

Creating Positive, Productive Environments: Using Comprehensive, Integrated, Three-tiered (Ci3T) Models to Meet Students Multiple Needs

CDE Affective Needs Conference January 9, 2026 – Day 2

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If you have not done so already, we invite you to visit the [Ci3T Website](#) to access modules and complete a one-time registration process!



Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us Functional Assessment-Based Interventions
Implementing Your Ci3T Model Literature Measures Presentations Professional Learning Enhancing Ci3T Modules
Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers
Project ENGAGE

Enhancing Ci3T Modules

- 0 SETTING UP FOR SUCCESS
- 1 SESSION 1
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First time module users for 2024-2025 view [informational letter and register here!](#)

If you would like to share your thoughts about factors related to usage (e.g., acceptability, feasibility) of Ci3T professional learning experiences and resources you engage with, we invite you to complete the [Ci3T User Rating Profile](#).

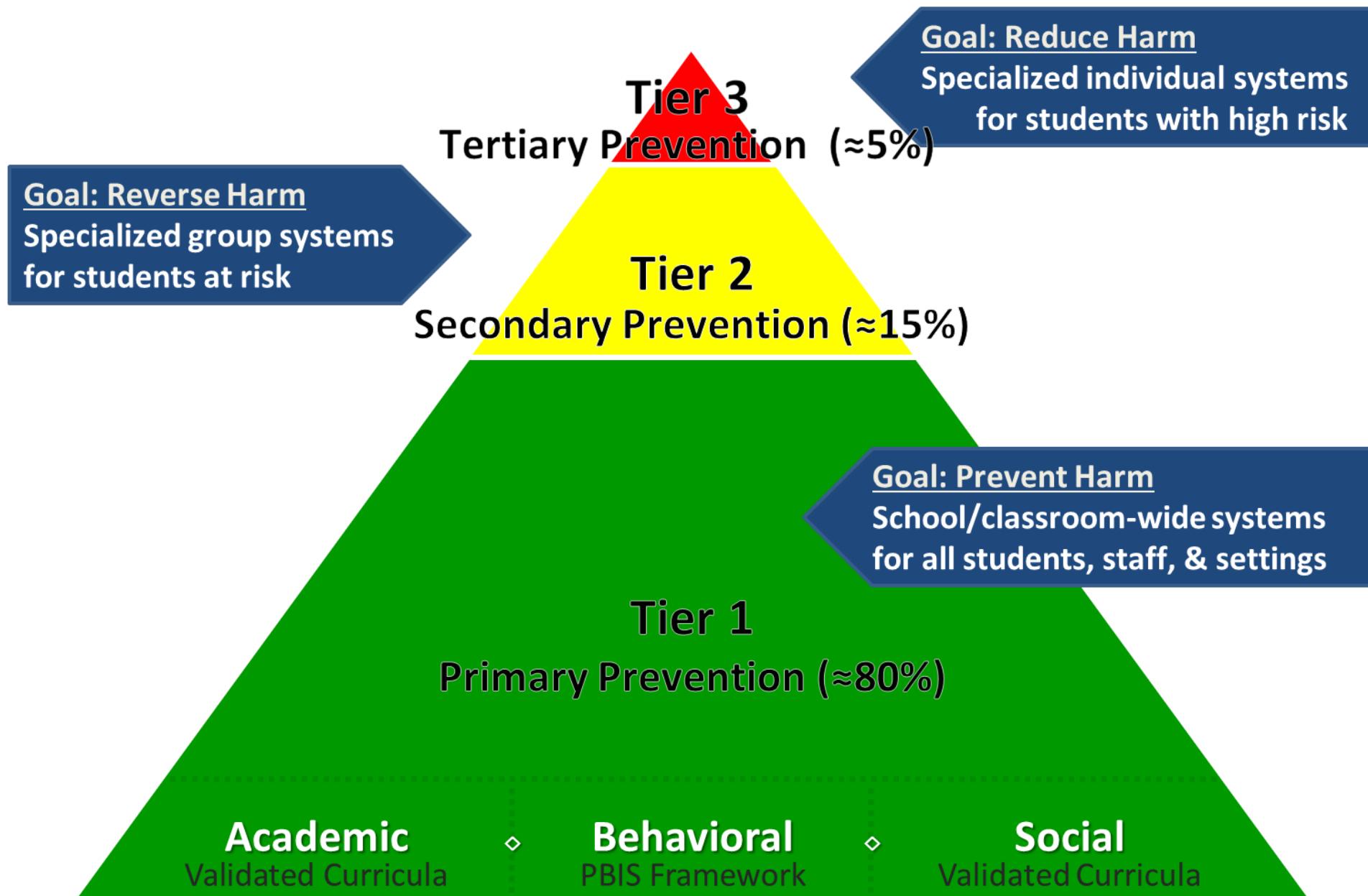
Agenda

1. Welcome & Introductions
2. Overview of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
3. Systematic Screening: Tools & Logistics
4. Using Systematic Screening to
 1. Inform Instruction at Tier 1
 2. Empower Educators with Low-Intensity Strategies
 3. Connect Students to Tier 2 and Tier 3 Interventions
5. Wrapping Up and Moving Forward



Comprehensive, Integrated, Three-Tiered Model of Prevention

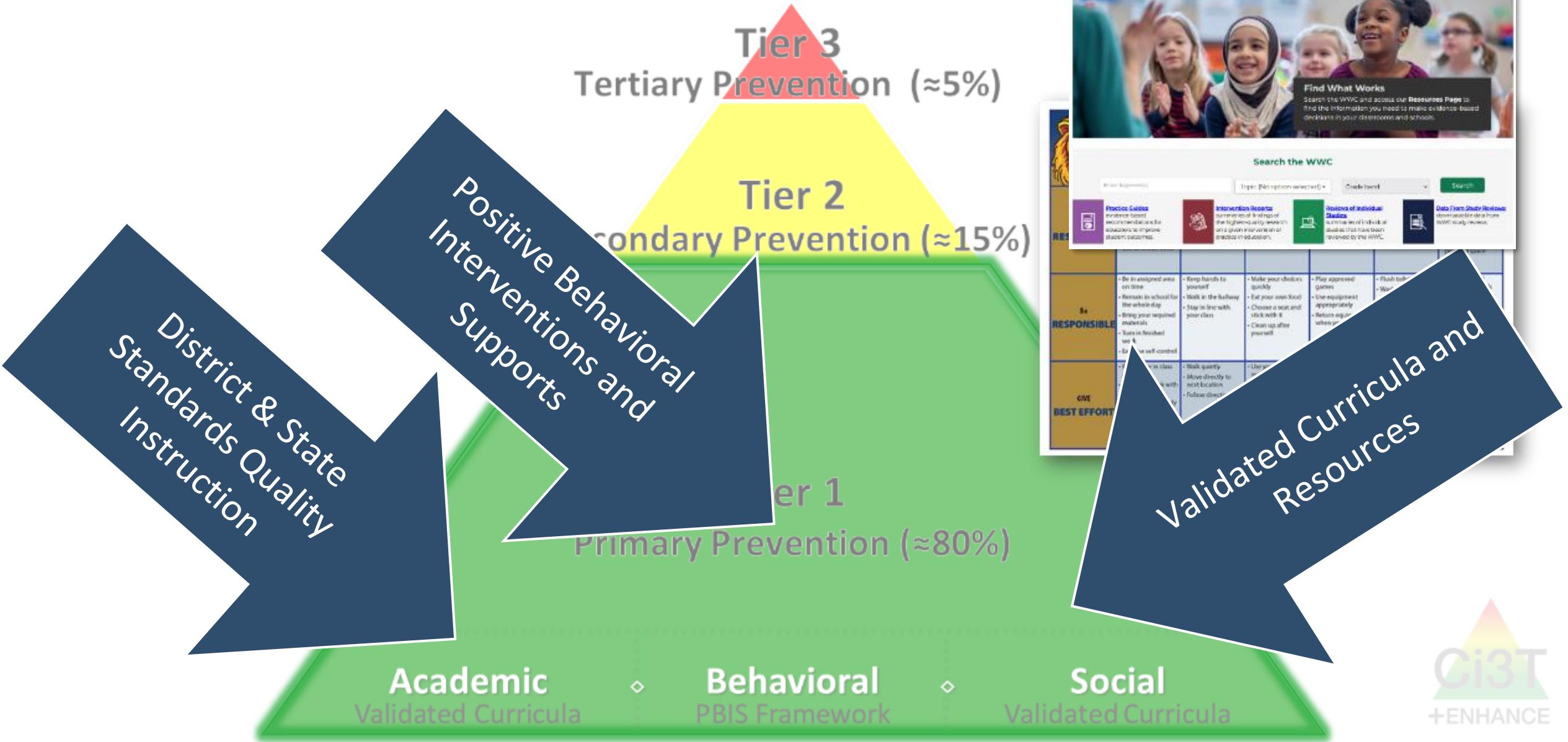
(Lane, Kalberg, & Menzies, 2009)





Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Ci3T Professional Learning Series

Pre-Training Activities

- Team member selection
- Schoolwide Expectations Survey for Specific Settings (SESSS)

Session 1: 2 hours

- Ci3T model overview

Session 2: Full day

- Building the primary prevention plan

Session 3: 2 hours

- How to monitor the plan
- Student team members attend

Session 4: Full day

- Building Tier 2 supports

Session 5: 2 hours

- Building Tier 3 supports
- Student team members attend

Session 6: Full day

- Preparing to implement

Implementation



Homework Share overview with faculty and staff; Build reactive plan

Homework Finalize and share expectation matrix and teaching & reinforcing components

Homework Share screeners; Complete assessment schedule

Homework Share Ci3T plan; Complete PIRS; Complete secondary grid

Homework Share revised Ci3T plan; Complete Ci3T Feedback Form

Ci3T Implementation Manual



Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Updated: 06/15/2022

Lincoln Elementary Ci3T Implementation Manual

Page 1



Coolidge Middle School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Coolidge Middle School Ci3T Leadership Team Members:

Kathleen Lane
Emily Castwell
David Royer

Updated: 01/24/2018

Lincoln Elementary Ci3T Implementation Manual

Page 1



Franklin Pierce High School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Pierce High School Ci3T Leadership Team Members:

Kathleen Lane
Emily Castwell
David Royer

Updated: 07/24/2018

Lincoln Elementary Ci3T Implementation Manual

Page 1



Ci3T Implementation Manual

Primary (Tier 1) Plan



School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations	1. 2. 3. <small>*see Expectation Matrix</small>	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: <ul style="list-style-type: none">•	Students: <ul style="list-style-type: none">•	Students: <ul style="list-style-type: none">•

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs and/or district standards with fidelity: (1) <i>List programs</i> (2) (3) Time (in min): <ul style="list-style-type: none">• Conduct, report, and use screening and assessments (see Assessment Schedule)•	Faculty and Staff: Teach setting lessons according to school schedule: Implement reactive plan as designed: <ul style="list-style-type: none">• Conduct, report, and use screening and assessments (see Assessment Schedule)•	Faculty and Staff: Teach core program(s) with fidelity: (1) <i>List programs</i> Number of Lessons: How often: How long: <ul style="list-style-type: none">• Conduct, report, and use screening and assessments (see Assessment Schedule)•

What are ALL students accessing?

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs according to district and state standards with fidelity: <ul style="list-style-type: none">• English Language Arts• Math• Science• Social Studies• Physical Education• Health• Technology• Fine Arts• World Languages	Faculty and Staff: Implement the Positive Behavioral Interventions and Supports (PBIS) framework: <ul style="list-style-type: none">• Create a safe and inclusive school environment• Establish clear expectations and consequences• Provide positive reinforcement for desired behaviors• Address problem behaviors through a tiered approach• Collaborate with families and community partners	Faculty and Staff: Promote social-emotional learning (SEL) skills: <ul style="list-style-type: none">• Teach emotional regulation and self-control• Encourage teamwork and problem-solving• Foster a sense of belonging and self-worth• Encourage resilience and persistence• Encourage positive relationships with peers and adults

Ci3T Primary Plan: Procedures for Teaching

- Differentiate instruction to meet the needs of all students.

Plan for learning opportunities that support the educational time and

- Examples:
 - Active supervision
 - Precorrection
 - Instructional feedback
 - Instructional choice
 - Increased opportunities to respond
 - Behavior specific praise
 - High-*p* requests
- Provide meaningful and appropriate practice opportunities.
- Provide feedback in a timely manner to students and parents.
- Conduct, report, and use

- Demonstrate positive attitude
- Use a positive response to initial indicators of not meeting expectations:
 - Praise students meeting expectations
 - Redirect students who are struggling
 - Reteach expectations
 - Allow student time to respond to request and re-engage

- One 30 min lesson every other week co-taught by teacher and counselor
- Grades 3 – 5
- One 20 min lesson per week teacher lead
- One 45 min lesson every other week co-taught by teacher and counselor
(See appendix for specific lessons for each grade level)

Ci3T Primary Plan: Procedures for Monitoring

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.



Ci3T | Comprehensive, Integrated,
Three-Stream Model of Prevention

Lincoln Elementary School

CI3T Implementation
Report 2025-2026

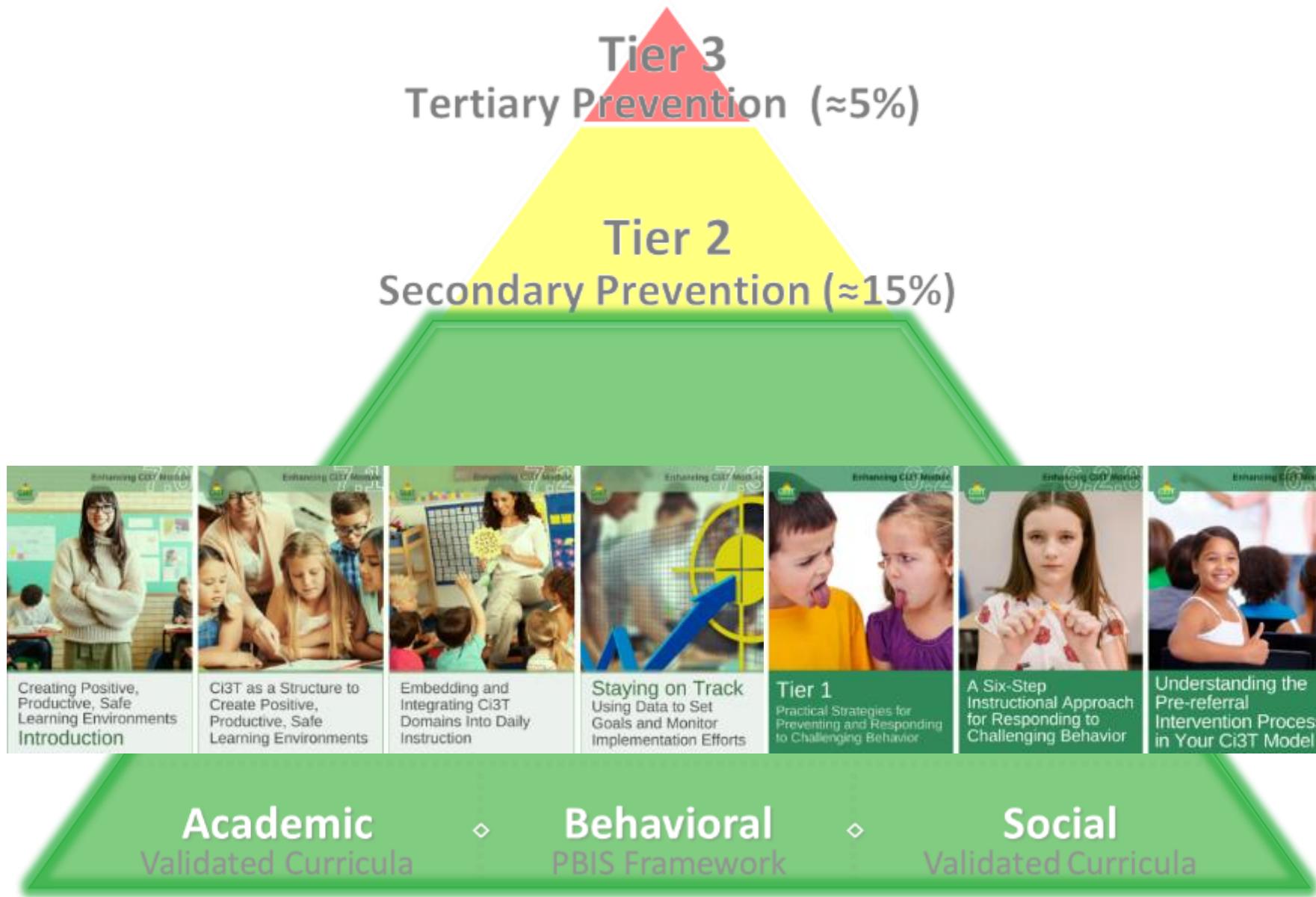
Fall 2025 Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by:
Lincoln Elementary COT Leadership
Team

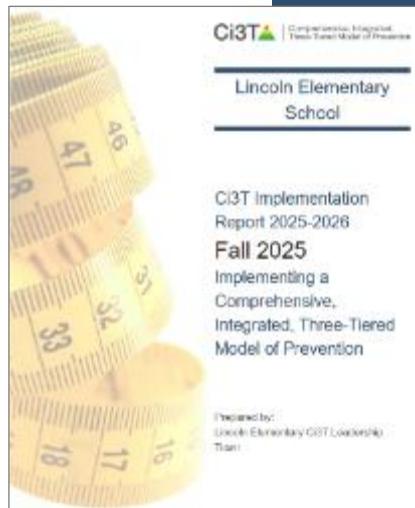


Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



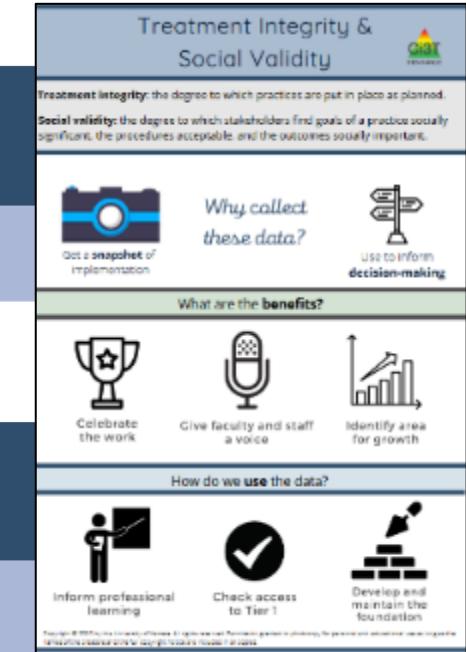
Essential Components of Primary (Tier 1) Prevention Efforts



Social Validity



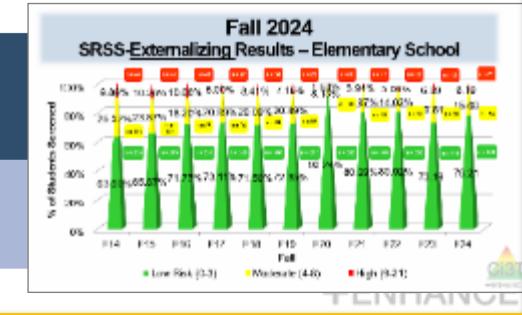
Treatment Integrity



Systematic Universal Screening

Academic

Behavior



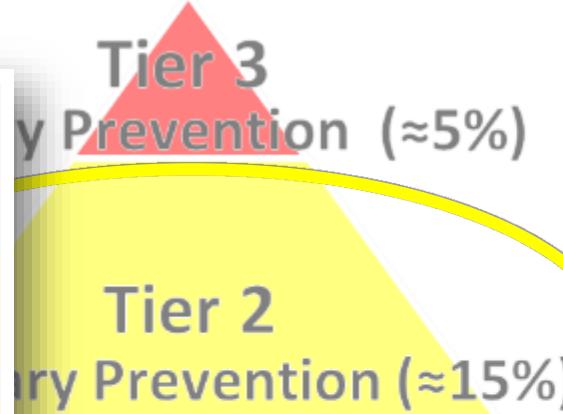
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Enhancing Ci3T Module
6.3.1

Secondary (Tier 2) Interventions

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum: Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-I5: Low (0-1)



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

Secondary (Tier 2) Intervention Grid

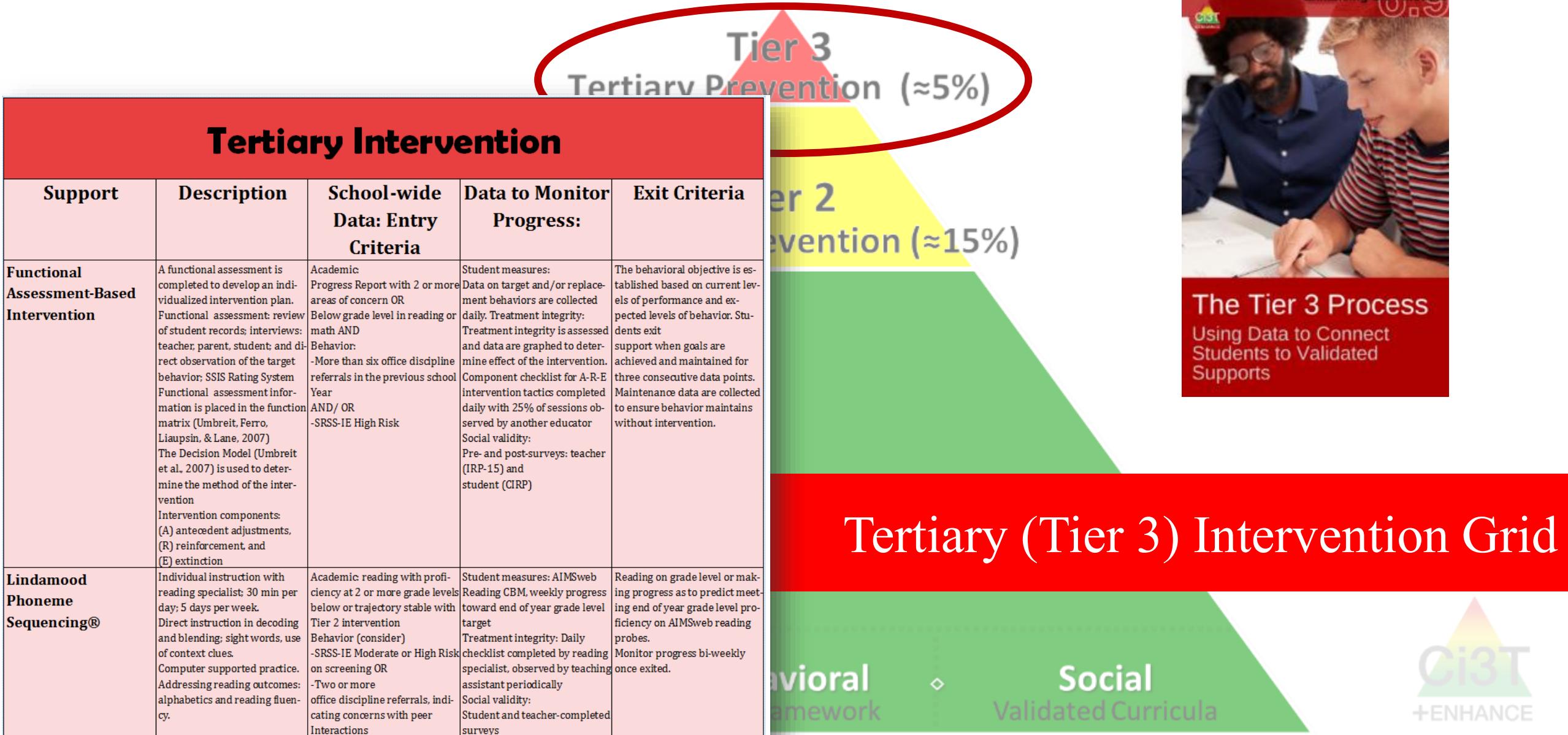
Behavioral
PBIS Framework

Social
Validated Curricula

Ci3T
+ENHANCE

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Enhancing Ci3T Modules



ci3t.org/enhance

Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Measures Presentations Professional Learning Enhancing Ci3T Modules

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers

Project ENGAGE

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9

SESSION 10

SESSION 11

Reviewing for the year ahead

Fall: Screening availability for 3 weeks; Open 4-6 weeks after module begins

Winter Window: -2 weeks; First 2 weeks of December

Spring: Screening availability for 4 weeks; Open 4-6 weeks after module ends

Spring: Treatment Integrity and Social Validity Window

First time module users for 2024-2025 [view informational letter and register here!](#)

1st

At your fingertips, you have the tools and resources you need to support your students. To learn more about the professional learning experiences and resources you engage with, we invite you to complete the [Ci3T Usage Rating Profile](#).



Implementation Science (1 of 2)

Adapted from Fixsen & Blasé, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)





Transparency, Access, & Collaboration

Benefits of Ci3T Models

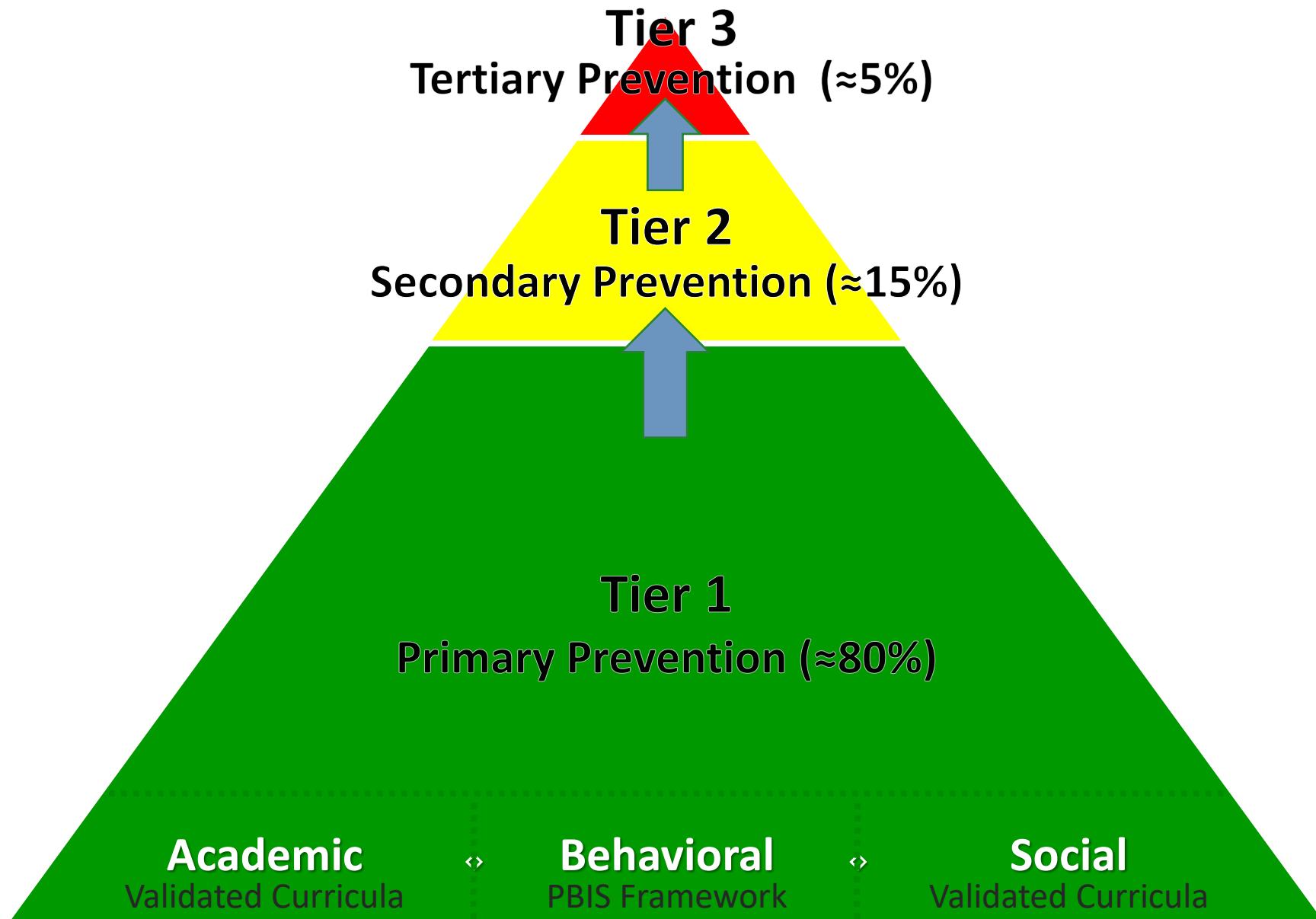


Systematic Screening...

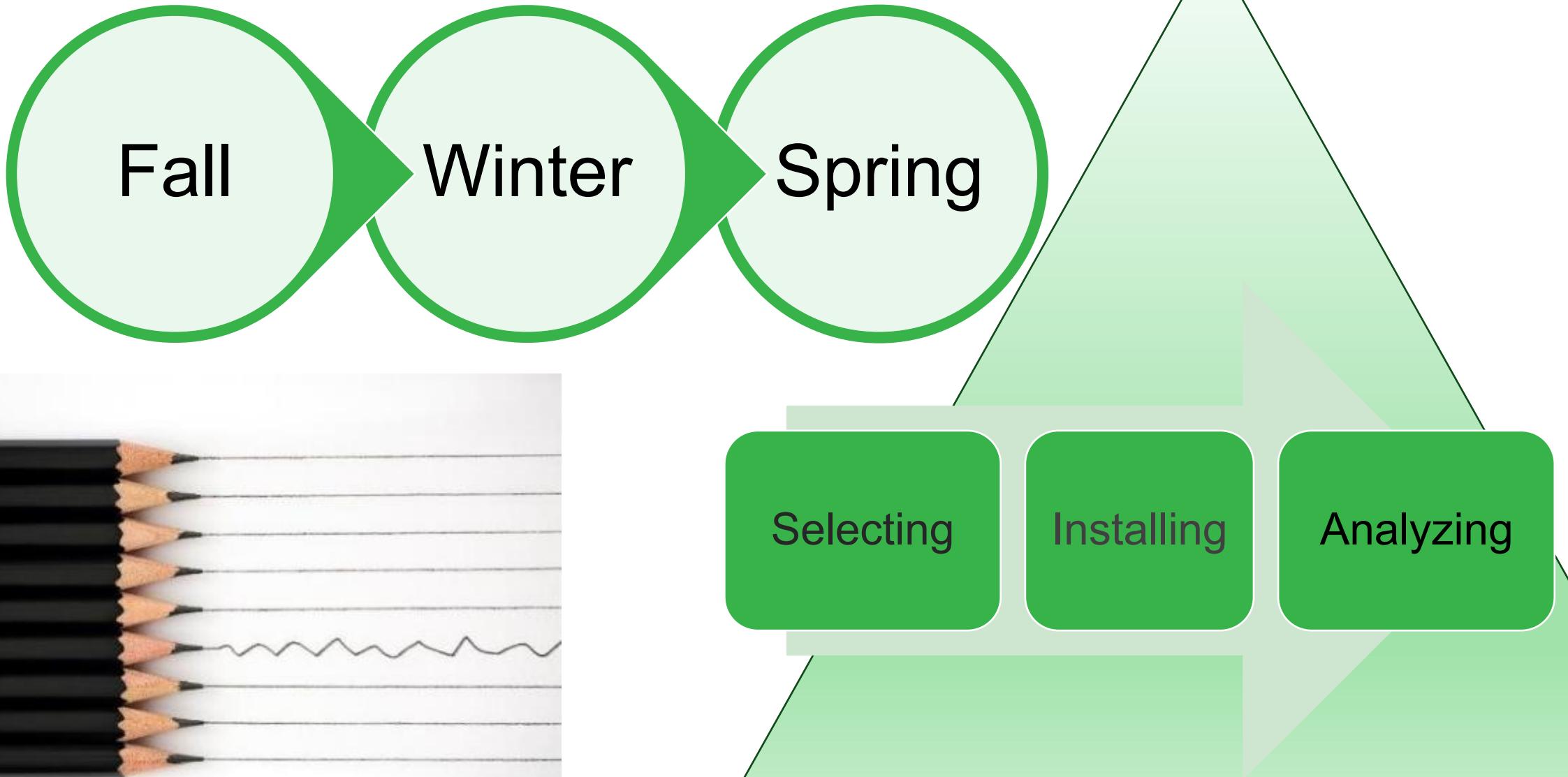
Behavioral Screening: Tools and Logistics

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

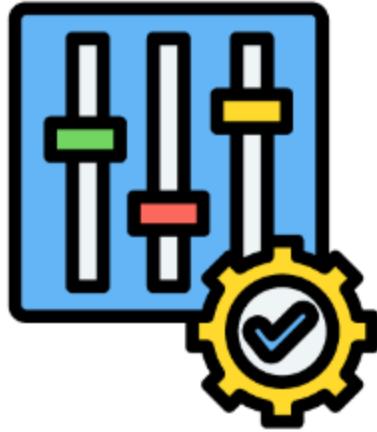


Systematic Screening ... Logistics



Behavioral and Academic Screening

How are students responding? (1 of 2)



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered,
low-intensity
strategies



Connect
students to
Tier 2 and
Tier 3
interventions

What is Behavior Screening?

What are features of systematic behavior screening?



Reliable and valid



Completed for ALL
students



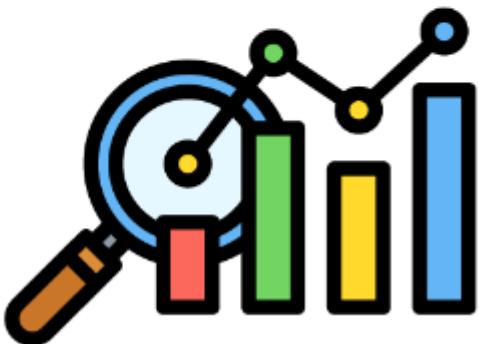
Conducted in Fall,
Winter, and Spring

What are the benefits?



