

Navigating the Tides of Change

A Three-Year Retrospective on Ci3T Implementation in the Hilo-Waiākea Complex Area on Hawai'i Island

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Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

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Agenda

- Introductions
- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention [Overview](#)
- Hilo-Waiākea Complex Area, Hawai'i Island
- A Three-Year Systems Change Journey
 - Where did we start?
 - Our Ci3T Journey
 - Building a respectful university-district partnership
 - Anticipated and unforeseen challenges
 - Significant successes
 - Where are we now?
 - Ongoing need for adaptation
 - The journey continues: Next steps

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Ci3T

Introductions

Aloha! Mahalo nui loa!

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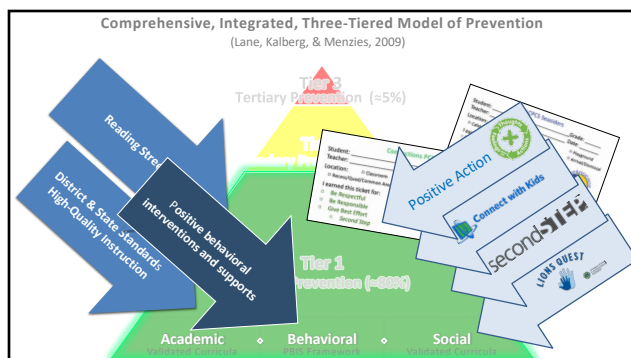
Slide notes are available at ci3t.org/presentations

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Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

A brief overview

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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	Progress Monitoring	Exit Criteria
Self-Regulation (Behavior)	Students engage in self-regulation activities, such as deep breathing, visualization, and positive self-talk, to manage their emotions and behavior.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Students who consistently demonstrate self-regulation skills and improved behavior are moved back to Tier 1.
Behavioral Interventions (Classroom)	Teachers implement classroom management strategies, such as positive reinforcement, clear expectations, and consistent consequences, to address student behavior.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Students who consistently demonstrate improved behavior are moved back to Tier 1.
Behavioral Interventions (Individual)	Students receive individualized behavior plans and support, such as social skills training, self-regulation strategies, and positive reinforcement, to address their specific needs.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Students who consistently demonstrate improved behavior are moved back to Tier 1.

Secondary (Tier 2) Intervention Grids

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	Progress Monitoring	Exit Criteria
Functional Assessment-Based Intervention	Students receive individualized functional assessments and behavior plans to address the underlying causes of their behavior.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Students who consistently demonstrate improved behavior are moved back to Tier 2.
Individualized Planning (Sequencing)	Students receive individualized behavior plans and support, such as social skills training, self-regulation strategies, and positive reinforcement, to address their specific needs.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Teacher reports on student behavior using a standardized scale (e.g., 1-5) during each class period.	Students who consistently demonstrate improved behavior are moved back to Tier 2.

Tertiary (Tier 3) Intervention Grids

Behavioral • Social

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Procedures for Teaching

Procedures for Reinforcing

Procedures for Monitoring

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Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

1. Show empathy
2. Maintain flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and Reteach expected behavior
5. Allow time and space
6. Recognize/reinforce appropriate behavior when demonstrated

Minor

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

1st Minor

1. Use 6-step instructional approach;
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor

Does the behavior put...

No

Yes

A Six-Step Instructional Approach for Responding to Challenging Behavior

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Planning for an Integrated Approach

Core Lesson Elements

Tier 1 (for all)

Equitable Access and Inclusion

Differentiated Objectives

Teacher Reflection

Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Precorrection (PC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

Met 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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Hilo-Waiākea Complex Area

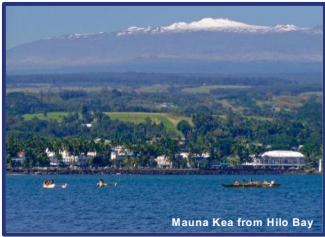
Hawai'i Island
A geographically and culturally unique educational landscape

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Hilo-Waiākea Complex Area

Geographically and culturally unique educational landscape





Mauna Kea from Hilo Bay

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Hilo-Waiākea Complex Area

Hilo (9 schools)

- E.B. DeSilva Elementary
- Ha'aheo Elementary
- Hilo High (1906)
- Hilo Intermediate
- Hilo Union (1912)
- Kalaniana'ole
- Kapi'olani
- Ka'ūmana
- Keaukaha

Waiākea (4 schools)

- Waiākea Elementary
- Waiākea Intermediate
- Waiākea High School
- Waiākeawaena Elementary (1915)

Public Charter Schools (4 schools)

- Connections PCS
- Ka 'Umeke Ka'eo PCS
- Ke Ana La'ahana PCS
- Laupahoe Community PCS



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Natural Landmarks



Hilo Bay: The central aquatic feature, offering views of the volcanoes.



