

Effective Tier 1 Practices for Educators

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If you have not done so already, we invite you to visit ci3t.org/enhance to access modules after a one-time registration process!

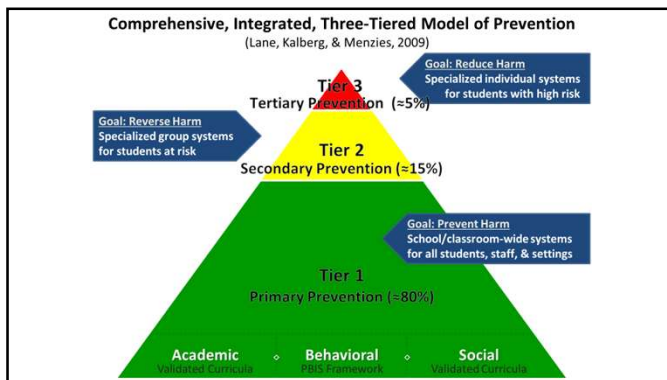


Comprehensive, Integrated,
Three-Tiered Model of Prevention

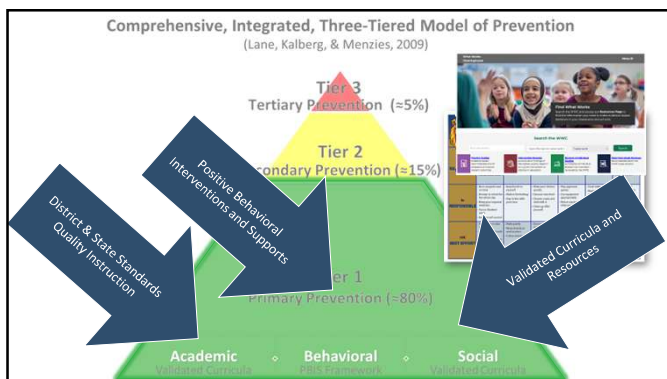
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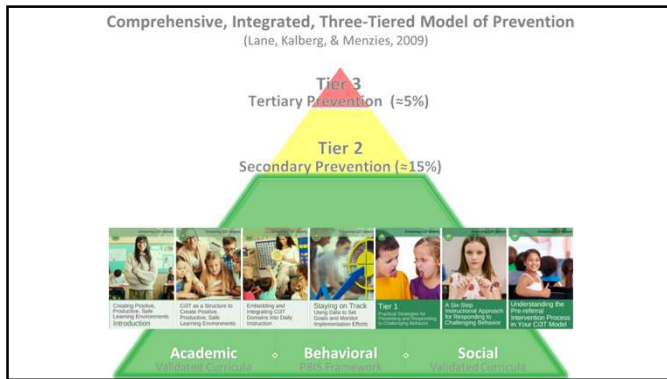
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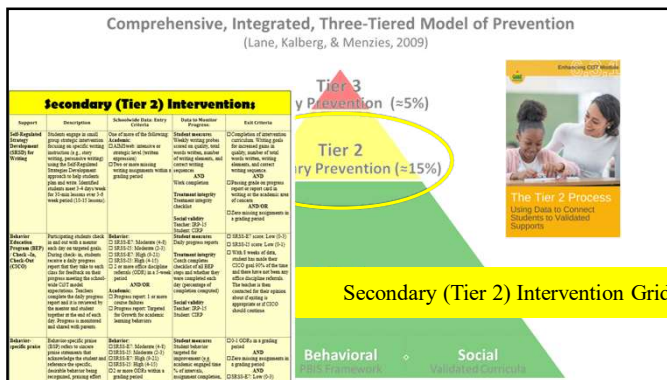
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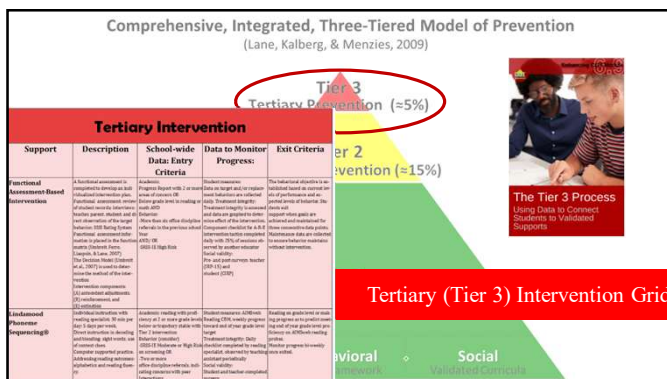