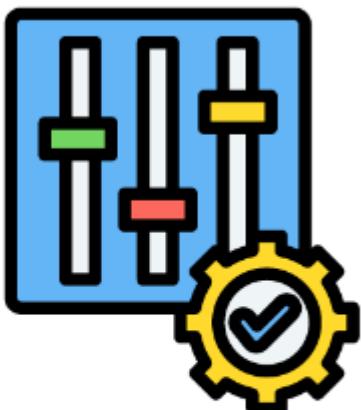
Data are used to shape instruction to meet
students' multiple needs

What are the benefits?

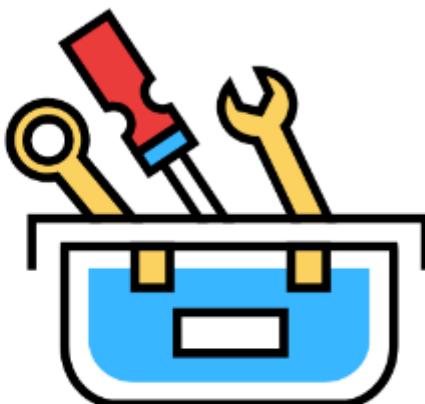


Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1
Instruction

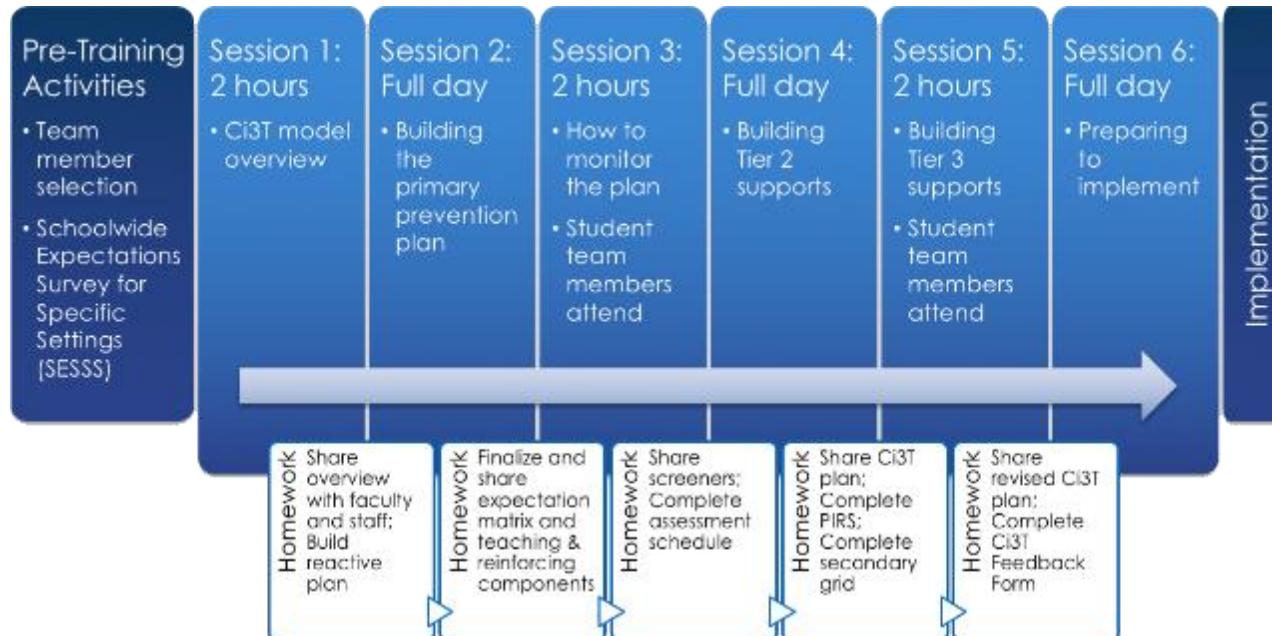


Identify opportunities for
teacher-delivered, low-
intensity strategies



Connect students to
Tier 2 and Tier 3
interventions

Selecting a Systematic Screener



 CENTER ON
PBIS Positive Behavioral Interventions & Supports

May 03, 2021

Selecting a Universal Behavior Screening Tool: Questions to Consider

In any tiered system, it is important for implementers to have reliable data to detect students for whom Tier 1 supports alone are insufficient and may benefit from Tier 2 or Tier 3 interventions and supports. Systematic screening is a proactive, reliable method for examining overall levels of student performance in a district, school, department, grade level, or class as well as one component of a process to connect students to more intensive supports. As with academic screening tools, universal behavior screening tools can provide reliable, valid data to detect initial signs of internalizing (e.g., extremely shy, anxious, and withdrawn) and externalizing (e.g., defiant, disruptive, and aggressive) behaviors before they may become chronic challenges for the student, potentially negatively impacting their social and emotional well-being. In this brief, we provide considerations for selecting a universal behavior screening tool to inform instruction for all students by providing teachers with reliable, valid data that can be analyzed along with other sources of data (e.g., attendance, nurse visits, office discipline referrals) to inform instruction. For educational leaders interested in adding a behavior screening tool to their regular school practices, we offer considerations when answering the question: Which universal behavior screening tool shall we adopt?

For educators interested in selecting a systematic screening tool, it is beneficial to first consider your school or district specific priorities relative to systematic screening, and what resources are available for investment. Taking stock at the beginning of this process allows you to set priorities and create a feasible plan for selecting a tool that will meet the needs of your school or district. As you read this practice brief, consider the [Systematic Screening Tools: Universal Behavior Screeners](#) listing of examples of currently available screening tools. In this practice brief, we offer five questions for you to consider as you decide which systematic screening tool to adopt, install, and sustain. These questions are intended to support you to identify your available resources and your screening needs.

- 1. Student groups**

What grade-levels of students will you be supporting with systematic screening (e.g., preschool, elementary, middle, and/or high school)?

Many systematic screening tools are available, with each being designed and evaluated for use with specific grade levels. Therefore, beginning your considerations by identifying the grade levels for which you plan to screen is an important first step. If you plan to screen students across a wide range of grade levels (e.g., kindergarten through twelfth-grade), you might consider adopting a single screening tool validated for use across all grade spans. However, given fewer systematic screening tools are validated for use at the high school level, it might be necessary to use different screening tools for different grade spans (e.g., one screening tool for the elementary level and another for the middle and high school levels). When reviewing tools, be certain students are screened only using tools designed and evaluated for that

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

1

Using Systematic Screening Data to... (1 of 4)

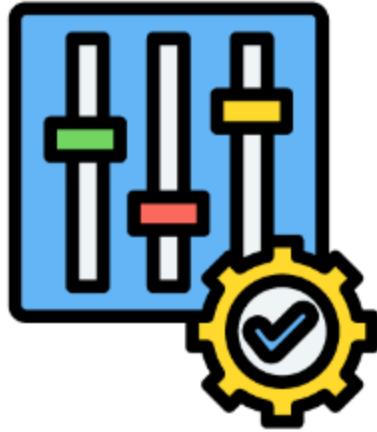
Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

Behavioral and Academic Screening

How are students responding? (2 of 2)



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered,
low-intensity
strategies



Connect
students to
Tier 2 and
Tier 3
interventions

Using Systematic Screening Data to... (2 of 4)

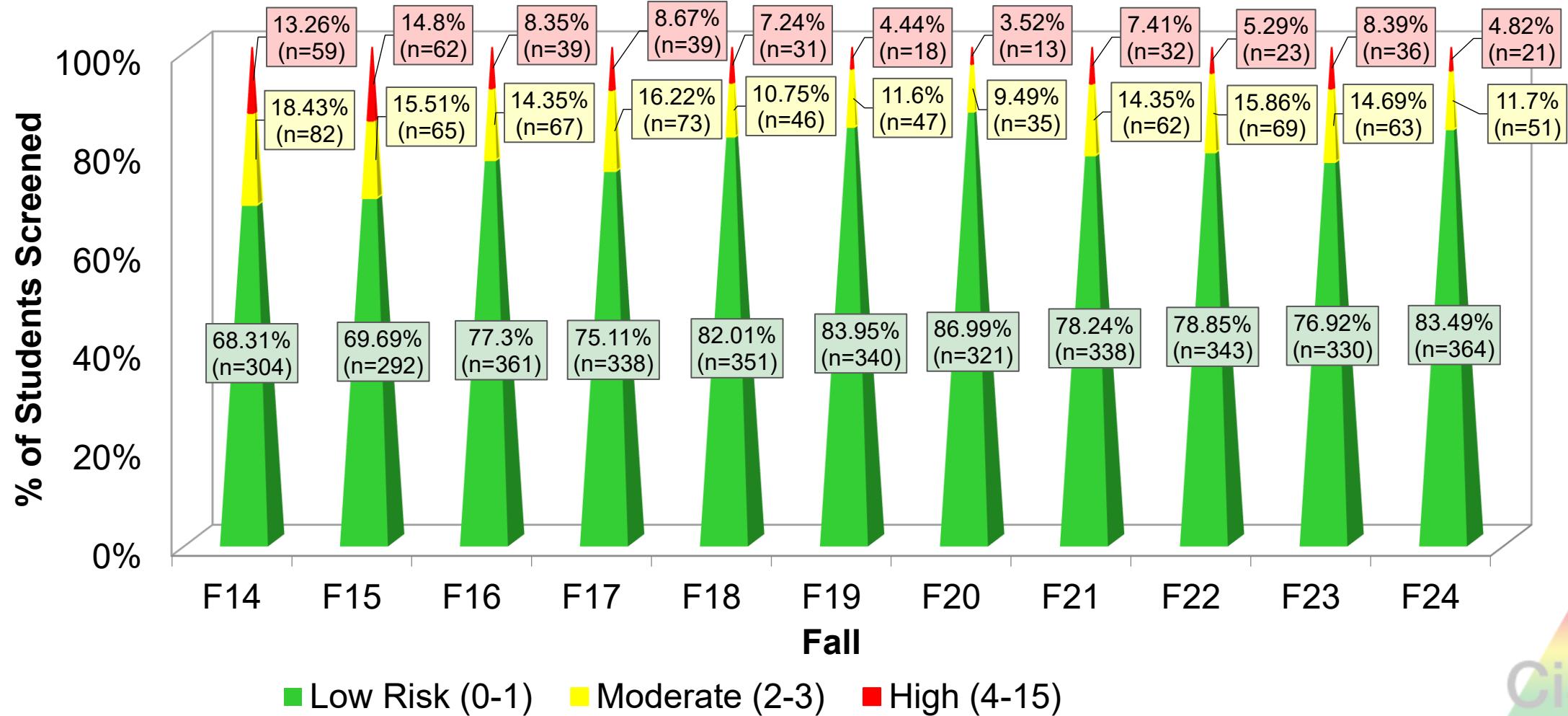
Inform Instruction at Tier 1



Inform Instruction at Tier 1

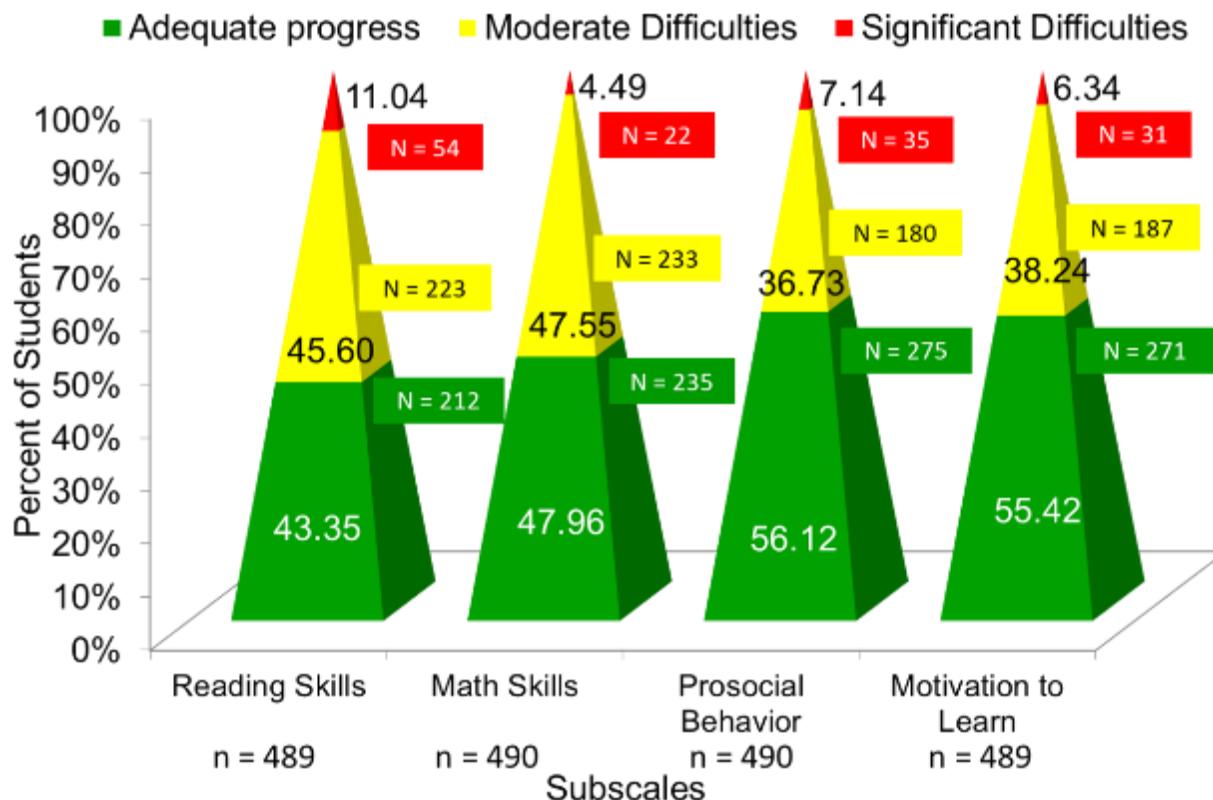
Fall Over Time

SRSS-Internalizing Results – Elementary School Level



Data to Indicate a Focus on Tier 1: School Level

Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure*, 58(1), 143-158.



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 the first week of school and Expectations (monthly).
- Display and model school expectations in classrooms and other key settings.
- Implement the reactive process with integrity.

Area III: Social Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with

Ci3T: Low-Intensity Teacher-Delivered Strategies



Behavioral (1 of 2)

Area I: Academics Responsibilities	Area II: Behavior Responsibilities
<p>Faculty and Staff:</p> <ul style="list-style-type: none">Teach core programs according to district and state standards with integrity:Use teacher-delivered, low-intensity strategies to support students' active engagement	<p>Faculty and Staff:</p> <p>Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.</p> <ul style="list-style-type: none">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.



Lincoln Lion PRIDE
Classroom Expectations

Be Respectful

- Follow directions
- Use kind words and actions
- Control your temper
- Share with others
- Be a good listener
- Be a good friend
- Be a good sport
- Be a good citizen
- Be a good role model
- Be a good example
- Be a good helper
- Be a good worker
- Be a good friend
- Be a good citizen
- Be a good role model
- Be a good example
- Be a good helper
- Be a good worker

Be Responsible

Give Best Effort

Classroom Expectations Lesson Plan

Objectives: Students will demonstrate the behavioral expectations of Be Respectful, Be Responsible, Give Best Effort in the classroom.

Lincoln Lion PRIDE Classroom Expectations

Be Respectful	<ul style="list-style-type: none">Follow directionsUse kind words and actionsControl your temperShare with othersBe a good listenerBe a good friendBe a good sportBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good workerBe a good friendBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good worker
Be Responsible	<ul style="list-style-type: none">Follow directionsUse kind words and actionsControl your temperShare with othersBe a good listenerBe a good friendBe a good sportBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good workerBe a good friendBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good worker
Give Best Effort	<ul style="list-style-type: none">Follow directionsUse kind words and actionsControl your temperShare with othersBe a good listenerBe a good friendBe a good sportBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good workerBe a good friendBe a good citizenBe a good role modelBe a good exampleBe a good helperBe a good worker

Tell

- Identify the classroom expectations and ask questions about them, such as:
 - What are some things that happen in the classroom that cause problems for you and for others?
 - How do you usually handle these situations?
 - What can you do to help make sure these things don't happen again?
- Define the behaviors and discuss the objectives.
 - Be Respectful

Jacob Clevenger





Behavioral (2 of 2)

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 ® Lessons Links to grade level

Lincoln Lion PRIDE! Lincoln Elementary Expectation Matrix							
Be RESPECTFUL	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal	
• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Use manners • Face forward	• Keep your food to yourself • Follow the rules of the game • Listen to and follow adult requests	• Respect others' personal space • Stay in your own bathroom stall • Line up when the bell rings • Give others privacy	• Use the restroom and then return to class	• Use kind words towards the bus driver and other students • Stay in your personal space		
• Be in assigned area or time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control	• Keep hands to yourself • Walk in the hallway • Stay in line with your class	• Make your choices quickly • Eat your own food • Choose a seat and stick with it • Clean up after yourself	• Play approved games • Use equipment appropriately • Return equipment when you are done • Report any problems to your teacher	• Push toilet • Wash hands with soap • Throw away any trash properly • Report any problems to your teacher	• Bring home all needed materials • Talk quietly with others • Remain in seat after you enter the bus		
• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move directly to next location • Follow directions	• Use your table manners • Assist your neighbor if necessary • Use an inside voice	• Include others in your games • Be active • Follow the rules of the game	• Take care of your business quickly • Keep bathroom tidy • Use time wisely	• Go directly to your destination • Keep hands and feet to self • Use self-control		



A Six-Step Instructional Approach for Responding to Challenging Behavior

6-Step Instructional Approach for Responding to Challenging Behavior



In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.



How we *first* respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!

References: Colvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates
Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.

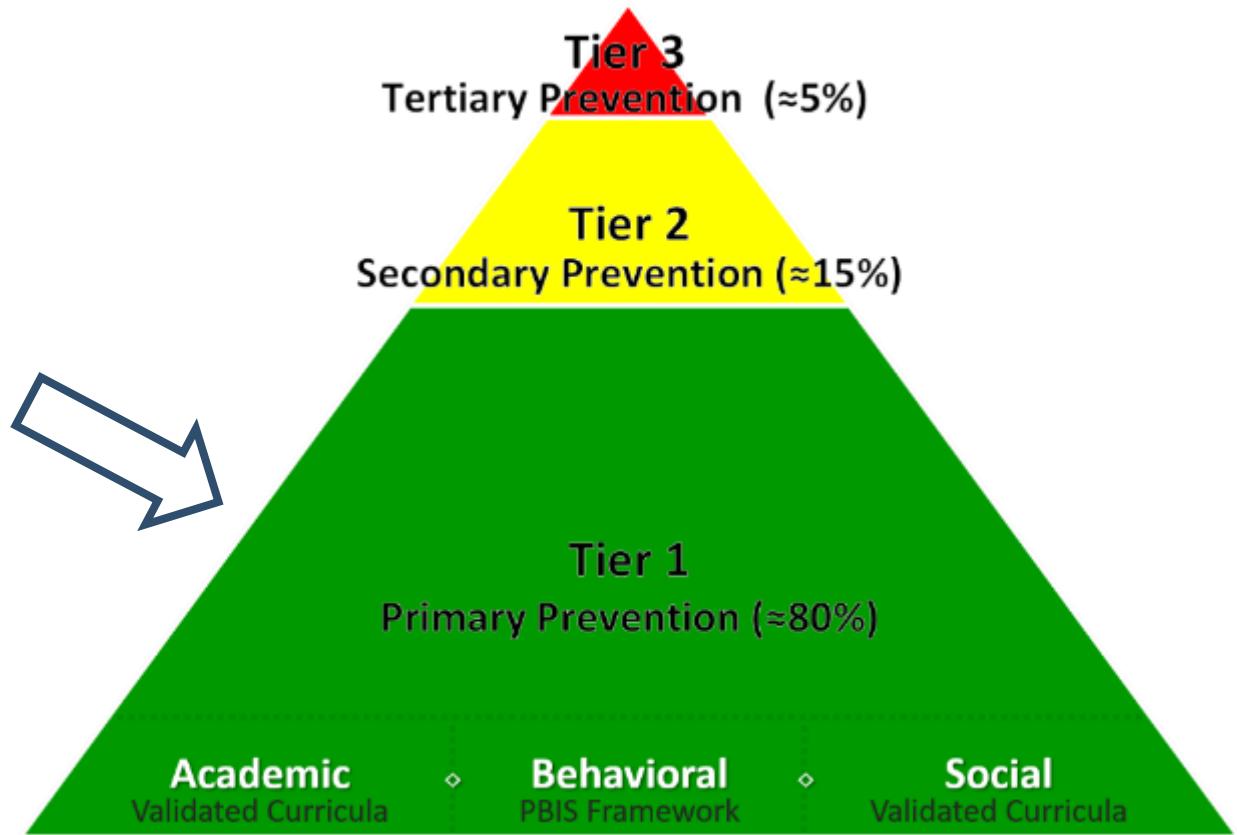


Social



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Responsibilities
<p>Faculty and Staff:</p> <ul style="list-style-type: none">Teach core programs according to district and state standards with integrity:Use teacher-delivered, low-intensity strategies to support students' active engagement	<p>Faculty and Staff:</p> <p>Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.</p> <ul style="list-style-type: none">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.	<p>Faculty and Staff:</p> <p>Teach schoolwide social skills/character education curricula with integrity:</p> <ul style="list-style-type: none">Teach daily Second Step ® lessons (link to grade level instructional schedules)Seek ways to engage parents as partners in the school program

Providing Integrated Instruction: Ci3T Integrated Lesson Planning



Integrated Lesson Plan		Academic Expectations	Behavioral Expectations	Social Expectations	Instructional Choices	Incentives	Opportunities for Feedback	Observables	Teacher Observations
Content	Skills	Content Objectives	Behavioral Objectives	Social Objectives	Instructional Choices	Incentives	Opportunities for Feedback	Observables	Teacher Observations
Content	Skills	Content Objectives	Behavioral Objectives	Social Objectives	Instructional Choices	Incentives	Opportunities for Feedback	Observables	Teacher Observations
Content	Skills	Content Objectives	Behavioral Objectives	Social Objectives	Instructional Choices	Incentives	Opportunities for Feedback	Observables	Teacher Observations
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Content	Skills	Content Objectives	Behavioral Objectives	Social Objectives	Instructional Choices	Incentives	Opportunities for Feedback	Observables	Teacher Observations

Citation. 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/10.17161/ci3t.42880>

Date:

Class:

Unit:

Integrated Lesson Plan

Topic						
Standards						
Core Lesson Elements	Tier 1 (for all)			Equitable Access and Inclusion		
Academic Objective(s)				<u>Differentiated Objectives</u>		
Social Skills Objective(s)						
Behavioral Expectation(s)						
Teacher Reflection						
Implementation: 0=not at all, 1=limited, 2=partial, 3=full						
Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Pre-correction (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.					0 1 2 3	
What went well?						
What did not go as expected?						
What would I change in the future?						



Tier 1: Support for All



Lincoln Elementary School Year 2023-2024 Implementation Manual

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

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Updated: 06/15/2022

Lincoln Elementary Ci3T Implementation Manual

Page 1



Proactive + Reactive
Approaches to support positive behavior

Principles of Behavior Science



Universal Reinforcement System



Understanding Consequences in a Ci3T Model



6-Step Instructional Approach for Responding to Challenging Behavior



In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

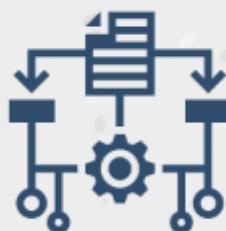
1

Show empathy



2

Maintain flow of instruction



3

Acknowledge other students meeting expectations



4

Redirect and reteach expected behavior

Remember, the direction is to pick even or odd problems!

5

Allow time and space



6

Recognize and reinforce appropriate behavior when demonstrated



- recognize student in distress
- communicate support
- consider timing & body language

- explain instructions clearly
- check for understanding
- give physical space

- provide behavior-specific praise when students meet expectations and show previously taught skills

- remind student of what needs to done
- be brief and clear

- move away and allow student time to get back on track
- avoid "hovering"

- look for opportunities to reinforce expectations
- give immediate, precise, and sincere feedback



How we *first* respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!

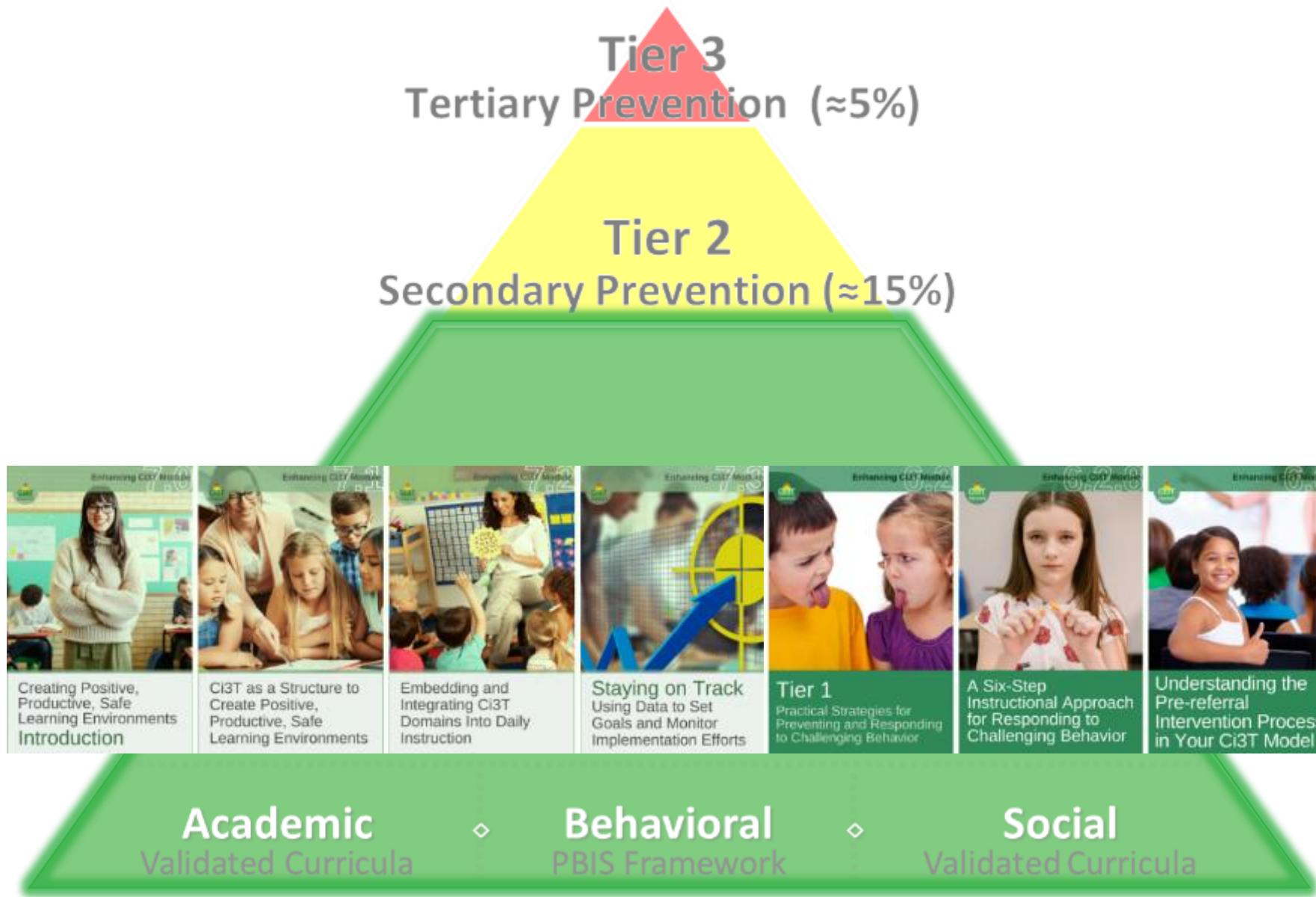
How Do I Implement a 6-Step Instructional Approach at My School?



- Step 1** Show empathy
- Step 2** Maintain the flow of instruction
- Step 3** Acknowledge other students meeting expectations
- Step 4** Redirect and reteach expected behavior
- Step 5** Allow time and space
- Step 6** Recognize and reinforce expected behavior when demonstrated

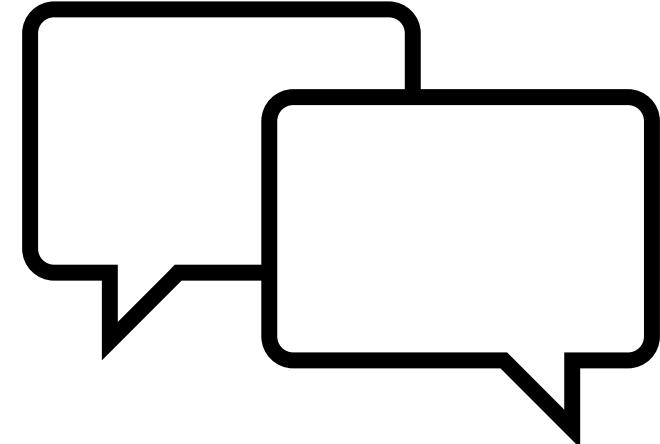
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Talk Time: Systematic Screening in Integrated Tiered Systems

- What questions do you have about systematic screening in tiered systems?
- What is one new take away from yesterday?



00:00

Using Systematic Screening Data to... (3 of 4)

Empower Teachers with Low-Intensity Strategies



Empower Teachers with Low-Intensity Strategies

Examining Academic and Behavioral Data

Teacher Name	R. Collins						
Date: December 2014							
		1 Average or Above	0-3 Low	0-1 Low	0-1 Low		
		2 Below Average	4-8 Moderate	2-3 Moderate	2-5 Moderate		
		3 Well Below Average	9-21 High	4-15 High	6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. Guilford Press.

Data to Indicate a Focus on Low-Intensity Teacher-Delivered Strategies

Classroom-Level Summary Data		
	SRSS-Externalizing (SRSS-E7)	SRSS-Internalizing (SRSS-I5)
High Risk	10%	13%
Moderate Risk	19%	26%
Low Risk	68%	61%



Low-Intensity Teacher-Delivered Strategies

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 the first week of school and Expectations (monthly).
- Display and model school expectations in classroom 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.

Ci3T: Low-Intensity Teacher-Delivered 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 precorrection and prompts to prevent anticipating issues and minimize any potential challenges.

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.



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."



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.



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.



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.

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

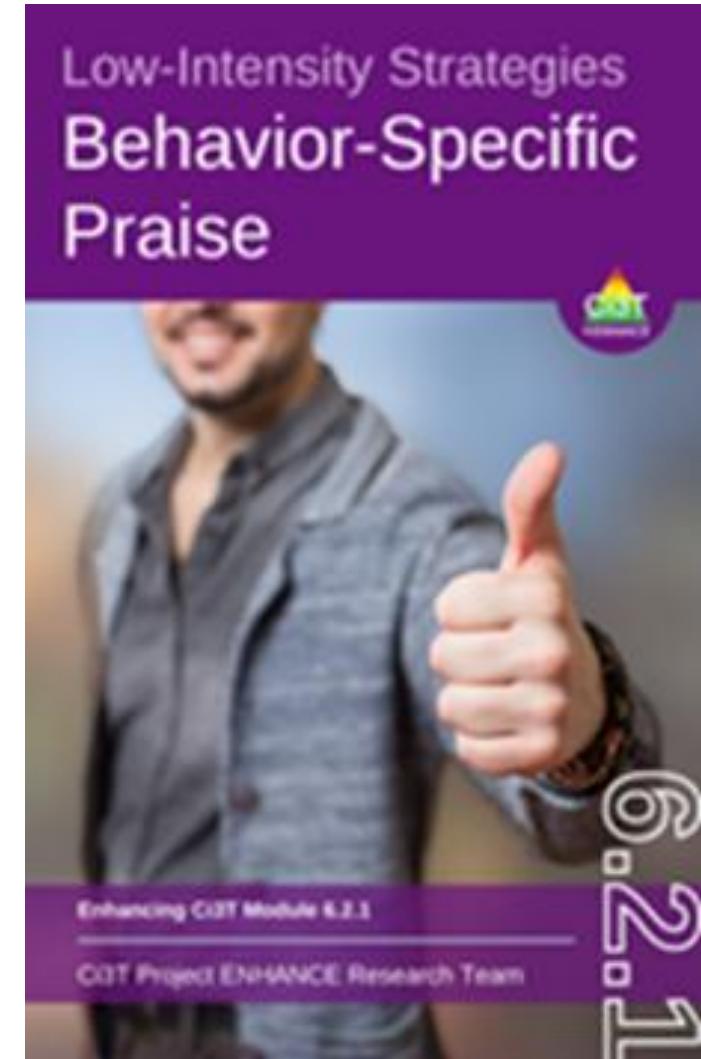
Precorrection

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.



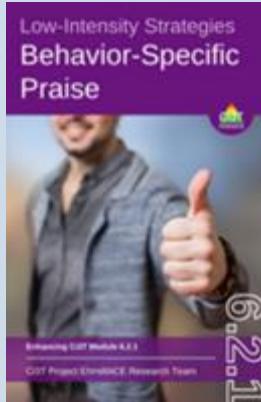
A Closer Look at Behavior-Specific Praise



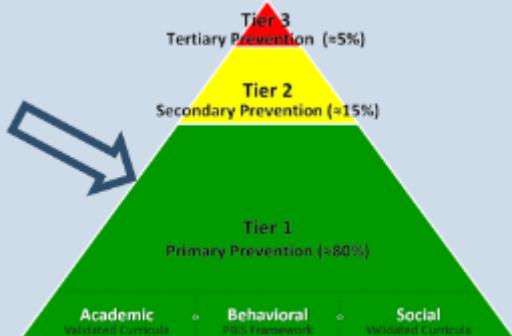
Behavior-Specific Praise Work Time Preview

Using Behavior-Specific Praise as....

