


Implementing Tiered Prevention Models: Mapping your Professional Learning Journey




During today's session we will be accessing modules. If you have not done so already, we invite you to visit www.ci3t.org/enhance to complete a one-time registration process!




Comprehensive, Integrated,
Three-Tiered Model of Prevention

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Implementing Tiered Prevention Models: Mapping your Professional Learning Journey

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Comprehensive, Integrated,
Three-Tiered Model of Prevention

This project was funded in part by Project EPIC (USDE, OSEP Award Number: H325D220011) and Project ENHANCE (IES Project Number R324N190002)

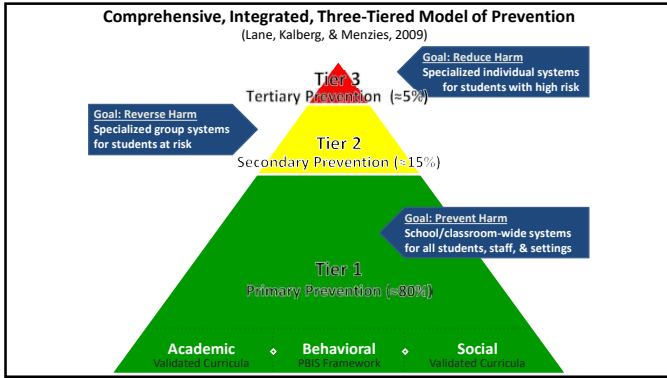
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Agenda

1. Welcome
2. Universal Reinforcement System
3. A Six-Step Instructional Approach for Responding to Challenging Behavior
4. Behavior Specific Praise
5. Break
6. The Tier 2 Process
7. Activity: Mapping your Professional Learning Journey
8. Wrapping Up and Moving Forward



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Mapping Your Professional Learning Journey

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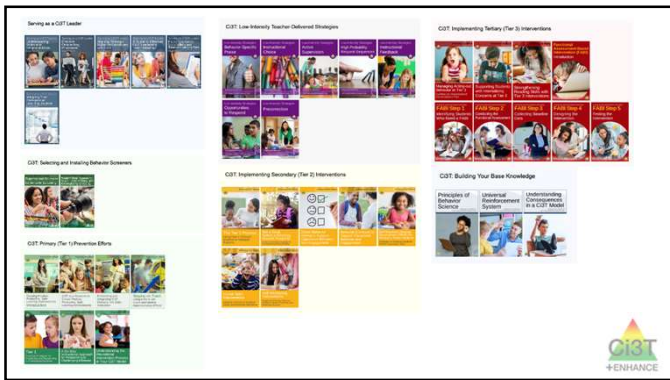
Professional Learning Structures

- Stand-alone PD
- Book / Article / Module Study
- Build into Professional Learning Community (e.g., video, infographic)
- Independent module exploration

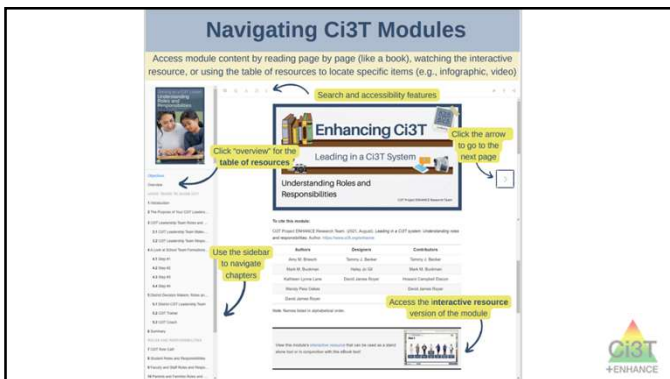
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Verification of Module Completion

Knowledge Check Complete - The Tier 2 Process... 📧 ↶ ↷

SR Survey Response Thank You <noreply@gmailserver.com> Today at 9:48 PM

To: 📍 Sarasin, Elise

Congratulations! You have reached over 90% on this knowledge check, meaning you have completed this module! To add this module to your resume, use the citation below:

Ci3T Project ENHANCE Research Team (2021). The Tier 2 Process: Using Data to Connect Students to Validated Supports. Completed on: November 13, 2024.

