Enhancing Ci3T Modules
One-Page Summary Descriptions

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One-Page Summary Descriptions

This document provides a quick introduction to each Enhancing Ci3T Module. Click the table of contents to jump to a specific module. For a more detailed listing of module content and resources, please see the *Enhancing Ci3T Professional Learning Module Organizer* at ci3t.org/enhance.

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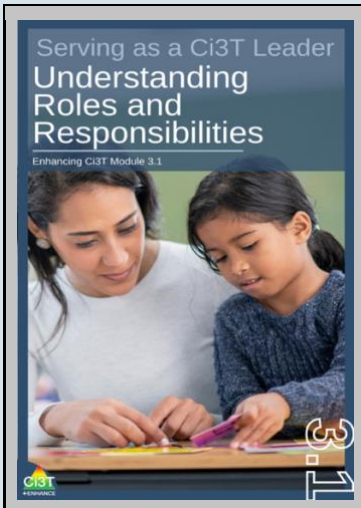
Serving as a Ci3T Leader

Understanding Roles and Responsibilities



Module 3.1 Understanding Roles and Responsibilities

Module Objectives

- Describe the specific roles of Ci3T Leadership Team members.
  - Describe the purpose of the Ci3T Leadership Team.
  - List roles and describe responsibilities of Ci3T Leadership Team members.
  - Differentiate and map various district and school site team formations.
- List roles and describe responsibilities of all stakeholder groups.
  - Describe the roles and responsibilities of students, faculty & staff, families, administrators

Link to this Module: Module 3.1
Module Overview Video: https://youtu.be/mIco2Wip0-Y

Link to all Modules: ci3t.org/enhance

Summary

We designed this module for district and school-site leaders to learn more about the specific roles and responsibilities of Ci3T Leadership Team members and other key stakeholder groups (e.g., students, faculty and staff, administrators, parents/family members) implementing Ci3T. This content is designed to support initial and ongoing implementation efforts, with an emphasis on role clarification. Accessing this content prior to, or at the beginning of, the school year will help school leaders set up for success.

We offer this module to provide guidance to school and district leaders to navigate successful implementation of complex tiered systems, in this case Ci3T. First, we describe the roles of Ci3T Leadership Team members. Specifically, we define the purpose of this team, list team member roles, describe team responsibilities, and offer an activity to help differentiate and map various district and school site team formations. Second, we list and describe roles and responsibilities of all stakeholder groups as specified in the Ci3T Implementation Manual. These stakeholder groups include students, faculty and staff, families, and administrators.

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Module 3.2 Effective Onboarding Practices

Module Objectives

- Identify onboarding practices.
  - Describe the role and importance of formalized onboarding procedures.
  - Identify and describe formalized onboarding procedures.
  - Identify potential challenges to onboarding and ways to overcome them.
- Identify best practices for onboarding district and school leaders.

Link to this Module: Module 3.2

Module Overview Video: https://youtu.be/nJvaW0CfTkU

Link to all Modules: ci3t.org/enhance

Summary

In this module – designed for Ci3T Leadership Teams, Ci3T District Decision Makers, school leaders, and anyone involved with onboarding new educators into a Ci3T system – we first present best practices and guidelines in general for a Ci3T formal onboarding process. Then in the second objective we provide additional guidance specific to onboarding a new principal/school leader or an experienced school leader new to a district or school implementing Ci3T. Although Ci3T District Decision Makers will most likely oversee the onboarding of new principals, Ci3T Leadership Teams can also benefit from these materials as they are an important part of welcoming a new school leader to a Ci3T school

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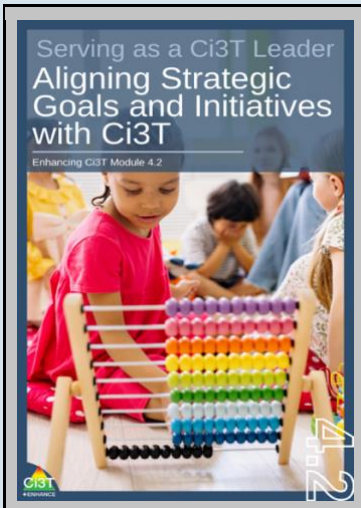

Module 4.2 Aligning Strategic Goals and Initiatives with Ci3T

Module Objectives:

- Understand the complexities of educational initiatives for educational leaders.
- Communicate the utility of Ci3T to achieve multiple strategic goals and initiatives.
- Identify how the Ci3T model serves as the structure to integrate all new initiatives and support strategic planning.

Link to this Module: Module 4.2

Module Overview Video: https://youtu.be/THHFsyylqCA

Link to all Modules: ci3t.org/enhance

Summary

In this module you will learn about district strategic plans, how the strategic goals and objectives they contain align with Ci3T, and how new initiatives to meet strategic goals can be integrated with Ci3T.

The purpose of this module is to offer educational leaders considerations for how to align and integrate new initiatives within their current Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention. Such a structure allows educators and families to see precisely how a new initiative can be built into current school offerings, specifically their Ci3T model of prevention. All educators are committed to lifelong learning and continuous improvement to offer the best educational experiences for their students, so how might we avoid the collective sigh?

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Module 4.4 A Guide to Effective Leadership Team Meetings

Module Objectives

- Identify and set up structures necessary for successful Ci3T Leadership Team meetings over the course of a school year.
- Identify characteristics of effective Ci3T Leadership Team meetings.
- Use Team-initiated Problem Solving (TIPS) to create data-informed action plans during Ci3T Leadership Team meetings.
- Create a Ci3T Leadership Team agenda reflecting critical topics to be discussed during (a) individual meetings and (b) over the course of the year.

Link to this Module: Module 4.4
Module Overview Video: https://youtu.be/ewpXB-SgAGc

Link to all Modules: ci3t.org/enhance

Summary

We created this module to help Ci3T Leadership Team Members get the most out of their monthly meetings. It provides guidance for getting set up for the year, which may be particularly valuable for building administrators to review at the beginning of the school year. You will also find descriptions of characteristics of effective teams to provide considerations you may want to incorporate into your Ci3T Leadership Team meeting routines. Additionally, this module describes Team-initiated Problem Solving (TIPS), an exemplary model for using data to identify challenges and create action plans to address those challenges. Lastly, you will learn about an agenda your Ci3T Leadership Team can use that incorporates all the lessons learned from this module, including having a place to document TIPS action plans and access useful data.

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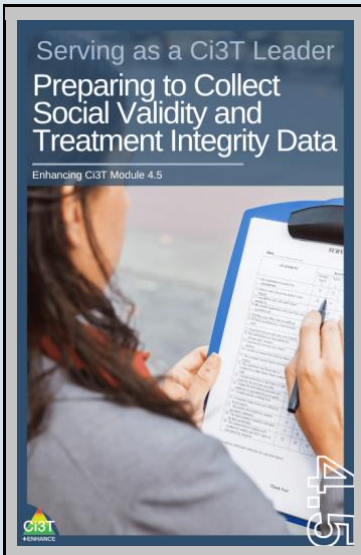

Module 4.5 Preparing to Collect Social Validity and Treatment Integrity Data

Module Objectives

- Name and describe measures used to monitor treatment integrity and social validity at Tier 1 in a Ci3T system and communicate their purpose to school personnel.
- Complete Ci3T Treatment Integrity and Social Validity Team Leader Training (*designed for those leading Ci3T TI:DO data collection)
- Explain how treatment integrity and social validity reports can be used for data-informed, decision-making efforts; first reviewed by Ci3T Leadership Teams, then shared back with faculty and staff.

Link to this Module: Module 4.5
Module Overview Video: https://youtu.be/fGd2Dh9AMOc
Link to all Modules: ci3t.org/enhance

Summary

In this module, we begin with an overview designed for all faculty and staff to learn more about these programmatic measures for collecting information about the social validity (views about the goals, procedures, and outcomes) and treatment integrity (the degree to which practices are implemented as planned) of Ci3T Tier 1 practices within your Ci3T model. The four main programmatic measures for use at Tier 1 include: (1) the Ci3T Primary Intervention Rating Scale (PIRS), (2) the Ci3T Treatment Integrity: Teacher Self-Report, (3) the Ci3T Treatment Integrity: Direct Observation, and (4) the Tiered Fidelity Inventory. We will describe each tool, its purpose, and the basic procedures for collecting these data. We will discuss the importance of collecting this information in terms of the value it provides for districts and schools in monitoring the Tier 1 implementation of their Ci3T plan.