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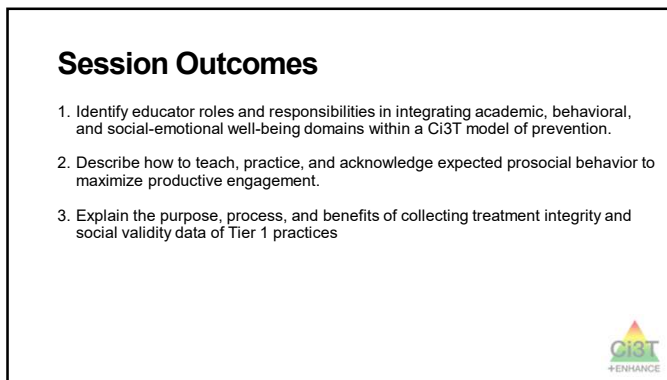
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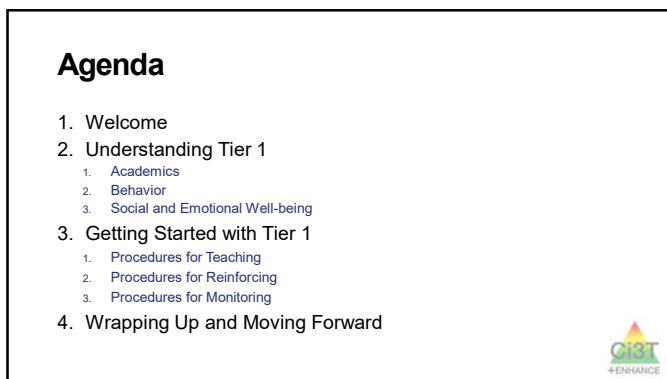
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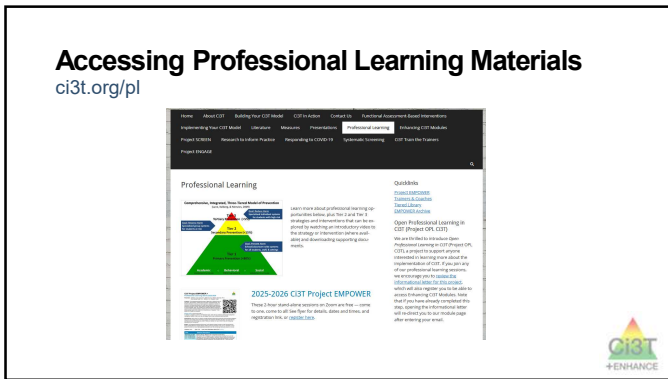
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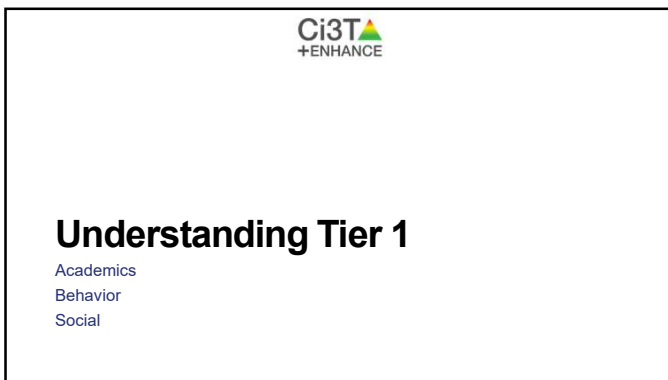
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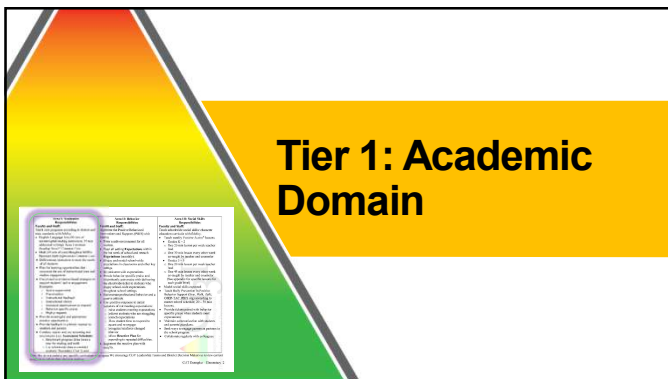
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Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities - Academics