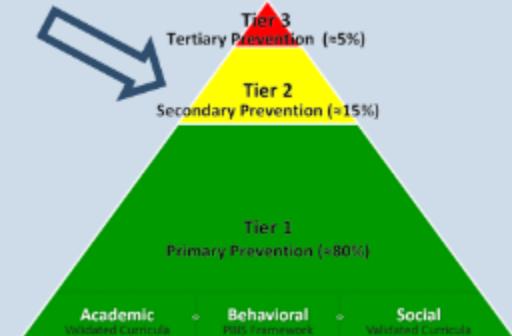
Module Exploration



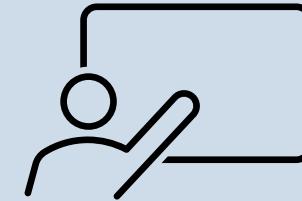
Component of Tier 1 Instruction



Stand-Alone Tier 2 Intervention



A Trainer/Coach



During work time, we invite you to join the breakout room that most closely matches how you plan to apply precorrection in your setting! Our hope is that you can walk out of here tonight ready to implement tomorrow or with a clear action plan of next steps!

What is Behavior-Specific Praise?

What is Behavior-Specific Praise? 



Low-Intensity Strategies

Behavior-Specific Praise



What is Behavior-Specific Praise?

Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after being asked. You were really prepared and on task!".

Why should I use Behavior-Specific Praise?



Behavior specific praise is simple, effective when delivered consistently and immediately after desired behavior, no cost, and requires minimal effort. It can be used: (1) as a Tier 1 strategy to increase engagement and prevent challenging behavior; (2) as a Tier 2 intervention; (3) embedded with other Tier 2 interventions; or (4) featured as a component of a Tier 3 intervention for students in need of additional supports.



How do I use Behavior-Specific Praise?

Behavior-specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend sitting on the Buddy Bench to play) behaviors that are malleable (e.g., effort, not ability). Steps include:

1. Evaluate current rates of general and behavior-specific praise (BSP).
2. Identify behaviors to reinforce.
3. Practice delivery of BSP.
4. Observe student behavior.
5. Provide BSP.
6. Monitor BSP Delivery.
7. Seek student input.



Low-Intensity Strategies

Behavior-Specific Praise



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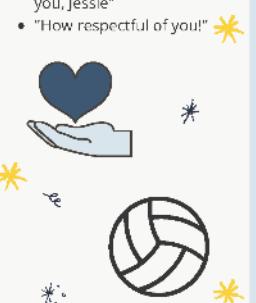


Examples of Behavior-Specific Praise

Examples of Behavior Specific Praise



Behavior specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend to play) behaviors that are malleable (e.g., effort, not ability).

Examples: Behavior Specific	Non-Examples: General
<p>Academic</p> <ul style="list-style-type: none">• "Jessie, thank you for being prepared by getting your math folder out during transition."• "I love how Jessie is waiting patiently with her hand raised to be called on." 	<p>Academic</p> <ul style="list-style-type: none">• "Great job, Jessie."• "You are prepared, Jessie."• "Way to go!" 
<p>Non-academic</p> <ul style="list-style-type: none">• "Great job, Jessie, being a team player by sharing the ball!"• "Jessie, I like how respectful you were when you asked to use the ball." 	<p>Non-academic</p> <ul style="list-style-type: none">• "That was very nice of you, Jessie"• "How respectful of you!" 

For more information, please visit ci3t.org



Examples of Behavior Specific Praise

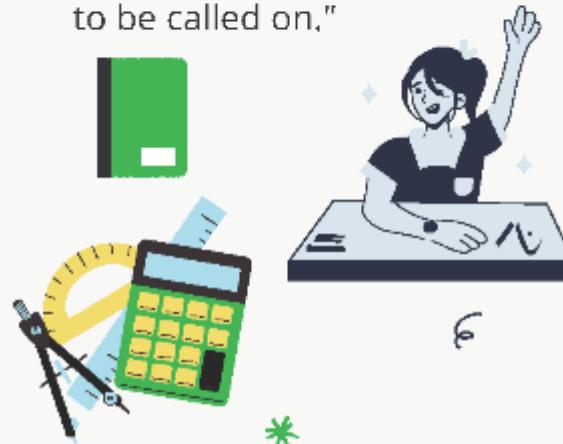


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Examples: Behavior Specific

Academic

- "Jessie, thank you for *being prepared* by getting your math folder out during transition."
- "I *love* how Jessie is *waiting patiently* with her *hand raised* to be called on."



Non-Examples: General

Academic

- "Great job, Jessie."
- "You are prepared, Jessie."
- "Way to go!"





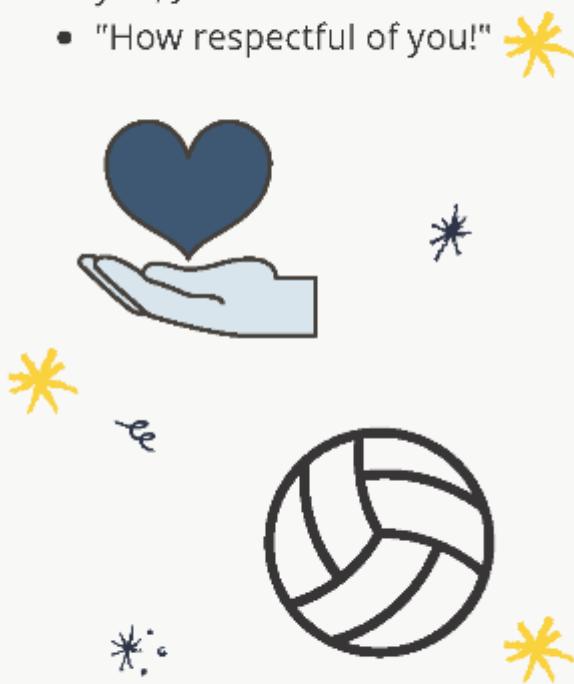
Non-academic

- "Great job, Jessie, being a *team player* by *sharing* the ball!"
- "Jessie, I like how *respectful* you were when you *asked* to use the ball."



Non-academic

- "That was very nice of you, Jessie!"
- "How respectful of you!"



Wow, that was awesome!

You are so smart!

Thank you for being on time.

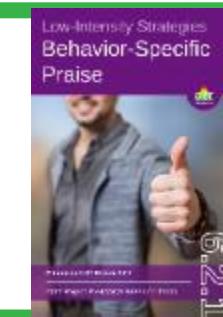
Great job picking up around your area.

You do a lot for our school, thanks!

General Praise



Behavior-Specific Praise





Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	<p>Behavior specific praise (BSP) refers to sincere 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.</p> <p>Example: "Suzi, great job showing your work on all the division steps." Non-example: "Good job!"</p>	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two or more missing assignments within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <p>Progress report: Targeted for Growth for academic learning behaviors</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> - Implementation checklist - Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • Student-completed survey 	<ul style="list-style-type: none"> • 0-1 ODRs in a grading period <p>and</p> <ul style="list-style-type: none"> • Zero missing assignments in a grading period <p>and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) <p>or</p> <ul style="list-style-type: none"> • Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG

A-R-E Components

featuring
Behavior-Specific Praise



The following is an example of A-R-E intervention components for a student who engages in off-task behavior (e.g., getting out of their seat, talking to peers and adults about off-task topics, calling out) to obtain attention from their teacher and paraprofessionals and to avoid completing work.

A ntecedent adjustments

Make small changes in environment to prompt the new, more desirable replacement behavior to occur

- Genuinely greet student prior to entering the classroom
- Pair student with peer role model to work on tasks (access peer attention)
- Visible posters in the classroom and around the school that list expectations
- Verbally state the desired behaviors you expect the student to engage in
- Model expectations to class

R einforcement adjustments

Provide more and specific reinforcement for the new behavior

- Provide behavior-specific praise to the small tasks or parts of large tasks the student completes
- Give student behavior-specific praise for on-task behavior at a high rate
- Celebrate large task completions!
- Offer student 2 minutes to tell a pre-approved joke to the class after an on-task duration goal is met

E xtinction of target behavior

Give student a brief reminder about what he or she is supposed to be doing without engaging in argument

- Give a nonverbal prompt by indicating the classroom setting expectations poster
- Give praise to other students that are on-task, and no praise or attention to the student when they are not on task.


Create a checklist of A-R-E components to measure if the plan is being implemented as planned!

7 Steps to Implement Behavior-Specific Praise



-  **Step 1** Evaluate current rates of general and behavior specific praise.
-  **Step 2** Identify behaviors to reinforce.
-  **Step 3** Practice delivery of behavior specific praise.
-  **Step 4** Observe student behavior.
-  **Step 5** Provide behavior specific praise.
-  **Step 6** Monitor the behavior specific praise delivery.
-  **Step 7** Seek student input.



Behavior-Specific Praise Implementation Checklist

Teacher: _____ Setting: _____

Start date: _____ End date: _____ Total days: _____

Notes: _____

		Completed?	Completed Date
Step 1	Evaluate current rates of general and behavior-specific praise (BSP).		
Step 2	Identify behaviors to reinforce.		
Step 3	Practice delivery of BSP.		
Step 4	Observe student behavior.		
Step 5	Provide BSP.		
Step 6	Monitor BSP delivery.		
Step 7	Seek student input.		

Comments:

Adapted from (Table 3.2, p. 400): Lane, K. L., Mewhort, H. M., Evertz, R. P., & Odeles, W. P. (2003). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press.

Step 1: Evaluate current rates of general and behavior-specific praise (BSP)

- Evaluate your current rate of general and behavior-specific praise statements
- You can accomplish this in a few ways:
 1. Have someone else observe you in action
 2. Audio or video record yourself over a set period
 3. Track your use of praise statements in real time

Step 2: Identify behaviors to reinforce

Lincoln Lion *PRIDE!*
Lincoln Elementary Expectation Matrix




Classroom **Hallway** **Cafeteria** **Playground** **Bathroom** **Bus & Arrival/Dismissal**

Be RESPECTFUL	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus drivers' rules Stay in your personal space
Be RESPONSIBLE	<ul style="list-style-type: none"> Be in assigned area on time Remain in school for the whole day Bring your required materials Turn in finished work Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the hallway Stay in line with your class 	<ul style="list-style-type: none"> Make your choices quickly Eat your own food Choose a seat and stick with it Clean up after yourself 	<ul style="list-style-type: none"> Play approved games Use equipment appropriately Return equipment when you are done 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Complete work with best effort Ask for help politely 	<ul style="list-style-type: none"> Walk quietly Move directly to next location Follow directions 	<ul style="list-style-type: none"> Use your table manners Assist your neighbor if necessary Use an inside voice 	<ul style="list-style-type: none"> Include others in your games Be active Follow the rules of the game 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathroom tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control

Step 3: Practice delivery of BSP

- General guidelines:
 - Praise effort, not ability
 - Praise specific examples of effort, not broad generalizations
 - Praise in a variety of contexts with various methods:
 - In front of class
 - In private
 - Written feedback

Behavior-Specific Praise
Example Praise Statements

General guidelines:

- Praise effort, not ability
- Praise specific examples of effort, not broad generalizations
- Praise in a variety of contexts with various methods: in front of class, in private, written feedback

Great job showing your work on your math homework.
I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe.
Thank you for turning in your assignment on time.
I know how you remembered to clean up your area after science lab.
Great job looking seven intact resource documents for your essay.
I appreciate how today in class you wrote without stopping for the whole writing time period.
You made good progress on vocabulary, defining 17 of 20 words, which is seven more than last week.
You met your goals today of completing the essay outline.
You followed the steps to correctly reduce fractions to lowest terms, mastering the state standard.
Nice job helping Sam work through the steps to that problem.
I like how Lucille is sitting with her hands and feet to herself.
You were really engaged and participatory in our class discussion.
Great job sharing your materials with your group as we work on our project today.
Excellent use of our new vocabulary word "ambient" in your everyday speech.
Great job class taking turns in our discussion.
I appreciate you walking over here to quietly, being respectful of everyone else who is reading.
Thank you for raising your hand and waiting to be called on before asking your question.
Class, you are working on your assignment so quietly, thank you!
Thanks to my friends who are sitting "crosses applesauce."
Way to go, Billy, you are using your coping skills.
Thank you for waiting your turn, Janette.
Anna, great job filling out your self-monitoring form consistently at each step.

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Step 4: Observe student behavior

Watch for opportunities to deliver behavior-specific praise



Step 5: Provide BSP

It is important that behavior-specific praise is:

- Sincere
- Contingent on the appropriate behavior
- Delivered in a manner that is most appropriate for the student



Step 6: Monitor BSP delivery

Monitor your use of behavior-specific praise by:

- Asking a coach or peer to observe
- Recording yourself (audio or video)
- Self-monitoring (e.g., tally mark, moving paperclip from pocket to pocket)



Step 7: Seek student input


Behavior-Specific Praise
Student Social Validity Questionnaire – Pre-intervention

Directions: Complete this questionnaire with the student prior to beginning the instructional choice intervention. Enter data in the *Social Validity* tab of the *Tiered Intervention Data Manager*, which will score the questionnaire for you. Consider these data as you move forward with the intervention (e.g., can certain elements be adjusted to improve social validity from the student's perspective?).

Student: _____ Date: _____

	I do not agree		I agree			
	1	2	3	4	5	6
1. I would like to receive BSP for meeting classroom expectations.						
2. Receiving BSP would help me get more work done.						
3. I think that receiving BSP could help improve my grades.						
4. Receiving BSP would help other students in my class/school.						
5. I think that receiving BSP will make school a happier place to be.						

Comments:

Source: Adapted from Witt, J.C. & Elliott, S.N. (1985). Acceptability of classroom intervention strategies. In Krasnow, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 251–288. Dubuque.

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Module Spotlight

The image shows a mobile application interface for 'USING BEHAVIOR-SPECIFIC PRAISE AT HOME'. The title is at the top, followed by a subtitle: 'A Step-by-Step Guide for Families'. A large green circular icon with a white house symbol is on the left. The main content area is a numbered list of 7 steps, each with an icon and a brief description:

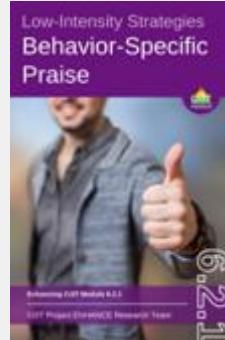
- 1 Reflect on your current use of general "good job" and behavior specific praise "I see that you cleaned your room today!" 
- 2 Identify the behaviors you would like your child to do more of in the future. 
- 3 Practise giving behavior specific praise. 
- 4 Notice your child's behavior throughout the day. 
- 5 Provide behavior specific praise when you notice desired behavior. 
- 6 Make a mental note of how often you are giving behavior specific praise throughout the day. 
- 7 Ask yourself:  [Using behavior-specific praise: A step-by-step guide for families](#) 

Below the steps, there are sections for 'For a' (with a house icon) and 'For a' (with a person icon). The bottom features a large red heart icon and the text: 'BEHAVIOR-SPECIFIC PRAISE: A STEP-BY-STEP VIDEO FOR FAMILIES' with a play button icon. At the very bottom, there is a 'Watch on YouTube' button and a 'Cigna' logo.

Work Time: Explore Behavior Specific Praise

Step 1: Go to the [Ci3T Website](#) on the Enhance tab

Step 2: Open the Behavior-Specific Praise module to explore



00:00

Step 3: Review the selected module's resources

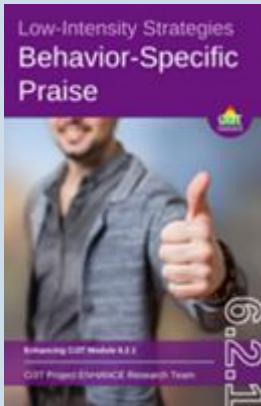
Step 4: Create an action plan for:

- Sharing this intervention with one or more colleagues
- Using this intervention

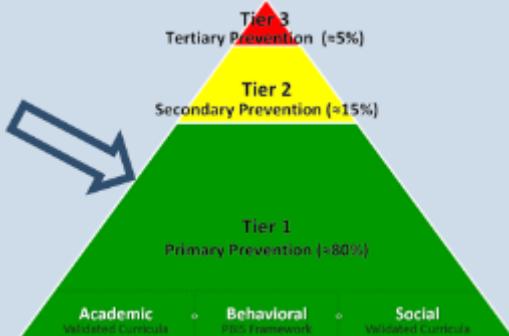
Behavior-Specific Praise Work Time

Using Behavior-Specific Praise as....

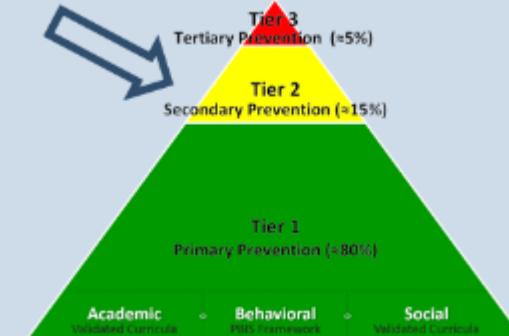
Module Exploration



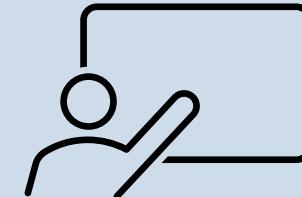
Component of Tier 1 Instruction



Stand-Alone Tier 2 Intervention



A Trainer/Coach



00:00

Bio Break!

00:00



Module Connection!

Instructional Choice

What is Instructional Choice?

Watch on YouTube

Low-Intensity Strategies Instructional Choice

What is Instructional Choice?

Instructional choices are a way for teachers and parents to offer their child or children choices that can increase the amount of time that is available for a child to make a decision about what they want to do or how they want to respond to their environment.

Why should I use Instructional Choice?

Instructional choices are a way for teachers and parents to offer their child or children choices that can increase the amount of time that is available for a child to make a decision about what they want to do or how they want to respond to their environment. This can be especially helpful for children who have difficulty with decision making or who have difficulty with self-regulation.

How do I use Instructional Choice?

There are many ways to use instructional choices. Here are a few examples:

- Activity choice:** Allow children to choose the activity they want to do within a specific activity center. This can help children complete the activity more quickly and easily.
- Task choice:** Allow children to choose the type of task they want to do within a specific task. This can help children complete the task more quickly and easily.
- Choice of materials:** Allow children to choose the materials they want to use within a specific activity center. This can help children complete the activity more quickly and easily.
- Choice of activities:** Allow children to choose the activities they want to do within a specific activity center. This can help children complete the activity more quickly and easily.

Examples of Instructional Choice

There are many ways to use instructional choices. Here are a few examples:

- Activity choice:** Allow children to choose the activity they want to do within a specific activity center. This can help children complete the activity more quickly and easily.
- Task choice:** Allow children to choose the type of task they want to do within a specific task. This can help children complete the task more quickly and easily.
- Choice of materials:** Allow children to choose the materials they want to use within a specific activity center. This can help children complete the activity more quickly and easily.
- Choice of activities:** Allow children to choose the activities they want to do within a specific activity center. This can help children complete the activity more quickly and easily.

Instructional Choice

Using Instructional Choice in the Classroom

INDEPENDENT PREDICTABLE INDEPENDENT PREDICTABLE

Choose one column to complete:

INDEPENDENT PREDICTABLE	PREDICTABLE	INDEPENDENT
COMPUTER	WEBSITE	PRINTABLE
BOOK	BOOK	BOOK
WEBSITE	WEBSITE	PRINTABLE

Instructional Choice

Using Instructional Choice in the Classroom

Choose one column to complete:

INDEPENDENT PREDICTABLE	PREDICTABLE	INDEPENDENT
COMPUTER	WEBSITE	PRINTABLE
BOOK	BOOK	BOOK
WEBSITE	WEBSITE	PRINTABLE

Low-Intensity Strategies Instructional Choice

Enhancing Ci3T Module 6.2.2

Ci3T Project ENHANCE Research Team

Work Time: Explore a Second Low-Intensity Strategies

Step 1: Go to the [Ci3T Website](#) on the Enhance tab

Step 2: Select one low-intensity strategies module to explore



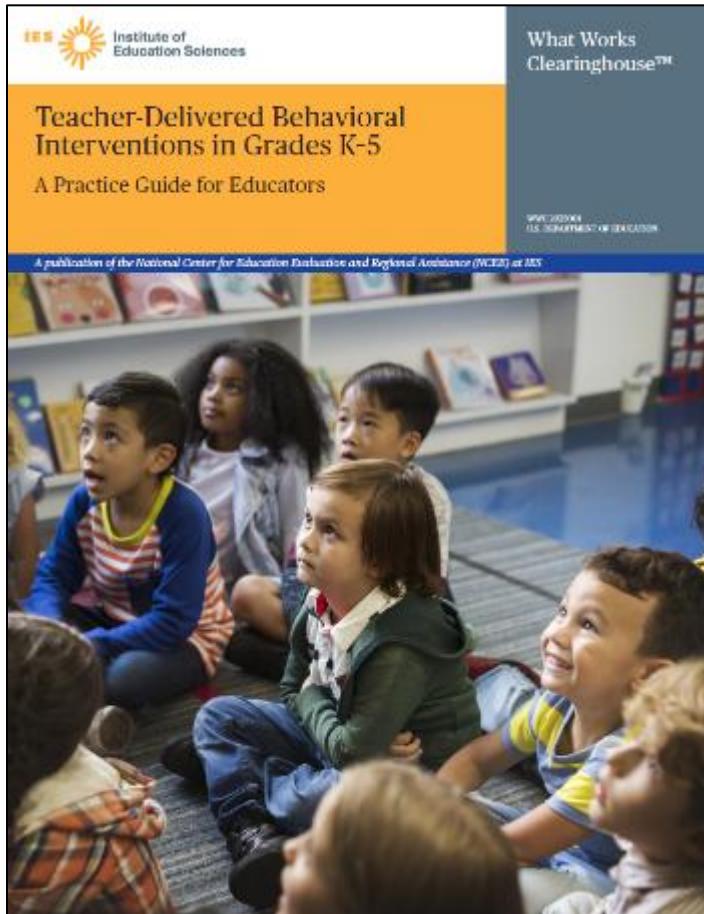
00:00

Step 3: Review the selected module's resources

Step 4: Create an action plan for:

- Sharing this intervention with one or more colleagues
- Using this intervention

Resource Spotlight! (1 of 2)



IES : WWC What Works Clearinghouse ≡ MENU Search Go

PRACTICE GUIDE

Teacher-Delivered Behavioral Interventions in Grades K-5

Released: December 2024

[Introduction document \(160 KB\)](#)
[Summary document \(479 KB\)](#)
[Full Guide \(5.7 MB\)](#)



This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K-5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

Recommendations **Details** **Panel**

1 Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations. STRONG EVIDENCE TIER 1 STRONG

2 Remind students to engage in expected behaviors. STRONG EVIDENCE TIER 1 STRONG

3 Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards. STRONG EVIDENCE TIER 1 STRONG

4 Offer instructional choices to students to increase engagement and agency. MODERATE EVIDENCE TIER 2 MODERATE

5 Provide students frequent and varying opportunities to respond to and engage in activities. MODERATE EVIDENCE TIER 2 MODERATE

6 Teach students to monitor and reflect on their own behavior. MODERATE EVIDENCE TIER 2 MODERATE

Using Systematic Screening Data to... (4 of 4)

Connect Students to Validated Tier 2 and Tier 3 Supports



Connect Students to Validated Tier 2 and Tier 3 Supports

KAW VALLEY
CROSSFIT
LAWRENCE, KS



Ci3T
ENHANCE







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 who provides it?



Tier 2 intervention grids list the strategy

Supports vs. People

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



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

Supports are Integrated

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



Your Ci3T 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.

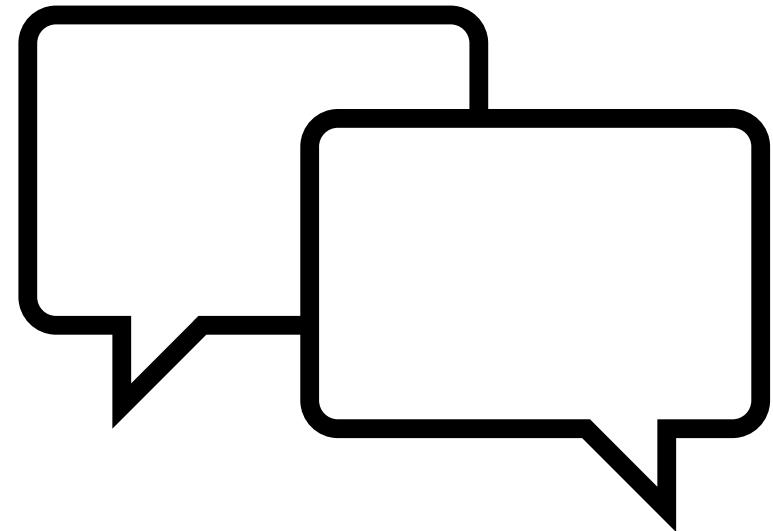


For more information, please visit ci3t.org

various locations. Students do not have to be sent out of the classroom to receive a Tier 2 support.

Talk Time: Tier 2 and Tier 3 Interventions

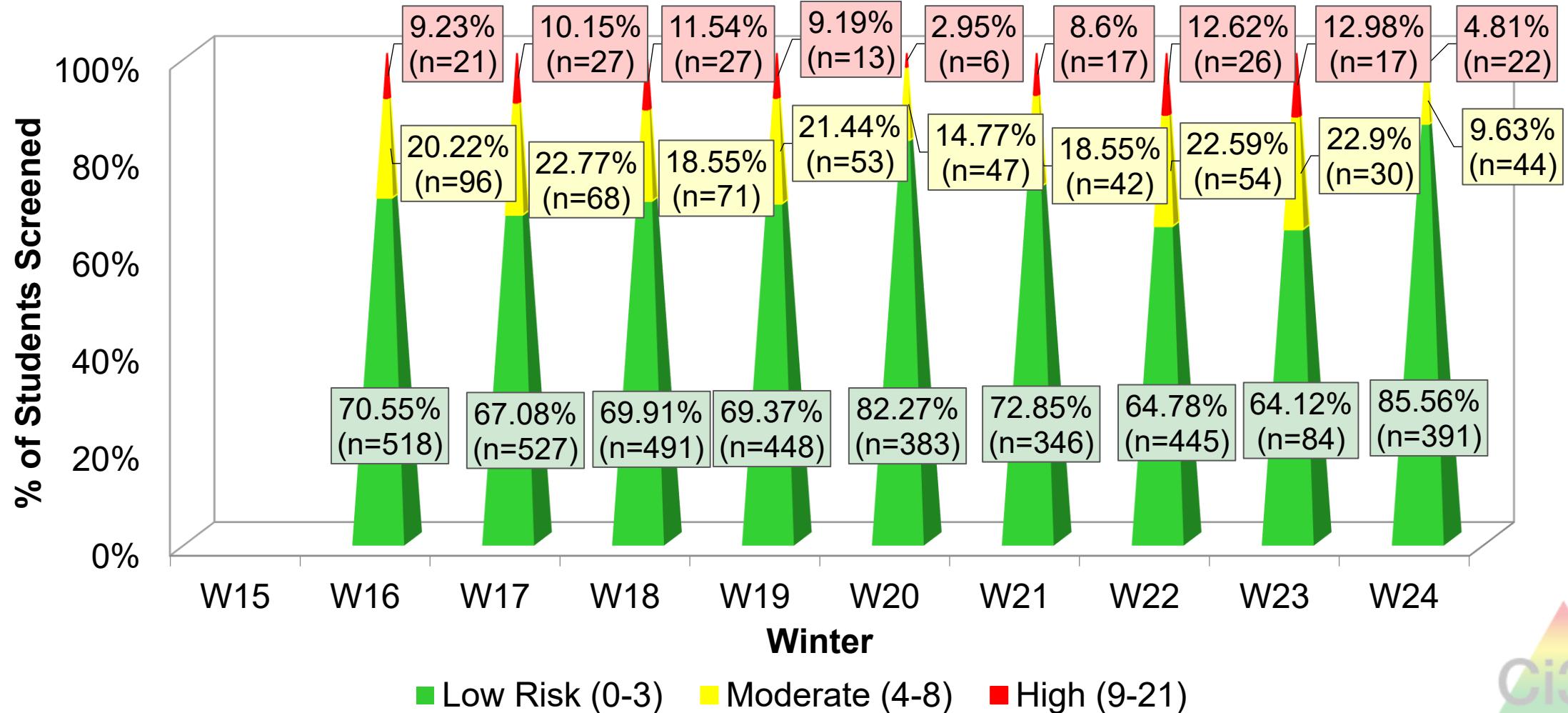
- What Tier 2 and Tier 3 Interventions do you offer in your school or district?
- How do you currently look for students who might benefit from Tier 2 and Tier 3 interventions?



00:00

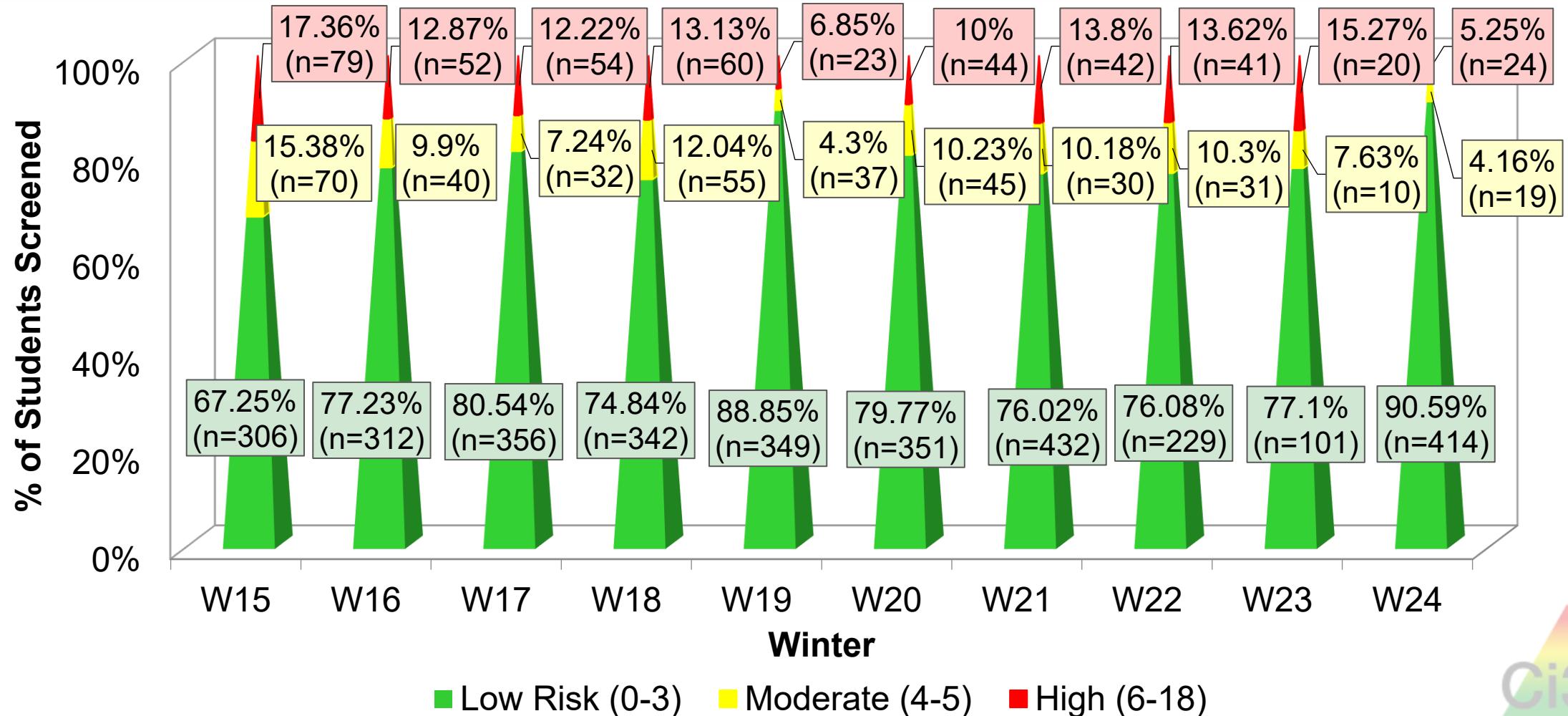
Winter Over Time

SRSS-Externalizing Results – Middle School Level



Winter Over Time

SRSS-Internalizing Results – Middle School Level



Winter 2024

SRSS-Internalizing Results – Middle School Grade Level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
6	160	149 (93.13)	4 (2.50)	7 (4.38)
7	131	123 (93.89)	2 (1.53)	6 (4.58)
8	166	142 (85.54)	13 (7.83)	11 (6.63)

Data to Suggest a Focus on Connecting Students with Tier 2 and Tier 3 Supports

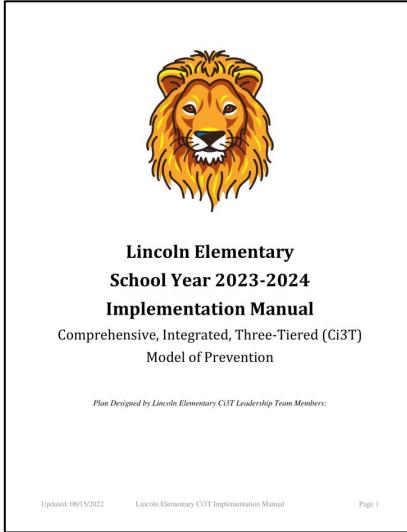
Student ID	Last Name	First Name	Days Missed	Tardies	Nurse Visits	Office Discipline Referrals (Major)	Fall SRSS-Externalizing (SRSS-E7)	Fall SRSS-Internalizing (SRSS-I5)	Fall Oral Reading Fluency (%tile)	Fall Nonsense Word Fluency (%tile)	Fall Reading Comprehension (%ile)	Fall Vocabulary (%ile)	Fall Reading Composite (%ile)	Fall Reading Composite Risk Level	Fall Concepts & Applications (%tile)	Fall Mental Computation Fluency (%tile)	Fall Number Comparison Fluency (%tile)	Fall Math Composite (%tile)	Fall Math Composite Risk Level	Notes
122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	6	LOW	57	68	68	6	LOW	
122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	4	LOW	42	72	56	5	LOW	
122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	1	Moderate	47	96	14	6	LOW	
122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	3	LOW	47	59	14	4	LOW	
122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	2	LOW	26	38	14	2	Moderate	
122313	Watts	Deshawn	0	1	2	0	0	0	60	90	93	96	1	LOW	88	90	88	9	LOW	
122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	9	LOW	62	74	14	6	LOW	
122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	6	LOW	42	24	14	3	Moderate	
122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	0	LOW	80	99	98	9	LOW	
122352	Cole	James	5	7	3	1	4	0	1	31	16	27	3	High	8	38	34	3	High	
122363	Hill	Tyrez	2	0	1	0	1	0	48	76	84	75	2	LOW	88	92	14	8	LOW	
122366	Shaftoe	Robert	5	2	6	0	12	5	1	42	8	5	3	High	5	44	46	5	High	
122371	Flaherty	Julia	1	3	1	0	0	0	35	65	51	13	0	Moderate	57	84	14	6	Low	
122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	7	Moderate	22	91	76	5	Low	
122395	Xiao	Ivy	0	1	3	0	1	0	24	76	51	27	4	Low	47	84	56	6	Low	
122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	0	Moderate	8	54	34	2	High	
122445	Bevins	William	3	2	6	1	13	3	78	96	56	49	1	Low	88	93	97	9	Low	
122447	Reed	Fenton	3	0	2	0	0	0	27	94	56	49	6	Low	88	99	68	9	Low	
122461	Greenwood	John	2	0	11	0	2	3	44	94	62	19	9	Low	52	84	98	8	Low	
122581	Ferguson	Ada	2	1	4	0	0	0	68	85	96	96	4	Low	88	96	14	8	Low	
122608	Dixon	James	1	1	4	0	0	0	63	72	72	61	6	Low	62	80	51	6	Low	
122633	Martin	Reid	0	0	1	0	0	0	52	38	56	27	3	Low	32	7	68	3	Moderate	
122643	Myers	Edith	4	11	1	0	0	0	66	22	62	19	5	Low	32	38	14	2	Moderate	
122802	Perry	Lily	3	3	6	0	5	1	20	4	51	5	8	Moderate	12	7	14	5	High	

attendance

behavior screening

academic screening

Getting Started with Data-Informed Decision Making





- 1 Review your school's Ci3T Implementation Manual
- 2 Locate school-wide data
- 3 Document decisions and plan for next steps

Tier 2 Interventions: Illustrations

6.3.2.8
Enhancing Ci3T Module



Self-Monitoring Interventions

Supports to Promote Students' Academic, Social, Emotional, and Behavioral Success

6.3.2.7
Enhancing Ci3T Module



Social Skills Interventions

Supports to Enhance Students' Social and Emotional Well-being

6.3.2.6
Enhancing Ci3T Module



Recognize. Relax. Record.