Wailuku River State Park: Home to **Rainbow Falls (Waiānuenue)**, famous for the rainbows seen in its mist, and the **Boiling Pots**, a series of cascading potholes and turbulent waters.

Four Mile: Beaches that are all very different and unique.




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Coconut Island (Moku Oia): A small island in Hilo Bay popular for recreation and [Tower Jumps](#).



Hiiuokalani Park and Gardens: A meticulously manicured 30-acre Japanese garden with fishponds, pagodas, and views of Hilo Bay.



Kaumana Cave: A lava tube formed by the 1881 Mauna Loa lava flow.



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Cultural Landmarks



Hilo Farmers Market: A vibrant open market offering local produce, crafts, and a taste of local culture.



Pacific Tsunami Museum: Chronicles Hilo's history with tsunamis and their impact on the community.



Imiloa Astronomy Center of Hawaii: Connects ancient Hawaiian wayfinding and cultural traditions with modern astronomy.



Merrie Monarch Festival: A world-renowned annual week-long celebration of ancient and modern hula.





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Keaukaha Elementary
A Culturally Unique School and Community

Keaukaha Elementary is located at the heart of the community

- Long generational bonds
- Family connection is at its core
- All events are focused on bringing families together to celebrate the traditions of Keaukaha and the Hawaiian values that connect them

BE STRONG, BE PROUD, BE PONO

May Day

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Ci3T 

A Three-Year Systems Change Journey

Where did we start?

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2019-2021 Hilo-Waiākea Complex Area

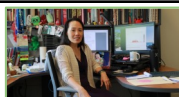
Before Ci3T

- Focus was on RTI for academics
- Consistency between schools was lacking
- Every school could choose how they set up tiered supports and curriculum
- Upside down triangle with heavy supports at Tier 3
- Tier 1 was not a focus, especially for the behavior domain
- PBIS was underutilized
- District staff (behavioral health specialists, school psychologists, social workers, clinical psychologists, district teachers) were overused at Tier 3 and for crisis support
- Heavy assessment caseloads at the IDEA level
- Staff levels were low at the specialist level (school psychologists and clinical psychologists)



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2019 HIDOE Push for MTSS



- Rollout of MTSS in June of 2019 for the 2019-2020 school year.
 - SBBH attended the 3-day July 2019 Ci3T Train the Trainer in Honolulu
- Slow start then complete stop in Hilo-Waiākea Complex Area
 - ...and across Hawai'i Island as COVID-19 hit January 2020
- March 2020: Focus was moved to how to educate online
 - Big focus on student ability to get food, medical supports, transportation, wi-fi, computers, and IDEA services
 - District staff focus was on those with the most needs – locating students and making sure basic needs were met
- Students remained online through 2020-2021 school year



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2021-2022 School Year

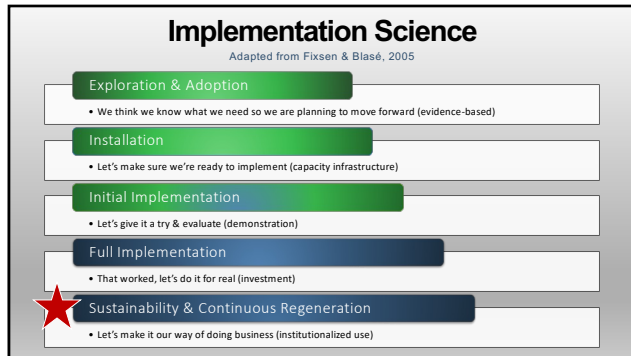


- Students came back from online learning with gaps in academic and social-emotional skills (at least a 1-year gap in reading, math, and writing)
- Not all students wanted to come back to school
- Increased student anxiety, especially at the middle school level
- Elementary student difficulties with transitions and the structure of a classroom setting

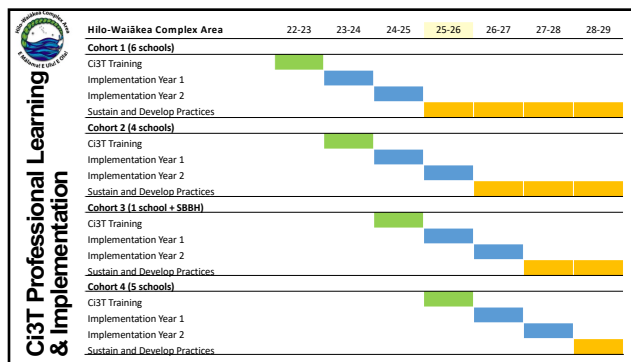
The push from HIDOE returned: Support these students by building strong tiered supports