Next, we will provide specific guidance and training for those people in your district and school who will be leading or participating in the collection of treatment integrity and social validity data to support Ci3T implementation at Tier 1. These individuals are referred to as the Ci3T Treatment Integrity and Social Validity Team Leaders.

Finally, we discuss the process of sharing social validity and treatment integrity data back with Ci3T Leadership Teams and with faculty and staff. We include information about preparing Ci3T Implementation Reports and working with Ci3T Leadership Teams to action plan based on the information provided in the reports. More specifically, we will explain how this information will be used by Ci3T Leadership Teams as well as district leaders to make decisions about what students might need instructionally, and what adults might need in the way of professional learning.

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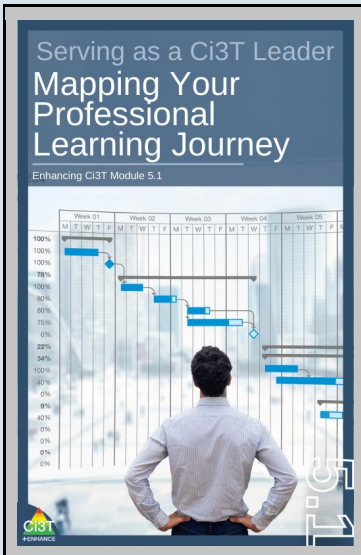

Module 5.1 Mapping Your Professional Learning Journey

Module Objectives

- Explain the importance of data-informed professional learning when implementing your Ci3T model of prevention.
- Describe the content and processes involved in three essential activities:
  - Foundational Ci3T Implementation and Professional Learning Activities
  - Data Collection and Data-Informed Decision-Making Professional Learning Activities: Assessment: Scheduling, Collecting and Interpreting
  - Ci3T District Decision Makers and School Principals Professional Learning Activities
- Describe considerations for designing a well-planned professional learning journey to support Ci3T Implementation.
  - Meeting multiple stakeholders' needs
  - Exploring tips for success when coordinating professional learning activities

Link to this Module: Module 5.1
Module Overview Video: https://youtu.be/UAPjWeszb2Y

Link to all Modules: ci3t.org/enhance

Summary

In this module, we explain the importance of data-informed professional learning for successful implementation of Ci3T, as well as illustrate what this process looks like in action. Additionally, we explain the rationale and content of various regularly scheduled Ci3T professional learning activities, as well as describe how school district leaders can customize professional learning in their district based on available data and specific aspects of their school's Ci3T Implementation Manual.

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Ci3T: Selecting and Installing Behavior Screeners

Supports and Structures for Behavior Screening

Module 1.2 Supports and Structures for Behavior Screening

Module Objectives

- Communicate the purpose and value of universal behavior screening to faculty, staff, and families.
- Describe structures and supports needed to successfully implement universal behavior screening.
- Explain the steps to take once universal behavior screening is completed to inform instruction for students and professional learning for adults.

Link to this Module: Module 1.2

Module Overview Video: https://youtu.be/FKgVnngeAqk

Link to all Modules: ci3t.org/enhance

Summary

In this module we focus on the behavior screening process. Specifically, we discuss what supports should ideally be in place to strengthen the collection of behavior screening data. Throughout this module, we use a “game time” analogy to summarize what optimal conditions look like from the pre-season through the post-game wrap-up. By optimal conditions, we mean the core considerations that cut across situations and need attention to support success. Just as no two athletes are the same, each school context will be a little different as to the supports needed within each stage.

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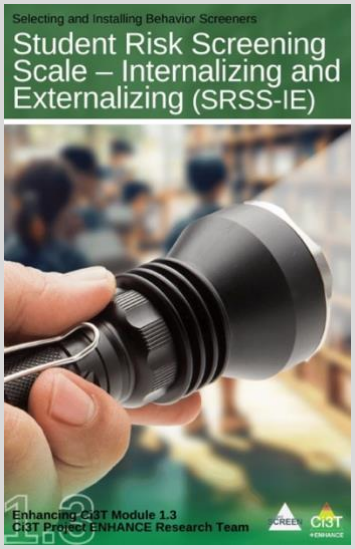

Module 1.3 Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

Module Objectives

- Explain the purpose and key features of universal behavior screening.
- Describe key features of the SRSS-IE.
- Explain district-level screening structures and data systems needed to administer the SRSS-IE.
- Describe district-level screening responsibilities.
- Describe site-level screening responsibilities.
- Explain how to use SRSS-IE results to inform instruction for students and professional learning for adults.

Link to this Module: Module 1.3

Module Overview Video: https://youtu.be/29s6jhiqScg

Link to all Modules: ci3t.org/enhance

Summary

Within this module, we first provide a brief review of what universal behavior screening involves and considerations when selecting a universal behavior screener. Second, we describe key features and psychometric properties of the SRSS-IE and answer some frequently asked questions. Third, we explore district-level screening structures and data systems to support screening efforts using the SRSS-IE. Then, we review district and site-level responsibilities for screening. Finally, we explain how SRSS-IE data can be interpreted along with other data collected as part of regular school practices and used to inform Tier 1 efforts, direct teachers' use of low-intensity strategies, and connect students to tiered interventions.

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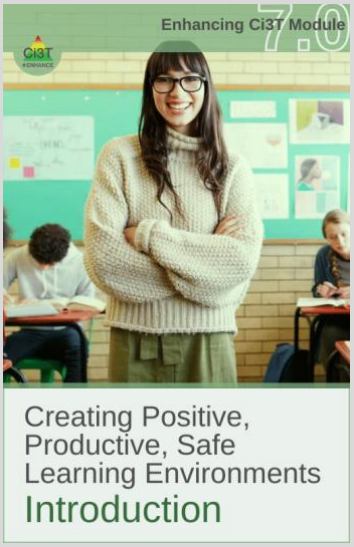
Ci3T: Primary (Tier 1) Prevention Efforts

Creating Positive, Productive, Safe Learning Environments: Introduction



Module 7.0 Creating Positive, Productive, Safe Learning Environments: Introduction

Module Objectives

- Understand the purpose and structure of the remaining three modules in this series designed to create positive, productive, and safe learning environments.
  - Module 7.1: Ci3T as a Structure to Create Positive, Productive, Equitable, and Safe Learning Environments
  - Module 7.2: Embedding and Integrating the Ci3T Domains During Daily Instruction
  - Module 7.3: Staying on Track: Using Data to Set Goals and Monitor Implementation Efforts

Link to this Module: Module 7.0

Link to all Modules: ci3t.org/enhance

Summary

In this introductory module, we provide a brief overview of the purpose and structure of the three modules constituting this sequence designed to create positive, productive, and safe learning environments. If you are a professional learning leader in your school or district, you may use this introductory module to brainstorm ways to utilize this content to support your faculty and staff.

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Module 7.1 Ci3T as a Structure to Create Positive, Productive, Safe Learning Environments

Module Objectives

- Describe the relation between academic, behavioral, and social competencies.
- Describe the three Ci3T domains of Tier 1 (academic, behavioral, social).
- Identify the roles and responsibilities of all stakeholders.
- Name and provide examples of (a) Procedures for Teaching, (b) Procedures for Reinforcing, and (c) Procedures for Monitoring within your Ci3T model.

Link to this Module: Module 7.1
Module Overview Video: https://youtu.be/qp_Pj91VHHk

Link to all Modules: ci3t.org/enhance

Summary

In this module, we focus on explaining the relation between academic, behavior, and social and emotional well-being. Then, we explain how Ci3T was developed to address these three learning domains in one comprehensive, integrated system to meet students' multiple needs. Next, we describe the roles and responsibilities for all stakeholders: students, faculty and staff, parents and families, and administrators. Then, we conclude by providing some examples of the three main procedures in your Ci3T model: (a) procedures for teaching, (b) procedures for reinforcing, and (c) procedures for monitoring.

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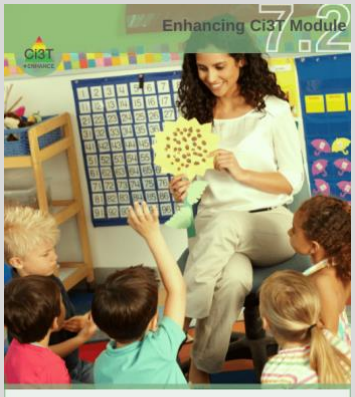

Module 7.2 Embedding and Integrating Ci3T Domains Into Daily Instruction

Module Objectives

- Identify essential, proactive practices for the integration of academics, behavioral, and social competencies into daily instruction (e.g., using low-intensity, teacher-delivered strategies).
- Learn how to develop an integrated lesson plan.

