

Starting Activity

- **Step 1:** Go to ci3t.org/enhance
- **Step 2:** If you have not already registered to access Enhancing Ci3T Modules, consider doing so.
- **Step 3:** Sign into *The Tier 2 Process* module (see Ci3T: Implementing Secondary (Tier 2) Interventions)



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The Tier 2 Process

A Presentation for Topeka Public Schools

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We invite you to visit ci3t.org/enhance to access our collection of Enhancing Ci3T Modules following a one-time registration process!



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Agenda

1. Getting Started
2. Ci3T Implementation Manual: A Guide to Tier 2 Decisions
3. The Role of Tier 2 in Ci3T
4. Using School-wide Data to make Tier 2 Decisions
5. Essential Elements of Tier 2 Implementation
6. Wrapping Up and Moving Forward



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Learning Outcomes

At the end of this session, learners will be able to:

1. Use information in your school's Ci3T Implementation Manual to guide Tier 2 decision making
2. Explain the role of Tier 2 interventions in Ci3T models
3. Use school-wide data to connect students to Tier 2 supports
4. Identify essential elements of implementing and monitoring Tier 2 interventions



Complete a Knowledge Check to get a line item for your resume!



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Enhancing Ci3T Modules



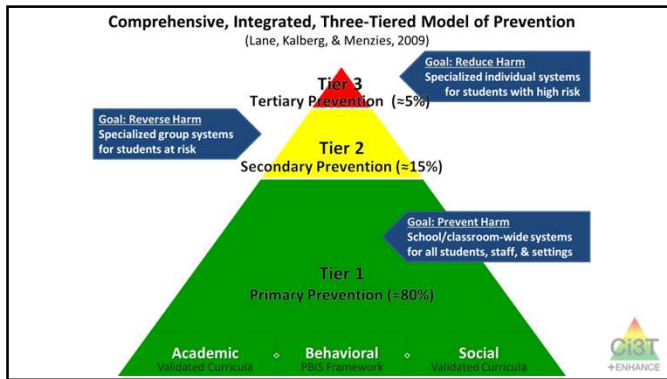
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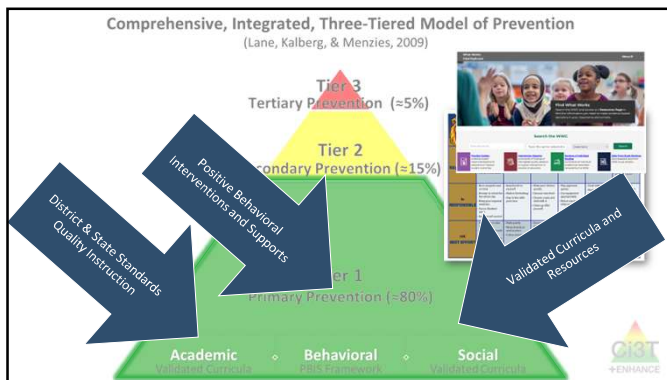
Getting Started

Setting the Stage for Intervention with Ci3T

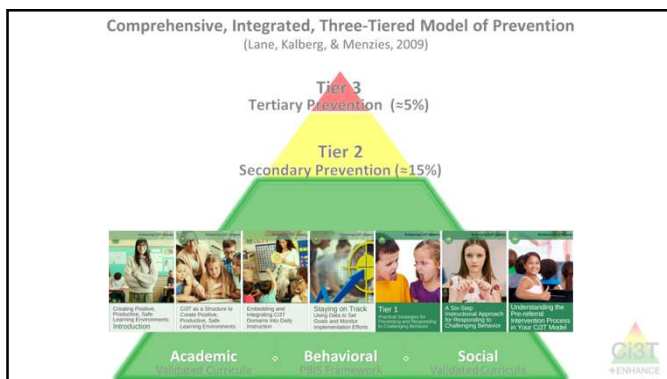
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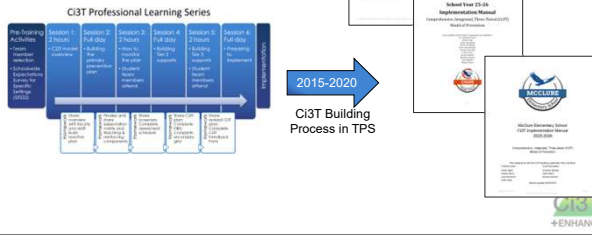