We thank you for your efforts!

-Ci3T Project ENHANCE Research Team



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Enhancing Ci3T Modules

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

First time module users for 2024-2025 [view informational letter and register here!](#)



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Session Handout

Presentations:

- Implementing Tiered Prevention Models: Mapping Your Professional Learning Journey
- Implementing Tiered Prevention Models: Mapping Your Professional Learning Journey

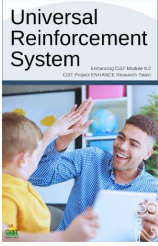
Putting Tiered Prevention Models into Practice: Mapping your Professional Learning Journey



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Universal Reinforcement System



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Context for Simulation

Audience: Pre-K-5 educators



Setting: Back-to-School Professional Development

Module Components:

- Interactive Resource



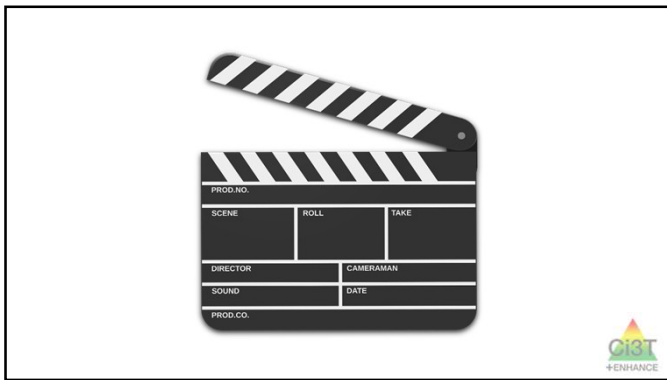
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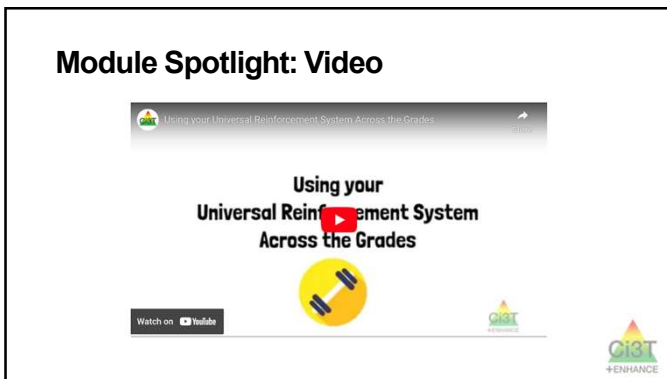
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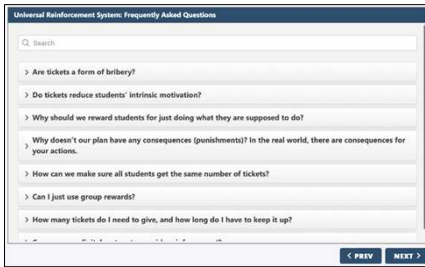
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Module Spotlight: Infographics



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Module Spotlight: Frequently Asked Questions



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Reflect & Connect



00:00

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A Six-Step Instructional Approach for Responding to Challenging Behavior



A Six-Step Instructional Approach for Responding to Challenging Behavior

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Context for Simulation

Audience: Secondary (middle and high school) Educators

Setting: 1 hour Professional Development workshop

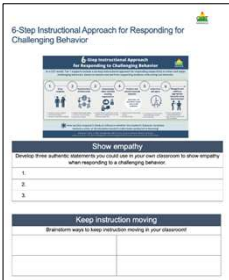

Module Components:

- Infographic
- Video

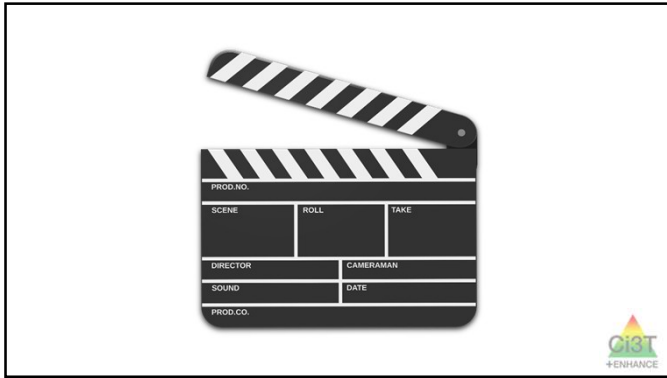


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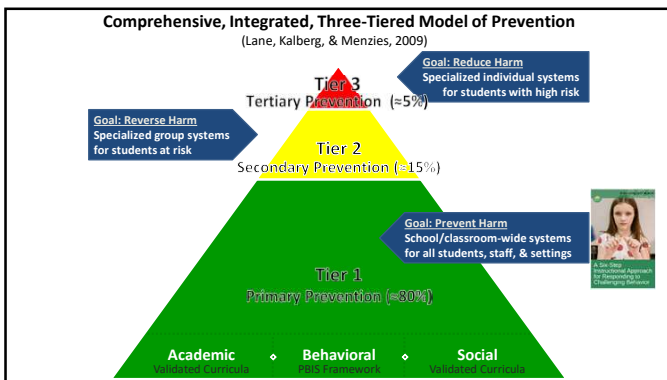
Session Handout

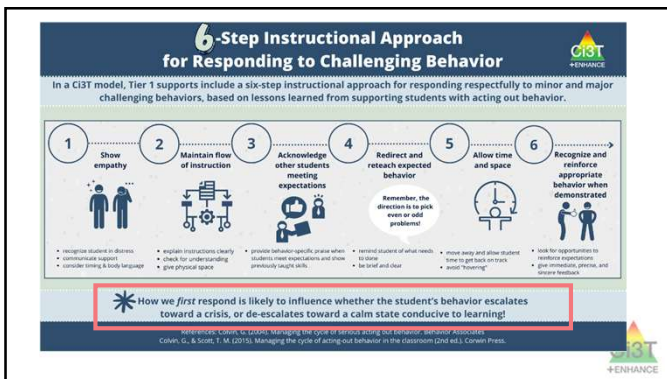
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A 6-Step Approach for Responding to Challenging Behavior





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Step 1: Show empathy




- ✓ What to do
- ✓ Why to do it
- ✓ What to avoid

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Step 1: Show empathy




em • pa • thy

'em-pə-thē • noun


1. the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner

Merriam Webster




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Step 1: Show empathy




What to do
<ul style="list-style-type: none">• Connect privately• Strategically pause instruction• Body language• Verbally acknowledge & validate emotions
Why to do it
What to avoid





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Step 1: Show empathy



What to do
Why to do it
<ul style="list-style-type: none">• Builds relationships• Less likely to lead to escalation
What to avoid



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Step 1: Show empathy



What to do
Why to do it
What to avoid
<ul style="list-style-type: none">• Harsh & public communication• Overbearing• Long winded



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6-Step Instructional Approach: Effectively Showing Empathy

When showing empathy, the first step in our 6-step approach for responding to challenging behavior, we want to be short, to-the-point, and calm. Here are some examples of how and how not to respond with empathy.

AVOID: Being Long-Winded

It looks like you're having a hard day because your head is down, your eyes are closed, and you're not following the direction. Is there anything I can do to help?

Jeremiah, you're normally on point at showing emotional when I going on "story" time. This morning when today, what can I do to help you?

Hey Jerem, I hope you enjoy school a great amount of fun. Sometimes I really want to help you get started with your assignments. What can I do for you today?

INSTEAD: Be Brief


It looks like you're having a hard time getting started. It's come back in a few minutes.

Jeremiah, how can I help you get started on your work today?

I'm sorry that it seems like you're having a tough day. I'm going to take a lap and come back to check in.

* Remember, how we first respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!



for more information and additional resources, visit c3t.org



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Let's Talk!