Link to this Module: Module 7.2

Module Overview Video: https://youtu.be/EHDoa16PxTQ

Link to all Modules: ci3t.org/enhance

Summary

In this module, we describe how to embed and integrate the academic, behavior, and social and emotional well-being learning domains constituting Ci3T into daily instruction, with the use of low-intensity, teacher-delivered strategies to maximize engagement. Then, we describe how to develop an integrated lesson plan as a tool for organizing the key ingredients of Tier 1 instruction.

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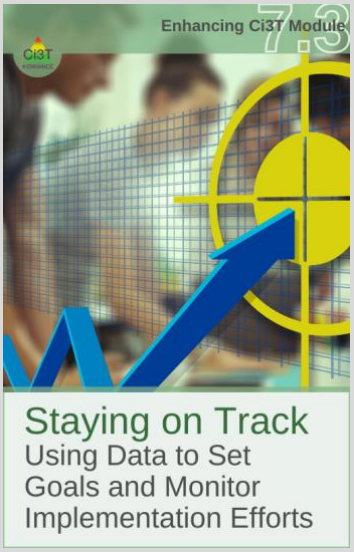

Module 7.3 Staying on Track: Using Data to Set Goals and Monitor Implementation Efforts

Module Objectives

- Describe the what, why, and how of treatment integrity and social validity.
- Provide examples of how to use these data to inform school-wide implementation.
- Use treatment integrity and social validity data to set and monitor personal SMART Goals with faculty and staff, featuring collaborative networks.

Link to this Module: Module 7.3

Module Overview Video: https://youtu.be/XWqv-9c9B-A

Link to all Modules: ci3t.org/enhance

Summary

The goal of this module is to describe how to use data-informed decision-making to set goals and monitor Ci3T implementation. As you consider what you learned in other modules, keep in mind that how practices are implemented has a large impact on achieving intended goals – in this case, improving student outcomes. With this in mind, consider the following questions:

- How can we make sure practices are implemented successfully?
- Why are some practices implemented well and sustained over time, whereas others fall by the wayside?
- When we find areas for improvement, what can we do to grow professionally and to help our students?

In this module, we will discuss the concepts of treatment integrity and social validity, two types of data that lie at the heart of these questions. We will (a) explore these terms, (b) demonstrate how these sources of data can be used at the school-level to create data-informed professional learning plans, and (c) show how individual educators can use these data to set data-informed goals to create positive, productive learning environments.

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Module 6.2 Tier I: Practical Strategies for Preventing & Responding to Challenging Behavior

Module Objectives

- Discuss the importance of having a solid Tier 1 foundation before connecting students to Tier 2 or Tier 3 supports.
- Describe how Ci3T provides a proactive and responsive structure for adjusting the classroom environment to meet students' needs.
- Identify next steps for learning more about (a) implementing proactive, low-intensity strategies useful for increasing student engagement and decreasing disruption, and (b) following a six-step process designed to respectfully respond when challenging behavior occurs.

Link to this Module: Module 6.2
Module Overview Video: https://youtu.be/LSlJnK9OC6w

Link to all Modules: ci3t.org/enhance

Summary

In this module, you will learn about how Tier 1 provides the foundation of Ci3T. You will learn about proactive and responsive structures built into your school's primary (Tier 1) prevention plan, and then have the opportunity to access additional Enhancing Ci3T Modules to go deeper into topics like using low-intensity strategies and a six-step process for responding to challenging behavior.

The purpose of this module is to introduce common elements of Tier 1 plans within Ci3T aimed at preventing and responding to challenging behavior. You will learn how prevention practices at Tier 1 – such as teacher-delivered, low-intensity strategies – provide the foundation for efforts to support the needs of *all* students, even those who may also need more intensive interventions (Tier 2 and Tier 3; Lane, Menzies, Ennis et al., 2015). Additionally, you will learn about how Ci3T provides a proactive and reactive structure, with the latter providing a clear path to follow when challenging behavior occurs that interrupts instruction or creates an unsafe environment. Lastly, you will learn about and have the opportunity to access professional learning materials to help you build skills and confidence in using teacher-delivered, low-intensity strategies and your school's reactive plan.

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Module 6.2.8 A Six-Step Instructional Approach for Responding to Challenging Behavior

Module Objectives

- Describe a respectful method for responding to challenging behaviors at Tier 1.
- Follow a 6-step approach for responding to challenging behavior.

Link to this Module: Module 6.2.8

Module Overview Video: https://youtu.be/bmoI-snZR4M

Link to all Modules: ci3t.org/enhance

Summary

Having a consistent, respectful, and instructional approach to responding to challenging behavior is a vital component of Ci3T. Each year, school leaders seek to support their faculty and staff in learning to use their school's Reactive Plan, which provides a playbook to assist educators in responding to challenging behavior. Many schools' reactive plans include reference to a 6-step instructional approach as an important part of this process. This module can serve as a helpful source of information on this topic. It includes detailed explanations of each step of the 6-step approach, and opportunities for faculty and staff to (a) practice their skills and (b) engage in collaborative conversations to support each other in this work. We encourage school Ci3T Leadership Team members to use this module as a resource for teaching and re-teaching skills related to your school's Reactive Plan at the beginning of each year, and to support incremental booster sessions throughout the year as needed (e.g., after holiday breaks).

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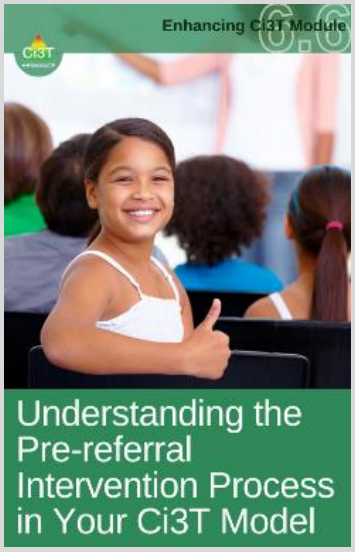

Module 6.6 Understanding the Pre-referral Intervention Process in Your Ci3T Model

Module Objectives

- Explain how Tier 2 and Tier 3 interventions take place in a Ci3T model.
- Explain how the pre-referral intervention process takes place within the Ci3T model.
- Explain how the special education referral process takes place within the Ci3T model.

Link to this Module: Module 6.6
Module Overview Video: https://youtu.be/zEjKu7cFJbQ

Link to all Modules: ci3t.org/enhance

Summary

A common question educators ask when learning about Ci3T is, “Where does the pre-referral (or general education intervention, or student study team) process fit?” Sometimes, educators wonder whether Tier 2 is the same thing as the pre-referral intervention process and believe that they cannot begin Tier 2 without holding a formal problem-solving meeting or making a referral to the pre-referral intervention team. The challenge with this notion is that it puts up barriers to beginning interventions, whereas the goal of Ci3T is to respond swiftly to determine and meet students’ multiple needs in terms of academics, behavior, and social and emotional well-being using data-informed decision-making efforts. This module sheds light on how pre-referral intervention and special education referral processes fit within a Ci3T model. So, if your faculty and staff – or even your pre-referral intervention team – need insights into this question, this module is offered to support training on this topic.

The goal of this module is to clarify how pre-referral intervention processes take place within a Ci3T model of prevention.

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Ci3T: Low-Intensity Teacher-Delivered Strategies

Behavior-Specific Praise

Module 6.2.1 Behavior-Specific Praise

Module Objectives

- Define behavior-specific praise and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement behavior-specific praise.
- Identify how behavior-specific praise can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of behavior-specific praise for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.1

Module Overview Video: https://youtu.be/FPIDnM9emT4

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce behavior-specific praise for use at Tier 1. In answer to the question, “How do I implement behavior-specific praise in my classroom?” we provide step-by-step guidance for putting behavior-specific praise into practice. Then, we discuss how behavior-specific praise can be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., behavior-specific praise as an active component Tier 2 writing instruction; Little et al., 2010), or incorporated as one component of a Tier 3 support (e.g., as a key component of functional assessment-based intervention, FABI; Umbreit et al., 2007). We close by outlining how you can monitor how use of behavior-specific praise is going, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of behavior-specific praise?).