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A Quick History Lesson

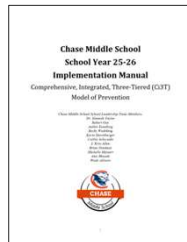


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Ci3T Implementation Manual (1)

What's the purpose?

- Transparency
- Consistency
- Communication and collaboration
 - Sharing data
 - Guiding professional learning
 - Informing intervention decisions



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Ci3T Implementation Manual (2)

Primary (Tier 1) Plan

- Roles & Responsibilities
 - Academics
 - Behavior
 - Social Skills
- Procedures for:
 - Teaching
 - Reinforcing
 - Monitoring

School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Vision Statement		
School Year 2019-2020		
Tier 1: Universal		
Area 1: Academic	Area 2: Behavior	Area 3: Social Skills
Students:	Students:	Students:
Parents and Staff:	Parents and Staff:	Parents and Staff:
Teaching and Monitoring:	Teaching and Monitoring:	Teaching and Monitoring:
Reinforcing:	Reinforcing:	Reinforcing:
Monitoring:	Monitoring:	Monitoring:

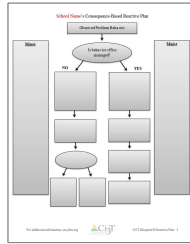


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Ci3T Implementation Manual (3)

Reactive Plan

- Flowchart describing procedures for responding to challenging behavior
- Definitions of terms and behaviors



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Ci3T Implementation Manual (4)

Schoolwide Expectation Matrix

- Expectations across school settings

	Classroom	hallway	Cafeteria	Gym/ Outdoor	Bathroom	Arrival/Dismissal
N Noisy	Students are quiet and respectful.	Students are quiet and respectful.	Students are quiet and respectful.	Students are quiet and respectful.	Students are quiet and respectful.	Students are quiet and respectful.
S Safe	Students are safe and follow rules.	Students are safe and follow rules.	Students are safe and follow rules.	Students are safe and follow rules.	Students are safe and follow rules.	Students are safe and follow rules.
E Expected	Students are expected to follow rules.	Students are expected to follow rules.	Students are expected to follow rules.	Students are expected to follow rules.	Students are expected to follow rules.	Students are expected to follow rules.
W Work for Success	Students work for success and follow rules.	Students work for success and follow rules.	Students work for success and follow rules.	Students work for success and follow rules.	Students work for success and follow rules.	Students work for success and follow rules.



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Ci3T Implementation Manual (5)

Assessment Schedule

- Presents all data collected, including data collection windows

Assessment	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Classroom Assessment												
Formative Assessment												
Summative Assessment												
Portfolio Assessment												
Peer Assessment												
Self-Assessment												
Parent Assessment												
Teacher Assessment												
Student Assessment												
Community Assessment												
Parent Assessment												
Teacher Assessment												
Student Assessment												
Community Assessment												



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Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	Behavior: ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-I5 score: Moderate (2-3) or ☐ SRSS-E7 score: High (9-21) ☐ SRSS-I5 score: High (4-15) or ☐ 2 or more office discipline referrals (ODR) AND/OR Academic: ☐ Progress report: 1 or more course failures ☐ AIMSweb: intensive or strategic level (math or reading) ☐ Progress report: Targeted for growth in academic enabling behaviors	Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan Passing grades on progress reports Social Validity: - Intervention Rating Profile-15 (IRP-15; teacher and family) - Children's Intervention Rating Profile (CIRP) Treatment Integrity: Implementation & treatment integrity checklist	Behavior: ☐ SRSS-E7 score: Low (0-3) ☐ SRSS-I5 score: Low (0-1) Academic: Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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Work Time