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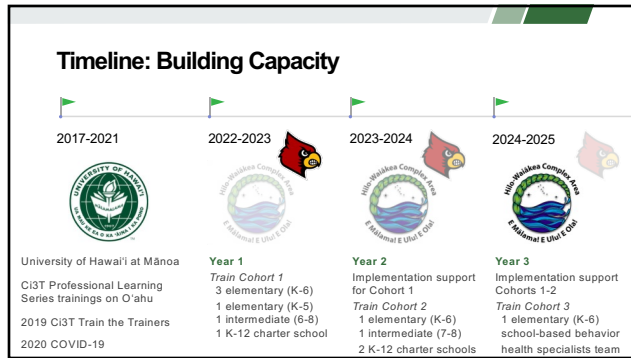
Our Ci3T Journey

Building a respectful university-district partnership

Anticipated and unforeseen challenges

Significant successes

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Hilo-Waiākea SBBH Expectations

1. **S**how Aloha
2. **B**e collaborative
3. **B**e engaged
4. **H**ave an open mind

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Fading in New Staff/Training to Build Capacity			
2022-2023	2023-2024	2024-2025	2025-2026
 School teams trained included school psychologists Summers of 2019, 2022, 2023: School psychologists and social workers attend Ci3T Train the Trainers	 School teams now include school psychologists and social workers as Ci3T Coaches and district representatives. Lead SBBH admin helps conduct Ci3T introduction meetings at each school. Learning year for SRSS-IE behavior screener implementation for district staff.	 Division of Services Filled new position: Focus MTSS supports. Melissa Brilhante, district teacher, supports Ci3T training and implementation sessions. District Level Supports: TFI / TSR / PIRS school psychologist / social workers supporting. Lead for district trainings: SBBH admin	 SBBH admin and district teacher: Ci3T Training at district level. District teacher: supporting schools for updates, scheduling, and building capacity. School Psychologists: Ci3T Coaches and support staff with tiered training and behavior screeners. Review data. TFI scheduling & assess.

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Ci3T Coaches


Dr. Magdalene Carta
School Psychologist


Heather Oreta
Social Worker


Rachel Pedro
Social Worker


Maya Nielsen
School Psychologist Intern


Charlotte Dial
School Psychologist


Lindsay Aubrey
School Psychologist


Georgianne Nacionales
Social Worker

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Challenges

- The cultural landscape and melding in cultural components
- Showing principals and vice principals how Ci3T can be utilized to fit their unique campus needs
- Continuous state initiatives that need to be weaved into Ci3T plans
 - threat assessment, suicide prevention training, sexual violence training/ curriculum, vulnerability assessments
- Vocabulary: Ci3T is MTSS and includes PBIS and RTI
- How to train new staff at school and district level
- Building staff capacity without overwhelming any particular role
- Continuous training opportunities provided by the district
- Scheduling schools for staff training and data collection



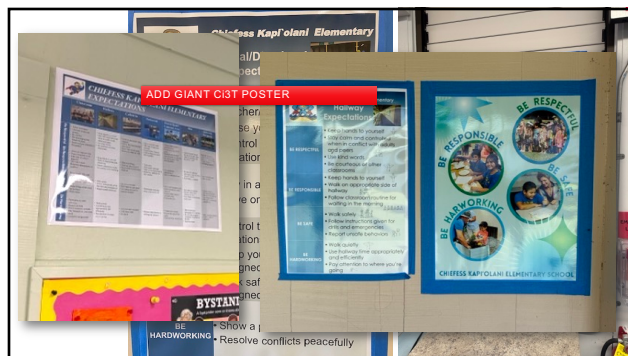
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- Complex Superintendent is invested in Ci3T
- 10 out of 13 schools have completed Ci3T training
- 3 out of 4 charter schools have completed Ci3T training
- All schools conduct TFI to gather PBIS data fall and spring
- All schools will have a behavior screener in place by end of this school year – SRSS-IE or BEISY
- Cultural components are being weaved into Ci3T blueprints
- Training of district staff to support Ci3T implementation is in year 3
 - more staff are supporting tiered interventions – training, modeling, fidelity checks and support, data collection
 - working with teams to schedule tiered supports throughout campus
- Fully staffed with school psychologists and clinical psychologists
- Division of school needs to not overwhelm one role group