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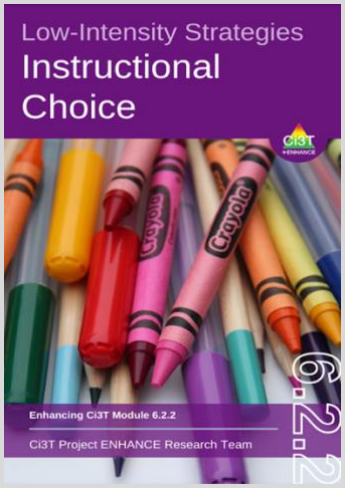

Module 6.2.2: Instructional Choice

Module Objectives

- Define instructional choice and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement instructional choice.
- Identify how instructional choice can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of instructional choice for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.2
Module Overview Video: https://youtu.be/bhxV3ryJMkU

Link to all Modules: ci3t.org/enhance

Summary

Ci3T models of prevention prioritize an integrated approach to instruction. When you look over the roles and responsibilities for faculty and staff in the academic domain, you will likely see strategies such as behavior-specific praise, precorrection, active supervision, increased opportunities to respond, instructional feedback, instructional choice, and high-probability requests. Faculty and staff use these low-intensity teacher-delivered strategies as part of Tier 1 instruction with all students to increase engagement, minimize disruption, and create positive, productive, inclusive learning environments (Jolivette et al., 2001; Rispoli et al., 2013).

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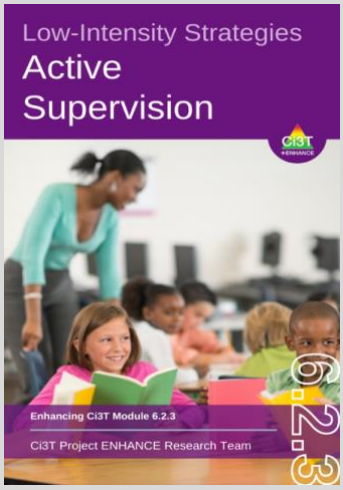

Module 6.2.3 Active Supervision

Module Objectives:

- Define active supervision and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement active supervision.
- Identify how active supervision can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of active supervision for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.3
Module Overview Video: https://youtu.be/9sqg3IktqAU

Link to all Modules: ci3t.org/enhance

Summary

In this module, we will first introduce active supervision for general use at Tier 1., In the answer to the question, “How do I implement active supervision in my classroom?” we provide step-by-step guidance for putting active supervision into practice. Then, we discuss how it can be intensified along a gradual continuum and be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., active supervision integrated into small group social skills), or incorporated as one component of a Tier 3 support (e.g., a component of a functional assessment-based intervention, FABI; Umbreit et al., 2007). We close by outlining how you can monitor how use of active supervision is going, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of active supervision?).

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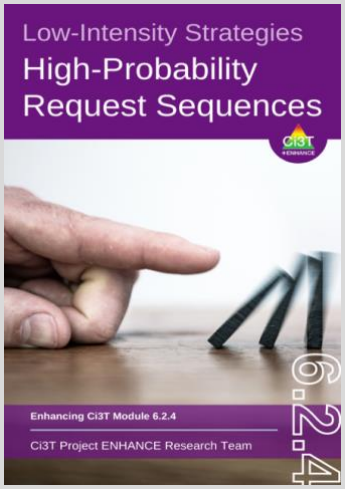

Module 6.2.4: High-Probability Request Sequences

Module Objectives:

- Define High-Probability Request Sequence and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement high-*p* request sequence.
- Identify how high-*p* request sequence can be used across three tiers of instruction.
- Use included resources to examine effectiveness of high-*p* request sequence for students, including assessing student performance, treatment integrity and social validity.

Link to this Module: Module 6.2.4

Module Overview Video: https://youtu.be/K6QNnEEiW2Q

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce high-p request sequences for general use at Tier 1. In the answer to the question, “How do I implement a high-p request sequence in my classroom?” we provide step-by-step guidance for putting high-p request sequences into practice in your classroom. Then, we discuss how it can be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., high-p request sequences integrated into small group social skills or math instruction), or incorporated as one component of a Tier 3 support (e.g., an antecedent-based intervention component of a functional assessment-based intervention, FABI; Umbreit et al., 2007). We close by outlining how you can monitor how the use of high-p request sequences is going, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of high-p request sequences?).

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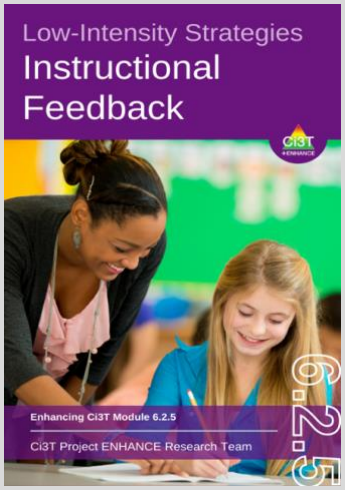

Module 6.2.5: Instructional Feedback

Module Objectives:

- Define instructional feedback and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement instructional feedback.
- Identify how instructional feedback can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of instructional feedback for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.5
Module Overview Video: https://youtu.be/vFQdQMijhSs

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce instructional feedback for general use at Tier 1. In the answer to the question, “How do I implement instructional feedback in my classroom?” we provide step-by-step guidance for putting instructional feedback into practice in your classroom. Then, we discuss how it can be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., instructional feedback integrated into small group social skills or reading instruction), or incorporated as one component of a Tier 3 support (e.g., as a key component of functional assessment-based intervention, FABI; Umbreit et al., 2007). We close by outlining how you can monitor how use of instructional feedback is going, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of instructional feedback?).

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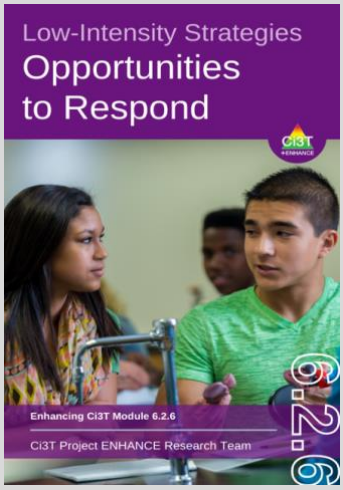

Module 6.2.6: Opportunities to Respond

Module Objectives:

- Define opportunities to respond and describe why increasing opportunities to respond is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement opportunities to respond.
- Identify how opportunities to respond can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of opportunities to respond for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.6
Module Overview Video: https://youtu.be/1s29d0WdEkc

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce opportunities to respond for general use at Tier 1. In answer to the question, “How do I implement increasing opportunities to respond in my classroom?” we provide step-by-step guidance for using opportunities to respond in your classroom. Then, we discuss how it can be used more formally as a stand-alone Tier 2 support (e.g., Messenger et al., 2017), integrated as a component into other Tier 2 supports (e.g., embedding increased opportunities into small group academic interventions), or incorporated as one component of a Tier 3 support (e.g., functional assessment-based intervention, FABI; Umbreit et al., 2007; Lane, Rogers, et al. 2007). We close by outlining how you can monitor how use of opportunities to respond is going, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of opportunities to respond?).

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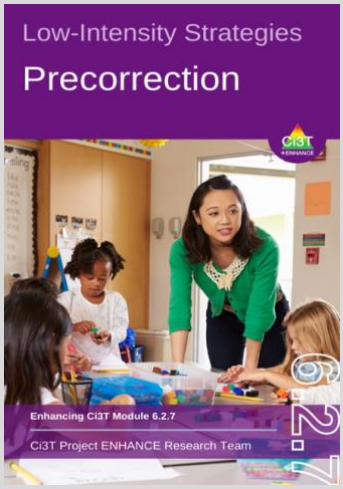

Module 6.2.7: Precorrection

Module Objectives:

- Define precorrection and describe why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this strategy.
- Follow a step-by-step process to implement precorrection.
- Identify how precorrection can be used across three tiers of instruction.
- Use included resources to examine the effectiveness of precorrection for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.2.7
Module Overview Video: https://youtu.be/ID6NFuxSt0c

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce precorrection for general use at Tier 1. In the answer to the question, “How do I implement precorrection in my classroom?” we provide step-by-step guidance for using precorrection in your classroom. Then, we discuss how it can be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., precorrection integrated into small group social skills or reading instruction), or incorporated as one component of a Tier 3 support (e.g., an antecedent-based intervention component of a functional assessment-based intervention, FABI; Umbreit et al., 2007). We close by outlining how you can monitor use of precorrection, including how to assess student outcomes (are my students making progress?), treatment integrity (is it being implemented as planned?), and social validity (how do stakeholders feel about the goals, procedures, and outcomes of precorrection?).

