

Data-informed Instruction in Tiered Systems to Meet Students' Multiple Needs

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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!

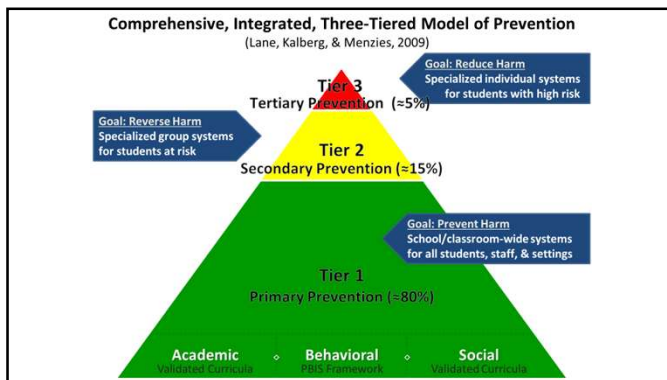


Comprehensive, Integrated,
Three-Tiered Model of Prevention

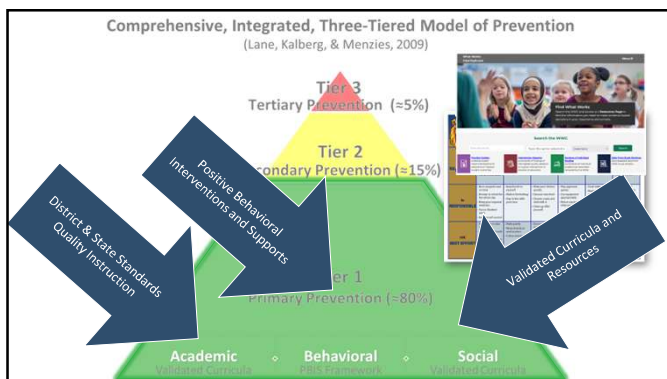
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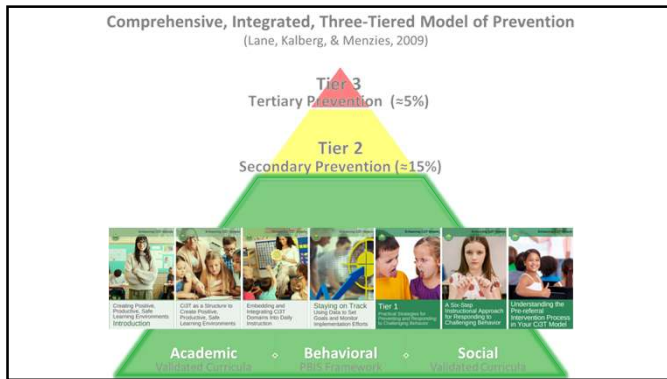
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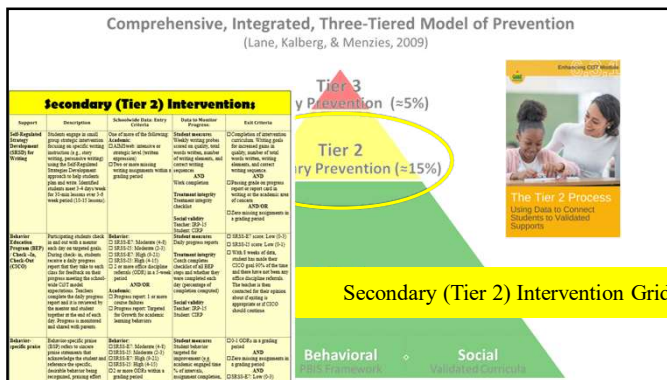
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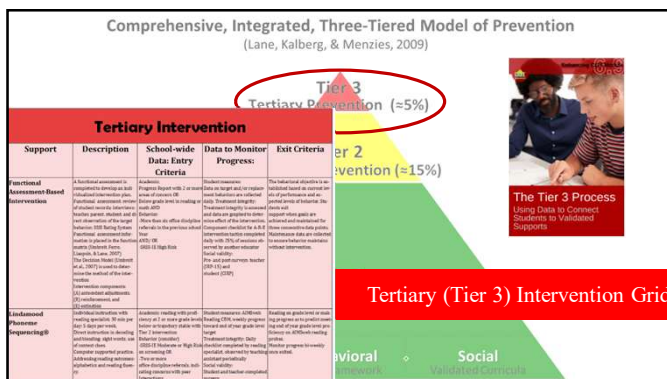
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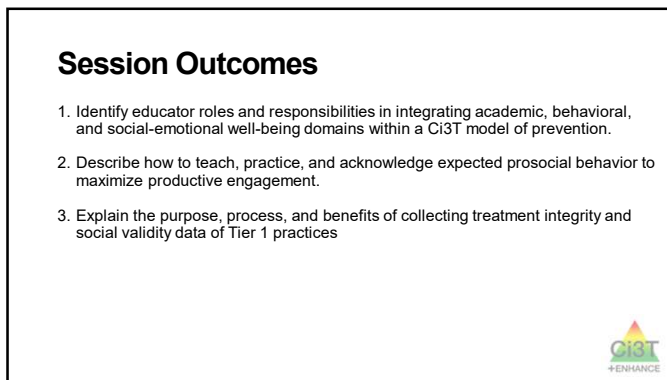
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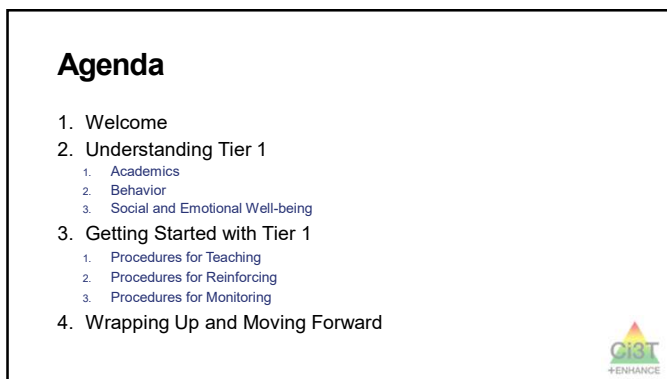
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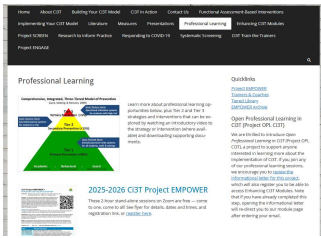
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Accessing Professional Learning Materials