An intervention package for students struggling with anxious feelings



Tier 2 and Tier 3 Intervention Grids

Secondary (Tier 2) Intervention Grid
Self-monitoring

Elementary

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: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) or <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> 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: <ul style="list-style-type: none">• Intervention Rating Profile-15 (IRP-15; teacher and family)• Children's Intervention Rating Profile (CIRP) Treatment Integrity: Implementation & treatment integrity checklist	Behavior: <input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> 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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1

Data in Action 1

School-wide Data: Entry Criteria

Behavior:

- SRSS-E7 score: Moderate (4-8)
or
- SRSS-E7 score: High (9-21)
or
- 2 or more office discipline referrals (ODR)
or
- Skyward: 2 or more missing assignments

AND/ OR

Academic:

- Report card: 1 or more course failures
or
- AIMSweb: intensive or strategic level (math or reading)
or
- Below 2.5 GPA

The diagram illustrates the data entry process. Two blue arrows originate from the 'Behavior' and 'Academic' sections of the entry criteria. The first arrow points to the 'SRSS-E7' column in the data table. The second arrow points to the 'AIMSweb Math' column. The data table below shows student IDs, names, and various performance metrics across these categories.

Student ID	Student Name	AIMSWeb Reading	AIMSWeb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11111	Barton, Mike	1	1	6	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Cianni, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	5	2	1	7	0
11116	Gantt, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	16	1	6	0	1
11120	Heinz, Karl	2	1	6	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	5	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mulder, Jill	1	3	6	8	1	2	0
11125	Phelps, Whitney	2	1	3	1	0	0	2
11126	Shaftoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	5	8	2	2	0
11128	Smith, Kaityln	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in Action 2

School-wide Data: Entry Criteria

Behavior:

- SRSS-E7 score: Moderate (4-8)
or
- SRSS-E7 score: High (9-21)
or
- 2 or more office discipline referrals (ODR)
or
- Skyward: 2 or more missing assignments

AND/ OR

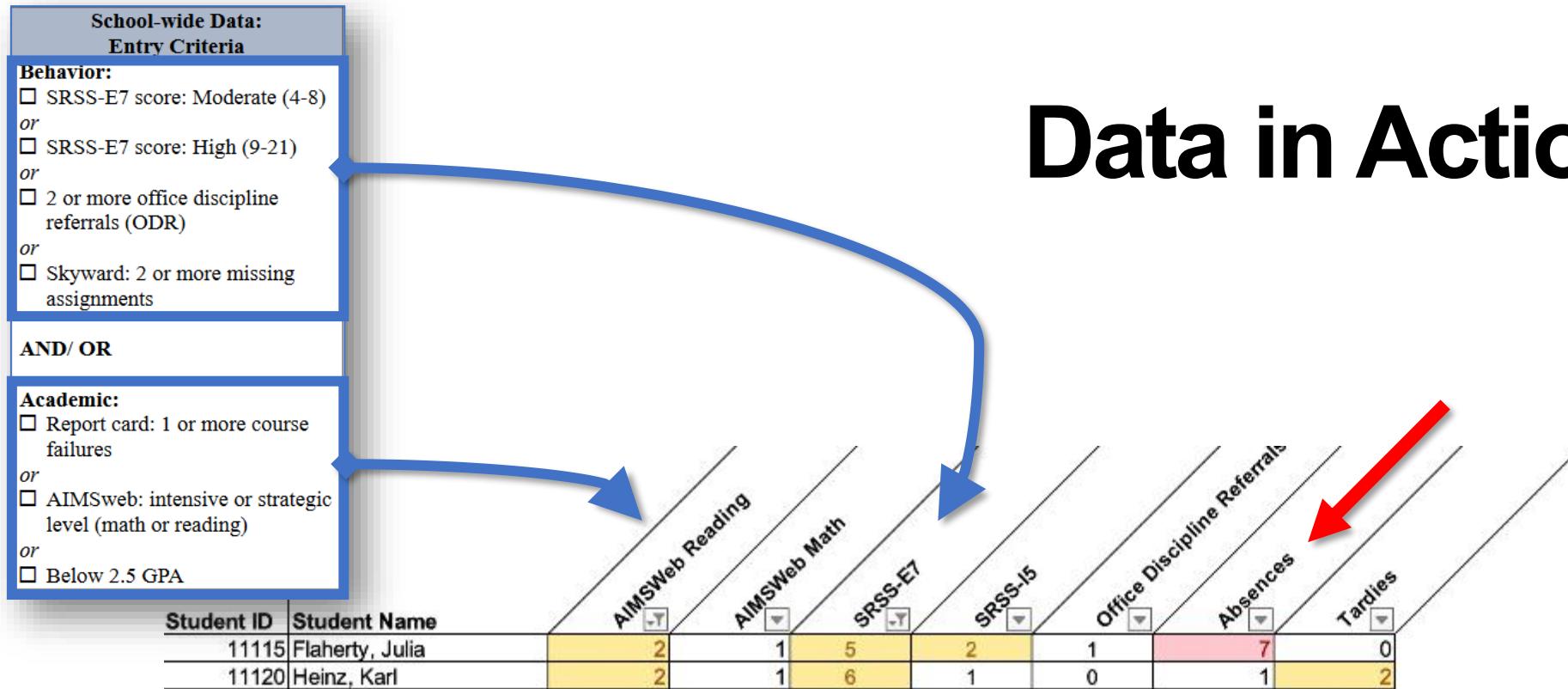
Academic:

- Report card: 1 or more course failures
or
- AIMSweb: intensive or strategic level (math or reading)
or
- Below 2.5 GPA

The diagram illustrates the mapping of the entry criteria to the data table. Two blue arrows originate from the 'Behavior' and 'Academic' sections of the criteria box. The 'Behavior' arrow points to the 'SRSS-E7' column. The 'Academic' arrow points to the 'AIMSweb Math' column. The data table below contains 30 rows of student information, with columns for Student ID, Student Name, and various performance metrics.

	Student ID	Student Name	AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-15	Office Discipline Referrals	Absences	Tardies
1	11111	Barton, Mike	1	1	6	2	0	4	1
2	11112	Cole, James	1	2	3	2	1	2	1
3	11113	Cianni, Sue	1	1	0	0	0	0	0
4	11114	Fox, Lucy	1	1	0	1	0	0	0
5	11115	Flaherty, Julia	2	1	5	2	1	7	0
6	11116	Gantt, Henry	1	1	0	1	0	2	4
7	11117	Greenwood, Jonny	1	2	0	3	0	5	0
8	11118	Gilbert, Jillian	1	1	0	0	0	1	0
9	11119	Hale, Chad	3	2	16	1	6	0	1
10	11120	Heinz, Karl	2	1	6	1	0	1	2
11	11121	Lane, Carly	1	1	2	0	0	0	3
12	11122	Luck, Brad	2	1	14	1	5	0	1
13	11123	Miles, Dean	1	1	3	1	0	1	0
14	11124	Mulder, Jill	1	3	6	8	1	2	0
15	11125	Phelps, Whitney	2	1	3	1	0	0	2
16	11126	Shaftoe, Robert	1	2	3	0	0	3	0
17	11127	Smith, David	3	3	5	8	2	2	0
18	11128	Smith, Kaityln	1	1	1	0	0	1	2
19	11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
20	11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in Action 3



Other Tier 2 Options

Behavior Contract

Precorrection

Behavior-Specific Praise

Instructional Choice

Tier 2: Self Monitoring Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	<p>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.</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p style="text-align: center;">AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for growth in academic enabling behaviors 	<p>Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan</p> <p>Passing grades on progress reports</p> <p>Social Validity:</p> <ul style="list-style-type: none"> • Intervention Rating Profile-15 (IRP-15; teacher and family) • Children's Intervention Rating Profile (CIRP) <p>Treatment Integrity:</p> <p>Implementation & treatment integrity checklist</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <p>Academic:</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)</p>

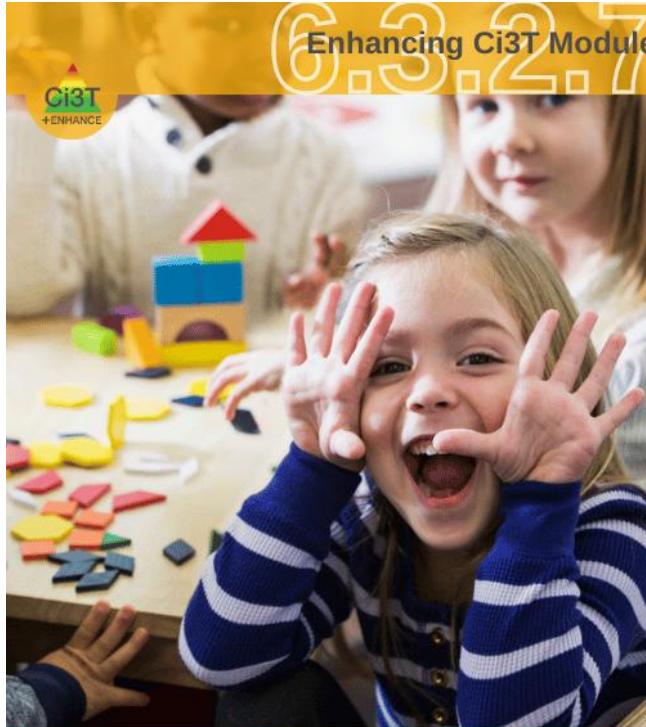
Tier 2 Self-Monitoring Interventions: Resources to Support Implementation



Tier 2: Social Skills Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Intervention	<p>Interventionist (trained teacher, counselor, or paraprofessional) will lead small group social skills intervention sessions offered during study skills or advisory period for approximately 25-30 min 3-4 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using approved, validated social skills lessons appropriate for student skillsets as identified using validated assessments (e.g., teacher and parent versions of the</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I6 score: Moderate (4-5) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or fewer absences in first 3 months of school <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family permission After obtaining family permission, complete a validated assessment (e.g., Social Skills Improvement System-Rating Scales Teacher, 	<p>Student measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> SSiS-Rating Scale (Pre/Post) <input type="checkbox"/> Direct Behavior Rating (DBR; daily) <input type="checkbox"/> Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: IRP-15 <input type="checkbox"/> Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Skill Lesson Treatment Integrity Checklist 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> SRSS-E7 and I6 scores are in the low-risk category <input type="checkbox"/> Team agrees goals have been met or no further sessions are warranted

Tier 2 Social Skills Interventions: Resources to Support Implementation



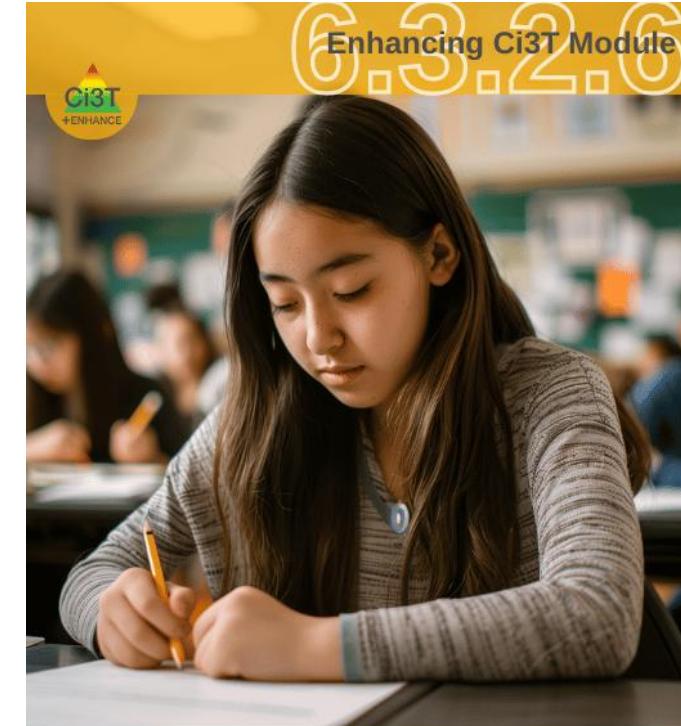
Social Skills Interventions

Supports to Enhance Students'
Social and Emotional Well-being

Tier 2: Recognize. Relax. Record.

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR)	<p>RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over 15 lessons of 20-30 min each (RRR Instruction).</p> <ol style="list-style-type: none"> Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons). Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). RRR Ready-Go!: After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson). Optional Review: This lesson can be used as a review for the intervention. 	<p>Behavior*</p> <p><input type="checkbox"/> SRSS-I5 score: Moderate (2-3), or</p> <p><input type="checkbox"/> SRSS-I5 score: High (4-15)</p> <p>Attendance</p> <p><input type="checkbox"/> Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction.</p> <p>Grade Level</p> <p><input type="checkbox"/> Third-, fourth-, or fifth-grade</p> <p>*Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion</p>	<p>Student Performance</p> <p>Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement):</p> <ul style="list-style-type: none"> RRR Teacher Recoding Form to measure engagement and internalizing behaviors RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <p>Social Validity</p> <ul style="list-style-type: none"> Teacher: IRP-15 Student: CIRP <p>Treatment Integrity</p> <p>RRR implementation fidelity</p>	<p>Reduced internalizing behaviors as measured by the SRSS-I5 score: Low (1-2)</p> <p>Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level).</p> <p>Increased Engagement consistently meeting goal set (as measured by the DBR)</p>

A Closer Look at Recognize. Relax. Record.



6.3.2.6
Enhancing Ci3T Module

Ci3T
+ENHANCE

Recognize.
Relax.
Record.

An intervention package for students
struggling with anxious feelings

What is Recognize. Relax. Record.?



An intervention package containing three components:

- **Recognize**
 - identify thoughts and feelings related to being anxious
- **Relax**
 - manage anxious thoughts and feelings using relaxation strategies
- **Record**
 - self-monitor thoughts and feelings, use of relaxation strategies, and engagement (social or academic)

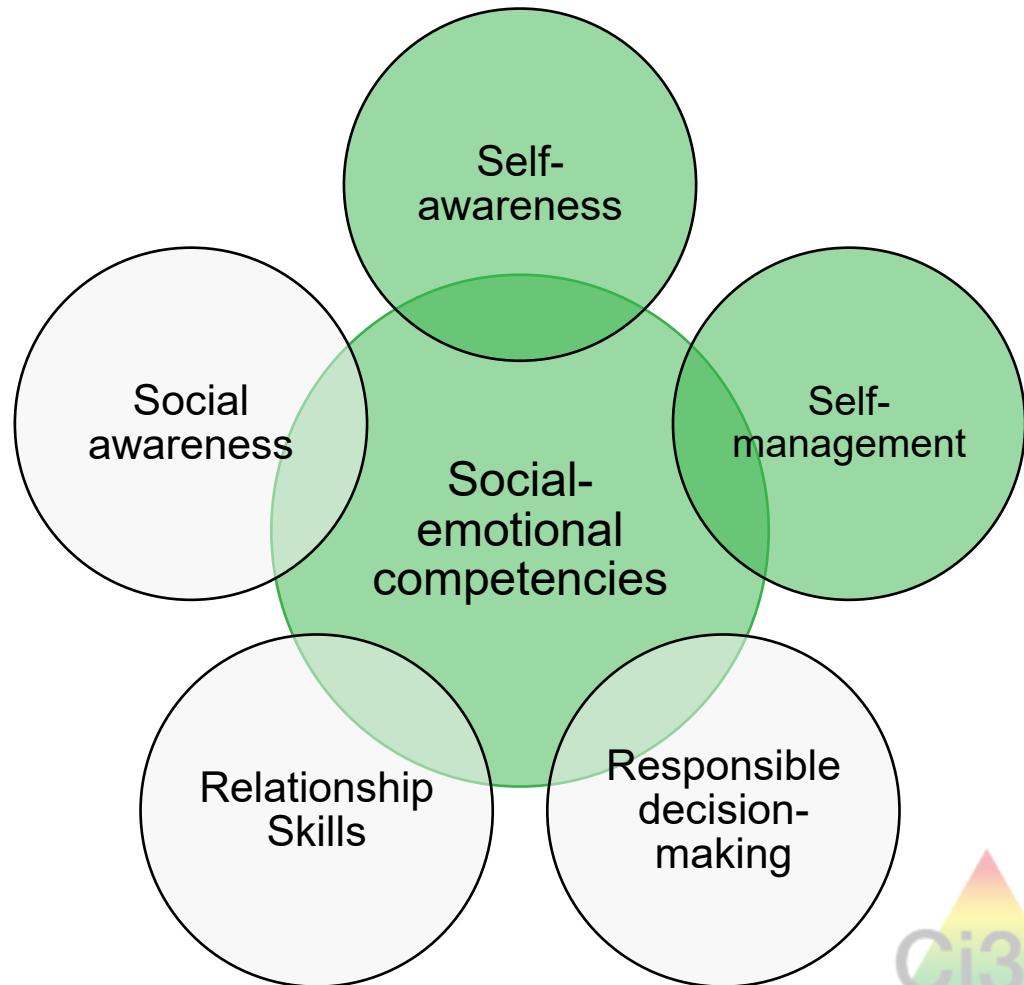
What does the supporting research for Recognize. Relax. Record. say?



Recognize.

- Social-emotional competencies, such as self-awareness and self-management, are related to important long-range outcomes
 - high school graduation
 - college degree completion
 - obtaining employment

Durlak et al., 2011



Adapted from CASEL Framework (2020)



What does the supporting research for Recognize. Relax. Record. say?

Relax.

- Relaxation training is commonly used in research-based cognitive behavioral interventions for children with anxiety

Chorpita & Daleiden, 2009



Breathing techniques



Guided imagery



Progressive muscle relaxation



Self-talk



What does the supporting research for Recognize. Relax. Record. say?

Record

- Self-management interventions effective for
 - behavioral and social outcomes
 - reading, math, and other content areas at elementary

Levendoski & Cartledge, 2000

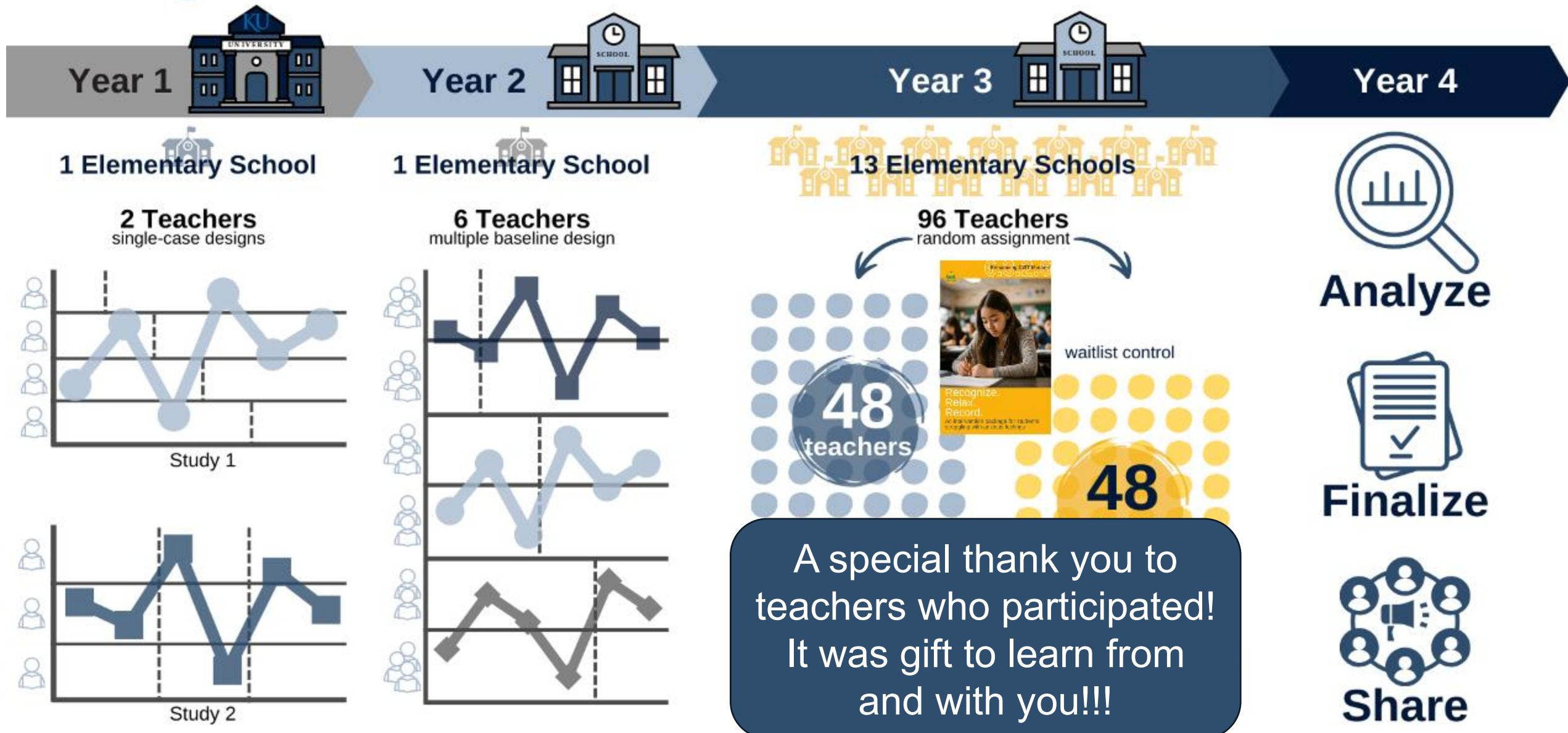
- productivity, engagement, and academic performance

Carr & Punzo, 1993

- students with emotional and behavioral disorders
- students educated in general and special education classrooms

A.M. Briesch & Briesch, 2016; Briesch & Chafoleas, 2009

Project ENGAGE



Three Components of Recognize. Relax. Record.



A screenshot of a computer screen displaying the "RRR Baseline Data Report". The report includes a header with student names, a "Recognize, Relax, Record" logo, and a "Baseline Data" section. Below this is a "Baseline Data Summary" table with three rows for "Student 1", "Student 2", and "Student 3", each showing a timeline from 1 to 5 with various data points. At the bottom, there is a "Baseline Data Report" section with a table and a "Print" button.



Enjoy Lunch!

00:00



Implementing RRR

A 7 step process

6.3.2.6
Enhancing Ci3T Module



Recognize.
Relax.
Record.

An intervention package for students
struggling with anxious feelings

Student Selection Sheet

Recognize. Relax. Record.

Teacher Name: Ms. Sardas

School Lincoln Elementary

Grade level: 5

Date Completed: 10/14/24

Step 2

Plan RRR Procedures

- Schedule

- RRR Rating Period

- Time when baseline (Direct Behavior Rating) data collected
- Time when students will use self-monitoring during RRR In-Class phase

- RRR Instruction Block

- Time for small-group instruction (15 lessons, 20-30 min each)

1) RRR Rating Period:

Time (e.g., 12:15-12:45)	Subject (e.g., Science)
2:00-2:40 Monday-Thursday	Math

2) RRR Instructional Block

Time (e.g., 12:15-12:45)	Subject (e.g., Science)
10:00-10:25 Monday, Wednesday, Thursday	Independent Work Time

Step 3 Collect Baseline Data



6.3.2.6
Enhancing Ci3T Module

**Ci3T
+ENHANCE**

**Recognize.
Relax.
Record.**
An intervention package for students struggling with anxious feelings

HOW DO I IMPLEMENT RECOGNIZE. RELAX. RECORD. IN MY SCHOOL?

- [13 Getting Started with Recognize. R...](#)
- [14 Step 1: Use data to connect stude...](#)
- [15 Step 2: Plan RRR Procedures](#)
- Collaborate with parents, families, an...
- Gather data to identify students' stren...
- Prioritize concerns and schedule RR...
- Operationalize behaviors of interest
- Prepare intervention forms and proce...
- Schedule RRR Instruction block
- Wrapping up

16 Step 3: Begin baseline data collec...

- [17 Step 4: Provide RRR Instruction](#)

RRR Instruction Lesson Sequence

RRR Lessons and Materials

RRR Treatment Integrity

Tips for Effective RRR Instruction

RRR Frequently Asked Questions

Wrapping up

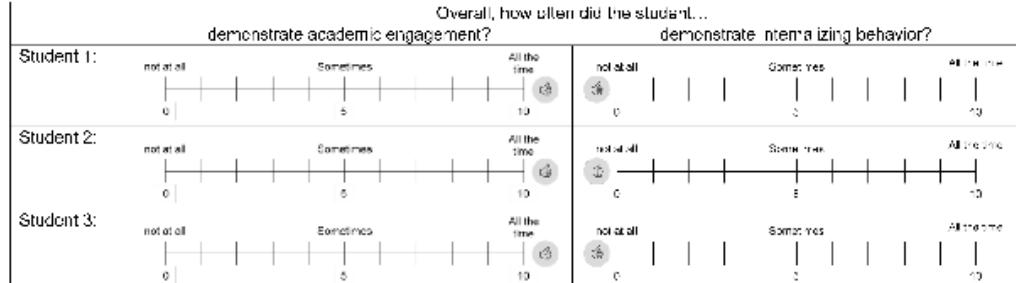
Recognize. Relax. Record. Teacher Recording Form

Teacher: _____ Date: _____ Start time: _____ End time: _____ Setting (Subject): _____

Activity Description: _____ Number of adults present: _____ Number of students present: _____

Primary Observer: _____ Secondary Observer: _____ Form completed by: Primary Secondary

Direct Behavior Rating



Academic Engagement

Academic engagement: Actively or passively participating during classroom activities. Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help. Non-examples include engaging in any activity other than the assigned scheduled task, such as disruption (e.g., inappropriate audible vocalizations, sitting “fidget” and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, head down on desk, reading unapproved materials like social media, or a comic book).



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1

Direct Behavior Rating (DBR)



A tool that involves a **brief rating of target behavior** immediately following a specified **observation period**.



Source: University of Connecticut. (n.d.). Direct behavior rating: Assessment training module. [video training module]. www.dbrtraining.education.uconn.edu/video.php

Teacher Recording Form

DBR data are collected using the Recognize.Relax.Record Teacher Recording Form to measure students':

- Academic engagement
- Internalizing behavior

I completed this form at the following time: _____
Project staff notes: _____

Recognize. Relax. Record.
Teacher Recording Form

Teacher: _____ Date: _____ Start time: _____ End time: _____ Setting (Subject): _____
Activity Description: _____ Number of adults present: _____ Number of students present: _____
Primary Observer: _____ Secondary Observer: _____ Form completed by: Primary Secondary

Direct Behavior Rating

Overall, how often did the student...
demonstrate academic engagement? demonstrate internalizing behavior?

Student 1:	not at all	Sometimes	All the time	not at all	Sometimes	All the time
	0	5	10	0	5	10
Student 2:	not at all	Sometimes	All the time	not at all	Sometimes	All the time
	0	5	10	0	5	10
Student 3:	not at all	Sometimes	All the time	not at all	Sometimes	All the time
	0	5	10	0	5	10

Academic engagement: Active or passive participation during classroom activities.
Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help.
Non-examples include engaging in any activity other than the assigned/scheduled task, such as disruption (e.g., inappropriate audio vocalizations, stomping feet) and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/teacher for more than 10 seconds, head down on desk, reading unapproved materials like social media or a comic book).

Internalizing Behavior: Observable indications a person might be worried, scared, uneasy, or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxiousness.
Examples by category include physical signs (e.g., trembling); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).
Non-examples by category include physical signs (e.g., relaxed/attentive posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).

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Operational Definition: Academic Engagement

Academic engagement	Internalizing Behavior
<p>Academic engagement: Actively or passively participating during classroom activities.</p> <p>Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help.</p> <p>Non-examples include engaging in any activity other than the assigned/scheduled task, such as disruption (e.g., inappropriate audible vocalizations, stomping feet) and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, head down on desk, reading unapproved materials like social media or a comic book).</p>	<p>Internalizing Behavior: Observable indications of emotional distress, such as being scared, uneasy, or nervous, including physical sensations, verbal expressions, or phrases, and other actions indicative of anxiety or depression.</p> <p>Examples by category include physical signs of anxiety (e.g., sweating, fidgeting, or avoidance behaviors (e.g., avoiding eye contact or blushing)); verbal expressions of performance concerns (e.g., self-criticism or negative self-phrases); excessive seeking of assurance or feedback (e.g., asking for reassurance or crying in response to feedback or challenges); and emotional reactions (e.g., fear, anger, or sadness).</p> <p>Non-examples by category include physical signs of physical health (e.g., posture); avoidant behaviors (e.g., staying in one place for long periods of time); and observable actions (e.g., contextually appropriate social withdrawal).</p>



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research project (R324X145893; KUSTUDY00145893), and are currently being tested as part of IES-funded Project ENGAGE (R324X220067; KUSTUDY00220067). It is illegal to re-produce or share any materials contained herein.

Operational Definition: Internalizing Behavior

	Internalizing Behavior
participating during contributing peer) or looking away from speaker for a duration of less than a teacher for help. Other than (e.g., inappropriate behaviors incompatible with whom, looking away from the down on desk, reading a book).	<p>Internalizing Behavior: Observable indications a person might be worried, scared, uneasy, or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxiousness.</p> <p>Examples by category include physical signs (e.g., trembling); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).</p> <p>Non-examples by category include physical signs (e.g., relaxed/attentive posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral, or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).</p>

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RRR Engagement Graphing Procedures

Engagement Graphing Handout

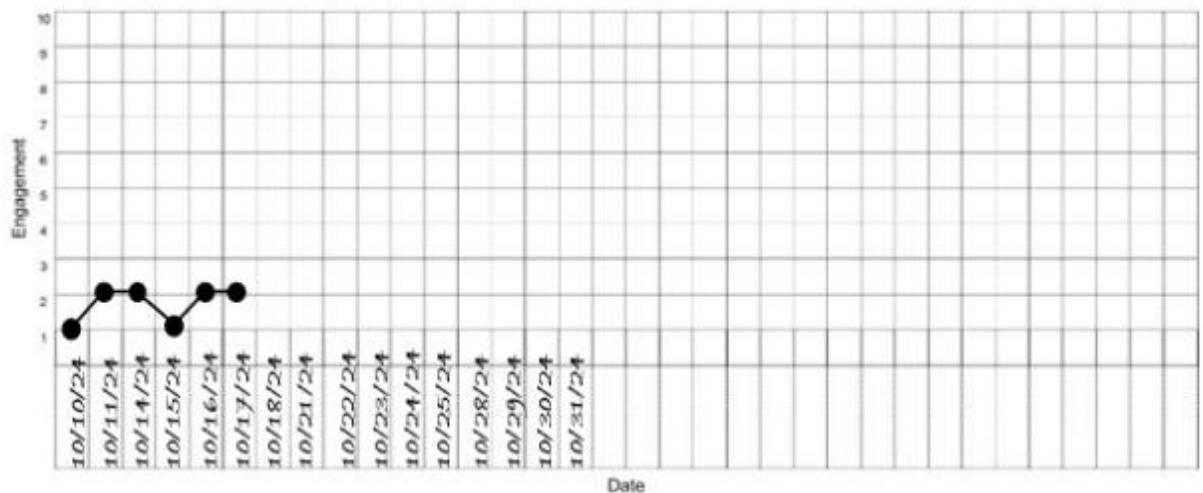
Recognize. Relax. Record.