- **Introduce yourself**
- **Sorting Activity:**
 - Sort the statements into two groups:
 - Examples
 - Non-examples
 - Use your handout to develop a few statements you could use in the moment

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Module Spotlight: Examples to Build into Presentation

The image shows a slide titled "6-Step Instructional Approach for Responding for Challenging Behavior". On the left is a flowchart with steps: 1. Identify the problem, 2. Determine the function, 3. Develop a plan, 4. Implement the plan, 5. Evaluate the plan, 6. Revise the plan. On the right is a screenshot of a presentation grid with various slides.

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Module Spotlight: Simulation & Discussion Guide

Video: A 6-step approach for responding to challenging behavior		Page	Link
Video: How to use the 6-step approach effectively		Page	Link
Check for understanding: 6-step instructional approach		Page	Link
Simulation Mrs. Green and Jack		Page	Link
Simulation Mrs. Lopez and Jack		Page	Link
Simulation discussion guide		Page	Link

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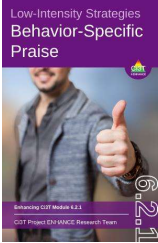
Reflect & Connect

The image shows a slide titled "Reflect & Connect". On the left is a screenshot of a document titled "Putting Tiered Prevention Models into Practice: Mapping your Professional Learning Journey". On the right is a large digital timer showing "00:00". The GIST + ENHANCE logo is in the bottom right corner.

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Behavior Specific Praise



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Context for Simulation

Audience: Educators (PK-12)



Setting: 30-minute Professional Development workshop

Module Components:

- Infographics



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Behavior-Specific Praise

Low-Intensity Strategies
Behavior-Specific Praise

What is Behavior-Specific Praise?

Why should I use Behavior-Specific Praise?

How do I use Behavior-Specific Praise?

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Low-Intensity Strategies Behavior-Specific Praise

What is Behavior-Specific Praise?

Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after being asked. You were really prepared and on task!"

Why should I use Behavior-Specific Praise?

Behavior specific praise is simple, effective when delivered consistently and immediately after desired behavior, no cost, and requires minimal effort. It can be used: (1) as a Tier 1 strategy to increase engagement and prevent challenging behavior; (2) as a Tier 2 intervention; (3) embedded with other Tier 2 interventions; or (4) featured as a component of a Tier 3 intervention for students in need of additional supports.

How do I use Behavior-Specific Praise?

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How do I use Behavior-Specific Praise?

Behavior-specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend sitting on the Buddy Bench to play) behaviors that are malleable (e.g., effort, not ability). Steps include:

1. Evaluate current rates of general and behavior-specific praise (BSP).
2. Identify behaviors to reinforce.
3. Practice delivery of BSP.
4. Observe student behavior.
5. Provide BSP.
6. Monitor BSP Delivery.
7. Seek student input.

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Examples of Behavior-Specific Praise

Behavior Specific Praise

Behavior specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend to play) behaviors that are malleable (e.g., effort, not ability).

Academic

- "Jessie, thank you for being prepared by getting your math folder out during transition."
- "I love how Jessie is waiting patiently with her hand raised to be called on."

Non-academic

- "Great job, Jessie, being a team player by sharing the ball!"
- "Jessie, I like how respectful you were when you asked to use the ball."

Non-behavior Specific

- "Great job, Jessie."
- "You are prepared, Jessie."
- "Way to go!"
- "That was very nice of you, Jessie!"
- "How respectful of you!"

For more information, please visit ci3t.org

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Examples of Behavior Specific Praise

Behavior specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend to play) behaviors that are malleable (e.g., effort, not ability).

Examples: Behavior Specific

Academic

- "Jessie, thank you for being prepared by getting your math folder out during transition."
- "I love how Jessie is waiting patiently with her hand raised to be called on."

Non-Examples: General

Academic

- "Great job, Jessie."
- "You are prepared, Jessie."
- "Way to go!"

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Non-academic

- "Great job, Jessie, being a team player by sharing the ball!"
- "Jessie, I like how respectful you were when you asked to use the ball."

Non-academic

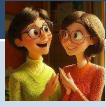

- "That was very nice of you, Jessie!"
- "How respectful of you!"

For more information, please visit ci3t.org

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Let's Talk!