- Take a few minutes to:
- Locate your school's Ci3T Implementation Manual
- Within the manual, review available Secondary (Tier 2) Intervention Grid

00:00

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Check for Understanding

Ci3T Implementation Manual

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The Role of Tier 2 in Ci3T

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Tier 2 in Ci3T

Tier 3
Tertiary Prevention (+5%)

Tier 2
Secondary Prevention (+15%)

Tier 1
Primary Prevention (+80%)

Academic Behavioral Social

Comprehensive, Integrated, Three-Tiered Model of Prevention: Clarifying Tier 2 Supports

Language Matters
How do we talk about students in need of Tier 2 supports?
There are no "Tier 2 kids" or "yellow zone students." Based on the data, there may be a student who needs Tier 2 supports.

Various Locations
Where do we provide Tier 2 supports to students?
Tier 2 supports can be provided in various locations. Students do not have to be sent out of the classroom to receive a Tier 2 support.

Supports vs. People
Is Tier 2 the support? Or the person providing it?
Tier 2 is the support. It is the person providing it who is the Tier 2 provider.

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Clarifying Tier 2 Supports

Language Matters

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Supports vs. People

Is Tier 2 the support? Or the person who provides it?

Supports are Integrated

What is available to students in need of Tier 2 supports?

to be sent out of the classroom to receive a Tier 2 support.

Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.

Your CIST Implementation Manual has one comprehensive list of Tier 2 interventions to support the needs of students in academic, behavioral, and social domains (not separate lists). Tier 2 supports are often integrated.

For more information, please visit cist.org

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What are Tier 2 Interventions?

- Evidenced-based or research-based strategies, practices, and programs
- Additive (i.e., complement rather than replace Tier 1 efforts)
- Implemented by teachers, interventionists, counselors, paraprofessionals, and other staff
- Occur in a variety of formats and locations (e.g., small-group, 1:1, embedded within whole group instruction)

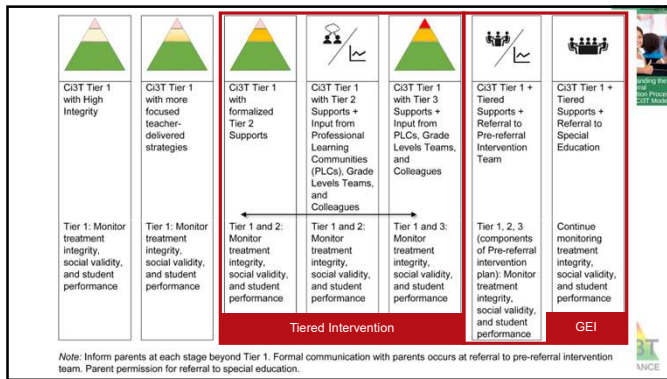
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Tier 2 and GEI? (1)

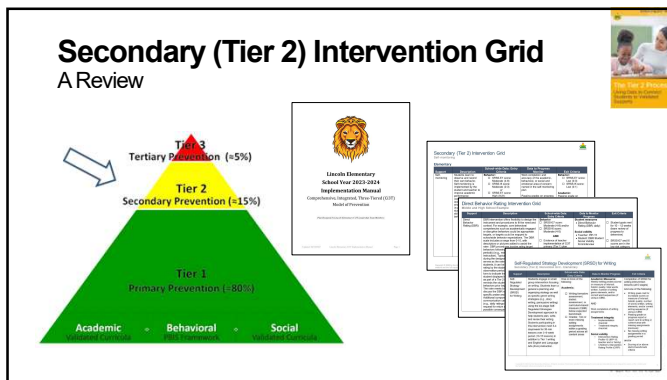
GEI Tier 1 with High Integrity	GEI Tier 1 with more focused teacher-delivered strategies	GEI Tier 1 with formalized Tier 2 Reports	GEI Tier 1 with Tier 2 Reports + Input from Professional Learning Communities (PLCs), Grade Level Teams, and Colleagues	GEI Tier 1 with Tier 2 Reports + Input from PLCs, Grade Level Teams, and Colleagues	GEI Tier 1 + Tiered Supports + Referrals to Pre-referral Intervention Team	GEI Tier 1 + Tiered Supports + Referrals to Social Education Team
Tier 1: Monitor treatment integrity, social validity, and student performance	Tier 1: Monitor treatment integrity, social validity, and student performance	Tier 1 and 2: Monitor treatment integrity, social validity, and student performance	Tier 1 and 2: Monitor treatment integrity, social validity, and student performance	Tier 1 and 3: Monitor treatment integrity, social validity, and student performance	Tier 1, 2, 3: Components of Pre-referral Intervention Team. Monitor treatment integrity, social validity, and student performance.	Continue monitoring treatment integrity, social validity, and student performance