ci3t.org/pl



The screenshot shows the 'Professional Learning' section of the ci3t.org/pl website. It features a navigation bar with links like 'Home', 'About C3T', 'Building Your C3T Model', 'C3T 101 Series', 'Contact Us', and 'Professional Learning'. Below the navigation bar, there's a 'Professional Learning' section with a sub-header 'Open Professional Learning in C3T Project C3T'. It includes a '2025-2026 C3T Project EMPOWER' section with a QR code and a '2025-2026 C3T Project EMPOWER' section with a QR code. The ci3t +ENHANCE logo is in the bottom right corner.

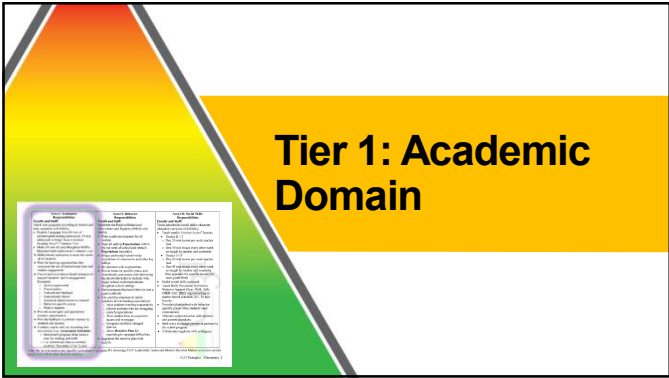
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Understanding Tier 1

Academics
Behavior
Social

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Tier 1: Academic Domain

The graphic features a large yellow and orange pyramid on the left. To its right is a table titled 'Tier 1: Academic Domain' with columns for 'Standard', 'Indicator', and 'Assessment'. The table lists various academic standards and indicators, including 'Reading', 'Writing', 'Speaking', and 'Listening'. The ci3t +ENHANCE logo is in the bottom right corner.

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



School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
School Wide Expectations		
Tier 1 Expectations Matrix		
Area I: Academics Responsibilities Students: •	Area II: Behavior Responsibilities Students: •	Area III: Social Skills Responsibilities Students: •
Faculty and Staff: • Teach core programs and/or district standards with fidelity. • Use teacher-delivered, low-intensity strategies to support students' active engagement.	Faculty and Staff: • 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 core programs with fidelity. • Use all program Number of Lessons. • Use other (How many). • Conduct, report, and use screening and assessments (see Assessment Schedule).