- **Introduce yourself**
 - Your name
 - One behavior you value in the school setting or in your work setting
- **Generating BSP Statement Activity:**
 - Create one BSP statement you could use to recognize someone for demonstrating the behavior your value

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Module Spotlight: Activities

Activity Cards

Use these cards to generate statements for a peer or yourself.

Not work, but...	General Praise
I appreciate you remembering to...	Behavior Specific Praise
Wow, awesome job!	General Praise
Thank you for sharing your passion with me today!	Behavior Specific Praise
Way to go!	General Praise
I really enjoyed working with you on...	Behavior Specific Praise
You're doing great!	General Praise

Behavior Specific Praise

Use this card to generate statements for a peer or yourself.

General Praise

1. I appreciate you remembering to...


2. Wow, awesome job!

3. Thank you for sharing your passion with me today!

4. Way to go!

5. I really enjoyed working with you on...

6. You're doing great!




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Module Spotlight: Videos



What is Behavior-Specific Praise?



Considerations for Behavior-Specific Praise



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Module Spotlight: Family Resources



USING BEHAVIOR-SPECIFIC PRAISE AT HOME
A Step-by-Step Guide for Families

1. Reflect on your current use of general "good job" and behavior specific praise. ("See how you cleaned your room today?")
2. Identify the behaviors you would like your child to do more of in the future.
3. Practice giving behavior specific praise.
4. Notice your child's behavior throughout the day.
5. Provide behavior specific praise when you notice desired behavior.
6. Make a mental note of how often you are giving behavior specific praise throughout the day.
7. Ask your child what they think about receiving behavior specific praise from you.

For additional resources for families, please visit crit.org/voaid

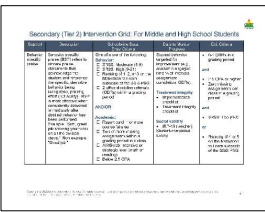


BEHAVIOR-SPECIFIC PRAISE:
A STEP-BY-STEP GUIDE
FOR FAMILIES



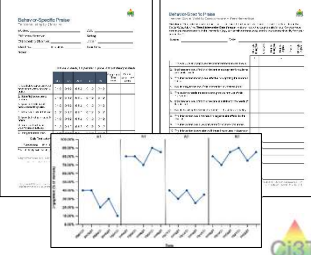
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Module Spotlight: Implementation Resources




Secondary Tier 2 Intervention Grid: For Middle and High School Students

Strat	Strat	Implementation	Expected Outcomes	CRIT Core 4
1. Self-monitoring	2. Self-reinforcement	3. Self-management	4. Self-evaluation	1. Self-awareness




Behavior-Specific Praise form and Data Collection form with a line graph showing trends over time.




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Reflect & Connect




00:00



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Break Time!

00:00



Comprehensive, Integrated
Three-Tier Model of Prevention

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**The Tier 2 Process:
Using Data to Connect
Students to Validated
Supports**



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Context for Simulation

Audience: Second grade teachers

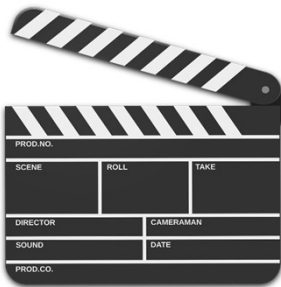
Setting: Professional Learning Community (PLC)

Module Components:

- Activity
- Data Dashboard



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Getting Started with Data-Informed Decision Making



Grade	Math	Reading	Science	History	Art	Music	Physical Education	Health	Language Arts
1
2
3
4
5
6
7
8
9
10
11
12


Grade	Math	Reading	Science	History	Art	Music	Physical Education	Health	Language Arts
1
2
3
4
5
6
7
8
9
10
11
12

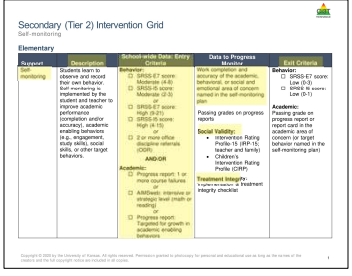
- 1 Review your school's G3T Implementation Manual
- 2 Locate school-wide data
- 3 Document decisions and plan for next steps