School's Ci3T Primary (Tier 1) Plan		
Mission Statement Purpose Statement School Wide Expectations		
Tier 1 Expectation Matrix		
Area I: Academics Responsibilities Faculty and Staff: - Teach core programs according to district and state standards with integrity. - Use teacher-delivered, low-intensity strategies to support students' active engagement.	Area II: Behavior Responsibilities Faculty and Staff: - Implement Positive Behavioral Interventions and Supports (PBIS) with integrity. - Teach all setting Expectations within the first week of school and reteach Expectations (monthly). - Display and model school-wide expectations in classrooms and other key settings. - Implement the reactive plan with integrity.	Area III: Social Skills Responsibilities Faculty and Staff: - Teach schoolwide social skills/character education curricula with integrity. - Teach daily Second Step® lessons (link to grade level instructional schedules). - Seek ways to engage parents as partners in the school program.



Ci3T Blueprint & Primary (Tier 1) Plan 1

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Academics



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Responsibilities
Faculty and Staff: - Teach core programs according to district and state standards with integrity. - Use teacher-delivered, low-intensity strategies to support students' active engagement.	Faculty and Staff: - Implement Positive Behavioral Interventions and Supports (PBIS) with integrity. - Teach all setting Expectations within the first week of school and reteach Expectations (monthly). - Display and model school-wide expectations in classrooms and other key settings. - Implement the reactive plan with integrity.	Faculty and Staff: - Teach schoolwide social skills/character education curricula with integrity. - Teach daily Second Step® lessons (link to grade level instructional schedules). - Seek ways to engage parents as partners in the school program.



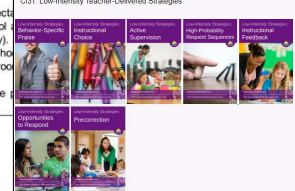
+ENHANCE

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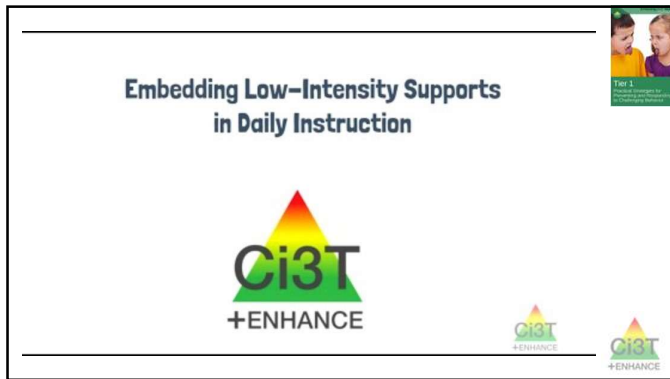
Academics