School Lincoln Elementary Teacher Ms. Buffington

Student Initials ES

Directions

After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil!) or graph their data as a bar graph.



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N150002; KU STUDY00145802), and are currently being tested as part of IES-funded Project ENGAGE (R324D210007; KU STUDY00151114). Please do not re-produce or share any materials contained herein.

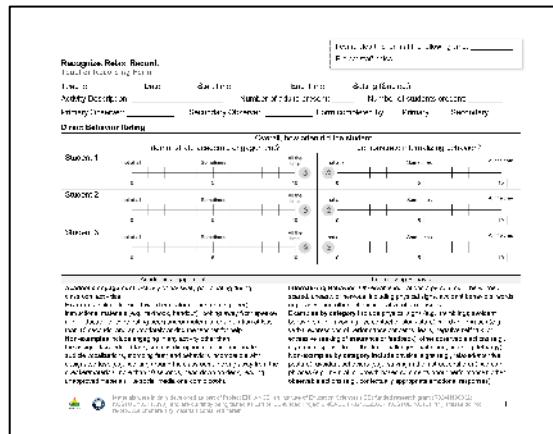
Step 4 Provide RRR Instruction

The image shows a screenshot of the Ci3T platform interface, specifically the 'Step 4 Provide RRR Instruction' section. The interface is divided into several panels:

- Top Left Panel:** A grid of images and text boxes for 'Ci3T: Implementing Secondary (Tier 2) Interventions'. It includes sections for 'The Tier 3 Process', 'Set a Goal, Select a Strategy, Record Progress', 'Direct Behavior: Rating in Support Classroom Behavior and Engagement', 'Recognize, Relax, Record', and 'Social Skills Interventions'.
- Top Right Panel:** A 'RRR Step Card Gallery' showing cards for 'Breathing Strategies', 'Self-Talk', 'Spanish Translations', and 'Family Materials'.
- Middle Panel:** An 'RRR Materials Preview' section showing 'Story Cards' and 'Visual Cue Cards'.
- Bottom Right Panel:** An 'RRR Instruction Frequently Asked Questions' section with the following questions:
 - > Do I have to follow the lesson plans exactly?
 - > What if I need to change the RRR Instructional Block?
 - > How can I remember to begin my RRR in class block for self monitoring?
 - > What do I do if a student is absent?
 - > What do I do if I am absent?
 - > Who can I contact for questions?
 - > What if I run out of measurement materials?
 - > What is a low-intensity strategy?
 - > Can I teach RRR to my entire class at Tier 1 this year?

RRR Instruction

- Deliver small group RRR Lessons
 - ~20-30 minutes per lesson
 - Up to 15 lessons (with optional lessons); likely to teach only 10-13 lessons
 - Taught during a *different time* than RRR Rating Period
- Teachers continue to collect DBR data four times a week (Monday-Thursday) during the RRR Rating Period



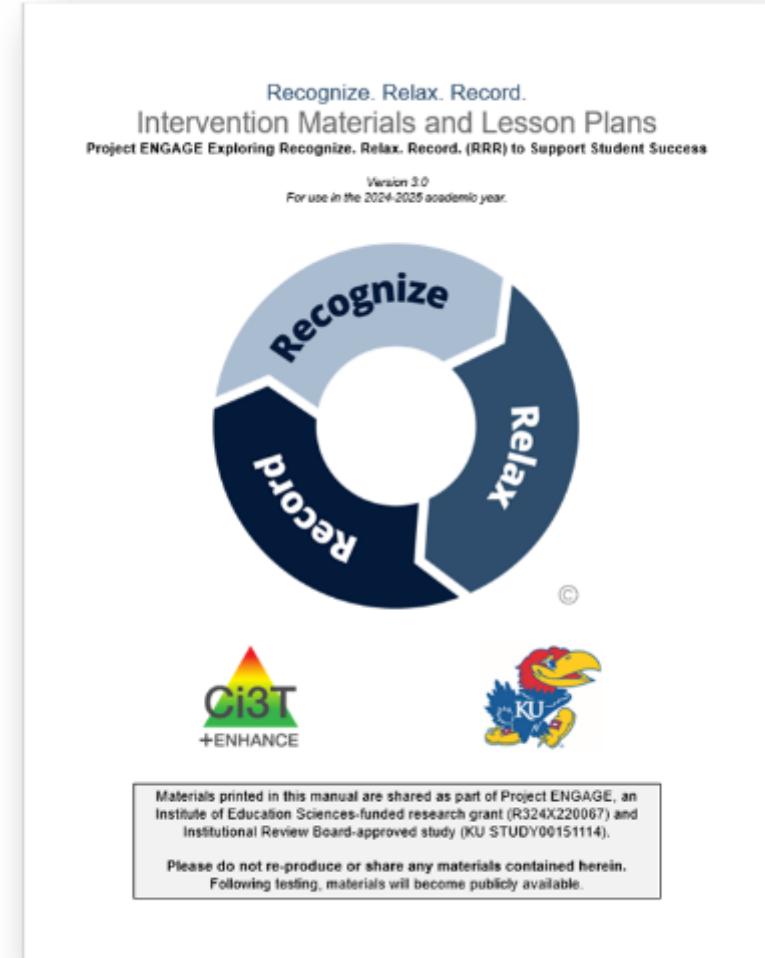
This image shows a 'RRR Instruction Record' form. The form is a two-page document. The top page contains fields for 'Teacher Name', 'Date', 'Time', 'Data Collection', 'N-RRR Classroom', 'Primary', and 'Secondary'. Below this is a section titled 'Student Behavior Rating' with three rows for 'Student 1', 'Student 2', and 'Student 3'. Each row has a 'Score' column and a 'Comments' column. The bottom page contains detailed instructions for using the form, including a section on 'How to use the RRR Instruction Record' and a 'Comments' section.





Lesson Plans Overview

- 15 lessons available
 - Recognize - 3 lessons
 - Relax - 8 lessons*
 - Record - 2 lessons
 - Ready-Go!
 - Review (optional)
- 20-30 min each lesson
- Semi-scripted
- Teacher-led



1
2
3
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13
14
15

Family Materials (1)

Today I learned about the circled strategy...



Breathing Strategies Self-Talk Guided Imagery Progressive Muscle Relaxation

Ask me what I learned!

(reference Family Relaxation Strategy Step Card Ring for more information)

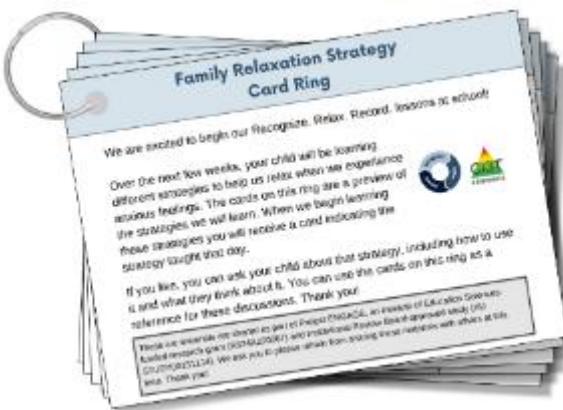
Hoy aprendí la estrategia ...



Pasos de las estrategias de respiración Pasos de diálogo interno Pasos de imágenes guidadas Pasos progresivos de relajación muscular

¡Pregúntame qué aprendí!

(Busca en el Anillo con Tarjetas de Pasos de Relajación Familiar para más información)



 Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

 Wrapping up!

As you complete today's lesson, will you please:

- Send Family Materials: Family Relaxation Strategy Card Ring home with students.
- Send Family Materials: Family Strategy Note home with students to indicate which strategy was taught today.
- Complete the RRR Instruction Treatment Integrity Checklist at the end of the lesson.
- After you have completed the RRR Lesson Treatment Integrity Checklist, please place it in the RRR Data Collection Folder.
- Pick up any other student materials (e.g., drawings) and place them in the RRR Data Collection Folder.
- As you prefer, either pick up all student materials or allow students to take their Student Materials: Strategy Cards Ring to their desk. Request students to bring these materials back at the next lesson.

Thank you so much for your efforts!  We are thankful to partner with you!

Guidance for sending materials is in each lesson plan, as appropriate

Teacher Materials



Recognize, Relax, Record.

An intervention package for students struggling with anxious feelings.

Recognize, Relax, Record, Instruction Hub

Recognize | Lesson 1

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Downloads & Links

- Lesson Plan
- Lesson Materials (Digital Version and Google Slides)
- RRR Ready Not & Review

Objectives
After completing this lesson, students will be able to:

- Define the word anxiety.
- Describe thoughts and feelings associated with anxiety.
- Identify situations when anxious thoughts and feelings can be helpful and unhelpful.

Big Ideas
The big idea of this lesson is to begin to understand the foundation for the development of fears.

Next >



RRR Lesson Plan Materials

Table of Contents

Recognize	Relax	Record
Lesson 1 Lesson 2 Lesson 3	Breathing Strategies Day 1 Day 2 Self-Talk Day 1 Day 2 Guided Imagery Day 1 Day 2 Progressive Muscle Relaxation Day 1 Day 2	Ready, Go! Lesson 1 Lesson 2

Instructional Hub

Recognize. Relax. Record. Instruction Hub

Recognize | Lesson 1

Understanding Anxious Thoughts and Feelings

Downloads & Links

- [Lesson Plan](#)
- [Lesson Materials \(to print\)](#)
- [Lesson Materials \(digital versions via Google Slides\)](#)
- [RRR Instruction Treatment Integrity Checklist](#)

Objectives

After completing this lesson, students will be able to:

- Define the word anxious.
- Describe thoughts and physical sensations related to feeling anxious.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.

Big Ideas

The big idea of this Recognize lesson is to build the foundation for self-awareness of how

Next >

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Lesson Objectives & Presentation

After completing this lesson, students will be able to:

- Define the word anxious.
- Describe thoughts and physical sensations related to feeling anxious.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.

Big Ideas

The big idea of this Recognize lesson is to build the foundation for self-awareness of how we feel when we are anxious. As you teach this lesson, encourage students to develop an understanding of the new vocabulary and practice identifying thoughts and feelings in a concrete context.

Lesson Materials

This brief overview of the materials that you will need for this lesson. You can access the full lesson materials in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Plan how to either present these materials digitally or print paper copies, whichever you prefer.

Materials

Wrist Our Cards: Anxious Feelings in our Bodies (1)

RRR Lesson Plan Materials

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Visual | Cue Cards: Anxious Feelings in our Bodies (1-4)



Butterflies in Stomach
Anxious feelings in our bodies

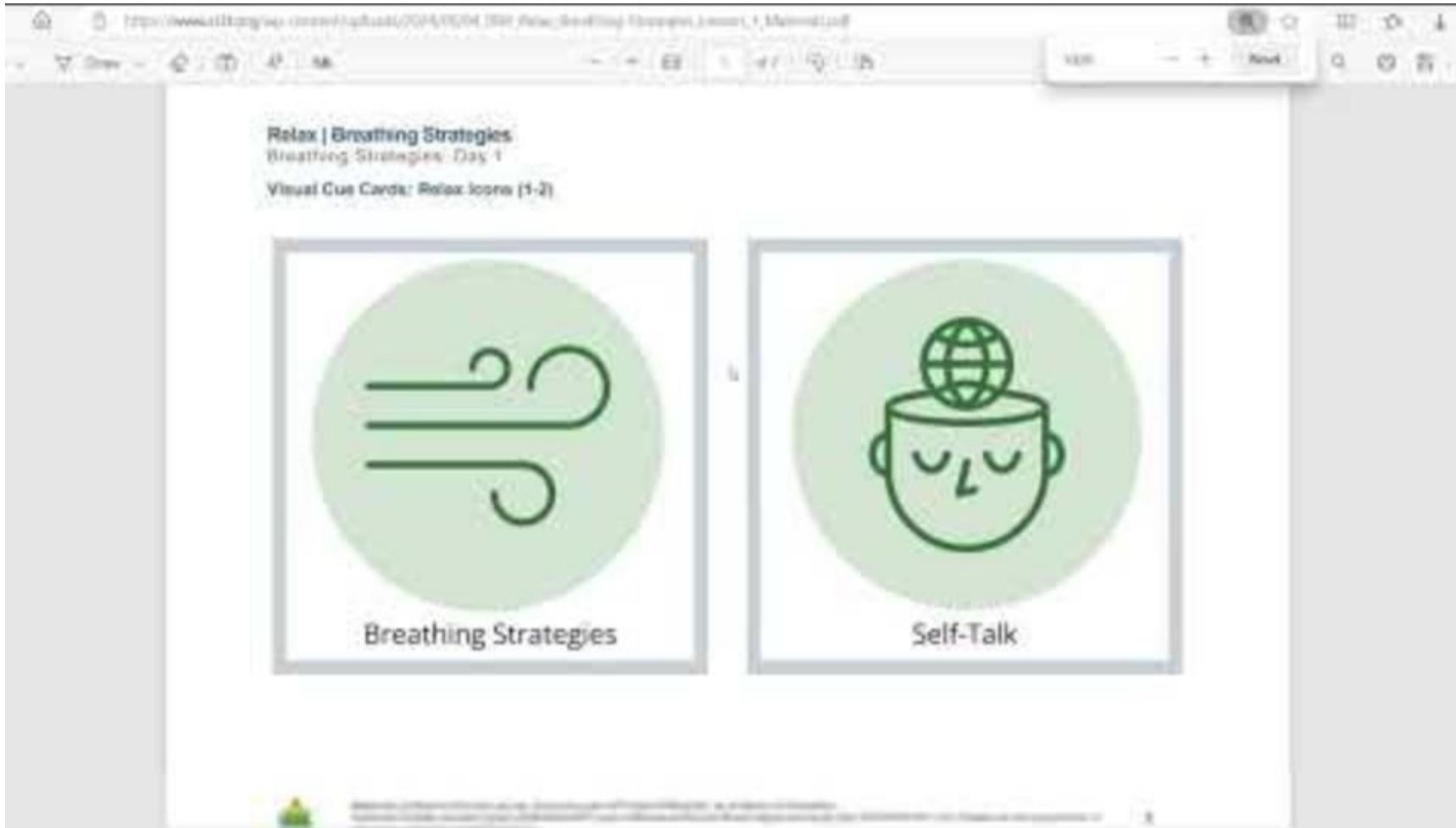
Goosebumps
Anxious feelings in our bodies

RRR Lesson Plan Materials

Table of Contents

Recognize	Relax	Record	Ready, Go!	Review
Lesson 1 Lesson 2 Lesson 3	Breathing Strategies Day 1 Day 2 Swi-Talk Day 1 Day 2 Guided Imagery Day 1 Day 2 Progressive Muscle Relaxation Day 1 Day 2	Lesson 1 Lesson 2		

Video Model: The Instructional Hub



Key Intervention Lesson Features (1)

Relax | Breathing Strategies
Breathing Strategies: Day 1

Lesson Objectives & Preparation
After completing this lesson, students will be able to:

- Define breathing strategies with support.
- Use the Belly Breathing strategy and 2 to 1 Breathing strategy with support.
- Recognize situations when breathing strategies may be helpful with support.

Big Ideas
The big Idea of this Relax lesson is to introduce students to breathing strategies, which can help calm anxious feelings. As you teach this lesson, students will learn the steps for using breathing strategies, learn when they might use these strategies, and have opportunities for practice. Students will benefit from reminders to make connections between self-awareness skills learned in the Recognize lessons and the content learned in this (and future) Relax lessons to calm unhelpful anxious thoughts and feelings.

Lesson Materials
This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

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Lesson title
Lesson timing

Learning objectives

Big Ideas of the lesson

Materials

Key Intervention Lesson Features (2)

Pacing Guide Headings

- Tell
- Show
- Do
- Practice & Monitor
- Generalize & Close

Recognize: Drawing Activity

Passenger: Drawing Activity

Skills: Draw a picture that has one or a few anxiety-related items that they have selected from:

- A drawing of a person with anxiety symptoms
- A drawing of a place or situation that might make someone feel anxious
- A drawing of an animal or a different person

Crayons



Dry-Erase Markers



Treatment Integrity

For each lesson, please complete an RRR Treatment Integrity Checklist. This checklist is a standardized form (e.g., same form for all lessons) available in your data collection folder. You may elect to complete each item as you move through the lesson, or at the conclusion of a lesson. A member of the research team will pick these completed forms up each week.

Pacing Guide

Section	Time	Activities
Open	2 min	<ul style="list-style-type: none">• Review school-wide expectations.• Ask students to select one expectation to focus on during today's session.
Tell	8 min	<ul style="list-style-type: none">• Review anxious feelings.

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3

Treatment Integrity

RRR Instruction Treatment Integrity Checklist

Recognize, Relate, Recall

This integrity measurement strategy measures intact use of RRR lesson plans. For purposes of this research project, please do not update this form and place it in your RRR Data Collection Folder.

Date: _____ Start Time: _____ End Time: _____ Person conducting (if applicable): _____

How many students did you want to participate in this lesson? _____

This form was completed by the: _____ Teacher of the lesson _____ Usability Questionnaire _____

Lesson taught (check all that apply):

Lesson 1 Breathing Strategies Lesson 4 RRR Ready-Go Endless _____

Lesson 2 Self-Talk Lesson 5 RRR Ready-Go "Please see the _____ version of the lesson for details." _____

Lesson 3 Grounded Progressives Progressives Module Review _____

Check the number of items corresponding to the level of implementation and student response. Fill out one column for each student in this group (Include student initials for each student).
0 = not implemented; 1 = partially implemented; 2 = mostly implemented; 3 = fully implemented

Component **0 = Not Implemented** **1 = Partially Implemented** **2 = Mostly Implemented** **3 = Fully Implemented**

Did the student attend the lesson?

0	1	2	3
Yes	Yes	Yes	Yes
No	No	No	No

1. Adult-Go (provide examples of expectations that relate to the end session) (Total 3)

0	1	2	3
Yes	Yes	Yes	Yes
No	No	No	No

2. Adult-Go (provide strategies to assist the student to move from anxiety to coping)

Student: Did the student attend and respond to the focus of the lesson?

0	1	2	3	4	5	6	7	8	9	10	11	12	13
Yes													
No													

3. Adult-Go (provide examples of expectations that relate to the end session) (Total 3)

0	1	2	3
Yes	Yes	Yes	Yes
No	No	No	No

4. Adult-Go (provide strategies to assist the student to move from anxiety to coping)

0	1	2	3
Yes	Yes	Yes	Yes
No	No	No	No

5. Adult-Go (provide opportunities for discussion/choice)

Student: Did the student participate in the discussion/choice?

0	1	2	3	4	5	6	7	8	9	10	11	12	13
Yes													
No													

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Key Intervention Lesson Features (3)

 **Make Connections**

Today, we will talk about situations that might make people feel anxious at school. If you ever feel anxious at school, you might be able to relate to this story! Then, at the end of our lesson, we will choose a few strategies to learn to help us manage our feelings when we feel anxious, so that we can feel better.

First, let's listen to a story about Izzy.

Display Story Cards: Test Day Tizzy.

Izzy from Test Day Tizzy is a fifth grader in Ms. Rumple's class. Izzy loves to read, but she thinks social studies can be really hard sometimes, especially when she needs to remember all those facts! To make matters worse, she knows that there is a test coming up next week. When Ms. Rumple begins social studies class this morning, Izzy isn't feeling very well. She is having a hard time concentrating and feels like her heart is beating too fast. As class goes on, Izzy notices that she isn't paying as much attention as she wants to because she is so distracted by how she feels. She just doesn't know what to do!

- What do you think is happening with Izzy?
- Which emotion do you think she is feeling?
- How is it making her body feel?
- How is it changing her behavior?
- Have you ever felt anxious like Izzy at school, or have you ever known someone who was feeling that way at school?

Discuss

Engage students in a discussion about a situation when they felt anxious at school or thought someone else did. Prompt them to think about how their body felt (or the other person's body may have felt), how it impacted their behavior, and whether their anxious feelings were helpful or unhelpful.

Remind students that it can be scary to talk about their feelings in front of others, so it is important to be respectful by (a) listening to others, and (b) not sharing others' feelings outside the group in a way that might hurt people's feelings. For example, it might be okay to talk to one's family members about what is discussed in the group, but it would not be respectful to tell other students in the class what another group participant shared.

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5

Situational stories and other examples



Key Intervention Lesson Features (4)

 discuss how these strategies might help us respond when we experience anxious thoughts and feelings. Then, we will complete an activity to practice breathing strategies together. Remember, we can use breathing strategies anywhere and at any time on our own.

Discuss

Display Visual Cue Cards: Anxious Feelings in our Bodies (6) to help students articulate how some of the anxious feelings they have experienced felt.

Use behavior-specific praise to acknowledge students for their contributions.

Now, think of a situation when you felt anxious, and how using a breathing strategy could have helped you.

- What was the situation that made you feel anxious?
- How did your body feel?
- How might have using a breathing strategy helped?

Show (3 minutes)

Display Strategy Cards: Breathing Strategies Steps to help students articulate how the strategy might change some of the anxious feelings they could experience.

Now, let's take a minute to remember what it looks like to use each breathing strategy.

- Who would like to do a short demonstration of the Belly Breathing strategy?
- How about the 2-1 Breathing strategy?

If none of the students want to model the strategies, you may offer to model the strategies yourself.

Use behavior-specific praise to acknowledge students for their contributions.

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Embedded materials

Planning Your RRR Journey

Relax | Breathing Strategies

Breathing Strategies: Day 1

Lesson Objectives & Preparation

After completing this lesson, students will be able to:

- Define breathing strategies with support.
- Use the Belly Breathing strategy and 2 to 1 Breathing strategy with support.
- Recognize situations when breathing strategies may be helpful with support.

Big Ideas

The big idea of this Relax lesson is to introduce students to breathing strategies, which can help calm anxious feelings. As you teach this lesson, students will learn the steps for using breathing strategies, learn when they might use these strategies, and have opportunities for practice. Students will benefit from reminders to make connections between self-awareness skills learned in the Recognize lessons and the content learned in this (and future) Relax lessons to calm unhelpful anxious thoughts and feelings.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N190002; RUST1UD02140882), and are currently being tested as part of IES-funded Project ENGAGE (R324X220007; RUST1UD00151114). Please do not re-produce or share any materials contained herein.

Relax | Breathing Strategies

Breathing Strategies: Day 2

Lesson Objectives & Preparation

After completing this lesson, students will be able to:

- Independently define breathing strategies.
- Independently use the Belly Breathing strategy and 2 to 1 Breathing strategy.
- Independently recognize situations when breathing strategies may be helpful.

Big Ideas

The big idea of this Relax lesson is to review the two types of breathing strategies, provide opportunities for practice, and increase student fluency in using these strategies. This second day of instruction on breathing strategies emphasizes applied practice so that students can independently recognize when these strategies could be helpful and use them in these moments to calm anxious thoughts and feelings.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N190002; RUST1UD02140882), and are currently being tested as part of IES-funded Project ENGAGE (R324X220007; RUST1UD00151114). Please do not re-produce or share any materials contained herein.

Lesson Activities

Embedded materials throughout



Now, let's review the self-talk statements you wrote yesterday. Then, turn the paper over and write 2-3 more positive self-talk statements you can use in the future. If you are comfortable doing so, you can share these statements with another student in the group once you are done.

Generalize & Close (4 minutes)

As we end today's lesson on self-talk, please share:

- How might what you learned about self-talk be helpful?
- When might you use what you learned?
- Who is one person you could share what we talked about today with, such as another adult at school, friend, or family member?
- What other questions do you have?

Try to use positive self talk at least one time today. You can use it at home, school, or in any other setting.

Let's finish up today by identifying how we feel and rating our anxious feelings using the Student Materials: Feelings Recording Card (laminated). Let's rate how we felt during the whole time we were having this lesson.

Pass out the Student Materials: Feelings Recording Card (laminated). Explain how you are feeling to determine your rating and then model how you rate your feelings on the card. Then give each student a Dry Erase Marker (provided in the RRR Instructional Kit) to practice rating their own feelings. Encourage one or more students to share how they are feeling and which rating they circled. Provide feedback (e.g., "That makes sense, you circled a zero because you were not feeling anxious at all"). If the rating is a bit off (e.g., say they are not feeling anxious, but circle a 10), provide corrective feedback (e.g., "Let's think about that rating. If a 10 means you are feeling very anxious, and right now you are not feeling anxious at all, what might be a more accurate number to circle?")

Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

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Relax: Self-Talk Drawing Activity

Recognize. Relax. Record.

Activity: Draw a picture

- Draw a picture of a situation where you felt anxious and experienced negative self-talk.
- In the negative self-talk bubble, write an unhelpful statement about the situation, then follow the arrow and change that statement into positive self-talk.

Negative Self-Talk Positive Self-Talk

1

 Ci3T
+ENHANCE

Family Materials (2)



Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

Wrapping up!

As you complete today's lesson, will you please:

- Send **Family Materials: Family Relaxation Strategy Card Ring** home with students
- Send **Family Materials: Family Strategy Note** home with students to indicate which strategy was taught today
- Complete the **RRR Instruction Treatment Integrity Checklist** at the end of the lesson.
- After you have completed the **RRR Lesson Treatment Integrity Checklist**, please place it in the **RRR Data Collection Folder**.
- Pick up any other student materials (e.g., drawings) and place them in the **RRR Data Collection Folder**.
- As you prefer, either pick up all student materials or allow students to take their **Student Materials: Strategy Cards Ring** to their desk. Request students to bring these materials back at the next lesson.

Thank you so much for your efforts!  We are thankful to partner with you!

After Breathing Strategies
Lesson 1, you will send
home a copy of the Strategy
Step Cards to families

After each strategy lesson-
you will send home a Family
Strategy Note



3 Intervention Components

Recognize. Relax. Record.

Intervention Component



Recognize.
Relax.
Record.

An intervention package for students
struggling with anxious feelings

Enhancing CBT Module
G.3.2.6

- Recognizing and understanding our emotions is a key component for self-awareness
- Students learn to:
 - Lesson 1: Understanding anxious feelings
 - Lesson 2: Identifying anxious thoughts and feelings
 - Lesson 3: Choosing strategies to help manage anxious thoughts and feelings

Recognize. Relax. Record.

Intervention Component



- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)

Recognize. Relax. Record.

Intervention Component



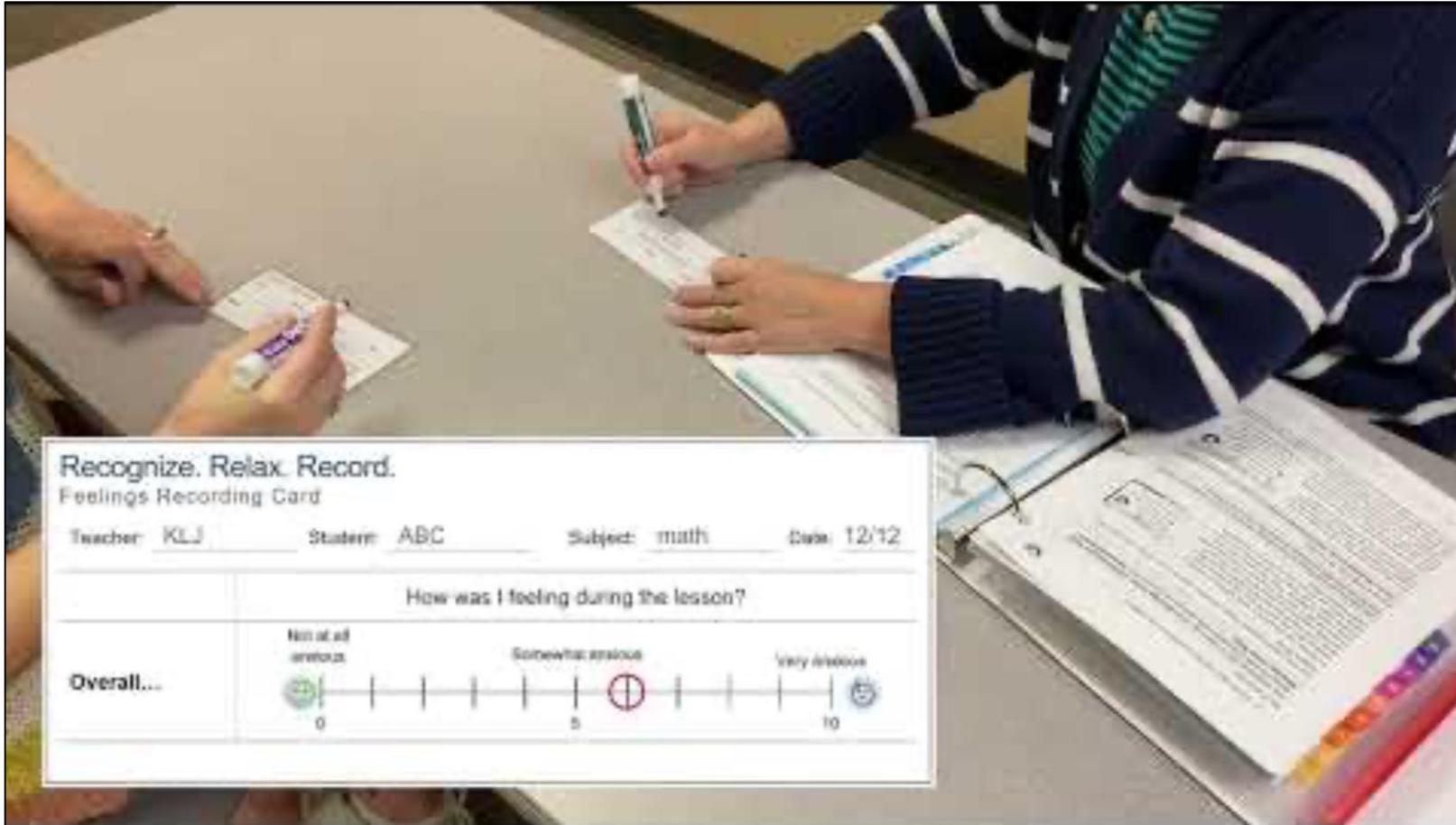
Recognize.
Relax.
Record.

An intervention package for students
struggling with anxious feelings

Students learn how to monitor their own feelings and behaviors

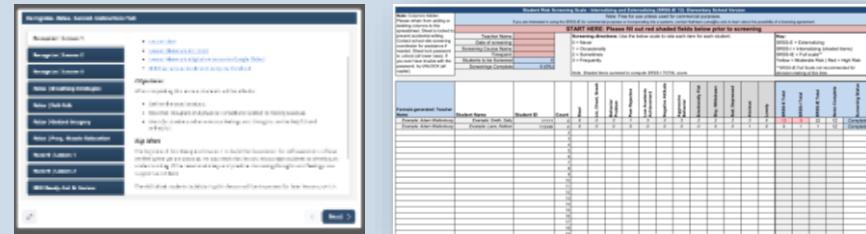
- Lesson 1: Learning to Self-Monitor (Record) our Behaviors
 - Focus: Academic Engagement
- Lesson 2: Learning to Self-Monitor (Record) our Thoughts, Feelings, and Behaviors
 - Focus: Anxious thoughts and feelings
 - Focus: Use of relaxation strategies

Video Model: Opening & Closing a Lesson



Work Time

- Locate the RRR Instructional Hub (see Steps)
- Explore one of the lesson plans.
- Review screening data.



00:00

Step 1: Go to ci3t.org/enhance

Step 2: Locate the *Recognize. Relax. Record.* 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, Section 13 (*Getting Started with Recognize. Relax. Record.*). Scroll down until you find the RRR Instructional Hub.

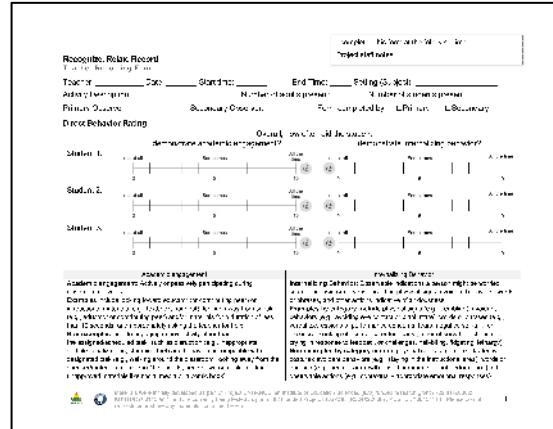
HOW DO I IMPLEMENT
RECOGNIZE. RELAX. RECORD.
IN MY SCHOOL?

13 Getting Started with Recognize. R...

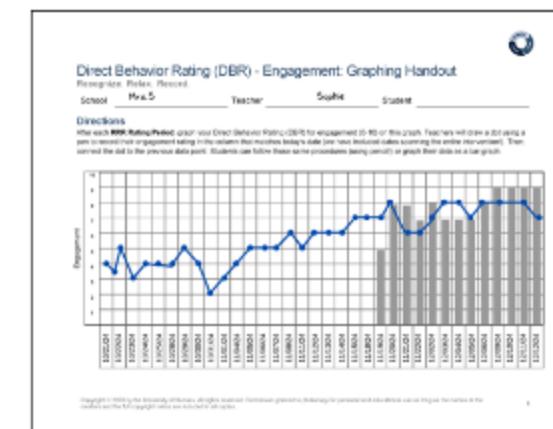
14 Step 1: Use data to connect stude...