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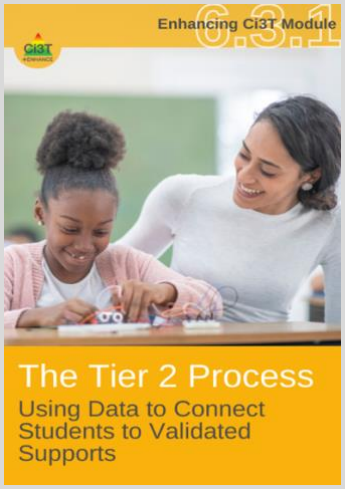
Ci3T: Implementing Secondary (Tier 2) Interventions

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



Module 6.3.1 The Tier 2 Process: Using Data to Connect Students to Validated Supports

Module Objectives

- Explain the process of using data to connect students to validated Tier 2 supports.
    - Use your school's Ci3T Implementation Manual to guide Tier 2 decision making.
    - Clarify the role of Tier 2 interventions in Ci3T models.
    - Use school-wide data to connect students to Tier 2 supports.

Link to this Module: Module 6.3.1
Module Overview Video: https://youtu.be/ghecnTMh9_w

Link to all Modules: ci3t.org/enhance

Summary

In this module, you will learn about the process for connecting students to validated Tier 2 and Tier 3 supports offered by your school and/or district. After completing this module you will be able to describe the processes for engaging in integrated, data-informed decision-making efforts, with an emphasis on designing, implementing, and evaluating research-based Tier 2 and Tier 3 supports described in your Ci3T Implementation Manual.

As part of this module, you will first examine the process of how to use data to connect students to supports. Ensuring all students have access to these additional supports at the first sign of concern is essential to closing current gaps in performance for different groups of students (Lane, Oakes, Menzies, Buckman, & Royer, 2020), and therefore critical to our equity commitment.

To set the stage for this focus on Tier 2, we review each component of your Ci3T Implementation Manual to revisit how Tier 2 "fits" within the context of your Ci3T plan. You will also access guidance on the role of Tier 2 interventions in Ci3T models, including dispelling common misconceptions (e.g., there are no 'Tier 2 students,' there are students with Tier 2 needs). Then, you will have the opportunity to interact with both school-wide program measures (e.g., treatment integrity, social validity) and student level data (e.g., systematic screening data, attendance, office discipline referrals) to connect students to one or more of the Tier 2 supports provided by your school or district as outlined in your Ci3T Implementation Manual.

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Module 6.3.2.1 Set a Goal, Select a Strategy, Record Progress: A Tier 2 Intervention Package for Self-Monitoring During Reading

Module Objectives

- Identify the five areas of reading and efficient strategies to help students develop these skills.
- Describe how to integrate a behavioral support during Tier 2 reading instruction.
- Describe the relation of Tier 1 implementation to Tier 2 decision making.
- Explain the research support for Set a Goal, Select a Strategy, Record Progress: A Tier 2 Intervention Package for Self-Monitoring During Reading
- Implement Set a Goal, Select a Strategy, Record Progress.

Link to this Module: Module 6.3.2.1
Module Overview Video: https://youtu.be/cnna4e5DAng

Link to all Modules: ci3t.org/enhance

Summary

This module will support you to design, implement, and evaluate one research-based Tier 2 self-monitoring intervention package for students with reading intervention needs, *Set a Goal, Select a Strategy, Record Progress.*
Effective interventions are especially crucial for young learners, when the potential gaps in reading achievement are the narrowest and students are most responsive (Juel,1998; Lane et al., 2007; Walker et al., 2004). It is of importance that reading interventions at Tier 2 are additive in nature, meaning students continue to participate in Tier 1 reading instruction. We offer this module to support educators in addressing the unique learning needs of students with co-occurring behavioral and reading needs using self-monitoring embedded in a Tier 2 reading intervention.

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Module 6.3.2.2 Direct Behavior Rating to Support Classroom Behavior and Engagement

Module Objectives

- Design DBR instrumentation and procedures to increase student goal behaviors.
- Measure student performance toward goal as well as treatment integrity and social validity.
- Determine the degree to which the DBR intervention was effective in meeting specified student goal behaviors.

Link to this Module: Module 6.3.2.2

Module Overview Video: https://youtu.be/IpUqRRspb7M

Link to all Modules: ci3t.org/enhance

Summary

This module will support you to design, implement, and evaluate Direct Behavior Rating (DBR), a research-based Tier 2 combined intervention and progress monitoring tool. Supporting students in being engaged is important to establishing positive, productive, and enjoyable learning environments. Some students struggle to meet expectations even with the intentional use of low-intensity supports (e.g., increased use of behavior-specific praise, incorporating instructional choice). This is unfortunate given engagement is critical to support academic learning as well as positive relationships with peers and adults.

Fortunately, there are several effective, efficient Tier 2 supports to support students who may require more than Tier 1 provides. One such Tier 2 support is Direct Behavior Rating (DBR). DBR offers an intervention and progress-monitoring tool designed to integrate teacher feedback and family-school communication to support students in meeting behavior expectations that facilitate school success. DBR can be an effective, efficient Tier 2 support for increasing engagement and supporting students in meeting expectations. Before learning more about DBR, let us reflect on Tier 1 to make sure Tier 2 efforts are the logical next step.

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Module 6.3.2.3 Behavior Contracts to Support Classroom Behavior and Engagement

Module Objectives

- Design a behavioral contract, including behavior definitions, a reward, and a recording sheet, to increase goal behaviors.
- Measure the degree to which the intervention is in place as planned (treatment integrity), stakeholders views about the goals, procedures, and outcomes (social validity), and student performance.
- Determine if the intervention was effective in shifting student performance.

Link to this Module: Module 6.3.2.3
Module Overview Video: https://youtu.be/x4RgESPoOqk

Link to all Modules: ci3t.org/enhance

Summary

In the module The Tier 2 Process: Using Data to Connect Students to Validated Supports, you learned about responding respectfully to challenging behavior and received guidance for connecting students to validated Tier 2 and Tier 3 supports. This module will support you to design, implement, and evaluate behavior contracts, a research-based Tier 2 intervention.

A behavior contract is a formalized, written agreement between one or more parties (e.g., between student and peer, teacher, or parent) to address a specific behavior with goals and reinforcement included in the contract. Behavior contracts can be used to increase a host of behaviors: engagement, work completion, and positive social interactions to name a few.

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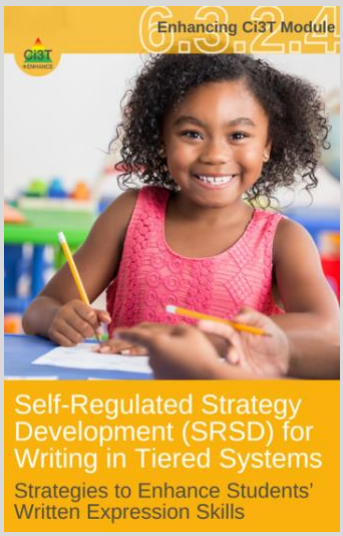

Module 6.3.2.4 Self-Regulated Strategy Development (SRSD) for Writing in Tiered Systems: Strategies to Enhance Students' Written Expression Skills

Module Objectives

- Define SRSD and describe how it is applied to writing.
- Describe why SRSD for writing is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this intervention.
- Follow a step-by-step process for implementing SRSD for writing.
- Use included resources to examine the effectiveness of SRSD for writing for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.3.2.4.

Module Overview Video: https://youtu.be/CaInqaTfTGY

Link to all Modules: ci3t.org/enhance

Summary

In this module, Self-Regulated Strategy Development (SRSD) for Writing in Tiered Systems, you will learn about SRSD generally and how it applies to writing specifically – with connections to a host of available resources to extend your learning and support your use of SRSD with students. You will also learn what SRSD for writing looks like across the tiers (with an emphasis at Tier 2 and Tier 3) and how to implement it, as well as some ideas for how to monitor whether SRSD for writing is being successful for your students in your context.

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Module 6.3.2.7 Social Skills Interventions: Supports to Enhance Students' Social and Emotional Well-Being

Module Objectives

- Define social skills.
- Describe what social skills interventions are, why they are effective, where they fit within the Ci3T model, the supporting research, and the benefits and challenges of this intervention.
- Follow a step-by-step process to implement a social skills intervention.
- Use included resources to examine the effectiveness of social skills interventions for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.3.2.7
Module Overview Video: https://youtu.be/TVCYpgnYSRA

Link to all Modules: ci3t.org/enhance

Summary

It is commonly understood that one essential benefit of attending school is the opportunity for students to develop a set of skills that help them build and maintain relationships with peers and adults. Many students appear to be "naturals" with social skills, however, most still benefit from having extra instruction and opportunities to practice these skills. Fortunately, one benefit of attending a Ci3T school is that Tier 1 practices involve teaching social and emotional well-being skills for all students who attend school. However, we should anticipate that some students will need extra support to learn some social skills. Regardless of the reason why these challenges occur, it is vital for your school to have some systematic way to support these students in acquiring social skills to help them be more successful learners, friends, and citizens. That is the focus of this module, in which you will learn what social skills are, what interventions for social skills look like and how to implement them, as well as some ideas for how to monitor whether these interventions are successful.