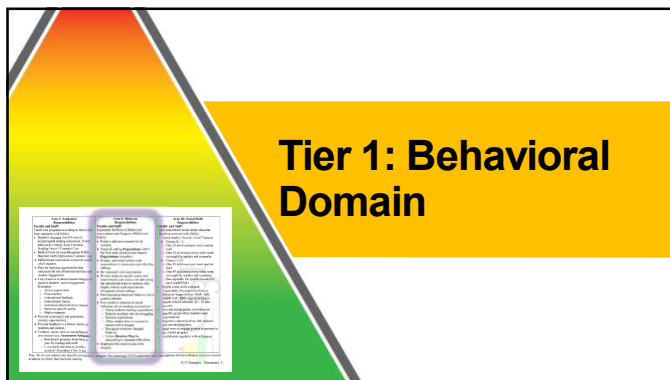
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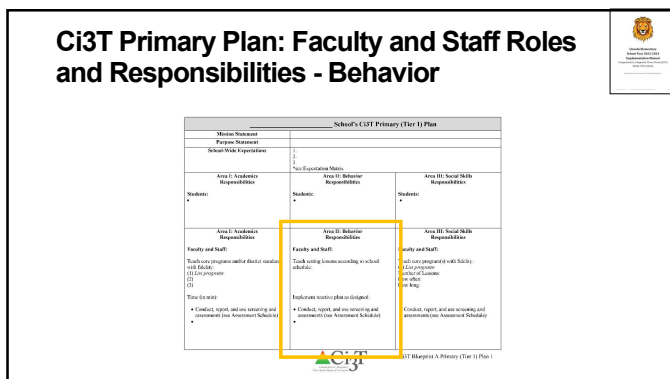
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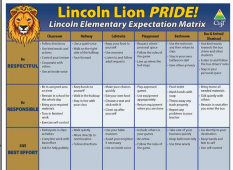
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Behavioral

Area I: Academics Responsibilities
Faculty and Staff:
 • Teach core programs according to district and state standards with integrity.
 • Use teacher-delivered, low-intensity strategies to support students' active engagement

Area II: Behavior Responsibilities
Faculty and Staff:
 Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.
 • Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
 • Display and model school-wide expectations in classrooms and other key settings.
 • Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings.
 • Implement the reactive plan with integrity.

Area III: Social Responsibilities
Faculty and Staff:
 Teach schoolwide social skills/ character education curricula with integrity.
 • Teach daily Second Step®



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Behavioral

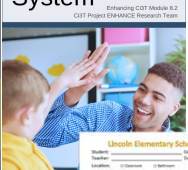
Low-Intensity Strategies Behavior-Specific Praise



Enhancing CST Module 9.2.1
CST Project ENHANCE Research Team

Area II: Behavior Responsibilities
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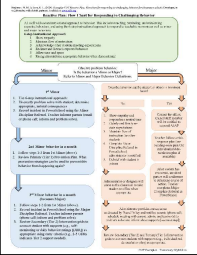
Universal Reinforcement System



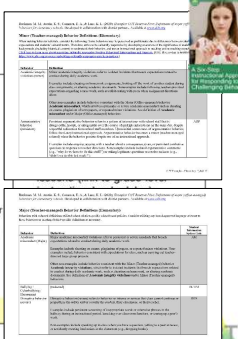
Enhancing CST Module 9.2
CST Project ENHANCE Research Team

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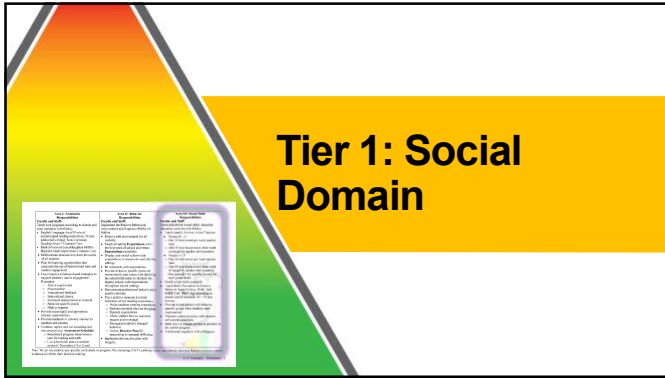
Behavioral



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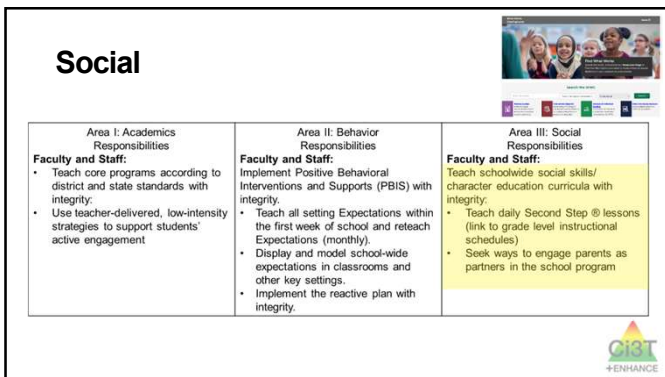
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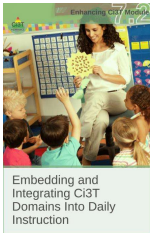