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Tier 2 and Tier 3 Intervention Grids



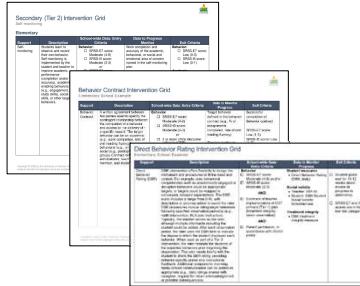


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Selecting an Intervention




How do I decide when the entry criteria are similar for multiple interventions?




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Selecting an Intervention



- Collaborate with families, colleagues, and the student to review available options
- Consider what you know about the student (e.g., strengths, preferences, pre-requisite skills)
- Consider possible function of the behavior
 - Check-In Check Out is may be more effective for students who find accessing adult attention reinforcing
- Consider your own strengths, support available (e.g., coach, professional learning), and feasibility of available options
- Adjust as needed based on pre-intervention social validity



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Let's Practice Together!

The screenshot shows a Google Sheet with a grid of data. The columns include student names, intervention levels (Tier 1, Tier 2, Tier 3), and dates. The data is color-coded, with green indicating positive status and red indicating areas needing attention. The sheet is titled 'C3T Data Dashboard Example' and is set to 'View only' mode.



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Document Decisions and Plan for Next Steps

The screenshot shows a Google Sheet titled 'Tier 2 and Tier 3 Intervention Tracker'. The columns are: Student ID, Last Name, First Name, Tier 2 Interventions, Tier 3 Interventions, Status, Start Date, End Date, Link to Data Repository, and Next Steps & Comments. The sheet is currently empty, ready for data entry.



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Module Spotlight: Video and Infographic to Clarify Tier 2 and Tier 3 Supports



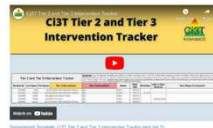
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Module Spotlight: Data-Informed Decision-Making Model and Simulation




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Module Spotlight: Templates and How-To Videos




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Reflect & Connect



00:00



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Behavior Contracts

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Context for Simulation

Audience: Educators

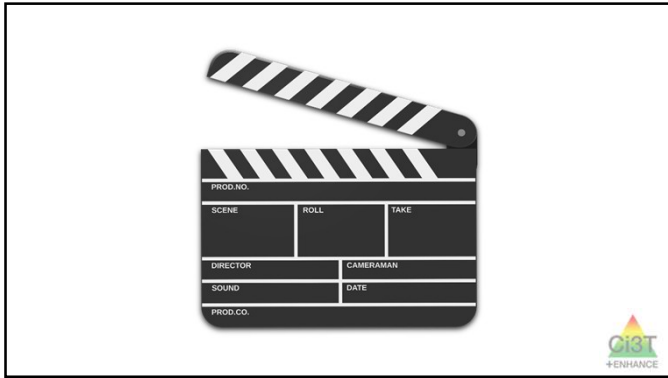
Setting: 45 Minute Professional Development workshop

Module Components:

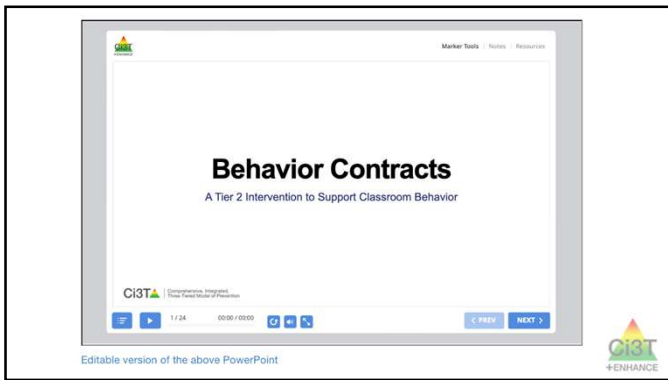
- Tiered Library Strategy PowerPoint
- Behavior Contract Templates



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Behavior Contracts
One-Party Contract Template