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Module 6.3.2.8 Self-Monitoring Interventions: Supports to Promote Students' Academic, Social, Emotional, and Behavioral Success

Module Objectives

- Define self-monitoring.
- Describe what self-monitoring interventions are, why they are effective, where they fit within the Ci3T model, the supporting research, and the benefits and challenges of this intervention.
- Follow a step-by-step process to implement a self-monitoring intervention.
- Use included resources to examine the effectiveness of self-monitoring interventions for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.3.2.8
Module Overview Video: https://youtu.be/JGukU0023iA

Link to all Modules: ci3t.org/enhance

Summary

In this module, we first introduce self-monitoring for use at Tier 2. In the answer to the question, "How do I implement self-monitoring in my classroom?" we provide step-by-step guidance for putting self-monitoring into practice. Then, we discuss how self-monitoring can be used as a stand-alone Tier 2 support, integrated as a component into other Tier 2 supports (e.g., self-monitoring use of skills taught during social skills instruction; Peterson et al., 2006), or incorporated as one component of a Tier 3 support (e.g., as a key component of functional assessment-based intervention, FABI; Umbreit et al., 2007).
We close by outlining how you can monitor how use of self-monitoring is going, including how to assess student outcomes (is the student making progress?), treatment integrity (is the intervention being implemented as planned?) and social validity (how do stakeholders feel about the goals, procedures, and outcomes of the self-monitoring intervention?).

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Module 6.3.2.9 Check-in/Check-out: A Tier 2 Intervention to Support Student Success

Module Objectives

- Describe Check-In/Check-Out, why it is effective, where it fits within the Ci3T model, the supporting research, and the benefits and challenges of this intervention.
- Follow a step-by-step process to implement Check-In/Check-Out.
- Use included resources to examine the effectiveness of Check-In/Check-Out for students, including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.3.2 9.

Module Overview Video: https://youtu.be/TjtXRLeX44k

Link to all Modules: ci3t.org/enhance

Summary

In this module we explore Check-In/Check-Out, a Tier 2 intervention that can be used to support students who require additional support to meet school-wide behavior expectations. Check-In/Check-Out is a mentor-based intervention that provides students with predictable, structured feedback on their behavior throughout the school day, with this feedback shared daily with the student's family.

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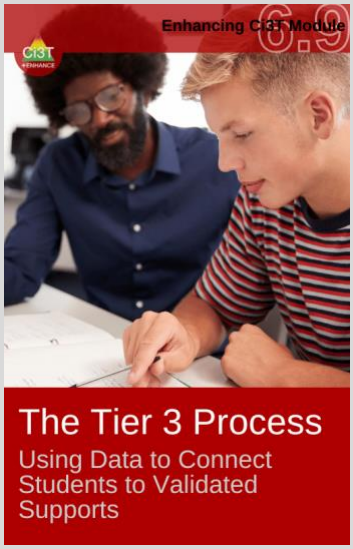
Ci3T: Implementing Tertiary (Tier 3) Interventions

The Tier 3 Process: Using Data to Connect Students to Validated Supports



Module 6.9 The Tier 3 Process: Using Data to Connect Students to Validated Supports

Module Objectives

- Use your school's Ci3T Implementation Manual to guide Tier 3 decision making.
- Clarify the role of Tier 3 interventions in Ci3T models.
- Use school-wide data to connect students to Tier 3 interventions.

Link to this Module: Module 6.9

Module Overview Video: https://youtu.be/HdzXLyiGn14

Link to all Modules: ci3t.org/enhance

Summary

Within this module, we focus on the third goal of using data to connect students to validated interventions — specifically those at Tier 3. As a first step, we will review the key components of your Ci3T Implementation Manual to understand how Tier 3 "fits" within your overall Ci3T plan. You will also gain insight into the role of Tier 3 interventions in the Ci3T Model of Prevention, including dispelling common misconceptions (e.g., there are no 'Tier 3 students,' rather there are students with Tier 3 needs). Lastly, you will have the opportunity to engage with both school-wide program data (e.g., treatment integrity, social validity) and student-level data (e.g., screening results, attendance, office discipline referrals). This approach will help you connect students to the Tier 3 supports outlined in your school's Ci3T Implementation Manual.

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Module 6.4 Managing Acting-Out Behavior at Tier 3: Building an Individualized De-escalation Plan

Module Objectives

- Describe foundational elements of managing challenging behavior.
  - Building a base (focus on foundational)
  - Understanding teacher-student interactions
  - Explain behavior chains and behavioral momentum
- Describe stages of the acting out cycle, including describing behaviors and strategies
- Design a Tier 3 individualized ee-escalation plan.

Link to this Module: Module 6.4

Module Overview Video: https://youtu.be/Z9RrWhZPf2Y

Link to all Modules: ci3t.org/enhance

Summary

If your school's data indicates some students (typically less than 5%) are engaging in substantial acting-out behaviors, this module would be an excellent resource to provide your faculty and staff. This module represents content for advanced Ci3T implementers. It contains a rich assortment of materials to aid educators in understanding acting out behavior and collaborating with colleagues and families to create intensive interventions to support students at high-risk for externalizing behaviors. For faculty and staff members ready to go deeper on the topic of supporting students at high-risk for externalizing behaviors – or for members of school-based teams tasked with assembling behavior intervention plans for these students – this module may be an excellent choice.

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Module 6.5 Supporting Students with Internalizing Concerns at Tier 3

Module Objectives

- Describe next steps schools can take when students' internalizing concerns warrant Tier 3 supports.
- Understand the types of Tier 3 supports to address internalizing concerns in schools
- Make decisions about supports and connect with community partners to address internalizing concerns.
- Monitor treatment integrity, student progress, and assess social validity of Tier 3 supports for internalizing concerns.

Link to this Module: Module 6.5

Module Overview Video: https://youtu.be/uP_XS8yZ734

Link to all Modules: ci3t.org/enhance

Summary

In this module, you will first learn about the steps schools can take when internalizing concerns warrant consideration of Tier 3 supports, including identifying the types of internalizing behaviors that students may struggle with, determining whether internalizing concerns warrant Tier 3 supports, and differentiating Tier 3 from Tier 2 supports for internalizing behavior. Next, we introduce types of Tier 3 supports you might add to your Tertiary (Tier 3) Intervention Grid that can address students' internalizing concerns in schools. You will learn about the types of counseling strategies that may be used by personnel within the school or district to support students with intensive internalizing behaviors and be given tools to develop an individualized Tier 3 plan that targets students' internalizing concerns. Then, we discuss how you can make decisions about supports and connect with community partners to address internalizing concerns. You will first decide whether community partners are needed to effectively support students in need of Tier 3 internalizing supports, and then learn why, when, and how your school can connect with community partners. Finally, we discuss monitoring treatment integrity, student progress, and assessing social validity of Tier 3 supports for internalizing concerns.

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Module 6.7 Strengthening Reading Skills with Tier 3 Interventions

Module Objectives

- Describe what types of reading challenges students encounter and what steps to take to determine when a student's reading skills warrant extra support.
- Describe characteristics of Tier 3 reading interventions, what Tier 3 interventions are available, and what questions to ask when selecting a Tier 3 reading intervention.
- Use included resources to examine the effectiveness of Tier 3 reading interventions, including assessing student performance, social validity, and treatment integrity.
- Describe instructional components within illustrations of two Tier 3 reading interventions.

Link to this Module: Module 6.7

Module Overview Video: https://youtu.be/CaInqaTfTGY

Link to all Modules: ci3t.org/enhance

Summary

In this module we specifically focus on supporting students who have the most intensive reading intervention needs by using scientifically-based reading instruction at Tier 3.