Step 5: Implement RRR In-Class & Monitor Student Performance

- Teachers continue to collect DBR data four times a week (Monday-Thursday)
- Students use the Student Self-Monitoring sheet to self-monitor their engagement, anxious feelings, and use of relaxation strategies
- Teachers facilitate self-monitoring (e.g., audio cue, brief check-ins)



The RRR Relax Record form is a worksheet for tracking student behavior. It includes fields for Teacher, Date, Start Time, End Time, and Student. It features a 'Direct Behavior Rating' section with three horizontal scales for Student 1, Student 2, and Student 3, each ranging from 1 to 5. Below the scales are definitions for 'Engaged' and 'Anxious'. A 'Relaxation' section follows, with three horizontal scales for each student, also ranging from 1 to 5. Definitions for 'Relaxed' and 'Anxious' are provided. The bottom of the form contains a 'Comments' section and a copyright notice.



Student Self-Monitoring Sheet

Recognize. Relax. Record.
Student Self-Monitoring Sheet

Teacher: _____ Student: _____ Subject / Time of Day: _____ Date: _____

When I feel Anxious I can use... Breathing Guided imagery Muscle relaxation Self-talk

Block Time or Activity 1 2 3 4 Overall...

How engaged was I? How was I feeling?

Not at all Somewhat All the time Not at all Somewhat All the time Not at all Somewhat All the time Not at all Somewhat All the time

Not at all anxious Somewhat anxious Very anxious Not at all anxious Somewhat anxious Very anxious Not at all anxious Somewhat anxious Very anxious Not at all anxious Somewhat anxious Very anxious

Not at all stressed Somewhat stressed All the time Not at all stressed Somewhat stressed All the time Not at all stressed Somewhat stressed All the time Not at all stressed Somewhat stressed All the time

Not at all anxious and stressed Somewhat anxious and stressed Very anxious and stressed Not at all anxious and stressed Somewhat anxious and stressed Very anxious and stressed Not at all anxious and stressed Somewhat anxious and stressed Very anxious and stressed Not at all anxious and stressed Somewhat anxious and stressed Very anxious and stressed

✓ the strategies you used!

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1



Self-Monitoring Treatment Integrity Checklist

- Self-Monitoring Treatment Integrity Checklist located on the back of the RRR Rating Form
- Completed daily at end of RRR In-Class Period



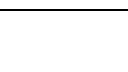
Self-Monitoring Treatment Integrity Checklist					
0 - not implemented, 1 - partially implemented, 2 - mostly implemented, 3 - fully implemented					
Rate each procedure:	Student	Student	Student	Total	%
Teacher or other adult provided student with Student Self-monitoring Sheet	0	1	2	3	
Teacher or other adult verbally prompted student to complete Student Self-monitoring Sheet	0	1	2	3	
Teacher or other adult begins RRR-Ding audio cue video	0	1	2	3	
Teacher or other adult checked in with student at the conclusion of each interval to confirm they filled out Student Self-monitoring Sheet	0	1	2	3	
Student completed Student Self-monitoring Sheet	0	1	2	3	
Student adds ratings to the Engagement Graphing Handout	0	1	2	3	
Teacher adds their DBR rating for engagement to student's Engagement Graphing Handout	0	1	2	3	
Teacher or other adult checked the completion of the self-monitoring sheet and graphing of engagement, and provides input (e.g., feedback on accuracy or progress).	0	1	2	3	
Teacher or other adult provided reinforcement (e.g., behavior-specific praise, universal reinforcer [ticket]) for student behaviors related to self-monitoring or other RRR skills (e.g., use of Relax strategies)	0	1	2	3	
Teacher collected Student Self-monitoring Sheets and put in designated space (e.g., RRR Folder)	0	1	2	3	
Total (%)					

Video Model: RRR In-Class Procedures

Recognize. Relax. Record.
Self-monitoring Sheet

Teacher: _____ Student: _____ Subject / Time of Day: _____ Date: _____

When I feel **Anxious** I can use... **Breathing** **Guided imagery** **Muscle relaxation** **Self-talk**

Block Time or Activity	How engaged was I?	How was I feeling?	✓ the strategies you used!
1	not at all 0 5 10 Sometimes All the time	Not at all 0 5 10 Somewhat anxious Very anxious	
2	not at all 0 5 10 Sometimes All the time	Not at all 0 5 10 Somewhat anxious Very anxious	
3	not at all 0 5 10 Sometimes All the time	Not at all 0 5 10 Somewhat anxious Very anxious	
4	not at all 0 5 10 Sometimes All the time	Not at all 0 5 10 Somewhat anxious Very anxious	
Overall...	not at all 0 5 10 Sometimes All the time	Not at all 0 5 10 Somewhat anxious Very anxious	



Engagement Graphing (1)

Block Time or Activity	How engaged was I?			How was I feeling?		
1	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
	0	5	10	0	5	10
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
2	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
	0	5	10	0	5	10
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
3	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
	0	5	10	0	5	10
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
4	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
	0	5	10	0	5	10
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious
Overall...	not at all	Sometimes	All the time	Not at all anxious	Somewhat anxious	Very anxious

Direct Behavior Rating		
Overall, how often did the student... demonstrate academic engagement? demonstrate internalizing behavior?		
Student 1:	not at all	Sometimes
	0	5
	<input type="radio"/>	<input checked="" type="radio"/>
	All the time	10
	<input type="radio"/>	
	All the time	10
	<input type="radio"/>	<input checked="" type="radio"/>
	Sometimes	5
	<input type="radio"/>	
	not at all	0

Engagement Graphing Handout
Recognize. Relax. Record.

School _____ Teacher _____ Student Initials _____

Directions:
After each RRR Rating Period, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.

Engagement	Date
10	
9	
8	
7	
6	03/05/25
5	
4	
3	
2	
1	
0	

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Engagement Graphing (2)

Direct Behavior Rating (DBR) - Engagement: Graphing Handout
Recognize. Relax. Record.

School Mrs. S Teacher Sophie Student _____

Directions
After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.

Date	Engagement (Blue Line)
10/21/24	4.5
10/22/24	5.5
10/23/24	3.5
10/24/24	4.0
10/25/24	4.0
10/26/24	4.5
10/27/24	4.0
10/28/24	5.0
10/29/24	5.5
10/30/24	4.5
10/31/24	2.5
11/01/24	3.0
11/02/24	4.0
11/03/24	4.5
11/04/24	4.5
11/05/24	5.0
11/06/24	5.5
11/07/24	5.5
11/08/24	6.0
11/09/24	5.5
11/10/24	6.0
11/11/24	6.5
11/12/24	6.5
11/13/24	6.5
11/14/24	6.5
11/15/24	7.0
11/16/24	7.0
11/17/24	7.0
11/18/24	7.0
11/19/24	7.0
11/20/24	8.0
11/21/24	6.5
11/22/24	6.5
11/23/24	7.0
11/24/24	7.5
11/25/24	7.5
11/26/24	7.5
11/27/24	7.5
11/28/24	7.5
11/29/24	7.5
11/30/24	7.5
11/31/24	7.5
12/01/24	7.5
12/02/24	7.5
12/03/24	7.5
12/04/24	7.5
12/05/24	7.5
12/06/24	7.5
12/07/24	7.5
12/08/24	7.5
12/09/24	7.5
12/10/24	7.5
12/11/24	7.5
12/12/24	7.5

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Direct Behavior Rating (DBR) - Engagement: Graphing Handout
Recognize. Relax. Record.

School Lincoln Elementary Teacher Mrs. S Student Sophie

Directions
After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.

Date	Engagement (Blue Line)	Engagement (Yellow Line)
10/21/24	4.5	4.5
10/22/24	5.5	5.5
10/23/24	3.5	3.5
10/24/24	4.0	4.0
10/25/24	4.0	4.0
10/26/24	4.5	4.5
10/27/24	4.5	4.5
10/28/24	5.0	5.0
10/29/24	5.5	5.5
10/30/24	2.5	2.5
10/31/24	3.0	3.0
11/01/24	4.0	4.0
11/02/24	4.5	4.5
11/03/24	5.0	5.0
11/04/24	5.5	5.5
11/05/24	6.0	6.0
11/06/24	6.0	6.0
11/07/24	6.5	6.5
11/08/24	6.5	6.5
11/09/24	7.0	7.0
11/10/24	7.0	7.0
11/11/24	7.0	7.0
11/12/24	7.0	7.0
11/13/24	7.0	7.0
11/14/24	7.0	7.0
11/15/24	7.5	7.5
11/16/24	7.5	7.5
11/17/24	7.5	7.5
11/18/24	7.5	7.5
11/19/24	7.5	7.5
11/20/24	8.0	8.0
11/21/24	6.5	6.5
11/22/24	6.5	6.5
11/23/24	7.0	7.0
11/24/24	7.5	7.5
11/25/24	7.5	7.5
11/26/24	7.5	7.5
11/27/24	7.5	7.5
11/28/24	7.5	7.5
11/29/24	7.5	7.5
11/30/24	7.5	7.5
11/31/24	7.5	7.5
12/01/24	7.5	7.5
12/02/24	7.5	7.5
12/03/24	7.5	7.5
12/04/24	7.5	7.5
12/05/24	7.5	7.5
12/06/24	7.5	7.5
12/07/24	7.5	7.5
12/08/24	7.5	7.5
12/09/24	7.5	7.5
12/10/24	7.5	7.5
12/11/24	7.5	7.5
12/12/24	7.5	7.5

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9

Step 6: Monitor maintenance and generalization



RECOGNIZE. RELAX. RECORD.

Recognize. A Tier 2 support for children with anxious thoughts and feelings. **Relax.** Tips for families.

Recognize. Relax. Record. is a classroom support to teach your child calming strategies for when they feel anxious or worried. These teacher-taught strategies may be reinforced at home to encourage development of independence, self-awareness, and self-regulation.

RECOGNIZE

Your child learns and uses basic self-awareness skills so they can identify and name how they feel.

Model: "I feel my shoulders tensing up. I am recognizing that I might be stressed."

Ask: "What muscles do you feel tensing when you recognize you're stressed?" or "Sometimes you feel your tummy hurt when you're stressed. Do you think this might when you are stressed?"

Reinforce: "I am so proud of you for recognizing your stress by telling me your tummy hurt. When you tell me, we can work through it together! Soon you'll be able to recognize your stress all by yourself!"

RELAX

Your child learns how to use relaxation strategies to help with anxiety and worry. Examples include breathing strategies, music or relaxation, guided imagery, and self-talk.

Model: "When I recognize I am stressed, I remember to relax my shoulders and take a deep breath."

Ask: "What strategies do you like to use to relax when you feel your muscles tensing?" or "Remember you tried the breathing you did in class. Maybe you could try that and even try counting to your head."

Reinforce: "Your teacher told me you used the guided imagery audio today and had a great result! I'm so proud of you!"

RECORD

Your child learns to self-monitor their feelings (e.g., anxious), use of relaxation strategies, and self-select or goal behavior.

Model: "I am recording my strategies for calming down in my journal just like you did at school with your 'Recent work'."

Ask: "What do you feel helpful about recording your strategies you learn at school?"

Reinforce: "I noticed on the sheet you brought home you've started using a new strategy!"

For more information visit ci3t.org



Recognize.
Relax.
Record.

An intervention package for students struggling with anxious feelings

Step 7: Seek input from student, families, and teachers

Recognize, Relax, Record.
Social Validity Questionnaire – Post-intervention

Directions: Complete this questionnaire with students following implementation of Recognize, Relax, Record. (e.g., after a few weeks). Enter data in the Social Validity tab of the RRR Data Tracker, which will score the questionnaire for you. Consider these data as you move forward with Recognize, Relax, Record intervention (e.g., can certain elements be adjusted to improve social validity from students' perspectives?).

Student: _____ Date: _____

		I agree						I do not agree					
		1	2	3	4	5	6	1	2	3	4	5	6
1.	The program we used was fair.												
2.	I think my teacher was too harsh on me.												
3.	Being in this program caused problems with my friends.												
4.	There were better ways to teach me.												
5.	This program could help other kids, too.												
6.	I liked the program we used.												
7.	Being in this program helped me do better in school.												

Comments:

Source: Adapted from Gill, J.C. & Pihl, S.K. (1989). Acceptability of classroom intervention strategies. In Kraschewski, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 25 – 266. Mahwah, NJ: Erlbaum.

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Recognize, Relax, Record.
Parent/Family Member Social Validity Questionnaire – Post-Intervention

Student: _____ Rater: _____ Date: _____

The questionnaire will aid in the selection of future classroom interventions to be used by teachers of students with identified needs. Please circle the number which best describes your agreement with each statement.

	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This was an acceptable intervention for the child's needs.	1	2	3	4	5	6
2. Most families would find this intervention appropriate for children with similar needs.	1	2	3	4	5	6
3. This intervention proved effective in supporting my child's needs.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other families.	1	2	3	4	5	6
5. My child's needs were severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most parents would find this intervention suitable for the needs of the child.	1	2	3	4	5	6
7. I would be willing to use this intervention in the home setting.	1	2	3	4	5	6
8. This intervention did not result in negative side effects for my child.	1	2	3	4	5	6
9. This intervention would be appropriate for a variety of children.	1	2	3	4	5	6
10. This intervention was consistent with those I have used in classroom settings.	1	2	3	4	5	6
11. This intervention was a fair way to handle my child's needs.	1	2	3	4	5	6
12. This intervention was reasonable for the needs of my child.	1	2	3	4	5	6
13. I liked the procedures used in this intervention.	1	2	3	4	5	6
14. This intervention was a good way to handle my child's needs.	1	2	3	4	5	6
15. Overall, this intervention was beneficial for my child.	1	2	3	4	5	6

Comments: _____

Source: Adapted from Gill, J.C. & Pihl, S.K. (1989). Acceptability of classroom intervention strategies. In Kraschewski, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 25 – 266. Mahwah, NJ: Erlbaum. Reproduced under Fair Use of Copyrighted Material for Education, Research, and Research. 17 U.S.C. § 107

2015-2016

POST-INTERVENTION

Student: _____ **Rater completing this form:** _____ **Date:** _____

Adapted Version of the Intervention Rating Profile-15

The purpose of this questionnaire is to obtain information that will aid in the selection of future classroom interventions. Please remember not to use this form for children with diagnosed needs. Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. This was an acceptable intervention for the child's needs.	1	2	3	4	5	6
2. Most teachers would find this intervention appropriate for children with similar needs.	1	2	3	4	5	6
3. This intervention proved effective in supporting the child's needs.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other teachers.	1	2	3	4	5	6
5. The child's needs were severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most teachers would find this intervention suitable for the needs of the child.	1	2	3	4	5	6
7. I would be willing to use this intervention in the classroom setting.	1	2	3	4	5	6
8. This intervention did not result in negative side effects for the child.	1	2	3	4	5	6
9. This intervention would be appropriate for a variety of children.	1	2	3	4	5	6
10. This intervention was consistent with those I have used in classroom settings.	1	2	3	4	5	6
11. The intervention was a fair way to handle the child's needs.	1	2	3	4	5	6
12. This intervention was reasonable for the needs of the child.	1	2	3	4	5	6
13. I liked the procedures used in this intervention.	1	2	3	4	5	6
14. This intervention was a good way to handle the child's needs.	1	2	3	4	5	6
15. Overall, this intervention was beneficial for the child.	1	2	3	4	5	6

Total (sum all points included; higher scores indicate higher acceptability; range = 15-90): _____

Comments: _____

Source: Adapted from Witt, J.G. & Blase, S.H. (1985). Acceptability of classroom intervention strategies. In Kraschewski, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 251 – 285. Mahwah, NJ: Erlbaum. Reproduced under Fair Use of Copyrighted Material for Education, Research, and Research. 17 U.S.C. § 107

Source: Adapted from Witt, J.G. & Blase, S.H. (1985). Acceptability of classroom intervention strategies. In Kraschewski, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 251 – 285. Mahwah, NJ: Erlbaum. Reproduced under Fair Use of Copyrighted Material for Education, Research, and Research. 17 U.S.C. § 107

Teacher Interviews

- “At first I thought it was going to be a lot of work, but it worked seamlessly into our routine.”
- In this school we have a lot of trauma and students struggling. I think kids with anxiety are often overlooked-they have a need and now we have something to do for them for the first time.”

Comments: [REDACTED] was a great student for this program. He has always been very open in talking about his anxiety. This program really helped identify those feelings and how he could help himself! He thrived in the self-evaluation portion, I am excited for Project Staff Directions. Check the form for completeness and follow established procedures if any information is missing. Circle the group and time point. Add date received and your initials. [REDACTED]

Comments: [REDACTED] was very receptive to this intervention. She quickly became accountable to the strategies and procedures required of her.

Comments: [REDACTED] has really grown to monitor himself through this program. He truly has grown to calm himself down with the breathing strategies. He really enjoyed the program.

Student Interviews

- “I got really mad at home and did some breathing.”
- It definitely made me improve on a bunch of stuff. Helped with my self-control.”
- “Helped when I couldn’t sleep at night.”
- “When I am frustrated, it helps me remember to take a breath.”
- “This would help my friends in math say, “I can do this”.”
- “When my brother makes me mad, I take deep breaths and visualize being somewhere calm.”

Tier 2: Recognize.Relax.Record



Elementary Secondary (Tier 2) Intervention Grid				
Recognize. Relax. Record.				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR) (Project ENGAGE)	<p>RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over the course of 15 lessons of 20-30 min each (RRR Instruction).</p> <p>1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons).</p> <p>2. Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons).</p> <p>3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons).</p> <p>4. RRR Ready-Go!: After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson).</p> <p>5. Optional Review: This lesson can be used as a booster lesson or following an extended break or absences from school (1 lesson).</p> <p>The teacher provides a self-monitoring form for the student to use, and selects a time of day (RRR Rating Period) when the student could benefit from self-monitoring (see Record). Teachers collect data to monitor progress throughout the intervention using Direct Behavior Rating.</p>	<p>Behavior*</p> <p><input type="checkbox"/> SRSS-15 score: Moderate (2-3), or</p> <p><input type="checkbox"/> SRSS-15 score: High (4-15)</p> <p>Attendance</p> <p><input type="checkbox"/> Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction.</p> <p>Grade Level</p> <p><input type="checkbox"/> Third-, fourth-, or fifth-grade</p> <p><small>*Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion</small></p>	<p>Student Performance</p> <p>Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by:</p> <ul style="list-style-type: none">RRR Teacher Recording Form to measure engagement and internalizing behaviorsRRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <p>Social Validity</p> <ul style="list-style-type: none">Teacher: IRP-15Student: CIRP <p>Treatment Integrity</p> <ul style="list-style-type: none">RRR Implementation ChecklistRRR Treatment Integrity Checklist	<p>Reduced internalizing behaviors as measured by the SRSS-15 score: Low (1-2)</p> <p>Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level).</p> <p>Increased Engagement consistently meeting goal set (as measured by the DBR)</p>

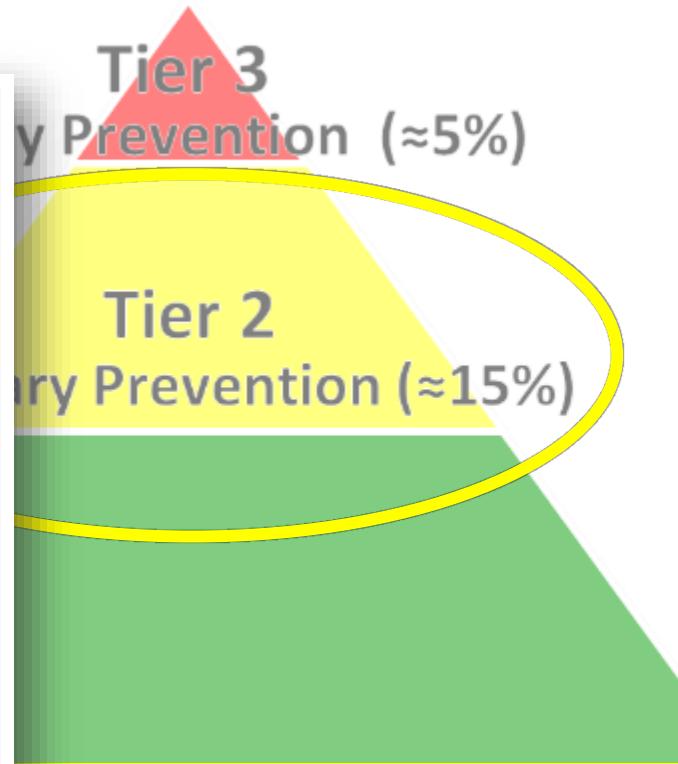
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Enhancing Ci3T Module

6.3.1

Secondary (Tier 2) Interventions				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-I5: Low (0-1)



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

Secondary (Tier 2) Intervention Grid

Behavioral
PBIS Framework

Social
Validated Curricula

Ci3T
+ENHANCE

Module Connection!

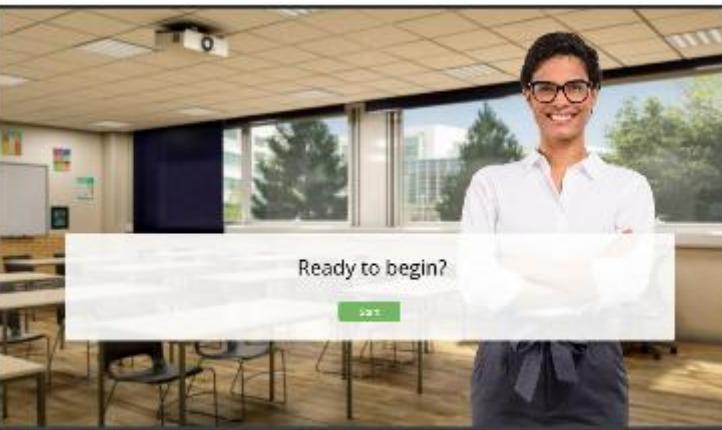
The Tier 2 Process: Using Data to Connect Students to Validated Supports

Examining multiple data sources for Tier 2 decision making

Part 1
Coordinating student's Tier 2 needs for reading



1
2
3
4
5
6



Full-screen version of the above simulation of an interactive data dashboard.

Enhancing Ci3T Module

6.3.1



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

Ci3T +ENHANCE

Ci3T Class-at-a-Glance Intervention Planner

Ci3T Class-at-a-Glance Intervention Planner



Watch on YouTube

Ci3T Tier 2 and Tier 3 Intervention Tracker

Ci3T Tier 2 and Tier 3 Intervention Tracker



Watch on YouTube

Spreadsheet Template: Ci3T Class-at-a-Glance Intervention Planner

Spreadsheet Template: Ci3T Tier 2 and Tier 3 Intervention Tracker (see tab 2)

Work Time: Tier 2 Interventions

Step 1: Go to the [Ci3T Website](#) on the Enhance tab

Step 2: Select one Tier 2 Interventions module to explore



00:00

Step 3: Review the selected module's resources

- Download the intervention grid
- Edit the intervention grid for your context



Step 4: Create an action plan for:

- Sharing this intervention with one or more colleagues
- Using this intervention

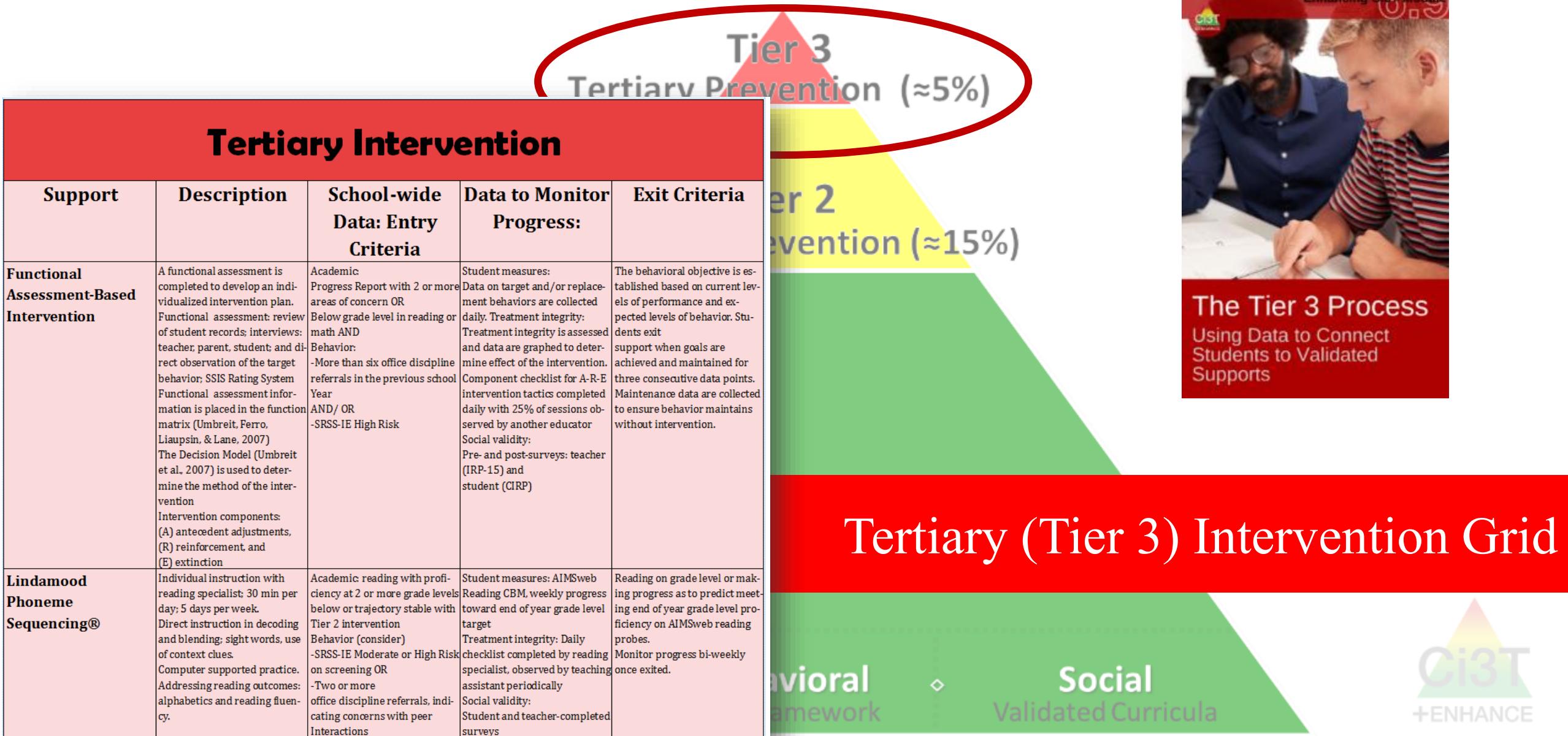
Bio Break!

00:00



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Tier 3: Functional Assessment-Based Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	<p>FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix</i>. The <i>Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including:</p> <p>Method 1: Teach the replacement behavior; Method 2: Adjust the environment; Method 3: Shift the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including</p>	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> SSiS-PSG ranking of 1, 2, or 3 on Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing assignments: 5 or 	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> <input type="checkbox"/> FABI step checklists <input type="checkbox"/> Treatment integrity checklist 	<p>The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., A-B-A-B withdrawal) and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior objective for the student is met (see behavior intervention plan).

Tier 3: Students with Internalizing Behaviors



Tier 3: Social Skills Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor	Exit Criteria
Progress			Progress	
Counselor-Led Social Skills Group + Individual Follow up	<p>In addition, to the counselor-led small groups of 3-5 students, the counselor meets once a week 1:1 for 30 min with a student to revisit the lessons taught during the week to re-visit lessons taught. The counselor sends a note home each week to share skills taught that week, with tips for using and acknowledging these skills at home. Instruction uses Positive Action materials (core and/or Positive Action Counselor's Kit) and lasts for 30-40 min, 5 days per week. Individual instruction will supplement Tier 1 and Tier 2 Positive Action instruction by re-teaching skills taught in the classroom and small group</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent permission <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rating scales (Social Skill Improvement System; Skills for Greatness) indicating student has specific social skill acquisition deficit (i.e., 'can't do' the skill as opposed to 'won't do' the skill) 	<p>Student Performance: Direct Behavior Rating (DBR) or progress monitoring of specific target skills</p> <p>Treatment Integrity: Treatment Integrity Checklist</p> <p>Social Validity: Teacher: IRP-15 Student: CIRP</p>	<p>Behavior SRSS-E7: Low (0-3) SRSS-I5: Low (0-1)</p> <p style="text-align: center;"><i>or</i></p> <p>No office discipline referrals (ODRs) over 8 weeks</p> <p style="text-align: center;"><i>or</i></p> <p>Student DBR goals met for 10-12 weeks (team review of progress to determine)</p> <p>SRSS-E7 and I5 scores are in the</p>

Selecting an Intervention



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

Secondary (Tier 2) Intervention Grid				
Self-monitoring				
Elementary				
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 to help students improve a performance (e.g., accuracy) or enabling behavior (e.g., engagement, study skills, social skills, or other behaviors).	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-9)	Work completion and accuracy of the academic, behavioral, or social task.	Behavior: <input type="checkbox"/> SRSS-E7 score: Low (0-2)

Behavior Contract Intervention Grid				
Elementary School Example				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between the teacher and the student to specify the contingent relationship between the completion of a behavior and access to or delivery of consequences. The target behavior can be an academic (e.g., work completion, rate of reading fluency), behavioral (e.g., on task, or attending to teacher or peer in the group). Contract may involve a third party (e.g., parent, a member of the student's support team).	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-9) <input type="checkbox"/> SRSS-E5 score: Moderate (2-5) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> 2 or more suspended per quarter.	Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of reading fluency). Progress grades on progress reports.	Successful completion of Behavior contract. SRSS-E7 score: Low (1-3) SRSS-E5 score: Low (1-2) Progress grades on progress reports. Social Validity.

Direct Behavior Rating Intervention Grid				
Elementary School Example				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Direct Behavior Rating (DBR)	DBR intervention offers flexibility to design the instrument and procedures to fit the need and context. For example, core behavioral competencies such as academically engaged or disruptive behaviors could be appropriate targets, or targets could be mapped to individual behavior supports. The DBR scale includes a range from 0-10, with descriptors or pictures added to assist the rater. DBR measures involve rating target behaviors following specific observation periods (e.g., math intervention, ELA core instruction). Typically, the teacher serves as the rater, although multiple informants including the student could be added. After each observation period, the rater uses the DBR form to indicate the degree to which the student displayed each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behavior prior beginning the observation. The rater meets briefly with the student to share the DBR rating, providing behavior specific praise and instructional feedback. Additional components involving family school communication can be added as appropriate (e.g., daily ratings shared with caregivers, request for student acknowledgement of possible consequences).	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-9) and <input type="checkbox"/> SRSS-E5 score: Moderate (2-5) AND <input type="checkbox"/> Evidence of teacher implementation of CBT primary (Tier 1) plan [Treatment Integrity: direct observation] AND <input type="checkbox"/> Parent permission, in accordance with district policy	Student measures • Direct Behavior Rating (DBR daily) Social validity • Teacher: (4-10 • Student: DBR Student Family Interview Treatment Integrity • DBR treatment integrity measure	Student goals met for 10-12 weeks from review of progress to determine <input type="checkbox"/> SRSS-E7 and E5 scores seen in the low risk category

Selecting an Intervention



- Collaborate with families, colleagues, and the student to review available options
- Consider what you know about the student
- Consider possible function of the behavior
- 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

Let's Practice Together!



Ci3T Data Dashboard Example

File Edit View Insert Format Data Tools Extensions Help

View only

A1 Student ID Last Name First Name Days Missed Tardies Nurse Visits Office Discipline Referrals (Major) Fall SRSS-Externalizing (SRSS-E7) Fall SRSS-Internalizing (SRSS-I5) Fall Oral Reading Fluency (%tile) Fall Nonsense Word Fluency (%tile) Fall Reading Comprehension (%tile) Fall Vocabulary (%tile) Fall Reading Composite (%tile) Fall Reading Composite Risk Level Fall Concepts & Applications (%tile) Fall Mental Computation Fluency (%tile) Fall Number Comparison Fluency (%tile) Fall Math Composite (%tile) Fall Math Composite Risk Level Notes

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Student ID	Last Name	First Name	Days Missed	Tardies	Nurse Visits	Office Discipline Referrals (Major)	Fall SRSS-Externalizing (SRSS-E7)	Fall SRSS-Internalizing (SRSS-I5)	Fall Oral Reading Fluency (%tile)	Fall Nonsense Word Fluency (%tile)	Fall Reading Comprehension (%tile)	Fall Vocabulary (%tile)	Fall Reading Composite (%tile)	Fall Reading Composite Risk Level	Fall Concepts & Applications (%tile)	Fall Mental Computation Fluency (%tile)	Fall Number Comparison Fluency (%tile)	Fall Math Composite (%tile)	Fall Math Composite Risk Level	Notes
2	122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	96	LOW	57	68	68	65	LOW	
3	122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	54	LOW	42	72	58	54	LOW	
4	122188	West	John	3	0	1	0	0	2	62	38	88	75	80	LOW	62	59	14	57	LOW	
5	122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	21	MODERATE	47	96	14	67	LOW	
6	122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	43	LOW	47	59	14	45	LOW	
7	122306	Belts	Amiyah	3	2	6	0	0	0	16	82	68	49	44	LOW	37	72	89	61	LOW	
8	122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	42	LOW	28	38	14	21	MODERATE	
9	122313	Watts	Deshawn	0	1	2	0	0	0	60	90	93	96	91	LOW	88	90	88	90	LOW	
10	122317	Wills	Deyon	1	4	8	0	2	0	13	84	31	61	33	LOW	37	91	56	62	LOW	
11	122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	79	LOW	62	74	14	62	LOW	
12	122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	78	LOW	42	24	14	32	MODERATE	
13	122345	Waterhouse	Lawrence	2	1	15	0	0	0	62	60	84	13	50	LOW	42	7	88	48	LOW	
14	122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	80	LOW	80	99	98	95	LOW	
15	122352	Cole	James	5	7	3	1	4	0	1	31	16	27	13	HIGH	8	38	34	6	HIGH	
16	122363	Hill	Tyroz	2	0	1	0	1	0	48	76	84	75	72	LOW	88	92	14	86	LOW	
17	122366	Shafroe	Robert	5	2	6	0	12	5	1	42	8	5	3	HIGH	5	44	46	4	HIGH	
18	122371	Flaherty	Julia	1	3	1	0	0	0	35	65	51	13	30	MODERATE	57	84	14	63	LOW	
19	122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	27	MODERATE	22	91	76	55	LOW	
20	122395	Xiao	Ivy	0	1	3	0	1	0	24	76	51	27	34	LOW	47	84	56	63	LOW	
21	122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	20	MODERATE	8	54	34	7	HIGH	
22	122417	Seck	Amy	0	2	2	0	1	0	48	94	84	75	72	LOW	85	93	92	91	LOW	

Grade 2

Document Decisions and Plan for Next Steps



Ci3T Tier 2 and Tier 3 Intervention Tracker ☆ 4 cloud

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View only 75% fx

A34	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
1	Student ID	Last Name	First Name	Targeted Skill Instruction: Reading*	Targeted Skill Instruction: Math*	Targeted Social Skill Instruction*	Active Supervision	Behavior Contract	Behavior-Specific Praise	Breaks are Better	Check-in / Check-out (CICO)	Direct Behavior Rating (DBR)	High-probability request sequences	Increased Rates of Reinforcement	Instructional Choice	Instructional Feedback	Opportunities to respond	Precorrection	Relaxation training	Self-monitoring	Visual Supports	Community Mental Health Supports	Functional Assessment-Based Intervention	Individualized De-escalation Plan	Intensive Skill Instruction: Malib	Notes
2																										
3																										
4																										
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Class At-a-Glance Planner ▼ Tier 2 and Tier 3 Tracker ▼ Tier 2 Interventions ▼ Tier 3 Interventions ▼

Document Decisions and Plan for Next Steps



Ci3T Tier 2 and Tier 3 Intervention Tracker

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A37

Tier 2 and Tier 3 Intervention Tracker

Directions: Use this sheet to document your efforts to connect students to Tier 2 and Tier 3 interventions based on review of multiple school-wide data sources. Use the dropdown menus to select Tier 2 and Tier 3 interventions from your school's intervention grids (Tier 2 and Tier 3 tabs can be populated using interventions listed in your Ci3T Implementation Manual). Students may have multiple rows if they are supported by multiple interventions (either simultaneously, or if interventions shift over time). Hover your mouse over column headings below for additional information.