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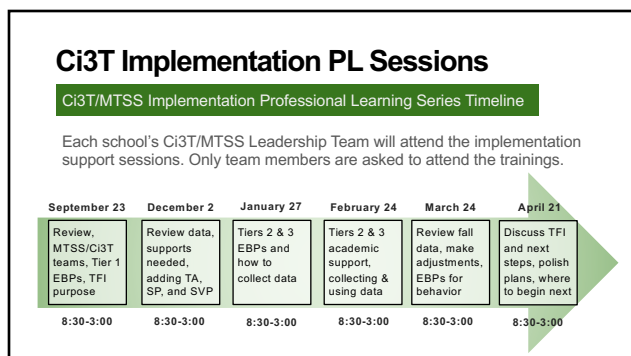
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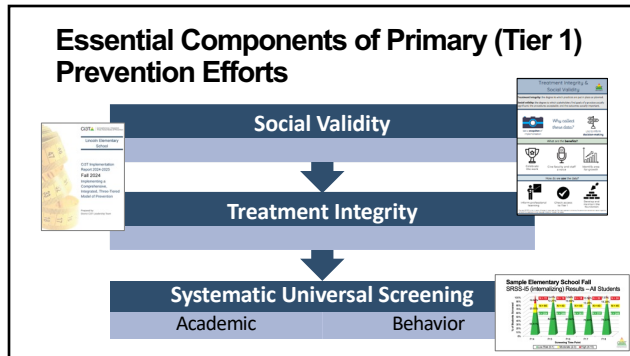
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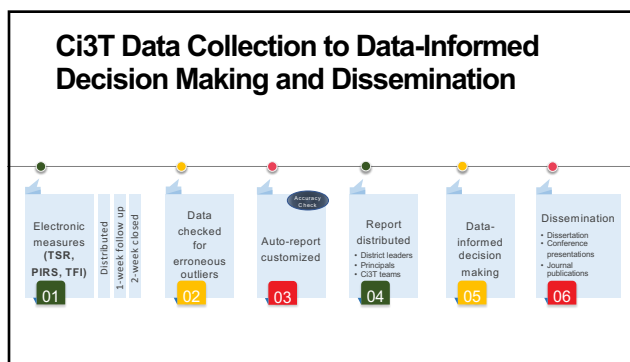
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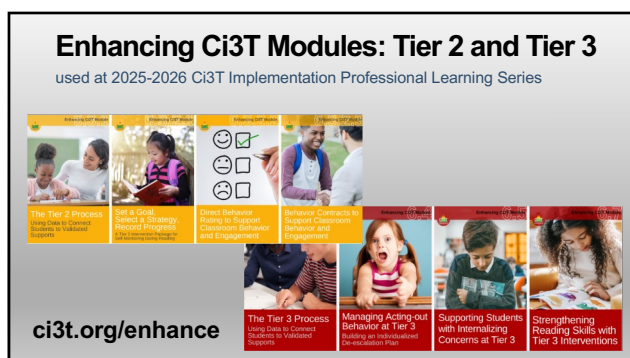
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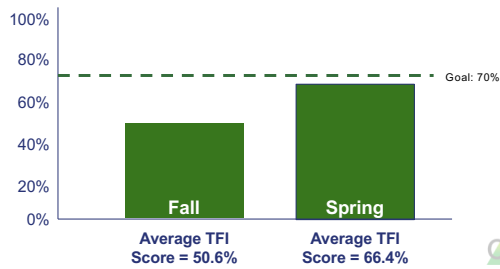
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Data and Positive Testimonials Are Our Greatest Successes



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2024-2025 TFI Data Fall and Spring Five Schools



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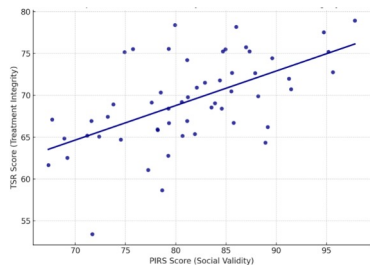
Ci3T Treatment Integrity: Teacher Self-Report Fall 2023 vs. Fall 2024

Is there a significant difference in mean Ci3T TI: Teacher Self-Report scores from fall 2023 to fall 2024?