As you work through this Ci3T module, you will learn how to determine when a student's reading needs warrant support in addition to Tier 1, what differentiates a Tier 2 reading intervention from a Tier 3 reading intervention, why a variety of reading interventions should be present on your school's Ci3T intervention grids, and how to monitor social validity, treatment integrity, and student outcomes for each Tier 3 reading intervention. Lastly in this module, we will walk you through two illustrations of Tier 3 reading interventions, *Seeing Stars*® (Bell, 2013) and *Read 180*® (Hasselbring & Glaser, 2000; Houghton Mifflin Harcourt, 2015).

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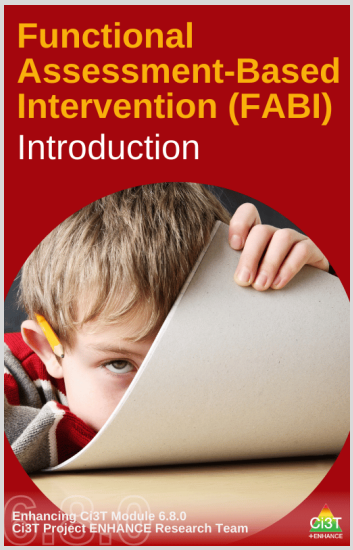

Module 6.8.0 Functional Assessment-Based Intervention (FABI): Introduction

Module Objectives

- Explain how FABIs are situated within a Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention.
- Describe the Umbreit et al. (2024) five-step manualized FABI approach, why it is effective, the supporting research, and the benefits and challenges of this intervention.
- Explain the importance of examining the effectiveness of FABI including assessing student performance, treatment integrity, and social validity.

Link to this Module: Module 6.8.0

Module Overview Video: https://youtu.be/Rzfjb9acfOM

Link to all Modules: ci3t.org/enhance

Summary

In this module, we will describe a FABI and explain how FABIs are situated within a Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention, explain how to make data-informed decisions as to when a student might benefit from a FABI, either because a Tier 2 intervention did not provide sufficient intensity to meet a student's needs or a Tier 3 intervention is needed more immediately – particularly for students exposed to multiple risk factors. Next, we will provide an overview of a manualized, five-step process developed by John Umbreit and others (2007, 2024), with FABI Modules 1-5 providing an in-depth look at each step. Additionally, we will explain why FABIs are effective, connecting you with a range of studies conducted pre-K through adulthood in a range of settings. We will also highlight both the benefits and challenges of this intensive intervention. Finally, we will provide a brief overview of resources to examine the effectiveness of a FABI, including assessing student performance, treatment integrity, and social validity to give you a high-level overview before you get into the details in subsequent FABI modules.

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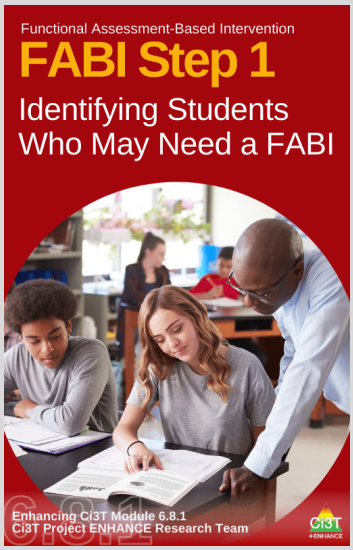

Module 6.8.1 FABI Step 1: Identifying Students Who May Need a FABI

Objectives

Describe what types of reading challenges students encounter and what steps to take to determine when a student's reading skills warrant extra support.

- Use systematic screening and other school-wide data to identify students who might benefit from a FABI.
- Communicate with families to secure permission to begin the Tier 3 FABI process.
- Connect with students to explain the process and answer their questions about the FABI process

Link to this Module: Module 6.8.1

Module Overview Video: https://youtu.be/2Jn2KsxKxpo

Link to all Modules: ci3t.org/enhance

Summary

Within this module, we will guide you through Step 1 of the FABI process. First, we will describe how teams can use systematic screening and other school-wide data to identify which students might benefit from a FABI using the FABI Tertiary (Tier 3) Intervention Grid. Second, we will discuss how to communicate and collaborate with families to secure permission to begin the Tier 3 FABI process. Finally, we will provide guidance for connecting with students to explain the FABI process and answer any questions they may have about the process.

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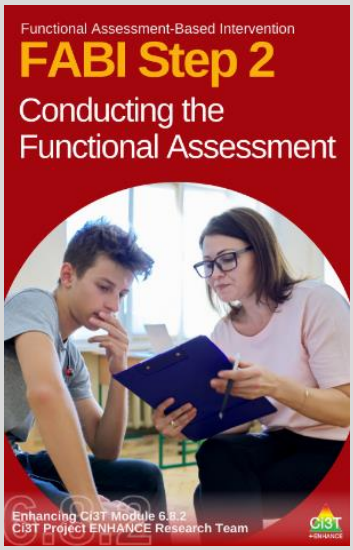

Module 6.8.2 FABI Step 2: Conducting the Functional Assessment

Module Objectives

- Describe procedures for understanding school and classroom learning environments and contexts
- Conduct record reviews, interviews with those involved, and use behavior rating scales to determine the target behavior to be operationally defined, and gather descriptive information about why the behavior occurs
- Conduct A-B-C data collection of the target behavior in the school setting
- Identify the maintaining function of the target behavior using the Function Matrix and then determine and operationally define the replacement behavior

Link to this Module: Module 6.8.2

Module Overview Video: https://youtu.be/OziP05QMAbU

Link to all Modules: ci3t.org/enhance

Summary

Within this module, we will guide you through Step 2 of the FABI process in which teams conduct a functional assessment of the target behavior to determine the hypothesized function. First, we will overview how you can collect additional information – including informal observations – to understand the learning environment and context for the school and classroom. Next, we will explain how to conduct a record review, interviews, and complete rating scales to learn more about the specific behavior of interest and glean initial information about why the behavior may occur. It is during the teacher interview – typically the first interview conducted – when the target behavior will be identified and operationally defined. Then, we explain how to collect A-B-C data, recording the antecedents (A) that precede each instance of the target behavior (B) as well as the consequences (C) immediately following each time the target behavior occurs. We introduce the Function Matrix – a practical, effective tool for summarizing all data collected to support the FABI team in determining the function of the behavior. The team will then write a hypothesis statement, succinctly stating the maintaining functions of the target behavior, and determine the replacement behavior (often a functionally equivalent behavior).

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Module 6.8.3 FABI Step 3: Collecting Baseline Data

Module Objectives

- Select a measurement system to measure the target and/or replacement behaviors.
- Develop data collection procedures.
- Graph and interpret baseline data.

Link to this Module: Module 6.8.3

Module Overview Video: https://youtu.be/FjEUm3rQuVg

Link to all Modules: ci3t.org/enhance

Summary

In FABI Step 3: Collecting Baseline Data, we will focus on three key objectives. First, we will discuss how to select a measurement system. In brief, before you can pick the best system for measuring the target and/or replacement behaviors, the team will need to decide the behavioral dimension they are most interested in measuring. For example, you might be interested in the number of times a student focuses on something other than instructional activity at hand (number or rate). Or you might be interested in how much time the student spends off task (duration) or the amount of time it takes a student to get started on a task (latency). Each of these behavior dimensions leads to the selection of a specific measurement system. Next, the team will prepare for data collection. Here we will discuss the specifics – preparing you to work through the logistics of planning and describing data collection including (a) gathering the materials needed (e.g., stop watch, clip board), (b) preparing data collection sheets, and (c) scheduling observation times. Before getting started, those responsible for collecting data (typically two people), will establish – and follow through with – the procedures needed to become reliable in collecting baseline data to make certain both people are observing and measuring the same behavior(s) in the same way. Third, we will explain the details of how to graph and interpret baseline data. We will discuss the practicalities involved to make certain the FABI team has the necessary information to later draw accurate conclusions about the degree to which the intervention designed in FABI Step 4 results in changes to the students' performance (e.g., target and/or replacement behavior).

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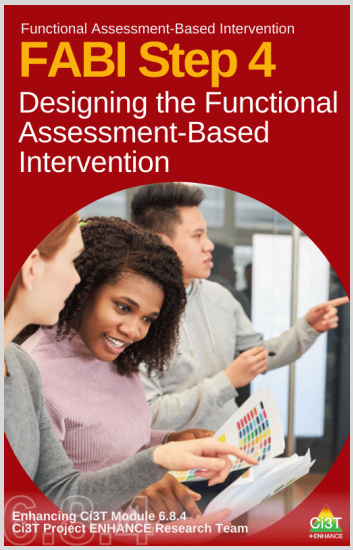

Module 6.8.4 FABI Step 4: Designing the Functional Assessment-Based Intervention

Module Objectives

- Select an appropriate intervention method using the Function-Based Intervention Decision Model.
- Create antecedent-reinforcement-extinction (A-R-E) components, with specific tactics linked to the maintaining function.
- Design intervention procedures to enable valid inference making (e.g., treatment integrity, social validity, and generalization and maintenance).

