinely praise first
  – Then clarifying a misunderstanding
  – Redirecting to a strategy
- Respond to questions with **new information**, or emphasize already learned concepts
- Teach more in the same amount of time

KCU: Low-Intensity
Strategies Item: 13

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What is instructional choice?

- Instructional Choice
  – "…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
  – Across-activity choices
  – Within-activity choices

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Examples of instructional choice

Across-activities Choices

- Paper, presentation, or YouTube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day.
- Think-Tac-Toe Boards

Within-activity Choices

- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

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Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors

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What does the supporting research for instructional choice say?

- Increasing engagement and decreasing disruption in elementary self-contained classrooms (Dunlap et al., 1994)
- Increasing time on-task, task completion, and accuracy in residential facilities (Ramsey, Jolivette, Patterson,& Kennedy, 2010)
- Increasing task engagement and improving academic performance in an inclusive setting (Skerbetz & Kostweicz, 2013)

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What are the benefits & challenges?

Benefits
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

Challenges
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments

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How do I implement instructional choice in my classroom? Implementation Checklist

Step 1 — Determine which type of choices you feel comfortable offering and create a menu of choices.

Step 2 — Use the menu to determine which type of choice to add to a particular lesson.

Step 3 — After choice is built into the lesson, offer the established choices.

Step 4 — Ask the student to make his or her choice.

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How do I implement instructional choice in my classroom? Implementation Checklist

Step 5 — Provide wait time for the student to select their choice.

Step 6 — Listen to (or observe) the student's response

Step 7 — Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

Step 8 — Reinforce the student's choice, providing them with the option they selected.

70
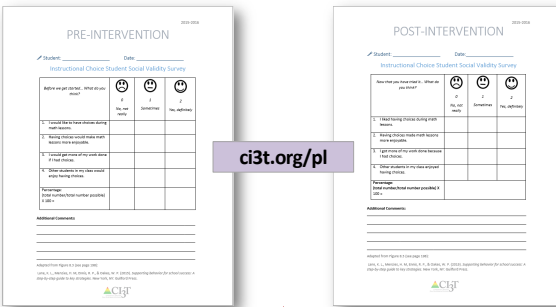
How do I implement instructional choice in my classroom?
Implementation Checklist

Step 9 — Offer students an opportunity to give feedback on the choice they selected.
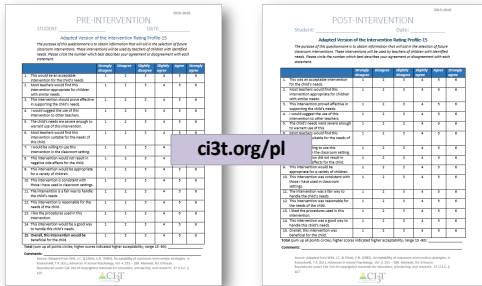
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What does the student think about it?

PRE-INTERVENTION

Instructional Choice Student Social Validity Survey

POST-INTERVENTION

Instructional Choice Student Social Validity Survey

ci3t.org/pl

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What does the teacher think about it?

PRE-INTERVENTION

Adapted Version of the Intervention Rating Profile 15

POST-INTERVENTION

Adapted Version of the Intervention Rating Profile 15

ci3t.org/pl

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Sample Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: **Behavior:** ☐ SRSS-E7 Score: Moderate (4-8) ☐ SRSS-I5 Score: Moderate (2-3) ___ AND ___ OR **Academic:** ☐ Progress Reports; Successful Learning Behaviors - Targeted for growth ☐ Gradebook: 2+ incomplete assignments	**Student Performance** - Academic engaged time - Percentage of work completed **Treatment Integrity** - Implementation & TI checklist **Social Validity** - Student & teacher pre/post survey (Lane, Menzies, Ennis, & Oakes, 2015)	Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.

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Low-Intensity Strategies

- Proactive, preventative
- Help students avoid inappropriate behaviors
- Teachers create opportunities for positive student responses
- Avert problem situations **before** they occur
  …rather than imposing a consequence after

Consideration #3
Low-Intensity Strategies

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Low-Intensity Strategies

- Which strategies have you used with success? Share tips!
- Which strategies are you considering using?
- How can you teach others about these strategies?