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Relation Between Social Validity (PIRS) and Treatment Integrity (TSR)



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Cultural Integration: Tier 1 in Action

- [Hilo Intermediate School](#): schoolwide culturally inclusive activities and awards with SEL Focus: Living ALOHA, knowing your KULEANA and Being PONO.
- Every quarter, every teacher (40) nominates a child for excellence in Courage, Gratitude, Forgiveness, Compassion in action, and the SPARTAN awards
 - Winners get free dress for a month (don't have to wear uniform), get their pictures up on walls, and family joins them during the awards assemblies to encourage everyone to live these values every day.
- Japanese week! Spam Musubi and shave ice during a Bon Dance on campus.
- Micronesian week! Dance performances and sharing
- Filipino week! Keiki (children) bring in food and desserts to share with all
- Hawaiian week! Keiki can wear anything Hawaiian and even have a paniolo day with horses
- Our teachers have gone on Huaka'i around Hilo to incorporate place-based learning and then share at various family engagement nights
- We have meet & greet nights for families with pizza and goodies
- We strive to have Hilo Intermediate vision to Know your Kuleana, Be Pono, Live Aloha - from top and throughout this OHANA

[Hilo Intermediate BON Dance](#)

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SBBH Individual Bright Spots: Utilizing MTSS supports for Transition

A Success Story: Behavioral Health Specialist

"Middle School student having some difficulties and his team were worried about his transition to Middle and then High School. The schools arranged early visits to introduce him to the Middle School and to me prior to the 4th quarter of the school year. We also met daily during the summer transition, and he had some incidents early on but with support and reinforcement of coping skills that he practiced daily he has made a lot of progress. He has practiced and learned to use his voice to advocate for himself when he feels overwhelmed or stressed and will seek support when needed. He was even the key speaker of 3 group presentations here on campus. This has been especially evident this 24-25 school year with him going on to 9th grade transition. Parents are elated and can't wait to see what else is in store for this young man. The High School team is ready for him and although he will miss me, he shared; he will continue to visit and give me updates of his continued progress."

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SBBH Individual Bright Spots: Utilizing MTSS supports for Social-Emotional

A Success Story: Teacher

"A student I was working with this year was having difficulty transitioning back to a full-time student. Together with his care team and family, we set up a consistent schedule of Tier 1 and 2 supports and reinforcements. We noticed an increase in confidence and motivation, which resulted in more positive social interactions, less challenging behavior, and he is now performing at or above grade level academically."



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Where are we now?

Ongoing need for adaptation
Next steps

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Timeline: Building Capacity

2025-2026	2026-2027	2027-2028	2028-2029
			
Year 4 : District Team Lead Implementation support Cohorts 1-3 Train Cohort 4 1 High School (9-12)	Year 5 : District Team Lead Implementation support Cohorts 1-4 Train Cohort 5 1 HS and 1 Elementary	Year 6: District Team Lead Implementation support Cohorts 1-5	Year 7: District Team Lead Implementation support Cohorts 1-5

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2025-2026 Ci3T Professional Learning Series Training Schedule

Training	Location of Training	Date and Time
MTSS/CST Day 1	Hilo Annex Conference Rm 2	September 22 8:30 am -10:30 am
MTSS/CST Day 2	Hilo Annex Conference Rm 1	December 01 8:30 -3:00 PM
MTSS/CST Day 3	Hilo Annex Conference Rm 14	Jan 26 8:30-10:30 AM
MTSS/CST Day 4	Hilo Annex Conference Rm 1	Feb 23 8:30- 3:00 PM
MTSS/CST Day 5	Hilo Annex Conference Rm 1	March 23 8:30-10:30 AM
MTSS/CST Day 6	Hilo Annex Conference Rm 1	April 29 8:30- 3:00 PM

Date: 08/05/2025

To: **School Administration - Build your COT/MTSS Team and Plan**
Team members should include Administrative Representative, and three or four other school staff: MTSS Lead/Assistant Coach/Intervention teacher/SEL teacher, specialists (IE, teacher, school psych, intervention teacher, etc), school counselor, behavioral specialist, Coach/CC

From: Angie Graham, District Educational Specialist
Melissa Brillhant, District Teacher

Subject: **Building Year** Building your COT/MTSS team while creating your Tier 1, 2, & 3 Plans in Behavior, SEL, and Academics.

Building year:

Build upon your already implemented prevention frameworks, such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI), by creating a single, integrated MTSS system that addresses three domains of student needs: Academic, SEL, and Behavior.

