Implementing Ci3T Models: Using Data to Inform Instruction

2025-2026 Ci3T Implementation Professional Learning Series

# Session Logistics

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| **Presenters:** | Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark Buckman, Ph.D., David Royer, Ph.D., BCBA, & Elise Sarasin, M.S.E. |
| **Date:** | 11/13/2025 |
| **Location:** | Zoom |
| **Audience:** | This Ci3T Implementation Professional Learning Session is offered to pre-school, elementary, middle, and high school Ci3T Leadership Team members. We recommend teams attend either the A or B session together in order to have one conversation about plans and next steps. |

# Before the Session: Preparation Steps

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| **Follow Up Item** | **Estimated Time** | **Team Member(s) Responsible** |
| Calendar and complete action items from the session (e.g., finalize implementation calendar) | - | Full Team |
| Complete set-up of your Ci3T Leadership Team Agenda (see module [A Guide to Effective Ci3T Leadership Team Meetings](https://kusurvey.ca1.qualtrics.com/jfe/form/SV_8j1OMbolbru8qhg); p. 11 has an agenda template) | 30 min | Ci3T Team Leader *or* Note Taker |
| At an upcoming faculty and staff meeting: (a) share Ci3T successes, (b) review implementation procedures (e.g., Procedures for Teaching, Reinforcing). | 30 min | Ci3T Team Leader |
| Determine who will act as a Ci3T Treatment Integrity Team Leader for your school (in some districts this is a district-level rather than school-level decision). | 10 min | Full Team |

# During the Session: What to Expect

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| **Agenda** |
| 1. Welcome
2. Preparing to Collect and Use Social Validity & Treatment Integrity Data
3. Systematic Screening in a Ci3T Model of Prevention
4. Using Fall Screening Data to Inform Instruction:
	1. Primary (Tier 1) Prevention Efforts
	2. Teacher-Delivered, Low-Intensity Strategies
	3. Secondary (Tier 2) and Tertiary (Tier 3) Supports
5. Facilitating Clear Communication and Collaborations with Stakeholders
6. Wrapping Up and Moving Forward
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| **Session Description** |
| In this session, Ci3T Leadership Teams will learn about the rationale for – and how to collect, interpret, and share – Ci3T social validity and treatment integrity data to monitor Ci3T plan implementation and determine professional learning needs. Ci3T Leadership Team members will review and interpret student screening data along with other data collected as part of regular school practices to (a) inform instruction at Tier 1 (e.g., integrated lesson planning, respectful responding to challenging behavior), (b) empower teachers with low-intensity strategies (e.g., behavior-specific praise, instructional choice, precorrection, and increased opportunities to respond), and (c) connect students to validated Tier 2 (e.g., self-monitoring, targeted reading instruction) and Tier 3 (e.g., functional assessment-based interventions, FABI) supports. Participants will discuss and make plans to use these data to inform instruction and supports. Session leaders will guide participants in the use of team communication and collaboration to monitor priorities, activities, and progress. Participants will explore professional learning pathways to support individuals with their Ci3T implementation.  |
| **Learning Objectives** |
| 1. Finalize plans to collect and use social validity and treatment integrity data.
2. Interpret fall screening data at the school- and classroom-level to inform professional learning and use of effective practices to support students (e.g., low-intensity strategies, Tier 2 and 3 interventions).
3. Reflect on use of strategies for communicating to and supporting all stakeholders and make adjustments as necessary to support the creation of collaborative, positive, productive, and safe learning environments.
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# Before the Next Session: Next Steps

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| **Follow Up Item** | **Estimated Time** | **Team Member(s) Responsible** |
| Schedule time for your faculty and staff to complete Ci3T Treatment Integrity: Teacher Self-Report & Primary Intervention Rating Scale Survey | 15 min (to schedule) | Ci3T Team Leader |
| Complete Tiered Fidelity Inventory | 60-90 min | Full Team |
| Share systematic screening data, takeaways, and professional learning with faculty and staff (e.g., emphasis on use of teacher-delivered, low-intensity strategies, Tier 2 and Tier 3 strategies) | 15-20 min | Full Team |

2025-2026 Project ENHANCE Professional Learning

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| **Ci3T Implementation Professional Learning Series****Location:** Remote via Zoom**Attended by:** Ci3T Leadership Teams**Sessions A and B are available.** Ci3T Leadership Teams select which one they would like to attend.  |
| **Session** | **Date** | **Times (Session A and B)** |
|  |  | **Pacific** | **Central** | **Eastern** |
| Summer Session | June 18, 2025(Wed) | 7:30 am – 1:30 pm | 9:30 am – 3:30 pm | 10:30 am – 4:30 pm |
| Session 1 | Sept.11, 2025(Thurs) | 10:00 am – 12:00 pm | 12:00 pm – 2:00 pm | 1:00 pm – 3:00 pm |
| 2:30 pm – 4:30 pm | 4:30 pm – 6:30 pm | 5:30 pm – 7:30 pm |
| Session 2 | Nov. 13, 2025(Thurs) | 10:00 am – 12:00 pm | 12:00 pm – 2:00 pm | 1:00 pm – 3:00 pm |
| 2:30 pm – 4:30 pm | 4:30 pm – 6:30 pm | 5:30 pm – 7:30 pm |
| Session 3 | Jan. 13, 2026(Tues) | 10:00 am – 12:00 pm | 12:00 pm – 2:00 pm | 1:00 pm – 3:00 pm |
| 2:30 pm – 4:30 pm | 4:30 pm – 6:30 pm | 5:30 pm – 7:30 pm |
| Session 4 | Mar. 03, 2026(Tues) | 10:00 am – 12:00 pm | 12:00 pm – 2:00 pm | 1:00 pm – 3:00 pm |
| 2:30 pm – 4:30 pm | 4:30 pm – 6:30 pm | 5:30 pm – 7:30 pm |
| Session 5 | Apr. 14, 2026(Tues) | 10:00 am – 12:00 pm | 12:00 pm – 2:00 pm | 1:00 pm – 3:00 pm |
| 2:30 pm – 4:30 pm | 4:30 pm – 6:30 pm | 5:30 pm – 7:30 pm |

## BCBA CEUs

Board Certified Behavior Analysts (BCBAs) attending this session may accrue up to 2 learning continuing education unit (CEUs). Please reach out to Stacie Williams (stacie.w@ku.edu) and Elise Sarasin (elise.sarasin@ku.edu) with questions or for more information.

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| BCBA Task List (6th ed.) |
| C.12 Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints. |
| H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources). |