1. Name of student, agree to name and define the target behavior (who, what, when, and how)

2. If a complete name the target behavior, name the contingency manager, set details of how the reward will be given (who, what, when, and how)

_____ Name of acknowledgement earned

_____ Name of acknowledgement given (with behavior specific praise)

Day of the Week or Time of Day	Does it behavior occur as a question?	Detail of behavior or general date of opportunity?	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Name, Student _____ Date _____

Name and Role, Contingency Manager _____ Date _____

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Behavior Contracts
 Dual Party (Two-Party) Contract Template

I, Person 1, will describe the target behavior (who, what, when, and how).
 I, Person 2, will describe the target behavior (who, what, when, and how).

Day of the Week or Month of the Year	Date of behavior (Person 1 = record as a question?)	Date of behavior (Person 2 = record as a question?)	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Person 1's Signature _____ Date _____
 Person 2's Signature _____ Date _____

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Behavior Contracts
 Parallel (Two-Party) Contract Template

I, Person 1, will describe the target behavior (who, what, when, and how). When I meet this expectation for one time, I will describe procedures for receiving the behavior (who, what, when, and how).
 I, Person 2, will describe the target behavior (who, what, when, and how). When I meet this expectation for one time, I will describe procedures for receiving the behavior (who, what, when, and how).

Day of the Week or Month of the Year	Date of behavior (Person 1 = record as a question?)	Date of behavior (Person 2 = record as a question?)	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Person 1's Signature _____ Date _____
 Person 2's Signature _____ Date _____

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Behavior Contracts
 Three-Party Contract Template

I, Person 1, will describe the target behavior (who, what, when, and how). When I meet this expectation for one time, I will describe procedures for providing the behavior (who, what, when, and how).
 I, Person 2, will describe procedures to support Person 1's target behavior. When Person 1 meets this expectation for one time, I will describe procedures for receiving the target behavior.
 I, Person 3, will describe procedures to support Person 1's target behavior. When Person 1 meets this expectation for one time, I will describe procedures for receiving the target behavior.

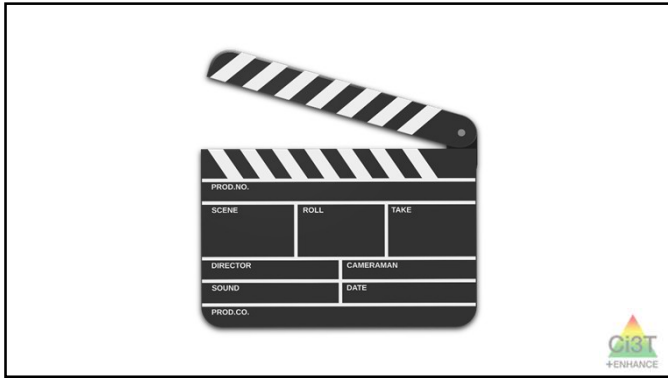
Day of the Week or Month of the Year	Date of behavior (Person 1 = record as a question?)	Date of behavior (Person 2 = record as a question?)	Date of behavior (Person 3 = record as a question?)	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Person 1's Signature _____ Date _____
 Person 2's Signature _____ Date _____
 Person 3's Signature _____ Date _____

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Module Spotlight: Video and Example

Behavior Contracts: An Illustration

Behavior Contract

On 02/19/2025, I, _____, have agreed to the following terms and conditions for my participation in the _____ program. I understand that this contract is a legal document and I agree to abide by its terms.

I agree to follow the following rules and regulations:

1. I will attend all sessions on time.
2. I will participate actively in all activities.
3. I will respect the privacy and confidentiality of all participants.
4. I will not use any electronic devices during sessions.
5. I will not use any profane or abusive language.
6. I will not use any physical force or threats.
7. I will not use any illegal substances.
8. I will not use any weapons.
9. I will not use any other items that are prohibited.
10. I will not use any other items that are prohibited.

I understand that if I violate any of these terms, I may be removed from the program and I may be held liable for any damages or costs incurred.