Ci3T Blueprint & Primary (Tier 1) Plan 1

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Academics



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 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.
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Embedding Low-Intensity Supports in Daily Instruction





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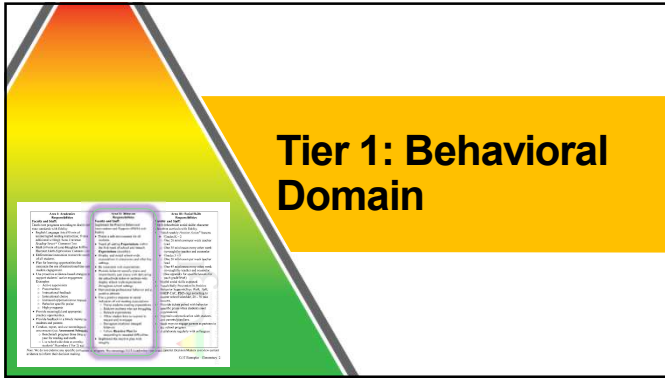


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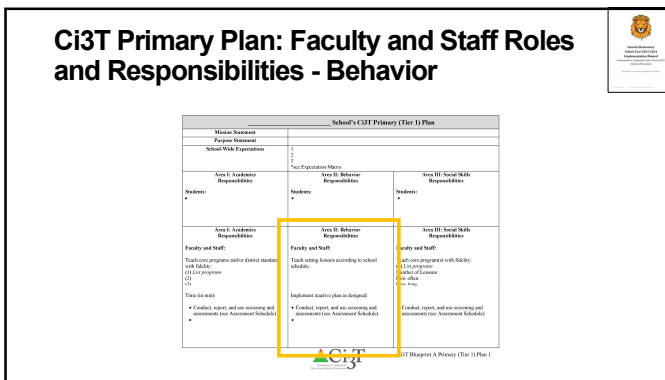


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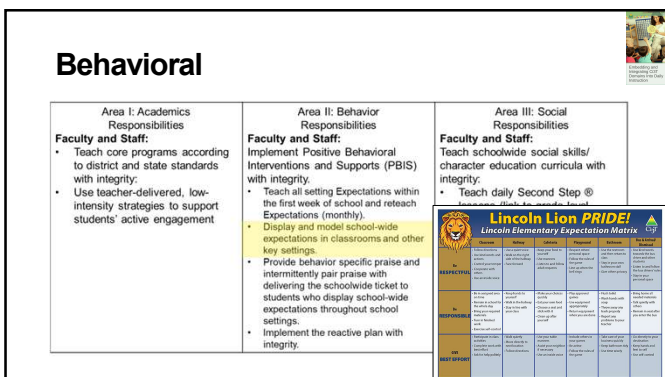
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[illegible]

Social

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

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Ci3T: An Integrated Approach

Embedding and Integrating Ci3T Domains into Daily Instruction

Clanton, Oakley, 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/10.1177/18434244221104886>

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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 (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)
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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Talk Time

- What is something you heard today that you might add to your practice for launching the school year across academic, behavior, and social domains?

00:00

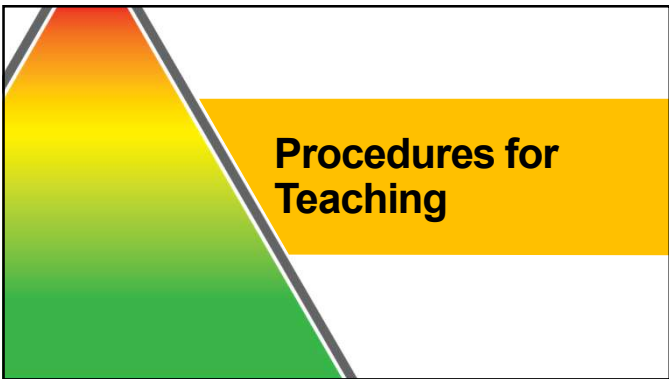


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Getting Started with Tier 1

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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

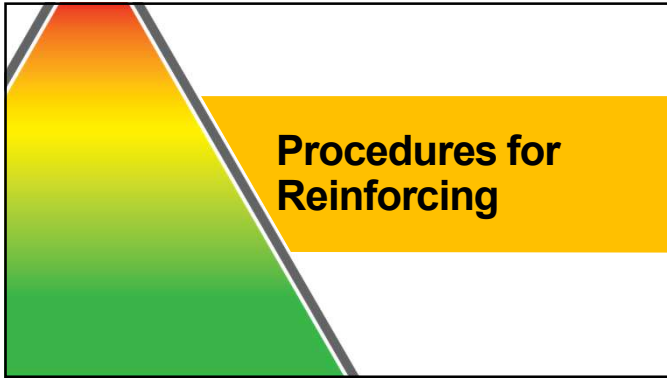
- Lessons
- Posters
- Videos
- Announcements
- Assemblies