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Ci3T: An Integrated Approach



Embedding and Integrating Ci3T Domains into Daily Instruction

Topic	Standards	Objectives	Activities	Assessments	Resources



Clifton, Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). Ci3T integrated lessons plan template. www.ci3t.org.
Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, July). Embedding and integrating Ci3T domains into daily instruction. Author. <https://doi.org/10.1176/ENHANCE.42383>

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Date:	Class:		Unit:
Integrated Lesson Plan			
Topic:			
Standards:			
Core Lesson Elements:	Tier 1 (for all)	Equitable Access and Inclusion	
Academic Objective(s)	Differentiated Objectives		
Social Skills Objective(s)			
Behavioral Expectation(s)			
Teacher Reflection			
Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HRS)	Instructional Choice (IC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
What individual student plan for academic, social skill, and behavioral supports?			
What went well?			
What did not go as expected?			
What would I change in the future?			

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Work Time

- How did you launch the school year across academic, behavior, and social domains?
- What strengths did you notice as a school or within your own classroom?
- What is something you heard today that you might add to your practice?

00:00

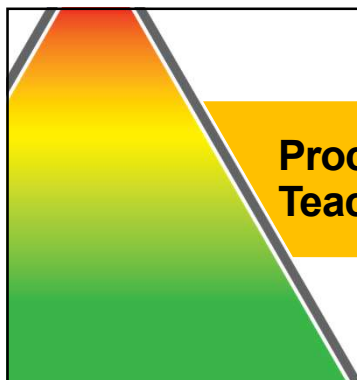


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Getting Started with Tier 1

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Procedures for Teaching

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Faculty and Staff

- Implementation manual
- Expectation matrix
- Bookmarks
- Posters
- Ticket tip sheet
- Professional learning
 - Onboarding new staff
 - Consider opportunities to reach all staff (e.g., bus drivers, substitute teachers, cafeteria staff)










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Students

- Lessons
- Posters
- Videos
- Announcements
- Assemblies

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Families and Community

- Sending communication to families
 - Letters
 - Brochures
 - Infographics
- School website
- Contacts with community businesses

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Procedures for Reinforcing

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Understanding Consequences: The Power of Reinforcement

Consequences are simply what occurs after the behavior. They do not have to be good or bad. Some consequences of behavior are natural, and others can be planned to support more positive behavior. We can use reinforcement intentionally as a consequence to increase the future probability of desirable behavior occurring. It is important to first identify what types of things students find reinforcing, depending on the function of their behavior, or why it happens and why it continues to occur.

Universal Reinforcement System

Consequences

	Adds or Increases Stimulus +	Removes or Decreases Stimulus -
Positive Reinforcement: Introduces something desirable		Negative Reinforcement: Takes away something undesirable
Positive Punishment: Introduces something aversive		Negative Punishment: Takes away something desirable

Effect on Future Behavior:
Increase (up arrow)
Decrease (down arrow)

Reinforcement

Function Matrix (Umbreit et al., 2007)

	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangible/Activities		
Sensory		

Remember all learning happens through consequences!

Umbreit, J., Fernald, J., Langan, C., & Lane, K. (2007). Functional behavioral assessment and function-based intervention: An effective, practical approach. Pringle Hall.

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Faculty and Staff Reinforcement

Comprehensive, Integrated, Three-Tiered Model of Prevention

Faculty & Staff Recognition

(1) day of recess coverage

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Let's Chat!

What faculty and staff reinforcers does your school offer?
OR
What reinforcer would you like to see offered?

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Student Reinforcement

[illegible]

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[illegible]

Let's Chat!

What is the most unique reinforcer you have offered?

What types of things do your students like to access or avoid?

What is the most popular reinforcer on your menu?