Student ID	Last Name	First Name	Tier 2 Interventions	Tier 3 Interventions	Status	Start Date	End Date	Link to Data Sources	Next Steps & Comments
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
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23									
24									
25									
26									
27									
28									

Class At-a-Glance Planner

Tier 2 and Tier 3 Tracker

Tier 2 Interventions

Tier 3 Interventions

Module Connection!

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

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

Clarifying Tier 3 Supports

Language Matters
How do we talk about students in need of Tier 3 supports?
There are no "Tier 3 kids" or "red zone students." Based on the data, there may be a student who needs Tier 3 supports.

Various Locations
Where do we provide Tier 3 supports to students?
Tier 3 supports can be provided in various locations. Students do not have to be sent out of the classroom to receive a Tier 3 support.

Different Sizes
Do we always provide Tier 3 supports 1:1?
Tier 3 support is not necessarily 1:1 support. For example, a Tier 3 reading intervention can be intensified by dosage (e.g., 100 min per day) while still delivered in small group format.

For all Students
Is Tier 3 special education?
Tier 3 is not special education. Any student who meets entry criteria may receive Tier 3 supports. Students receiving special education services may also receive Tier 3 supports.

Supports vs. People
Is Tier 3 the support? Or the person who provides it?
Tier 3 intervention grids list each strategy, practice, or program. Tier 3 supports may be provided by teachers, interventionists, counselors, staff, community agencies, or others. It is not who, but what they do.

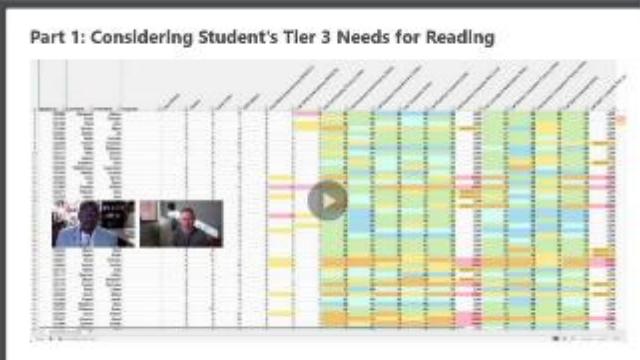
Supports are Integrated
What is available to students in need of Tier 3 supports?
Your Ci3T Implementation Manual has one comprehensive list of Tier 3 interventions to support the needs of students in academic, behavior, and social domains (not separate lists). Tier 3 supports are often integrated.

For more information visit ci3t.org

Examining Multiple Data Sources for Tier 3 Decision Making

Part 1: Considering Student's Tier 3 Needs for Reading

1
2
3
4



Ci3T Class-at-a-Glance Intervention Planner
Your Ci3T Implementation Manual has one comprehensive list of Tier 3 interventions to support the needs of students in academic, behavior, and social domains (not separate lists). Tier 3 supports are often integrated.

Ci3T Tier 2 and Tier 3 Intervention Tracker
Your Ci3T Implementation Manual has one comprehensive list of Tier 3 interventions to support the needs of students in academic, behavior, and social domains (not separate lists). Tier 3 supports are often integrated.

Enhancing Ci3T Module 6.9



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

Work Time Tier 3 Interventions

Step 1: Go to the [Ci3T Website](#) on the Enhance tab

Step 2: Select one Tier 3 Interventions module to explore



00:00

Step 3: Review the selected module's resources

- Download the intervention grid
- Edit the intervention grid for your context

Step 4: Create an action plan for:

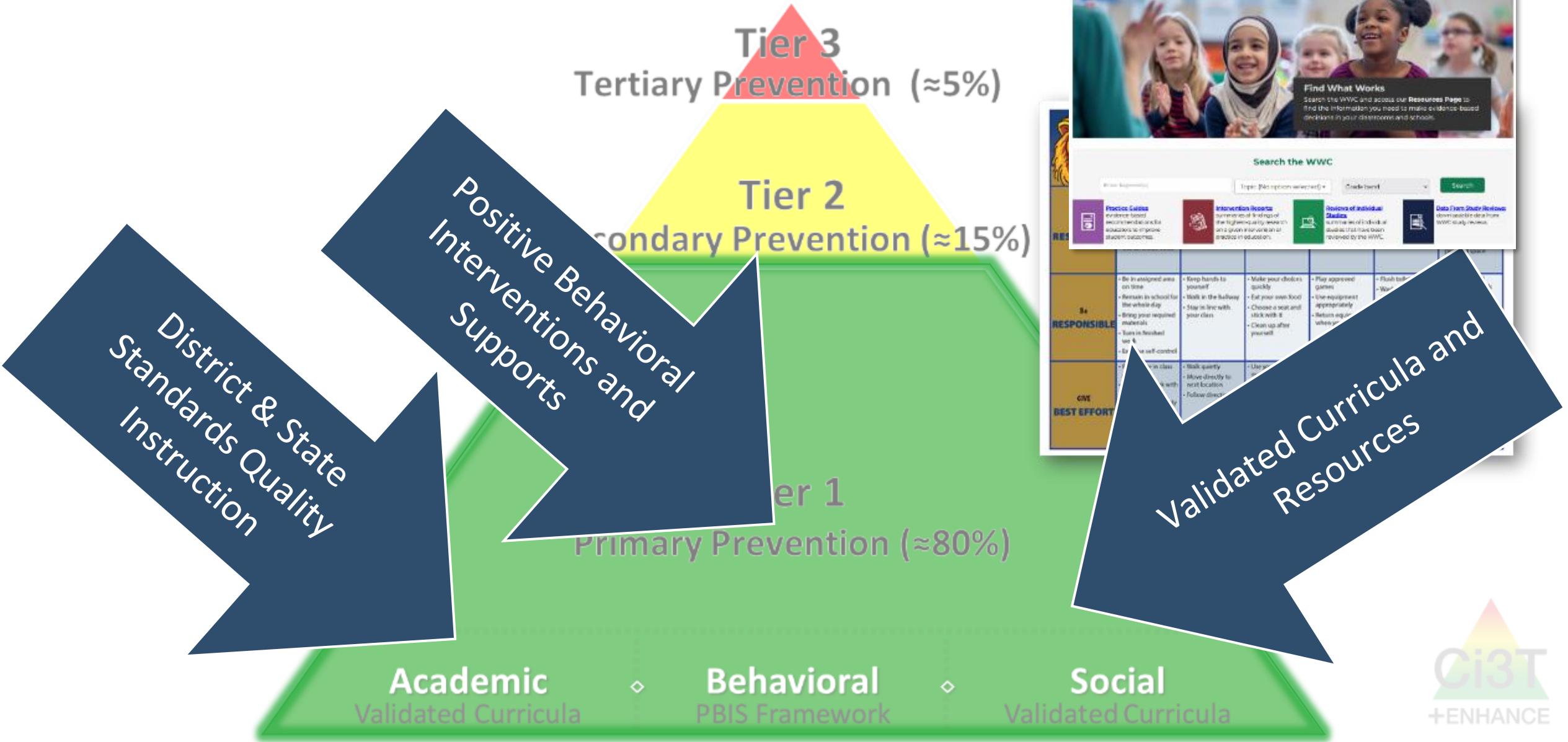
- Sharing this intervention with one or more colleagues
- Using this intervention



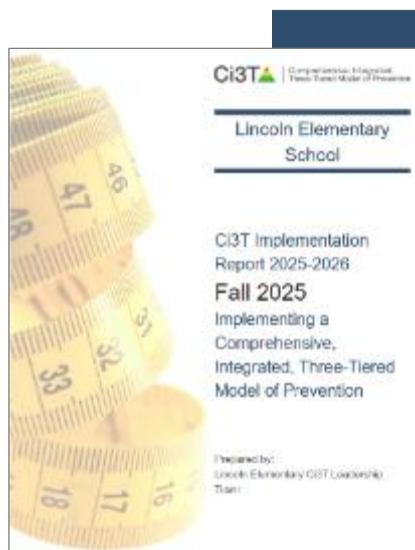
Wrapping Up and Moving Forward

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



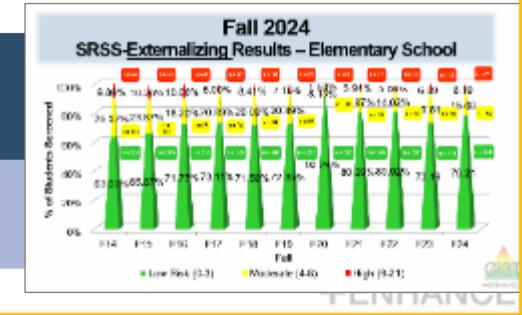
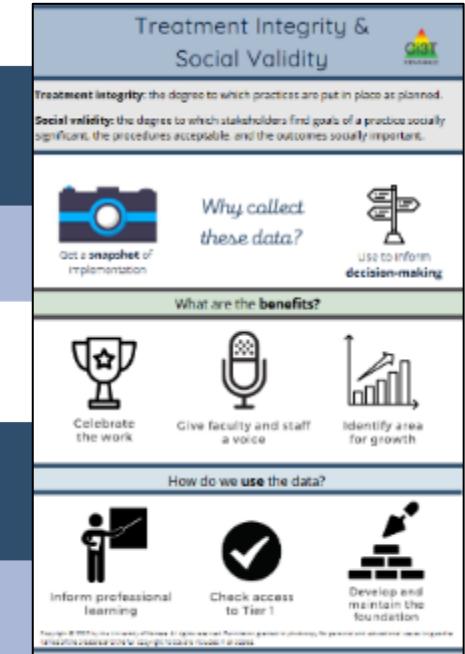
Essential Components: Primary (Tier 1) Prevention Efforts



Social Validity



Treatment Integrity

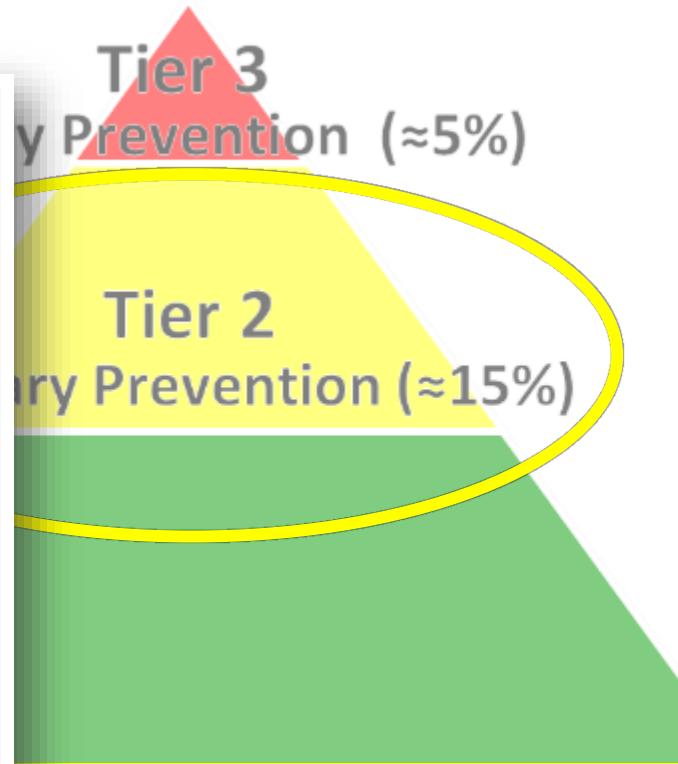


Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Enhancing Ci3T Module
6.3.1

Secondary (Tier 2) Interventions				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-I5: Low (0-1)

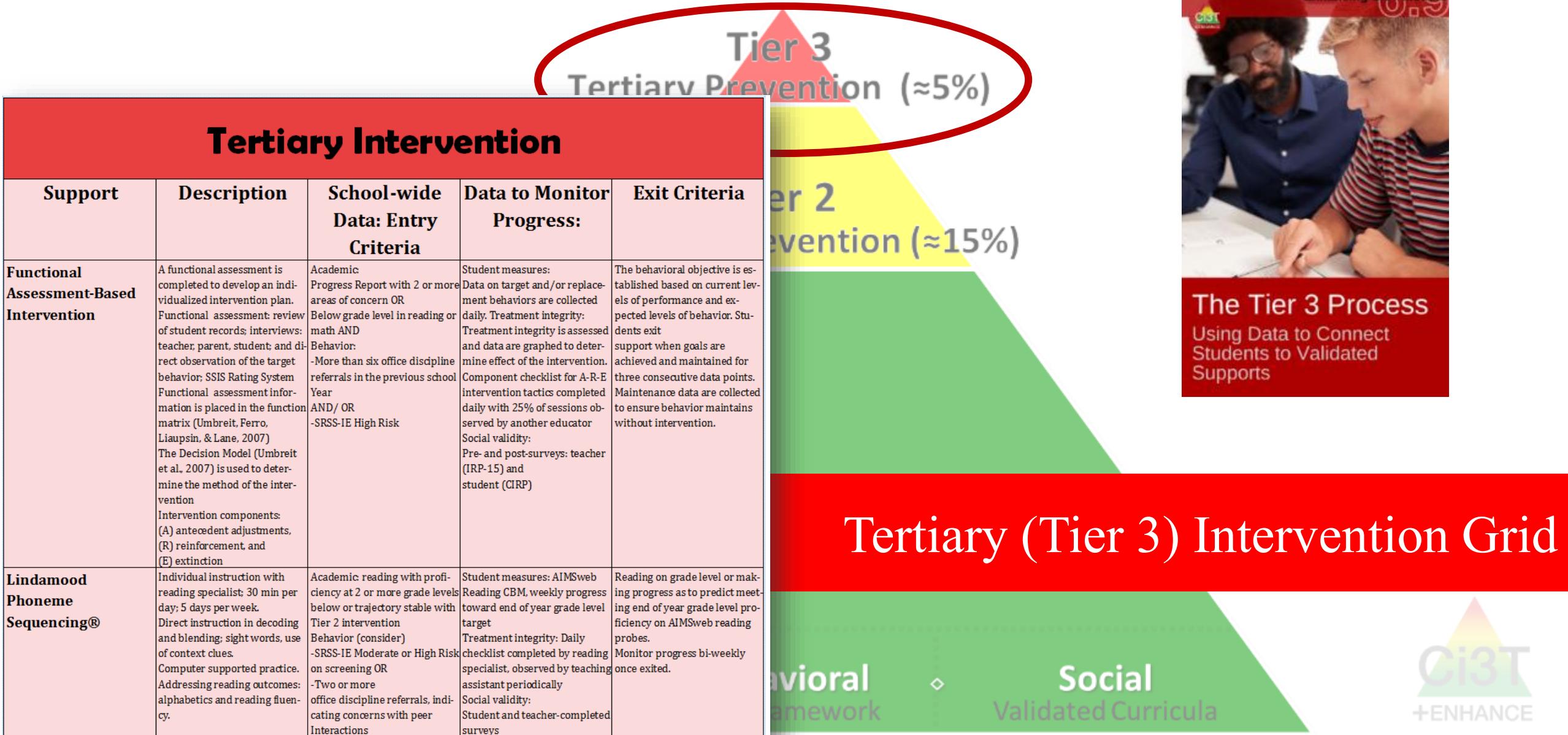


The Tier 2 Process
Using Data to Connect Students to Validated Supports



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Enhancing Ci3T Modules



ci3t.org/enhance

Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Measures Presentations Professional Learning Enhancing Ci3T Modules

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers

Project ENGAGE

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9

SESSION 10

SESSION 11

Reviewing for the year ahead

Fall: Screening availability for 3 weeks/ 6 days/ 4-6 weeks after module begins

Winter: Screening availability for 2 weeks/ 4 days/ 2 weeks after module begins

Spring: Screening availability for 4 weeks/ 8 days/ 4-6 weeks after module ends

Fall: Treatment Integrity and Social Validity Window

Spring: Treatment Integrity and Social Validity Window

Spring: Treatment Integrity and Social Validity Window

First time module users for 2024-2025 [view informational letter and register here!](#)

1st

At your fingertips, you have access to a wealth of professional learning experiences and resources you engage with, we invite you to complete the Ci3T Usage Rating Profile.



Implementation Science (2 of 2)

Adapted from Fixsen & Blasé, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)



Teachers Well-Being in Ci3T Models

EDUCATION AND TREATMENT OF CHILDREN Vol. 36, No. 4, 2013

Three-Tiered Models of Prevention: Teacher Efficacy and Burnout

Wendy Peia Oakley

Arizona State University

Kathleen Lynne Lane

University of Kansas

Abbie Jenkins

PrairieView A&M University

Bethany R. Bruckner

University of North Carolina at Chapel Hill

Abstract

Using a three-tiered model of prevention, teacher efficacy and burnout were examined in three elementary schools. Three-tiered (Ci3T) models of prevention, as implemented in 14 elementary schools in a Midwestern state,anknowledged schools completed a year of training in how to design their Ci3T plans and were in their second year of implementation as part of a districtwide initiative. We combined educators' perceptions to describe how teachers in schools with preexisting, working Ci3T models of prevention viewed teacher and student outcomes. Results indicated educators' perceptions of student outcomes were positive and of teacher and burnout. Results indicated educators' perceptions of student outcomes were positive and of teacher and burnout, however, perceptions of personal well-being and teacher self-efficacy were negatively related to teacher and student outcomes. Moreover, educators' perceptions of student outcomes were positive, however, perceptions of personal well-being and teacher self-efficacy were negatively related to teacher and student outcomes. Results indicated educators' perceptions of student outcomes were positive and of teacher and student outcomes were negative.

Keywords: Teacher Burnout, Teacher Efficacy, Three-Tiered Models of Prevention, Three-Tiered Models of Prevention Teacher Efficacy and Burnout

School systems and educators are changing as is occurring across personal, social, and ordinary learning environments and offering instructional experiences to enable students to meet rigorous educational

This research was supported by a pre- and post-treatment study, a technical assistance program from the Institute for Positive Education (N=117,764) for inquiries regarding this article, please contact Wendy Peia Oakley, PhD, Arizona State University, College of Education, 1000 E. University, Phoenix, AZ 85069, USA; Kathleen Lynne Lane, PhD, University of Kansas, 1150 W. Campus, Lawrence, KS 66045, USA; Bethany R. Bruckner, PhD, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599, USA; or Abbie Jenkins, PhD, PrairieView A&M University, 800 University, PrairieView, TX 77446, USA.

Page 95-120

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July 2013

Elementary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models of Prevention

Wendy Peia Oakley, PhD¹, Kathleen Lynne Lane, PhD, BCBA-D, CF-L1², David James Royer, PhD, BCBA³, Holly M. Menzies, PhD⁴, Nelson C. Brundtling, PhD⁵, Mark Matthew Buckman, MEd⁶, Eric Alan Common, PhD, BCBA-D⁷, Nathan Allen Lane, MS⁸, Christopher Schatschneider, PhD⁹, and Katie Scarlett Lane¹⁰

Abstract

In this article, we described ed, current elementary schools within Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention, as implemented in 14 elementary schools in a Midwestern state. Participating schools completed a year of training in how to design their Ci3T plans and were in their second year of implementation as part of a districtwide initiative. We combined educators' perceptions to describe how teachers in schools with preexisting, working Ci3T models of prevention viewed teacher and student outcomes. Results indicated educators' perceptions of student outcomes were positive and of teacher and burnout. Results indicated educators' perceptions of student outcomes were positive and of teacher and burnout, however, perceptions of personal well-being and teacher self-efficacy were negatively related to teacher and student outcomes. Moreover, educators' perceptions of student outcomes were positive, however, perceptions of personal well-being and teacher self-efficacy were negatively related to teacher and student outcomes. Results indicated educators' perceptions of student outcomes were positive and of teacher and student outcomes were negative.

Keywords: teacher self-efficacy, teacher well-being, teacher burnout, three-tiered models of prevention

Contemporary educators face many pressures, including increased accountability for student achievement (Coyne et al., 2011), increased funding (Smith & McGehee, 2009), and changing working conditions (Gowling et al., 2004). These pressures are consistent with the general understanding of teacher self-efficacy as the belief that one can successfully accomplish a task (Gowling, 2004).

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July 2013

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July 2013

Secondary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models

Kathleen Lynne Lane, PhD, BCBA-D, CF-L1¹, Wendy Peia Oakley, PhD¹, David James Royer, PhD, BCBA², Holly M. Menzies, PhD⁴, Nelson C. Brundtling, PhD⁵, Mark Matthew Buckman, MEd⁶, Eric Alan Common, PhD, BCBA-D⁷, Nathan Allen Lane, MS⁸, Christopher Schatschneider, PhD⁹, and Katie Scarlett Lane¹⁰

Abstract

We examined elementary school self-efficacy and burnout within comprehensive, integrated, three-tiered (Ci3T) models of prevention implementation. In the article, we describe how educators were brought into a school setting to implement Ci3T models of prevention and how educators reported their self-efficacy and teacher self-efficacy, and of teacher and student well-being. We explored how self-efficacy reported by 16 Ci3T schools in a large, Midwestern state of educators' perceptions of student outcomes, teacher self-efficacy, and teacher well-being. Results indicated educators' perceptions of student outcomes were positive and of teacher and student well-being were negative. Results indicated educators' perceptions of teacher self-efficacy and teacher well-being were positive. Moreover, educators' perceptions of teacher self-efficacy and teacher well-being were negatively related to teacher and student outcomes. Results indicated educators' perceptions of teacher self-efficacy and teacher well-being were negatively related to teacher and student outcomes. Results indicated educators' perceptions of teacher self-efficacy and teacher well-being were positive.

Keywords

Ci3T, three-tiered models, self-efficacy, burnout

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July 2013

Onboarding

Check for updates

Special Series: Implementing Practices Within I-MTSS

HAMMILL INSTITUTE ON DISABILITIES

Intervention in School and Clinic 2024, Vol. 60(1) 39-52
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Data-Informed Professional Learning and Instruction in Integrated Tiered Systems

Mark Matthew Buckman, PhD¹®, Wendy Peia Oakes, PhD²®, Kathleen Lynne Lane, PhD, BCBA-D, CF-L2³®, David James Royer, PhD, BCBA⁴®, Eric Alan Common, PhD, BCBA-D⁵®, Amy Briesch, PhD⁶®, and Grant Edmund Allen, PhD⁶®

Abstract
There are many integrated Multi-tiered Systems of Support (iMTSS), which we refer to as integrated-tiered systems. These systems hold benefits for students with disabilities, as such systems have the potential to facilitate inclusion and focus the collective expertise of educators committed to meeting students' multiple needs. The Comprehensive, Integrated Three-Tiered (C3T) prevention model was designed to meet student's academic, behavioral, and social and emotional well-being needs within one integrated system. Using lessons learned over decades of research, we present a step-by-step approach to building educators' capacity to implement integrated tiered systems through data-informed professional learning. We illustrate how school leaders can use this approach to onboard new faculty, plan coordinated ongoing professional learning for all educators, and facilitate the use of data to inform instruction—all of which are intertwined through the design, implementation, and evaluation of C3T models.

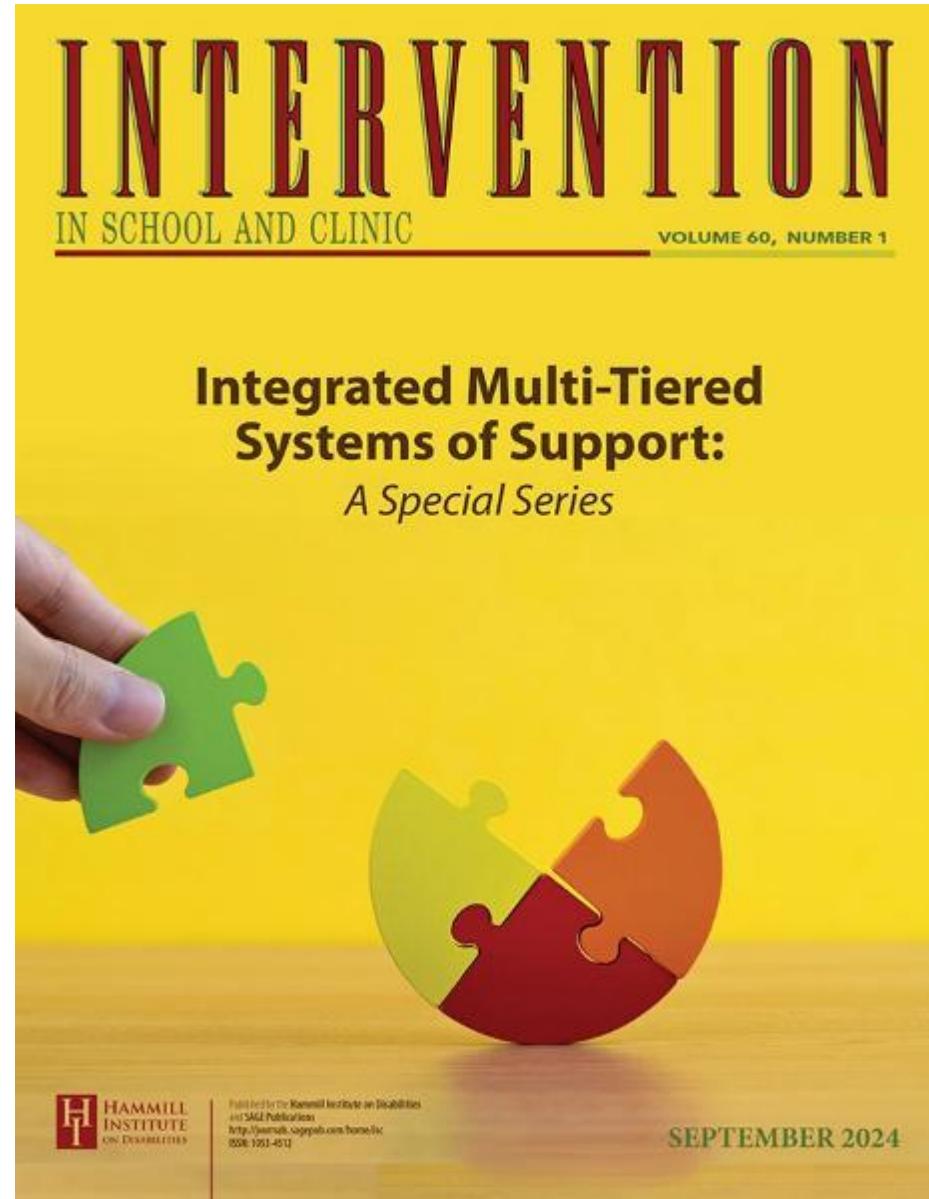
Keywords
integrated tiered systems, C3T, data-informed professional learning

Ms. Rabadi is very excited about starting her new position at Lincoln Elementary School. She and her family were recently transferred to the area by her employer, Ms. Rabadi interviewed for a fifth-grade general education teaching position at a local district that prioritized inclusive programming for students with disabilities. The job position description said it was a Comprehensive, Integrated Three-tiered (C3T) model of prevention district with all 21 schools implementing C3T. She followed the links to the district and school websites, where she read more about C3T, which she learned was a type of integrated tiered system. Her previous district implemented schoolwide positive behavioral interventions and supports (PBIS), so she was familiar with tiered systems and was interested in learning more about a comprehensive, integrated framework.

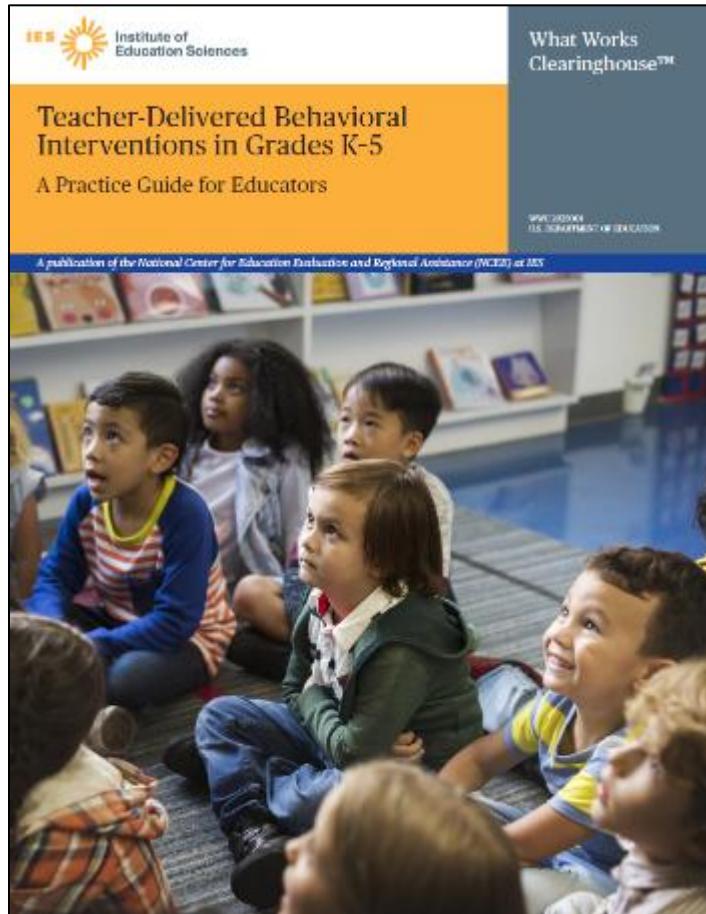
Before Ms. Rabadi's interview at Lincoln Elementary School, the principal, Mr. MacMillan, sent her a copy of the school's C3T Implementation Manual. He asked her to read through the entire plan and come to the interview with any questions about faculty and staff roles and responsibilities in academic,

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Email: kathleen.lane@ku.edu



Resource Spotlight! (2 of 2)



IES : WWC What Works Clearinghouse ≡ MENU Search Go

PRACTICE GUIDE

Teacher-Delivered Behavioral Interventions in Grades K-5

Released: December 2024

[Introduction document \(160 KB\)](#)
[Summary document \(479 KB\)](#)
[Full Guide \(5.7 MB\)](#)

Recommendations **Details** **Panel**

This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K-5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

1 Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations.	TIER 1 STRONG STRONG EVIDENCE
2 Remind students to engage in expected behaviors.	TIER 1 STRONG STRONG EVIDENCE
3 Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards.	TIER 1 STRONG STRONG EVIDENCE
4 Offer instructional choices to students to increase engagement and agency.	TIER 2 MODERATE MODERATE EVIDENCE
5 Provide students frequent and varying opportunities to respond to and engage in activities.	TIER 2 MODERATE MODERATE EVIDENCE
6 Teach students to monitor and reflect on their own behavior.	TIER 2 MODERATE MODERATE EVIDENCE

Recommendations **Details** **Panel**

This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K-5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

1 Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations.

[Show More](#)

2 Remind students to engage in expected behaviors.

[Show More](#)

3 Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards.