Note: Inform parents at each stage beyond Tier 1. Formal communication with parents occurs at referral to pre-referral intervention team. Parent permission for referral to special education.

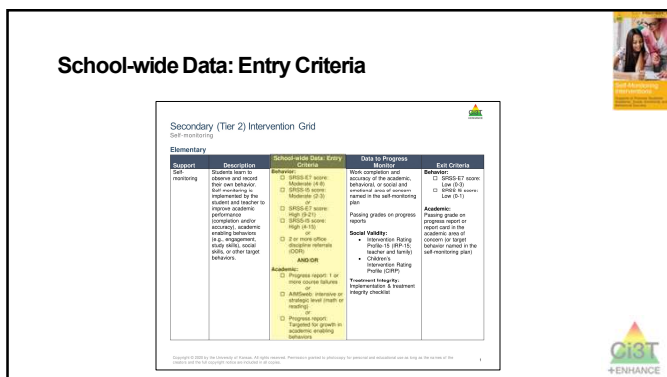
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School-Wide Data Sources to Consider

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attendance

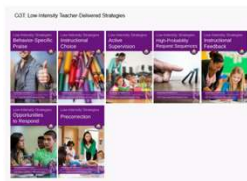
behavior
screening

academic screening



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

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Tier 2 Modules (1)

COST: Implementing Secondary (Tier 2) Interventions



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SRSD for Writing

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Social Skills

Social Skills Intervention					
Secondary (S-2) Intervention Chart for Middle and High School Students					
Support	Description	Schoolwide Data Entry	Time to Monitor	Program	Outcome
Social Skills Intervention	Interventional Social Skills instruction of all students, consistent with the state curriculum, and the use of empirically-validated social skills training programs, as determined by the school. AND At least one classroom in the school implements a 15-20 min, 3-4 day per week, social skills program. AND At least one teacher or administrator implements a social skills program for approximately 20-30 min, 3-4 days per week.	At least 1 of 1000 students OR At least 10% of students OR At least 10% of schools AND At least 10% of schools OR At least 10% of schools	15-20 min, 3-4 days per week 15-20 min, 3-4 days per week 15-20 min, 3-4 days per week 15-20 min, 3-4 days per week 15-20 min, 3-4 days per week	Student outcomes 100% of students 100% of students 100% of students 100% of students 100% of students	100% of students 100% of students 100% of students 100% of students 100% of students
	At least one teacher or administrator implements a social skills program for approximately 20-30 min, 3-4 days per week. AND At least one teacher or administrator implements a social skills program for approximately 20-30 min, 3-4 days per week. AND At least one teacher or administrator implements a social skills program for approximately 20-30 min, 3-4 days per week.	At least 10% of students OR At least 10% of schools OR At least 10% of schools OR At least 10% of schools	15-20 min, 3-4 days per week 15-20 min, 3-4 days per week 15-20 min, 3-4 days per week 15-20 min, 3-4 days per week	Student outcomes 100% of students 100% of students 100% of students 100% of students	100% of students 100% of students 100% of students 100% of students



Recognize.Relax.Record

[illegible]

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Join us at future EMPOWER+ to learn more!