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[illegible]

Procedures for Monitoring

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Fall Over Time
MSIS Externalizing Results - Elementary School Level

Month	Score
May	950
Jun	950
Jul	950
Aug	950
Sep	950
Oct	950
Nov	950
Dec	950
Jan	950
Feb	950
Mar	950
Apr	750
May	950

Source: MSIS - Externalizing Results - Elementary School Level



Note. We do not endorse any specific curriculum or program. We encourage CIST Leadership Teams and District Decision-Makers to

Module Connection



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Procedures for Monitoring			
Student Measures	Academic:	Behavior:	Social Skills:
Student Measures - AIMSweb academic screeners (reading and math) - District assessment - State assessments - Unit assessments - Progress reports	Academic: - AIMSweb academic screeners (reading and math) - District assessment - State assessments - Unit assessments - Progress reports	Behavior: - Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) - Attendance (absence) - Tardies - Office discipline referrals (ODR) - Nurse visits	Social Skills: - Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) - Office discipline referrals (ODR) - Counselor referrals - Bullying referrals
Program Measures (School-level) 	Social Validity: Primary Intervention Rating Scale (PIRS)	Treatment Integrity: - Tiered Fidelity Inventory (TFI) - Teacher Self-Report (TSR) - Direct Observations - Positive Action® treatment integrity data	Program Goals: Year 1 Implementation: 1. Maintain 80% fidelity across treatment integrity measures. 2. At least 80% of students in grades K-5 will meet growth targets in reading and math according to AIMSweb. 3. At least 80% of students in grades K-5 at low risk on the SRSS-IE.

Program Measures and Goals

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Situating Teacher-Delivered, Low-Intensity Strategies in Ci3T Models



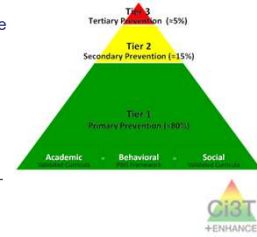
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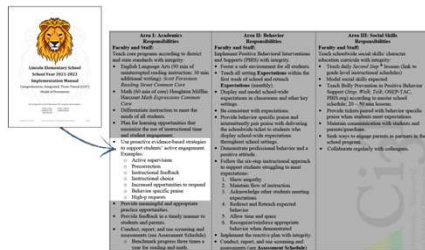
Low-Intensity, Teacher-Delivered Strategies Across the Tiers

Low-intensity teacher-delivered strategies can be used as a:

- component of Tier 1 instruction to increase engagement and prevent disruptive behavior
- stand-alone Tier 2 intervention
- component of a Tier 2 intervention
 - (e.g., embedding into targeted skill instruction reading, writing, or math group)
- component of a Tier 3 intervention
 - (e.g., embedded into a functional assessment-based intervention; FABI)



Low-Intensity, Teacher-Delivered Strategies at Tier 1



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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Active Supervision

Intentional, specific, and overt behaviors educators use such as:

- Establishing expectations
- Frequently scanning the context
- Engaging in positive interactions (verbal and nonverbal precorrections and prompts, listening and offering feedback as appropriate)
- Reinforcing desired behavior
- Correction or redirection (when needed)



In the classroom, you would notice the teacher is scanning the classroom, moving between students or groups, praising on-task behavior and correct work, providing feedback to fine tune understanding, using pre-correction and prompts to prevent anticipating issues and minimize any potential challenges.

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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Behavior-Specific Praise

Statements that acknowledge and clearly state what desirable behavior has been performed.

- "Jesse, I see you showing respect for your partner by listening to their ideas"
- "Thank you for showing responsibility by putting the science materials away"

Behavior-specific praise can be used to acknowledge expected behavior of an individual student or multiple students engaging in academic and non-academic tasks.





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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

High-P Request Sequence

Requesting behaviors that a student is likely to respond to, and providing reinforcement for appropriate responding. Three to five high probability (high-p) requests are quickly given followed with praise for compliance and a low-p request (desired behavior). This strategy takes advantage of behavioral momentum, where we increase compliance and reinforcement to create momentum for compliance to another behavior.

High-p Examples:

- "Take out your pencil."
- "Get out a sheet of paper."
- "Write your name on your paper."

Low-p Examples:

- "Begin your independent work."





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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Instructional Choice

Offering students opportunities to make choices throughout the instructional day.

