Implementing Ci3T Models: Planning for the Year Ahead

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:** | 04/14/2026 |
| **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** |
| Confirm plans to support completion of spring screening | 10 min |  Full Team  |
| Refine and implement plans to share resources and support faculty and staff around Tier 2 and Tier 3 supports | 30-60 min | Full Team |
| Make preliminary plans for faculty and staff to complete* Treatment integrity and social validity surveys during the spring timepoint
* Teacher well-being and input measures during the spring timepoint \*for research partners
 | 10 min | Full Team |
| Complete Tiered Fidelity Inventory (TFI) protocols for the spring timepoint | 15-45 min | Full Team |
| In an upcoming faculty and staff meeting, share professional learning resources and opportunities around Tier 2 and Tier 3 interventions (see ci3t.org/enhance and ci3t.org/fabi) | 15-45 min | Ci3T LeadershipTeam Leader |

# During the Session: What to Expect

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| **Agenda** |
| 1. Welcome
2. Procedures for Monitoring
	1. Review your School’s Social Validity & Treatment Integrity Data
	2. Review your School’s Spring Screening Data
3. Planning for the Year Ahead 2026-2027
4. Focusing on Data-Informed Professional Learning
5. Wrapping Up and Moving Forward
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| **Session Description** |
| In this session, participants will review spring social validity, treatment integrity, and screening data. Ci3T Leadership Team members will identify successes and focus areas from these data and make plans to share data with stakeholders. Then, participants will engage in a data-informed planning process for the next school year, including (a) planning professional learning to support implementation across the tiers and (b) identifying potential revisions to their Ci3T Implementation Manual. Finally, Ci3T Team Members will schedule and plan logistical considerations, including professional learning and team meetings for the coming year. Participants will explore professional learning pathways to support individuals with their Ci3T implementation. |
| **Learning Objectives** |
| 1. Interpret social validity, treatment integrity, and spring screening data at the school- and classroom-level to identify successes and focus areas relative to Ci3T implementation.
2. Use needs of faculty, staff, and students – as identified in social validity, treatment integrity, and spring screening data – to inform professional learning for faculty and staff, use of effective practices to support students (e.g., low-intensity strategies, Tier 2 and 3 interventions), and updates to your school’s Ci3T Implementation Manual.
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# Before the Next Session: Next Steps

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| **Follow Up Item** | **Estimated Time** | **Team Member(s) Responsible** |
| **At your next Ci3T Leadership Team meeting:** |
| Begin planning updates to your Ci3T Implementation Manual for next year; consider:* Takeaways from data reviews conducted this year (social validity, treatment integrity, student outcomes)
* District Master updates
 | 30 min | Full Team  |
| Update your Ci3T Leadership Team structures for next year, including membership, meeting dates, agendas | 30 min | Ci3T Leadership Team Leader |
| Plan data-informed professional learning to support your staff in 2026-2027 | 30 min | Full Team |
| **At your next faculty and staff meeting:** |
| Share successes | 5 min | Ci3T Leadership Team Leader |
| Share spring implementation report and screening data | 10 min | Ci3T Leadership Team Leader |
| Share revisions to Ci3T Implementation Manual based on spring data | 10 min | Ci3T Leadership Team Leader |
| Share professional learning resources and opportunities | 10 min | Ci3T Leadership Team Leader |

## 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.) |
| 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) |
| H-6 Make data-based decisions about procedural integrity. |
| H-7 Make data-based decisions about the effectiveness of the intervention and the need for modification. |