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 Precorrection	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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Check for Understanding

The Role of Tier 2 in Ci3T



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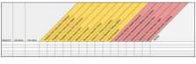


Using Systematic Screening Data to Connect Students to Validated Tier 2 Supports

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Getting Started with Data-Informed Decision Making





1 Review your school's G3T Implementation Manual

2 Locate school-wide data

3 Document decisions and plan for next steps

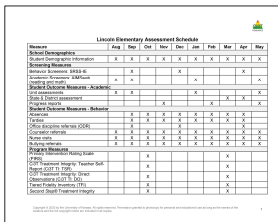


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School-wide Data Sources

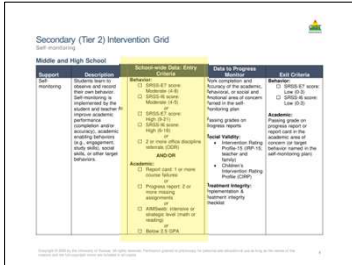
2 Locate school-wide data

- Tier 1 data
 - social validity
 - treatment integrity
- Student-level data
 - Systematic screening (academics + behavior)
 - Attendance
 - Office discipline referrals
 - Nurse visits
 - Grades




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Tier 2 Intervention Grid




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Selecting an Intervention (1)

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

Secondary (Tier 2) Intervention Grid

Behavior Control Intervention Grid

Direct Behavior Rating Intervention Grid

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Selecting an Intervention (2)

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

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Tool 1: Ci3T Data Dashboard

Ci3T Data Dashboard Example

File Edit View Format Data Tools Extensions Help

Student ID Last Name First Name

100000 100001 100002 100003 100004 100005 100006 100007 100008 100009 100010 100011 100012 100013 100014 100015 100016 100017 100018 100019 100020 100021 100022 100023 100024 100025 100026 100027 100028 100029 100030 100031 100032 100033 100034 100035 100036 100037 100038 100039 100040 100041 100042 100043 100044 100045 100046 100047 100048 100049 100050 100051 100052 100053 100054 100055 100056 100057 100058 100059 100060 100061 100062 100063 100064 100065 100066 100067 100068 100069 100070 100071 100072 100073 100074 100075 100076 100077 100078 100079 100080 100081 100082 100083 100084 100085 100086 100087 100088 100089 100090 100091 100092 100093 100094 100095 100096 100097 100098 100099 100100 100101 100102 100103 100104 100105 100106 100107 100108 100109 100110 100111 100112 100113 100114 100115 100116 100117 100118 100119 100120 100121 100122 100123 100124 100125 100126 100127 100128 100129 100130 100131 100132 100133 100134 100135 100136 100137 100138 100139 100140 100141 100142 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Tool 2: Ci3T Class-at-a-Glance Intervention Planner

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Tool 3: Ci3T Tier 2 and Tier 3 Intervention Tracker

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Activity Preparation

Access Tool 1, Tool 2, and/or Tool 3

Step 1: Go to ci3t.org/enhance

Step 2: Locate The Tier 2 Process module (see Ci3T: Implementing Secondary (Tier 2) Interventions)

Step 3: Sign into the module using your district email (if you haven't yet registered, directions will be provided to do so)

Step 4: On the toolbar, locate the resource you would like to explore (Tool 1, Tool 2, or Tool 3)

SCHOOL-WIDE DATA: THE KEY TO CONNECTING STUDENTS TO TIER 2 SUPPORTS

- 10 Getting Familiar with Data Sources
- 11 Exploring your School-wide Data S...
- 12 Getting Started with Data-Informed...
- 13 Ci3T Tier 2 and Tier 3 Data Tools

Tool 1: Ci3T Data Dashboard

Tool 2: Ci3T Class-at-a-Glance Interv...

Tool 3: Ci3T Tier 2 and Tier 3 Interv...

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Work Time

- Locate** data tools in the Enhancing Ci3T Module *The Tier 2 Process*
 - Tool 1: Ci3T Data Dashboard
 - Tool 2: Ci3T Class-at-a-Glance Intervention Planner
 - Tool 3: Ci3T Tier 2 and Tier 3 Intervention Tracker
- Explore** the tool of most interest/relevance to you
- Practice** using data to connect students from the Ci3T Data Dashboard to Tier 2 and Tier 3 interventions using either Tool 2 or Tool 3.