Day 1: **COT/MTSS overview and explore the framework** your team will be working on through the 25-26 school year. *Between the ends of Day one and Day two, our District team will assist you in introducing the "why" behind MTSS to your staff. We'll also help you collect school data, which you'll use to build your tiered plans."*

Day 2: Start building your Primary Prevention Plan which focuses on **Tier 1** support.

Day 3: Your team will review how you plan to **monitor your Tier 1 plan**. This includes examining your current universal data collection systems and determining if any need to be added or used differently. We will continue to update your **Primary Prevention Plan**.

Day 4: Start building your **Tier 2 plan** by analyzing the supports you already have in place for your school. From there, identify what else might need to be added.

Day 5: You can now begin developing your **Tier 3 plan** by analyzing your existing supports and identifying what needs to be added. Continue to work on your **Tier 3 plan**.

Day 6: Finalize and polish your **Tier 1, 2, and 3 plans**. Then, outline where you will begin next school year.

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2025-2026 Ci3T Implementation Professional Learning Series

Training	Location of Training	Date and Time
MTSS/CST Day 1	TBD	September 23 8:30 am -3:00 pm
MTSS/CST Day 2	Hilo Annex Conference Rm 2	December 02 8:30 am -3:00 pm
MTSS/CST Day 3	Hilo Annex Conference Rm 1	Jan 27 8:30 am -3:00 pm
MTSS/CST Day 4	Hilo Annex Conference Rm 2	Feb 24 8:30 am -3:00 pm
MTSS/CST Day 5	Hilo Annex Conference Rm 2	March 24 8:30 am -3:00 pm
MTSS/CST Day 6	Hilo Annex Conference Rm 1	April 21 8:30 am -3:00 pm

Date: 08/05/2025

To: **COT/MTSS FOC/Teams - Implementing your COT/MTSS system**
Team members should include your identified MTSS/CST Team

From: Angie Graham, District Educational Specialist
Melissa Brillhant, District Teacher

Subject: **Implementation Years**-supporting your Tier 1, 2, & 3 Plans in Behavior, SEL, and Academics.

Implementation year:

Strengthen your school's Multi-Tiered System of Support (MTSS) or Comprehensive, Integrated, Three-Tiered (CIT) framework by focusing training on the following key areas: Universal Data Collection, Tier 2 and 3 Interventions, and Tiered Supports Entry and Exit Criteria for Academic, Behavior, and Social Emotional Learning.

Day 1:

- Review the "why" behind MTSS
- Review your plans, address your calendar dates, and identify the universal data you have ready to be collected
- Who should be involved with your MTSS teams (e.g., "Peer Reviews," "High End Low End meetings," "Case" or "MTSS Meetings")? What topics should be discussed? What materials or information are needed for these meetings?
- Learn about essential evidence-based practices at Tier 1 in behavior, SEL, and academics.
- What is the purpose of the Tiered Fidelity Inventory (TFI)?
 - District staff will schedule your TFI
 - District staff can also schedule a meeting with your team on your campus to discuss your team's training needs and determine who is best to provide that support. District staff can help evaluate your current systems and offer resources.

Day 2:

- Review your beginning of the year Universal Data (Panorama, TFI, DIBELS, STAR) as a team.
- Any system, grade level needs, or staff needs that may need to be supported.
- Adding Threat Assessments into your MTSS Plan
- Adding Suicide Prevention/ Sexual Violence Prevention into your MTSS Plan

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Ongoing Need for Adaptation

- Updating Ci3T Implementation Manuals yearly
- TFI data collection dates scheduled before school year starts
- Continuous and ongoing training of district staff to ensure supporting schools is manageable
- The district must have their own Ci3T district leadership team
 - trainings
 - updates
 - adding in state initiatives
 - supporting data collection





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Royer, Graham, Carta, & Aubrey

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Next Steps



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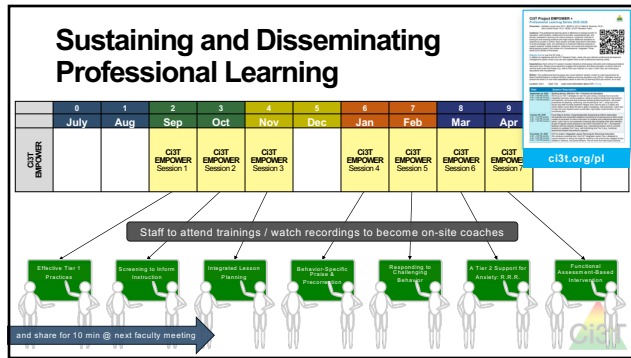
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Mahalo!

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