Teachers offer students two or more options, allow each student to independently make their choice, and the student is provided with the selected option.





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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Instructional Feedback

Providing specific information to students about their performance, with the purpose of clarifying misinformation, confirming understandings, or restructuring current schemas.

Educators use this strategy when students have a foundational understanding of the content or concepts and are working towards proficiency and fluency. Without foundational understanding, instruction is needed instead of feedback. Educators monitor student data to decide when feedback should be used or when instruction is needed.





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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Opportunities to Respond

Frequent opportunities within a set time period of time for students to respond to teacher questions to practice skills or build fluency.

- Best done with material or concepts already taught and for which students have a basic understanding.
- Three or more opportunities to respond per minute is the goal.

In the classroom, you would notice the teacher is providing high rates of opportunities to respond through combinations of choral responding, thumbs up/down, response cards, personal white boards, clickers, or other methods.





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Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Precorrection

Proactively reminding students of expectations *before* entering an environment or beginning an activity.

- A teacher reminds students of expectations for working in a collaborative group before beginning the activity. Then the teacher reinforces students meeting expectations with behavior-specific praise.
- A cafeteria monitor greets students as they enter the cafeteria and reminds them of the expectations for staying safe in the cafeteria, such as keeping their mask on while in line and in the shared space, standing on the floor markers spaced six feet apart. Then those serving students lunch can provide behavior-specific praise when students demonstrate the expectations.





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Low-Intensity, Teacher-Delivered Strategies as a Stand-Alone Tier 2 Intervention

Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	Schoolwide Data Entry Criteria	Data to Monitor	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to concise praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort not ability. BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: "Great job showing your work on all the station stops." Non-example: "Good job!"	One of more of the following: Behavior: ☐ BRSS-E: Moderate (4-6) ☐ BRSS-D: Moderate (2-3) ☐ BRSS-E: High (9-15) ☐ BRSS-D: High (4-15) Motivation to Learn: ☐ Rating of 1, 2, or 3 on the Motivation to Learn subscale of the SSG-PSG Two or more office discipline referrals (ODRs) within a grading period AND/OR Academic: ☐ Two or more missing assignments within a grading period ☐ AIMSweb: intensive or strategic need (math or reading) Program report: Targeted for Growth for academic learning behaviors.	Student behavior targeted for improvement (e.g. academic engaged, low % of intervals, assignment completion, ODRs), Treatment integrity: - Implementation checked - Treatment integrity checked Social validity: - SEP-15 (teacher) - Student completed survey	0-1 ODRs in a grading period - and - Zero missing assignments in a grading period - and - BRSS-E7: Low (3-5) - BRSS-E6: Low (0-1) - or - Ranking of 4 or 5 on the Motivation to Learn subscale of the SSG-PSG

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Low-Intensity, Teacher-Delivered Strategies as a Stand-Alone Tier 2 Intervention

Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	Schoolwide Data Entry Criteria	Data to Monitor	Exit Criteria
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Talk Time

- Which low-intensity, teacher-delivered strategy do you use most often? How is it built into your lessons or daily routines?
- Which low-intensity, teacher-delivered strategy are you most interested in trying? How might you build it into your lessons or daily routines?
- What opportunities do you see to use low-intensity, teacher-delivered strategies as part of Tier 1 instruction, as stand-alone Tier 2 intervention, or as a component of a Tier 2 or Tier 3 intervention?

00:00

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6-Step Instructional Approach for Responding to Challenging Behavior



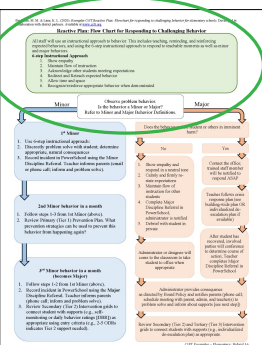
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How are you currently responding to challenging behaviors during instruction?