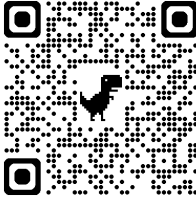
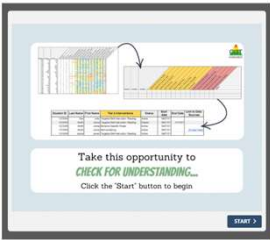
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Check for Understanding

Using Systematic Screening Data to Connect Students to Validated Tier 2 Supports



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Essential Elements of Tier 2 Implementation

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Tier 2 Ingredients

Effective Tier 2 interventions (across academic, behavioral, and social and emotional domains) mix and match these ingredients based on students' needs:

- Extra time and instruction to promote skill development ("can't do" growth areas)
- Increased opportunities for feedback ("won't do" growth areas)
- Added structure and predictability



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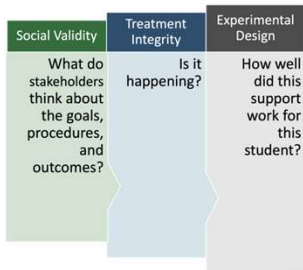
Tier 2 Modules (2)

GIST Implementing Secondary (Tier 2) Interventions



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Tier 2 Three Important Data Sources

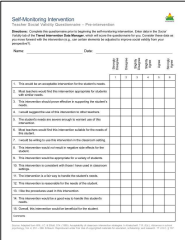


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Tier 2

Social Validity

- Acceptability of intervention:
 - goals
 - procedures
 - outcomes
- Commonly assessed using short rating scales from multiple perspectives:
 - Student
 - Teacher
 - Parents/Family

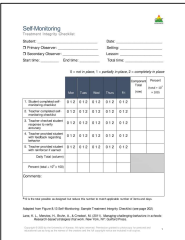


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Tier 2

Treatment Integrity

- Assess the degree to which the intervention is put in place
- Commonly assessed daily using intervention component checklists

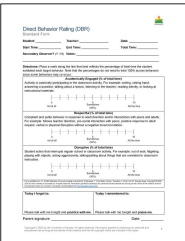


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Tier 2

Student Outcomes

- Monitor student progress
- Commonly assessment methods:
 - Academic interventions
 - Curriculum-based measures
 - Behavioral interventions:
 - Systematic direct observation (more intensive)
 - Direct Behavior Rating (less intensive)

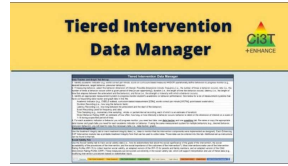


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Tier 2 Data Tracking

- Goal:
 - Regular review of social validity, treatment integrity, and student outcome data
- Resource:
 - Tiered Intervention Data Manager

Microsoft Excel	Google Sheets
Tiered Intervention Data Manager.xlsx	Tiered Intervention Data Manager Google



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Work Time

- Select one of the intervention-focused Enhancing Ci3T Modules from the Ci3T: Implementing Secondary (Tier 2) Interventions collection on ci3t.org/enhance.
- Explore the module, with a focus on reviewing social validity, treatment integrity, and student outcome data forms



10:00



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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 Precorrection	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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CI3T Trainers and Coaches Calls

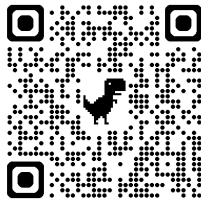


CI3T Trainers and Coaches Calls Session	Date
CI3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
CI3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
CI3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
CI3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
CI3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
CI3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
CI3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
CI3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
CI3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
CI3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)



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Knowledge Check



- Rate perceived knowledge, confidence, and usefulness of content after completing this session
- Answer a few questions to gauge your actual knowledge
- Receive (via email) a line-item for your resume or CV!



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#Ci3T

Thank you!

ci3t.org



Mark Buckman
buckman@ku.edu



@Ci3Tmodel

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

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