00:00

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Conclusion

- Classroom management strategies effective in maintaining a positive climate and student engagement include:
  - Classroom climate, physical arrangement, a proactive approach to discipline, and managing paperwork
- Effective instructional delivery **is** behavior manaagment
  - The 4 Cs of motivation (control, challenge, curiosity, contextualization), variety of instructional models, differentiate content – process – product
- Low-intensity strategies are a proactive approach to behavior management:
  - Active supervision, proximity, overlappingness and with-it-ness, pacing, praise, opportunities to respond, instructional feedback, and instructional choice
- When low-intensity strategies are used within a well-managed classroom with engaging instruction, most behavior problems will be prevented
  - Students who still display challenging behaviors despite application of these strategies will require more intensive interventions

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A Need for Professional Learning

- On-going, data-informed professional learning
- Orderly, purposeful environments:
  - Foster learning
  - Facilitate increased on-task behavior
  - Promote student success
  - Promote teacher self-efficacy and job satisfaction

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Instructional Choice

Active Supervision

Behavior-Specific Praise

Increased Opportunities to Respond

Consider a book study!
Build school site capacity

Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.

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Recommendations to Consider

1. Build stakeholders' expertise
2. Develop the structures to sustain and improve practices
3. Conduct screenings in a responsible fashion fall, winter, spring
4. Adopt classroom management strategies in your classroom and schoolwide
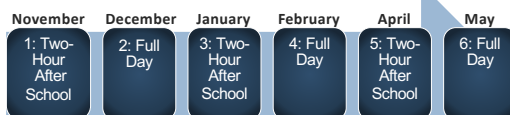5. Implement low-intensity strategies in your classroom and schoolwide

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Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention Professional Learning Series
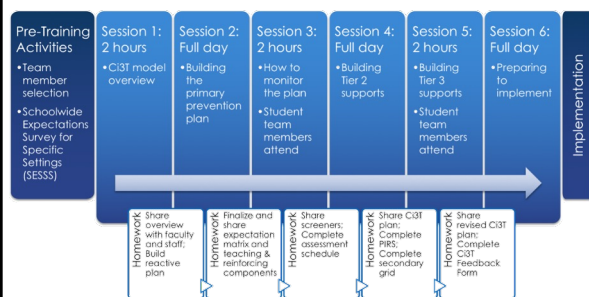
Each school selects a Ci3T Leadership Team to attend the professional learning series. Only they are asked to attend.
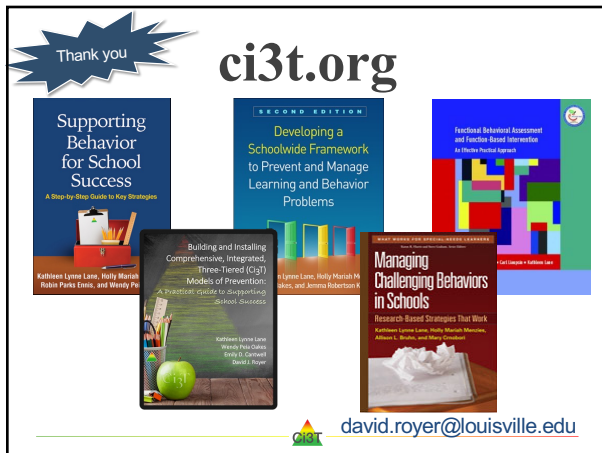
2023-2024 at UofL Shelbyhurst Campus

November	December	January	February	April	May
1: Two-Hour After School	2: Full Day	3: Two-Hour After School	4: Full Day	5: Two-Hour After School	6: Full Day

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Ci3T Professional Learning Series

Pre-Training Activities	Session 1: 2 hours	Session 2: Full day	Session 3: 2 hours	Session 4: Full day	Session 5: 2 hours	Session 6: Full day	
• Team member selection • Schoolwide Expectations Survey for Specific Settings (SESSS)	• Ci3T model overview	• Building the primary prevention plan	• How to monitor the plan • Student team members attend	• Building Tier 2 supports	• Building Tier 3 supports • Student team members attend	• Preparing to implement	Implementation

Homework: Share overview with faculty and staff; Build reactive plan

Homework: Finalize and share expectation matrix and teaching & reinforcing components

Homework: Share screeners; Complete assessment schedule

Homework: Share Ci3T plan; Complete PIRS; Complete secondary grid

Homework: Share revised Ci3T plan; Complete Ci3T Feedback Form

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