Link to this Module: Module 6.8.4

Module Overview Video: https://youtu.be/Qwt2-GZWUO0

Link to all Modules: ci3t.org/enhance

Summary

A Functional Assessment-Based Intervention—or FABI—is a five-step process used to design a customized intervention for each student based on the reasons why a particular behavior of concern occurs (Umbreit et al., 2024). Within the first step of the FABI process, teams begin by using systematic screening and other schoolwide data to identify which students might benefit from a FABI using the FABI Tertiary (Tier 3) Intervention Grid. Then, in Step 2 of the FABI process teams conduct a functional assessment of the target behavior to determine the hypothesized function. In Step 3, the FABI team selects a measurement system, prepares for data collection (e.g., gathering materials, preparing data collection sheets, scheduling observation times, becoming reliable), and collects/graphs baseline data. In FABI Step 4: Designing the Intervention, we will focus on three key objectives. First, we describe how to select an intervention method using the Function-Based Intervention Decision Model, which involves answering two questions: Can the student perform the replacement behavior? Do antecedent conditions represent effective practices for this student? Second, we outline how to develop A-R-E intervention components that will be used within each of the potential intervention methods. Third, we describe the steps involved in preparing to implement the intervention.

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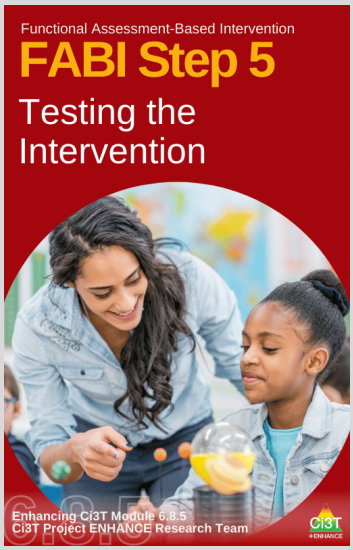

Module 6.8.5 FABI Step 5: Testing the Intervention

Module Objectives

- Test a FABI using a withdrawal (A-B-A-B) design, including evaluation of student outcomes, treatment integrity, and social validity.
- Answer frequently asked questions that may arise when testing a FABI.

Link to this Module: Module 6.8.5

Module Overview Video: https://youtu.be/TjtXRLeX44k

Link to all Modules: ci3t.org/enhance

Summary

Now, in Step 5: Testing the Intervention, we will focus on the processes involved to be able to answer three key questions: First, to what extent was the FABI put in place as planned? Second, is there a functional relation between the introduction of the intervention and changes in student behavior? In other words, when the intervention was in place as designed, did it result in the desired changes for student performance? Third, to what degree did those involved (e.g., teacher, family, and the student themself) view the intervention as socially valid? In other words, what did they think about the goals, procedures, and outcomes?

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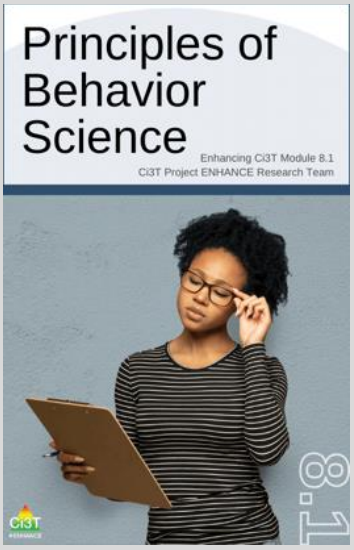
Ci3T: Building Your Knowledge Base

Principles of Behavior Science



Module 8.1 Principles of Behavior Science

Module Objectives

- Explain how behavior is learned and shaped.
- Write an operational definition of behavior.
- Explain key principles of behavior to guide intervention.

Link to this Module: Module 8.1

Module Overview Video: https://youtu.be/LSVPvTXimy8

Link to all Modules: ci3t.org/enhance

Summary

In this module, you will learn about the science of behavior and how you can become a behavior detective in your school. First you will learn about the dynamic process of how behavior is learned and shaped. Then you will learn what we mean by behavior and how to operationally define behavior. We conclude with an overview of seven key principles of learning. After completing this module you will better understand the hows and whys of behavior to support student learning.

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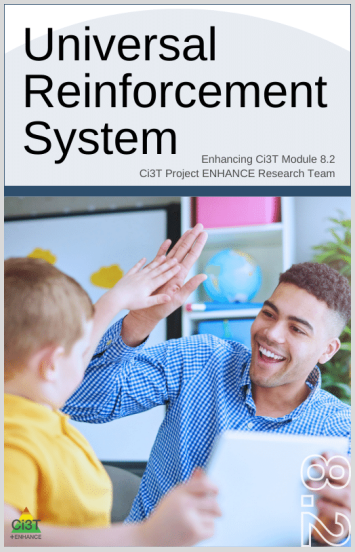

Module 8.2 Universal Reinforcement System

Module Objectives

- Define reinforcement, describe how this concept relates to the behavior of adults and students, and locate information about reinforcement as it relates to Ci3T in your school's Ci3T Implementation Manual.
- Identify essential features – or big ideas – about the use of a universal reinforcement system in the context of Ci3T implementation, including
- Identify best practices for using your school's universal reinforcement system, including

Link to this Module: Module 8.2

Module Overview Video: https://youtu.be/41HxylYxIZ0

Link to all Modules: ci3t.org/enhance

Summary

In this module, you will learn about reinforcement, the importance of a consistent schoolwide reinforcement system, what to do and not do with regard to using your school's reinforcement system, and frequently asked questions about reinforcement. First, we will discuss some basic aspects of reinforcement, including where it fits within your school's Ci3T system, where it is located in your school's Ci3T Implementation Manual, what reinforcement truly means, and how you can be intentional in thinking about how you will reinforce your students' behavior. Then, we will examine some big ideas about your school's universal reinforcement system, including how this provides a consistent way for everyone in your school to support positive behavior.

Many educators also have additional questions about how best to put such a system into practice, and even concerns about whether such a system is even helpful to students (e.g., Are we bribing students to be good? Is this just a mechanism to control students? What about students for whom tickets do not work?). These are all reasonable questions and worthy of consideration. With this in mind, we close with some tips and answers to frequently asked questions about your school's approach to using reinforcement to support your students.

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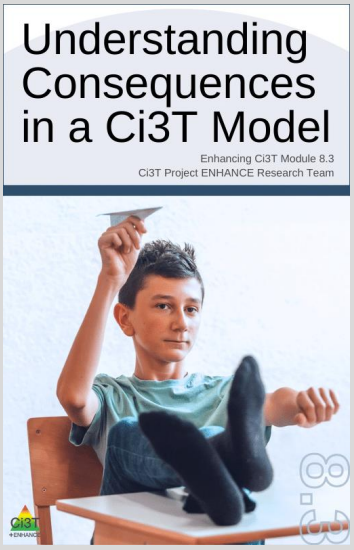

Module 8.3 Understanding Consequences in a Ci3T Module

Module Objectives

- Explain the difference between consequences and punishment.
- Explain the limitations and unintended consequences of punishment.
- Describe clear and kind ways to reduce challenging behaviors that are well-aligned to Ci3T.

Link to this Module: Module 8.3

Module Overview Video: https://youtu.be/jRQblk7z9wM

Link to all Modules: ci3t.org/enhance

Summary

As educators begin learning about how to use Ci3T structures to support students in learning prosocial behaviors, a common question comes up about consequences. As Ci3T emphasizes positive approaches to behavior – specifically, teaching and reinforcing expected behaviors – it is common for educators to ask, “but shouldn’t there still be consequences for students who misbehave?” This is a great question and is the focus of this module.

If you are a Ci3T Leader training your faculty and staff and this question comes up, this module provides a useful resource for responding. You can even offer this eBook and corresponding interactive resource to your colleagues as a way for them to gain insight on how to think about consequences, and to learn practical strategies for responding to challenging student behavior. This module also provides an excellent companion to the module Universal Reinforcement System, which explains all about the use of reinforcement in Ci3T (which is a key component to understanding what consequences truly are!). These resources can be powerful tools to put in your colleagues’ hands at the beginning of the year during staff training opportunities and onboarding activities. Or, they can provide the basis for a book study that you could engage in over the course of the first few months of the school year.

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