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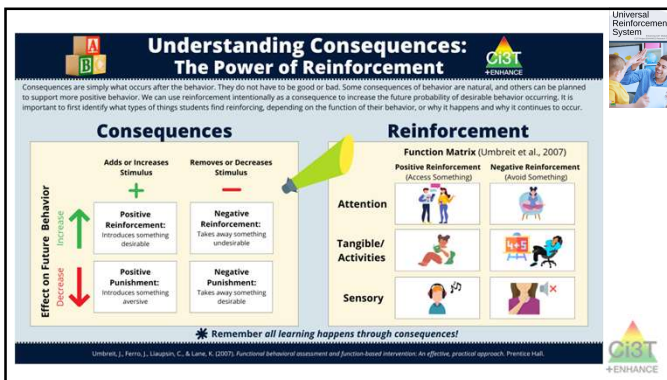
Families and Community

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

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Let's Chat!

What faculty and staff reinforcers does your schools offer?

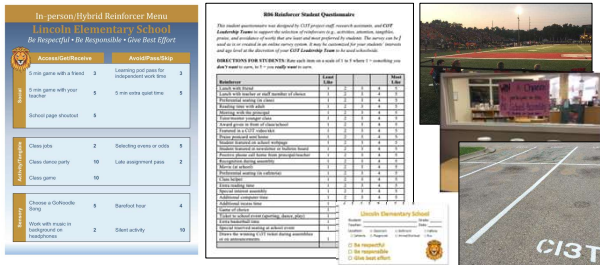
OR

What reinforcers would you suggest be offered?




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Student Reinforcement



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Let's Chat!

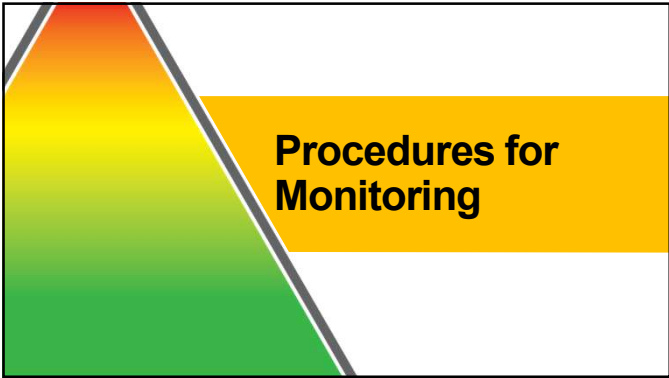
What is the most unique reinforcer you have offered or seen?

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

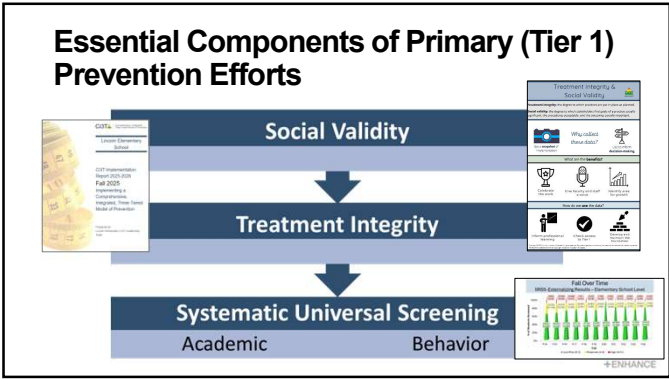
What do you foresee as a popular reinforcer on a menu?




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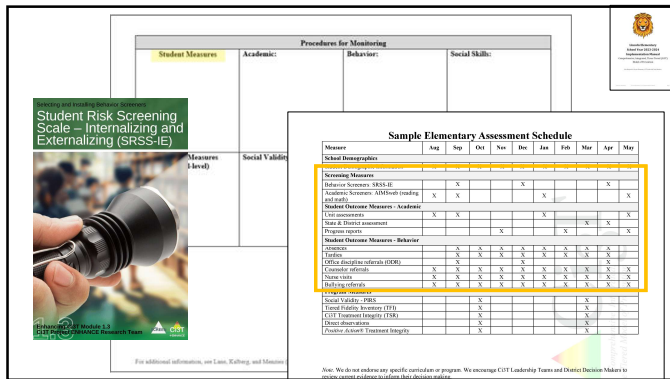
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Procedures for Monitoring

Student Measures	Academic	Behavior	Social Skills
Program Measures (School level)	Social Validity	Treatment Integrity	Program Goals: 1. Goal (data source) 2. Goal (data source)