Signature: _____

Date: _____

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Module Spotlight: Implementation Resources

Behavior Contracts

Form 1.0 (2025)

For: _____

By: _____

Date: _____

1. I will attend all sessions on time.

2. I will participate actively in all activities.

3. I will respect the privacy and confidentiality of all participants.

4. I will not use any electronic devices during sessions.

5. I will not use any profane or abusive language.

6. I will not use any physical force or threats.

7. I will not use any illegal substances.

8. I will not use any weapons.

9. I will not use any other items that are prohibited.

10. I will not use any other items that are prohibited.

Behavior Contracts

Form 1.0 (2025)

For: _____

By: _____

Date: _____

1. I will attend all sessions on time.

2. I will participate actively in all activities.

3. I will respect the privacy and confidentiality of all participants.

4. I will not use any electronic devices during sessions.

5. I will not use any profane or abusive language.

6. I will not use any physical force or threats.

7. I will not use any illegal substances.

8. I will not use any weapons.

9. I will not use any other items that are prohibited.

10. I will not use any other items that are prohibited.

GIST + ENHANCE

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Module Spotlight: Implementation Resources

Behavior Contract Intervention Grid
Essential Skills Review

Support	Intervention	Implementation Data Entry Criteria	Entry Number	Just Cause
Behavior	1. All students will be able to identify and describe the components of a behavior contract. The teacher will provide a behavior contract to the student and the student will be able to identify and describe the components of a behavior contract.	<input type="checkbox"/> 1. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 2. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 3. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 4. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 5. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 6. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 7. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 8. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 9. All students will be able to identify and describe the components of a behavior contract. <input type="checkbox"/> 10. All students will be able to identify and describe the components of a behavior contract.	100%	100%

NINE D

Weekly Group Practice Attendance Rate

GIET +ENHANCE

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Reflect & Connect

00:00

GIET +ENHANCE

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Activity: Mapping your Professional Learning Journey

- We invite you to use this time to:
- Explore module(s)
 - Design professional learning plan

00:00

GIET +ENHANCE



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Wrapping Up and Moving Forward

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Implementing Tiered Prevention Models: Mapping your Professional Learning Journey

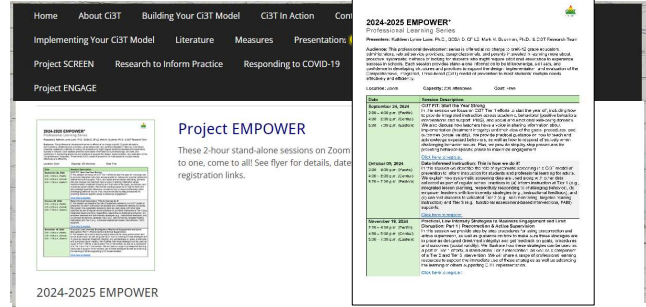



During today's session we will be accessing modules. If you have not done so already, we invite you to visit www.ci3t.org/enhance to complete a one-time registration process!



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Come Join Us! Professional Learning Offerings



2024-2025 EMPOWER

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Come Join Us! Professional Learning Offerings

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2024-2025 Ci3T Trainers and Coaches Calls

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Ci3T.

We offer these calls as a service activity to support those committed to meeting students' multiple needs in academic, behavior, and social domains. Open to all interested parties — to join these calls, please [register here!](#)

Ci3T Trainers and Coaches Calls

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Ci3T.

4:00-5:00 PM Central
Please email Susan Williams
(susi.williams@ci3t.org) for more information

2024-2025 Dates

Aug. 21, 2024 (Wed)
Sept. 04, 2024 (Wed)
Oct. 01, 2024 (Tues)
Nov. 06, 2024 (Wed)
Dec. 03, 2024 (Tues)
Jan. 23, 2025 (Thurs)
Feb. 18, 2025 (Tues)
Mar. 11, 2025 (Tues)
Apr. 16, 2025 (Wed)
May 14, 2025 (Wed)

Scan the QR code or register here!

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Thank you!

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Tag us in your Ci3T highlights, we love to see Ci3T in action!

Follow us on **X** and **Instagram** for updates and new resources!

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