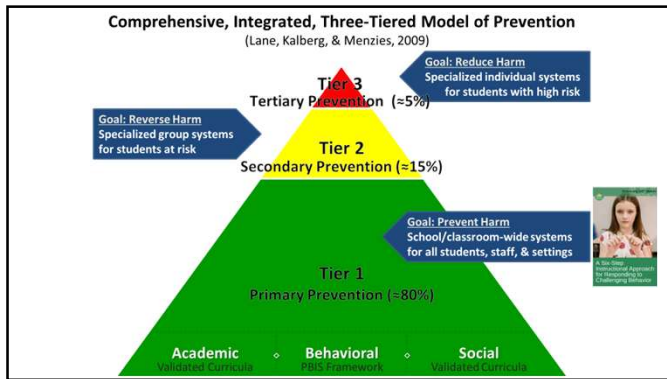
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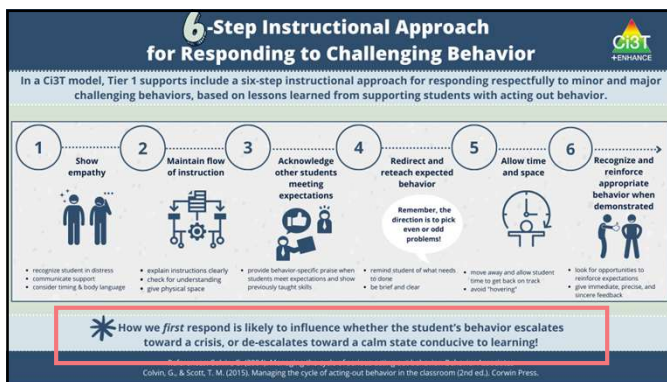




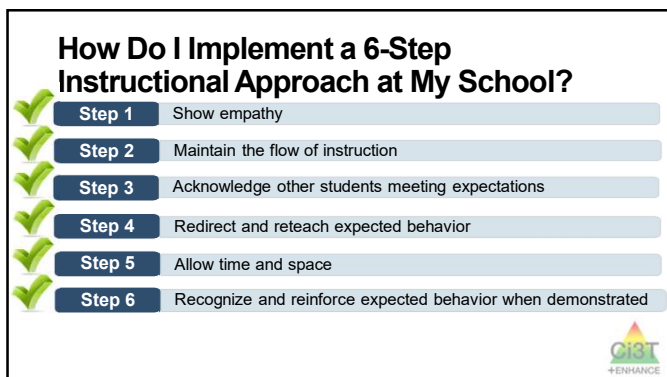
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66

Let's Talk!

Use your handout to develop a few statements you could use in the moment



www.ci3t.org/presentations

Show equity

Students have equitable resources and access to all opportunities and experiences in all settings, while responding to individual needs.

1.
2.
3.

Keep stakeholders meeting

Students stay in the meeting during the 90-minute period.

00:00



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

Secondary (Tier 2) Interventions

Support	Description	School-wide Data Entry Criteria	Exit Criteria
Behavioral	Students receive a multi-point strategy intervention (e.g., daily reading, math, writing) for 10-15 weeks. Progress is monitored weekly. If progress is not made, students move to Tier 3.	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks
Social	Students receive a multi-point strategy intervention (e.g., daily reading, math, writing) for 10-15 weeks. Progress is monitored weekly. If progress is not made, students move to Tier 3.	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks

Tier 3 Tertiary Prevention (=5%)

Tier 2 Secondary Prevention (=15%)

Secondary (Tier 2) Intervention Grid

Behavioral **Social**



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

Tertiary Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavioral	Students receive a multi-point strategy intervention (e.g., daily reading, math, writing) for 10-15 weeks. Progress is monitored weekly. If progress is not made, students move to Tier 3.	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks
Social	Students receive a multi-point strategy intervention (e.g., daily reading, math, writing) for 10-15 weeks. Progress is monitored weekly. If progress is not made, students move to Tier 3.	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks	- SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks - SSS-IR: 10-15 weeks

Tier 3 Tertiary Prevention (=5%)

Tier 2 Secondary Prevention (=15%)

Tertiary (Tier 3) Intervention Grid

Behavioral **Social**



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Wrapping Up and Moving Forward

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Project EMPOWER+



EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Pre-correction	January 21, 2026 (Wednesday)
A-6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Tuesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize, Relax, Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABi)	April 28, 2026 (Tuesday)

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Thank you!

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