Locate in your Ci3T Implementation Manual

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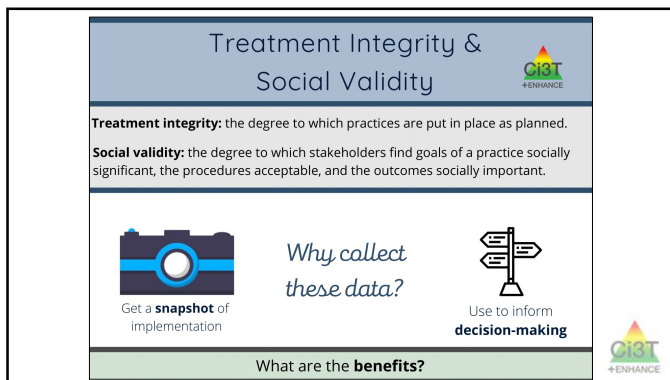
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

Sample Elementary Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Screening Measures										
Behavior Screeners - AHS-100		X			X					X
Academic Screeners - AHS-100	X	X			X					X
SEL Skills										
Student Outcome Measures - Academic										
LEAP assessment	X	X				X			X	X
State & District assessment								X	X	X
Program review			X							X
Student Outcome Measures - Behavior										
Attendance	X	X	X	X	X	X	X	X	X	X
Tardiness	X	X	X	X	X	X	X	X	X	X
Office discipline referrals (ODRs)	X	X	X	X	X	X	X	X	X	X
Conduct referrals	X	X	X	X	X	X	X	X	X	X
Suspension	X	X	X	X	X	X	X	X	X	X
Referral referrals	X	X	X	X	X	X	X	X	X	X
Program Measures										
Social Validity - FMS			X					X		
Local Validity - Survey 100%			X					X		
CITF Content Integrity (CITFI)			X					X		
Direct observation			X					X		
Proctor Admin's Treatment Integrity			X					X		

Note: We do not endorse any specific curriculum or program. We encourage CITF Leadership Teams and District Decision-Makers to review current evidence and make their decision wisely.

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Treatment Integrity & Social Validity

Treatment integrity: the degree to which practices are put in place as planned.

Social validity: the degree to which stakeholders find goals of a practice socially significant, the procedures acceptable, and the outcomes socially important.



Get a **snapshot** of implementation

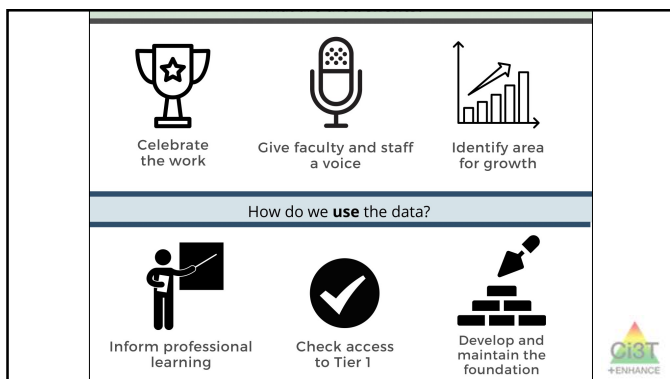
Why collect these data?



Use to inform **decision-making**

What are the benefits?

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Celebrate the work



Give faculty and staff a voice



Identify area for growth

How do we use the data?



Inform professional learning



Check access to Tier 1



Develop and maintain the foundation

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Module Connection



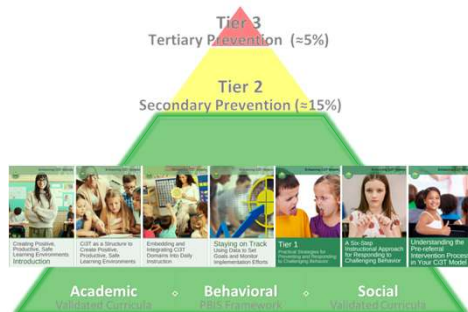
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Procedures for Monitoring			
Student Measures	Academic:	Behavior:	Social Skills:
Procedures for Monitoring Student Measures - AIMSweb academic screeners (reading and math) - District assessment - State assessments - Unit assessments - Progress reports	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) - Counselor referrals - 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: - Maintain 80% fidelity across treatment integrity measures. - At least 80% of students in grades K-5 will meet growth targets in reading and math according to AIMSweb. - At least 80% of students in grades K-5 at low risk on the SRSS-IE.

Program Measures and Goals

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



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

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



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