[Show More](#)

4 Offer instructional choices to students to increase engagement and agency.

[Show More](#)

5 Provide students frequent and varying opportunities to respond to and engage in activities.

[Show More](#)

6 Teach students to monitor and reflect on their own behavior.

TIER 1 STRONG
STRONG EVIDENCE

TIER 1 STRONG
STRONG EVIDENCE

TIER 1 STRONG
STRONG EVIDENCE

TIER 2 MODERATE
MODERATE EVIDENCE

TIER 2 MODERATE
MODERATE EVIDENCE

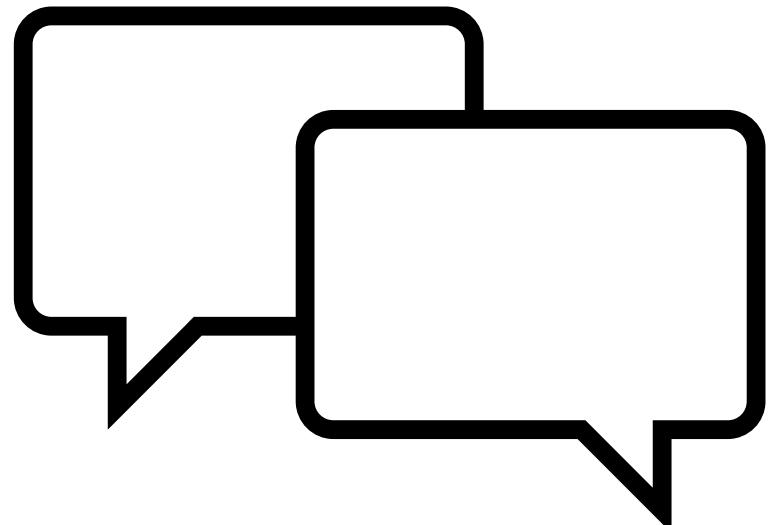
TIER 2 MODERATE
MODERATE EVIDENCE

Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Locate my school's Reactive Plan: Is the 6-step instructional approach for responding to challenging behavior included?	Kathleen		
Print out the infographic, email to grade level and department team, post in my classroom	Kathleen & Amy		

Talk Time: Revisiting Initial Impressions: Potential Benefit of Integrated Tiered Systems

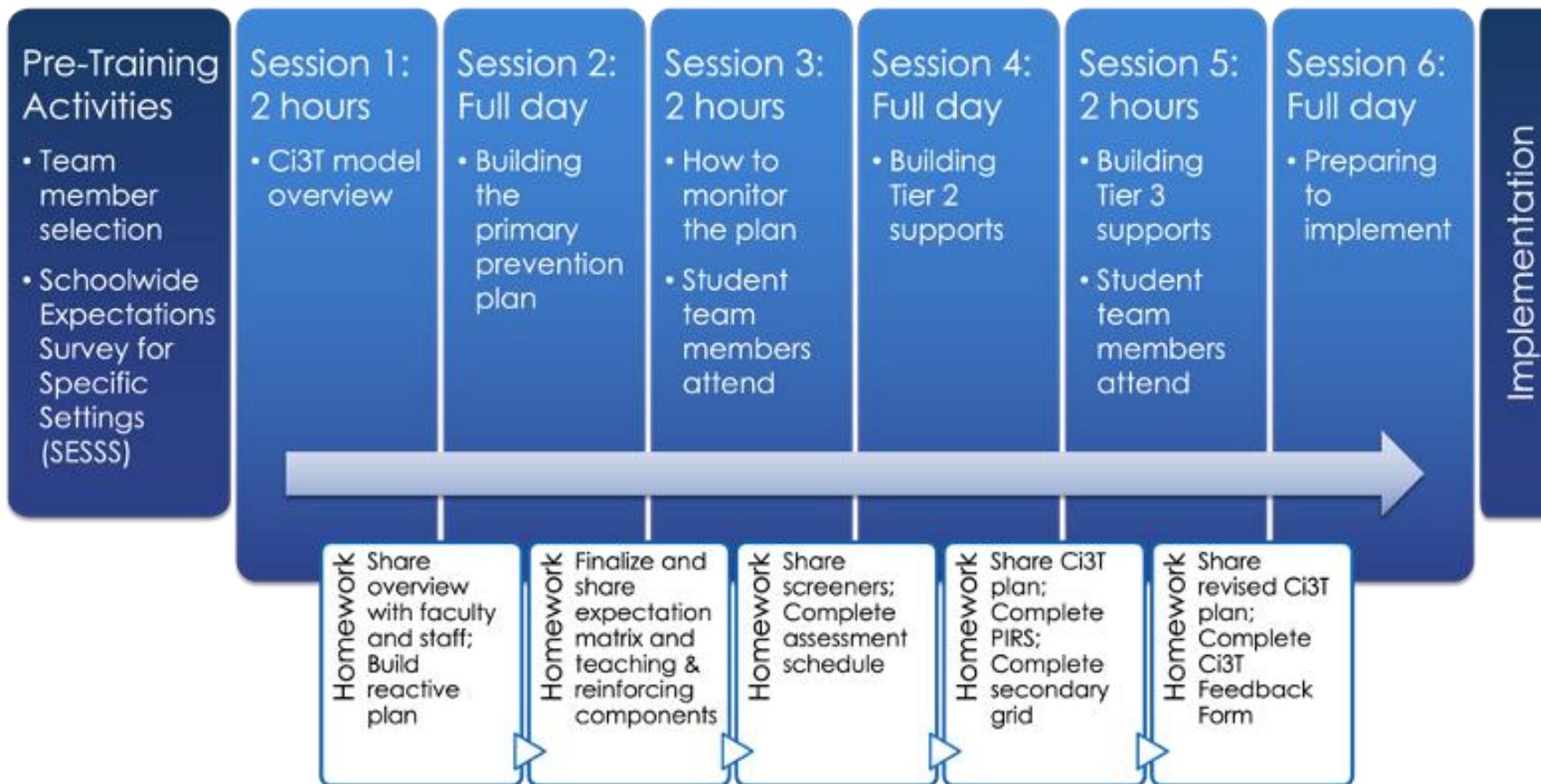
- What would be beneficial about Ci3T models of prevention for your district and each Pre-K-12 school?
- How might systematic screening be used to inform Tier 1 practices?



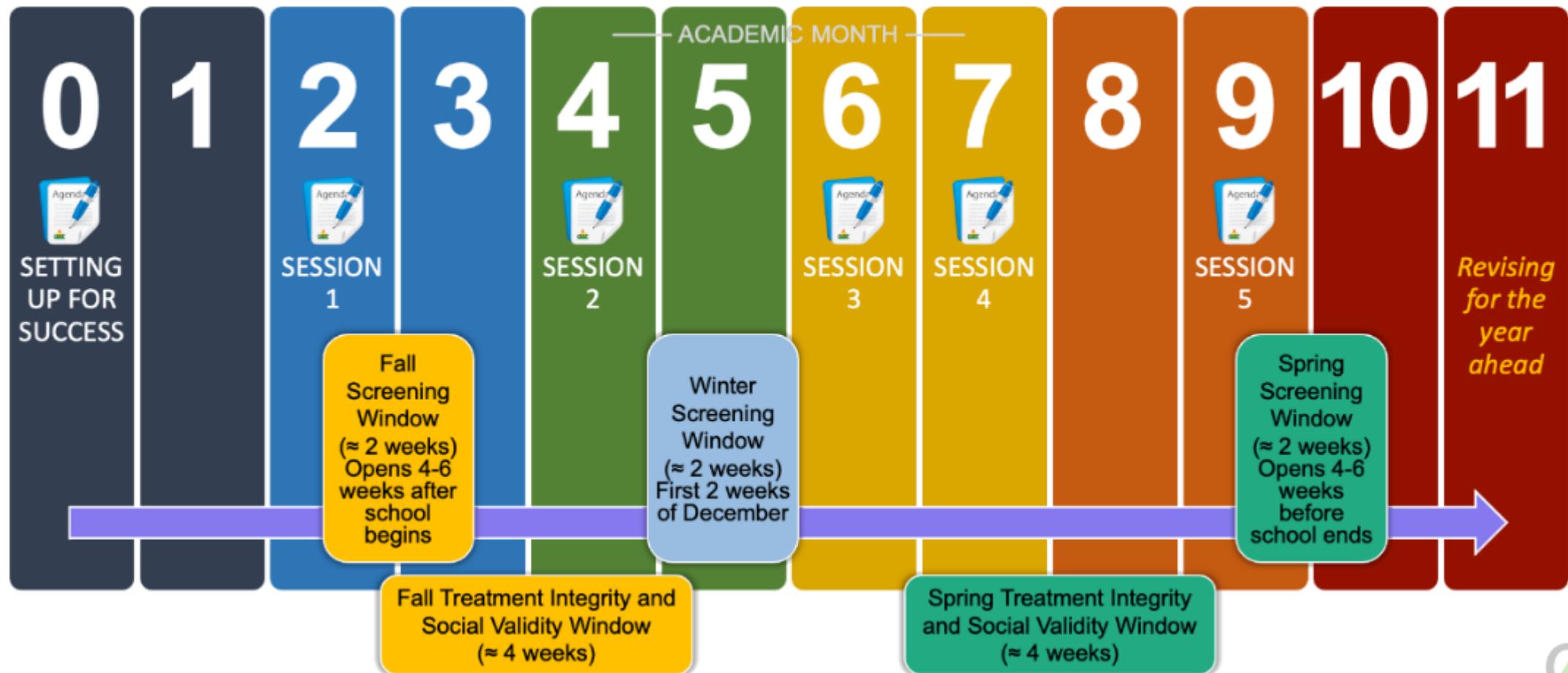
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Ci3T Comprehensive Professional Learning Plan (1 of 2)

Ci3T Professional Learning Series

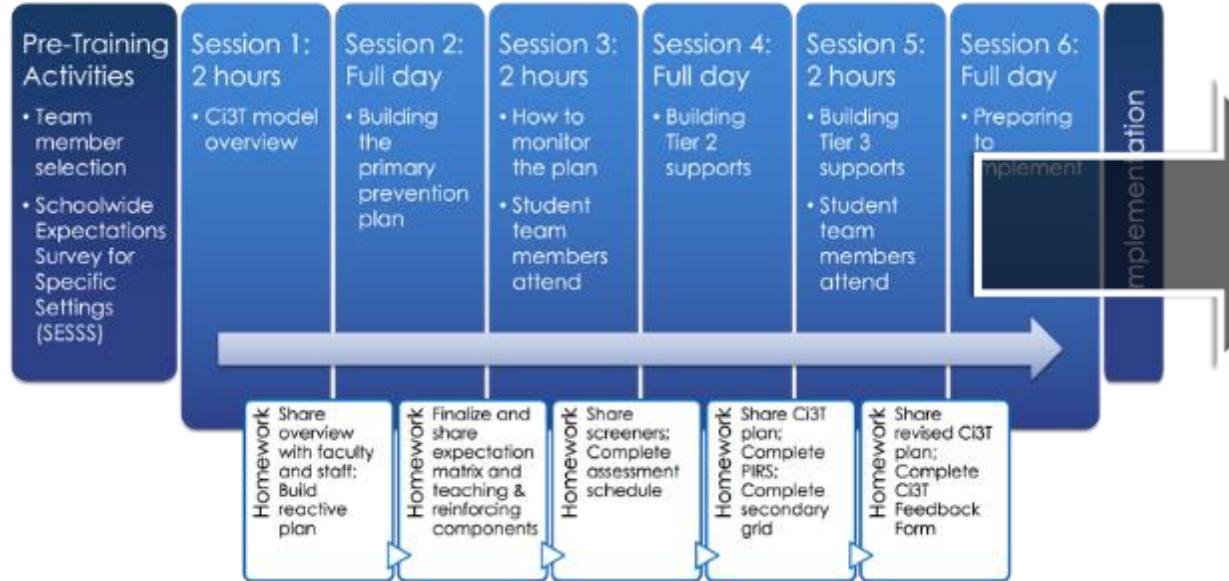


Ci3T Implementation Professional Learning Series



Ci3T Comprehensive Professional Learning Plan

Ci3T Professional Learning Series



Ci3T **IMPLEMENTATION** Professional Learning Series

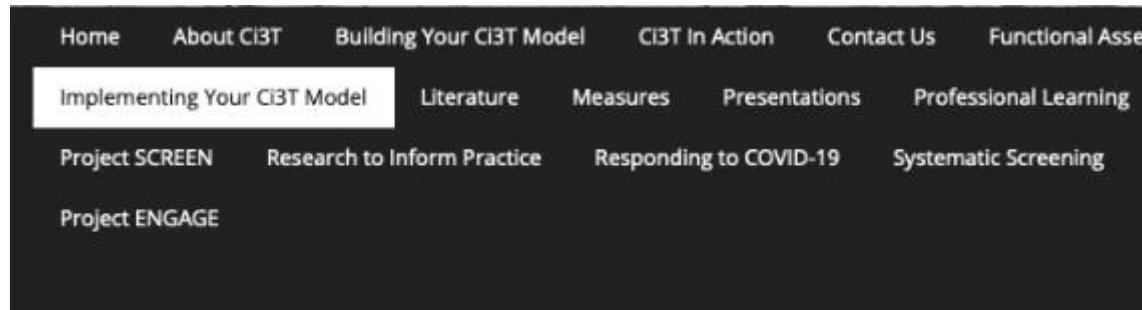


Enhanced Ci3T Implementation Series and Delivery

Ci3T Implementation & Professional Learning Activities		District Ci3T Leadership Team meetings	District Ci3T Leadership Teams	Principals	Ci3T Trainers	Ci3T Coaches	Ci3T Leadership Teams	Ci3T Coaches
Communication and Meeting Structures		Principals meetings	Principals					
District Ci3T Trainers and Coaches monthly meetings			Ci3T Trainers	Ci3T Coaches				
Ci3T Leadership Team monthly meetings			Ci3T Leadership Teams	Ci3T Coaches				
Faculty and staff monthly meetings			Faculty and staff					
Professional learning community meetings			Faculty					
Families and community connections (e.g., newsletters, open houses)			Families and community					
Ci3T Implementation Professional Learning Series (6 sessions)			Ci3T Leadership Teams	Ci3T Coaches				
Foundational Ci3T Implementation Learning		Ci3T EMPOWER Sessions	Faculty and staff		Families and community			
Foundational Ci3T Professional Activities		Ci3T Trainers and Coaches Calls	District Leaders and Principals		Ci3T Trainers and Coaches			
District-selected Tier 2 interventions			Faculty and staff					
District-selected Tier 3 interventions			Faculty and staff					
Onboarding series for classified and certified staff			New employees					
Data Collection & Data-Informed Decision Making: Professional Learning Activities		Academic and behavior screening data collection training	Ci3T Leadership Teams					
Ci3T Treatment Integrity & Social Validity data collection training			Ci3T treatment integrity and social validity team leaders					
Using data to connect students to supports training			Ci3T Leadership Teams		Ci3T Trainers and Coaches			
Analyzing and using end of year data training			Ci3T Leadership Teams		Ci3T Trainers and Coaches			
Ci3T District Decision Makers and School Principals Professional Learning Activities		Orienting principal and district leaders	District & principal leaders (E-Ci3T)					
Module: Mapping your professional learning journey			District & principal leaders (E-Ci3T)					
Module: Effective onboarding processes			District & principal leaders (E-Ci3T)					
Module: Understanding roles and responsibilities			District & principal leaders (E-Ci3T)					
Module: A guide to effective Ci3T Leadership Team meetings			District & principal leaders (E-Ci3T)					
Module: Aligning strategic goals and initiatives with Ci3T			District & principal leaders (E-Ci3T)					

Accessing Professional Learning Materials

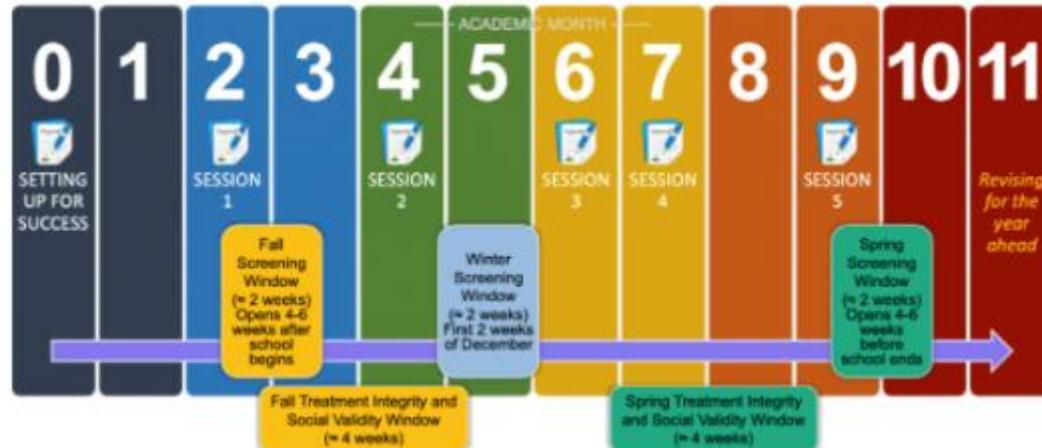
ci3t.org/imp



The screenshot shows the Ci3T website's navigation bar. The main menu items are Home, About Ci3T, Building Your Ci3T Model, Ci3T In Action, Contact Us, and Functional Assessments. Below this, there are several sub-navigation categories: Implementing Your Ci3T Model (highlighted in a white box), Literature, Measures, Presentations, Professional Learning, Project SCREEN, Research to Inform Practice, Responding to COVID-19, and Systematic Screening. At the bottom, there is a section for Project ENGAGE.

Implementing Your Ci3T Model

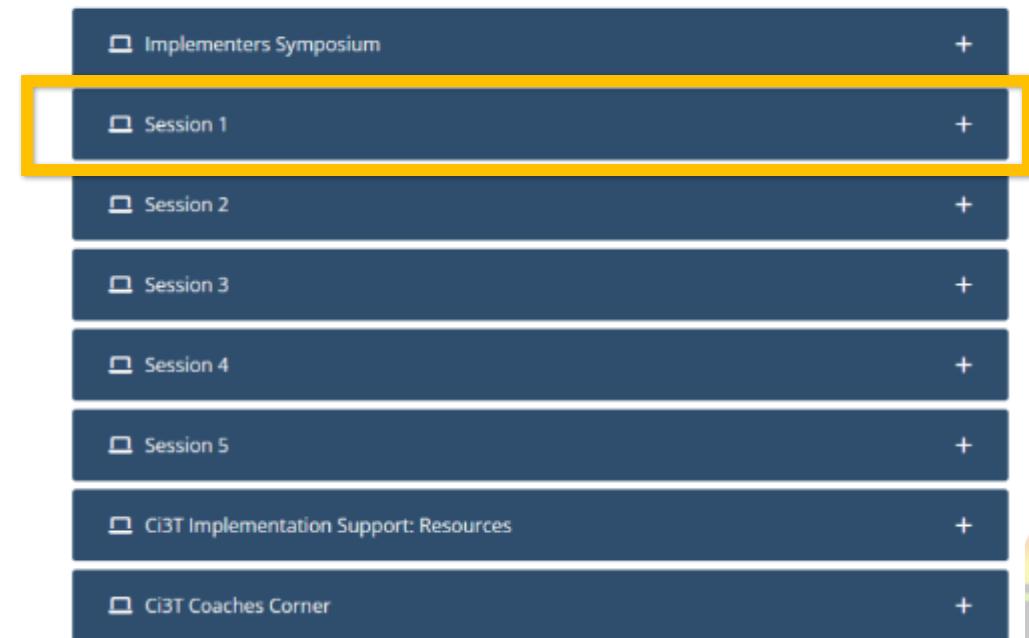
Ci3T **IMPLEMENTATION** Professional Learning Series



Ci3T Implementation Professional Learning Series Companion eBooks



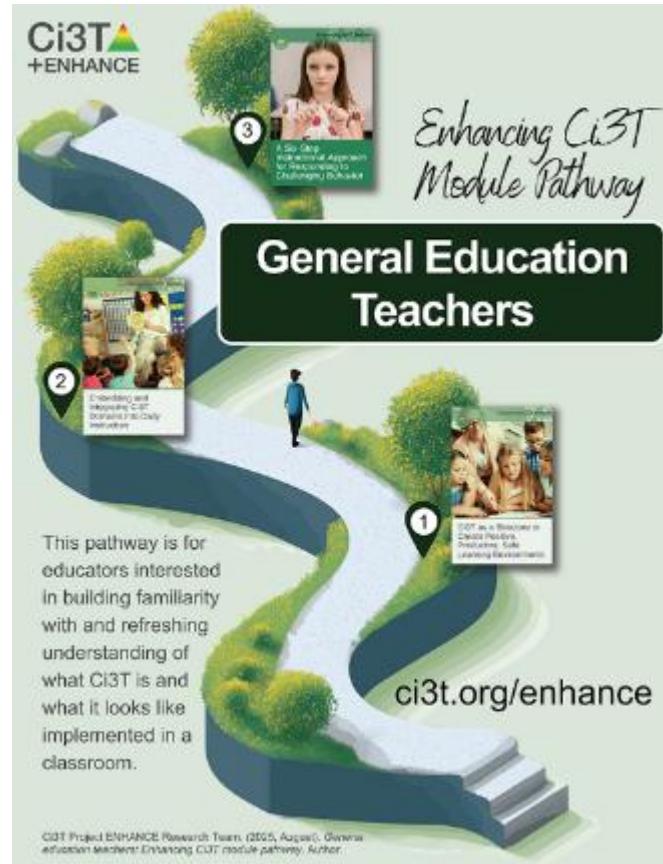
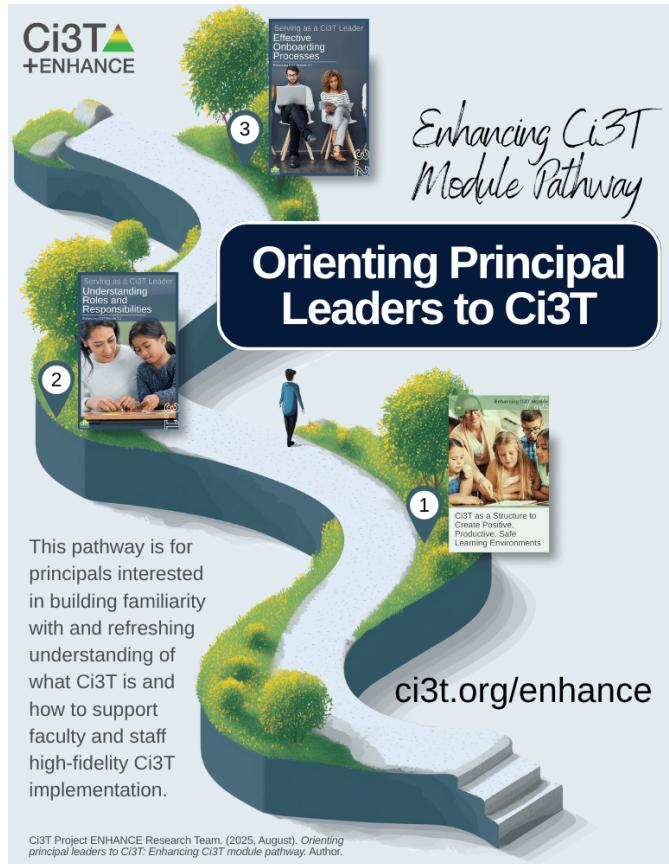
2025-2026 Ci3T Implementation Professional Learning Series Resources



The list of resources includes:

- Implementers Symposium
- Session 1 (highlighted with a yellow box)
- Session 2
- Session 3
- Session 4
- Session 5
- Ci3T Implementation Support: Resources
- Ci3T Coaches Corner

Module Pathways



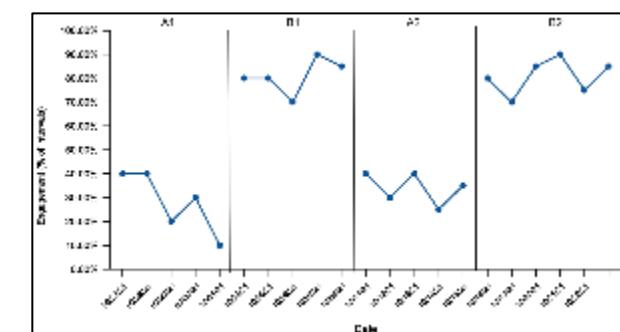
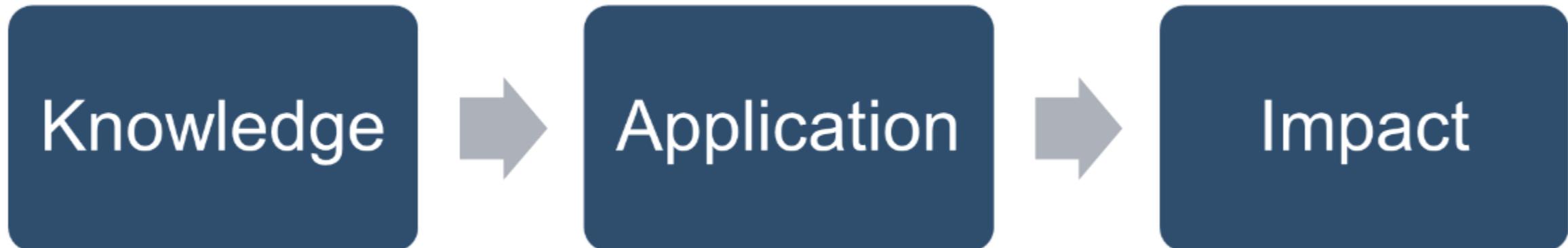
Exploring Resources

- Pick one module pathway
- Look over content and explore activities:
- How might you use this information?



00:00

Knowledge, Application, and Impact



Project EMPOWER+

Ci3T Project EMPOWER + Professional Learning Series 2025-2026	
Presenters:	Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team
Audience:	This professional learning series is offered at no charge to preK-12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic methods of looking for and assisting students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being needs in the context of a Comprehensive, Integrated, Three-tiered (C-IT) Model of Prevention.
Register Here or scan the QR code →	In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can also register there to earn professional learning credits.
Expectations:	Each online 2-hr session includes interactive whole-group instruction and small-group breakout discussion time. Please come prepared to engage with presenters and fellow educators via Zoom chat and working audio/video technology (e.g., able to have your webcam on, type in Zoom chat, join small-group discussions with microphone).
BCBAs:	This professional learning series also covers behavior analytic content to meet requirements for Board Certified Behavior Analyst (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr and meet expectations above to earn two (2) learning CEUs per session, at no cost.
Location:	Zoom Cost: Free Learn more information about C-IT: ci3t.org
Date	Session Description
September 24, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 6:30 PM (Central) 5:30 – 7:30 PM (Eastern)	Starting Strong: Effective Tier 1 Practices for Educators We focus on "Tier 1" strategies to start the year strong, including how to provide integrated instruction across academic, behavior (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from faculty and staff including treatment integrity (how well the plan is in place) and social validity (views about the plan's goals, procedures, and outcomes). Learn how to begin the year headed toward sustainable, high-fidelity implementation of your schoolwide plan!
October 8, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 6:30 PM (Central) 5:30 – 7:30 PM (Eastern)	From Data to Action: Using Systematic Screening to Inform Instruction We describe how systematic academic and behavior screening occurs within tiered models of prevention to inform instruction for students and professional learning for adults. Learn how to use systematic screening data alongside other data collected as part of regular school practices to (a) inform instruction at Tier 1, (b) empower teachers with low-intensity strategies (e.g., instructional choice), and (c) connect students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional assessment-based interventions) supports.
November 18, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 6:30 PM (Central) 5:30 – 7:30 PM (Eastern)	Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction We introduce a practical tool—the Ci3T Integrated Lesson Plan—designed to support teachers in setting the stage for students to be productively engaged across academic, behavior, and social domains. We will move from planning to practice,

EMPOWER+ Session

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)

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)
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A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)	April 28, 2026 (Tuesday)



Ci3T Trainers and Coaches Calls

Ci3T Trainers and Coaches Calls

The purpose of our coaching calls is to provide ongoing support for Ci3T District Leaders, Ci3T Trainers, Ci3T Coaches, and other individuals supporting the design and implementation of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention.

Offered remotely via Zoom

4:00-5:00 PM Central
Please email Stacie Williams (stacie.w@ku.edu) for more information

2025-2026 Dates

Aug. 20, 2025 (Wed)
Sept. 03, 2025 (Wed)
Oct. 01, 2025 (Wed)
Nov. 05, 2025 (Wed)
Dec. 02, 2025 (Tues)
Jan. 22, 2026 (Thurs)
Feb. 17, 2026 (Tues)
Mar. 10, 2026 (Tues)
Apr. 15, 2026 (Wed)
May 13, 2026 (Wed)

Scan the QR code or [register here!](#)



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)



Enhancing Ci3T Modules



ci3t.org/enhance

Home · About Ci3T · Building Your Ci3T Model · Ci3T in Action · Contact Us · Functional Assessment-Based Interventions

Implementing Your Ci3T Model · Literature · Measures · Presentations · Professional Learning · Enhancing Ci3T Modules

Project SCREEN · Research to Inform Practice · Responding to COVID-19 · Systematic Screening · Ci3T Train the Trainers

Project ENGAGE

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

Initial Screening Window (2 weeks) Coming 4-6 weeks after the year begins

SESSION 1

SESSION 2

Academic Module

SESSION 3

SESSION 4

SESSION 5

Spring Screening Window (2 weeks) Coming 4-6 weeks before the year ends

Review for the Year Ahead

Winter Screening Window (2 weeks) First 2 weeks of December

Final Treatment Integrity and Social Validity Window (as indicated)

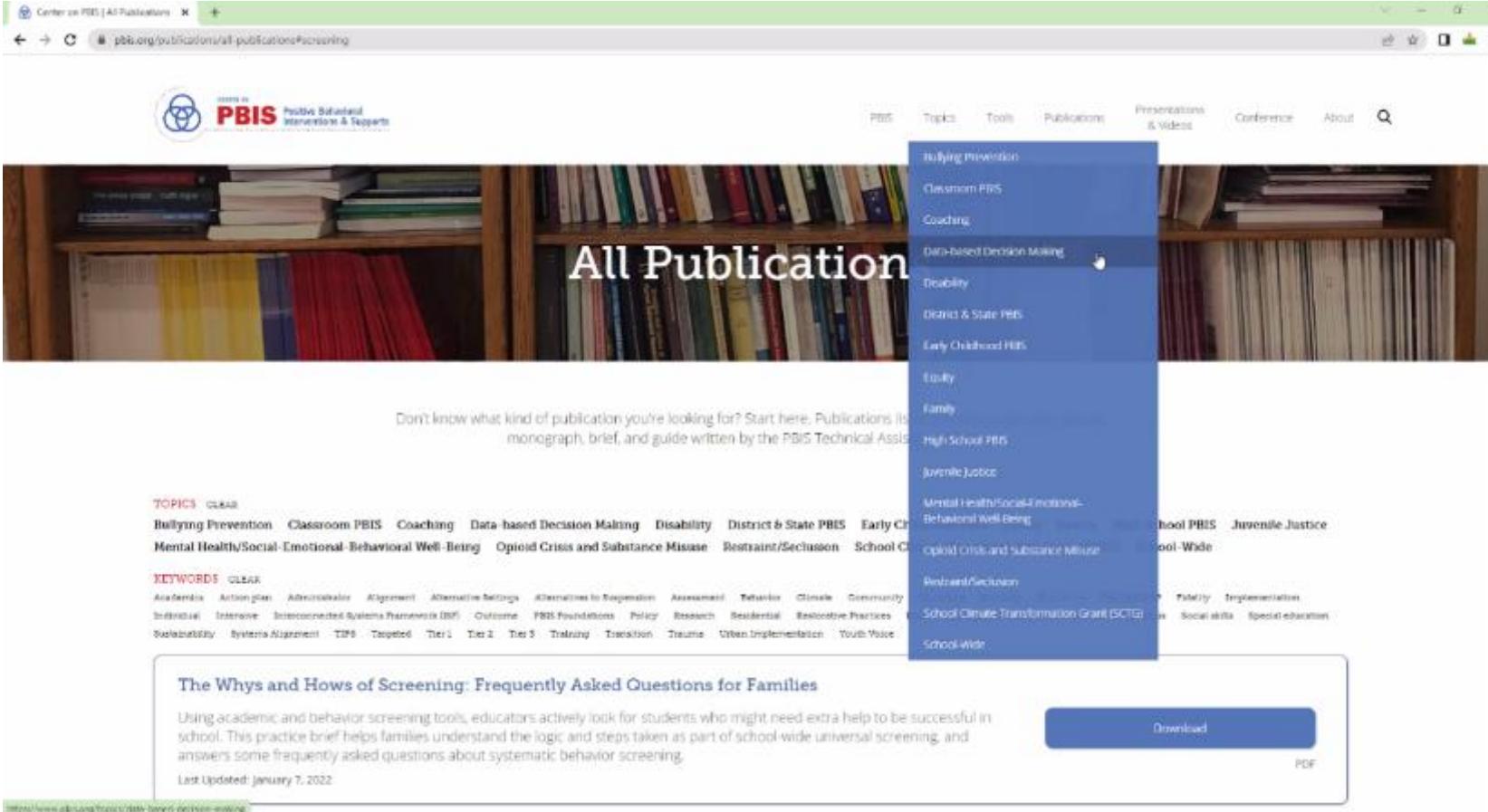
Spring Treatment Integrity and Social Validity Window (as indicated)

First time module users for 2024-2025 [view informational letter and register here!](#)

Kathleen.Lane@ku.edu



Resources for screening: PBIS.org...



Center on PBIS | All Publications pbis.org/publications/all-publications/screening

Topics CLEAR

- Bullying Prevention
- Classroom PBIS
- Coaching
- Data-based Decision Making
- Disability
- District & State PBIS
- Early Childhood
- Family
- High School PBIS
- Juvenile Justice
- Mental Health/Social-Emotional-Behavioral Well-Being
- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
- School Climate
- School Climate Transformation Grant (SCTG)
- Social Skills
- Special Education
- School Wide

Keywords CLEAR

- Academics
- Action plan
- Administrators
- Alignment
- Alternative settings
- Alternatives to Suspension
- Assessment
- Behavior
- Climate
- Community
- Individual
- Intervene
- Interconnected Systems Framework (ISF)
- Outcome
- PBIS Foundations
- Policy
- Research
- Residential
- Restraints
- Restraints/Seclusion
- Reliability
- Systems Alignment
- T2T
- Targeted
- Tier 1
- Tier 2
- Tier 3
- Training
- Trauma
- When Implementation
- Youth Voice

The Whys and Hows of Screening: Frequently Asked Questions for Families

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice brief helps families understand the logic and steps taken as part of school-wide universal screening, and answers some frequently asked questions about systematic behavior screening.

Last Updated: January 7, 2022

<https://pbis.org/topics/data-based-decision-making>

Resources to Support Systematic Screening in K-12 Schools

Systematic screening is a proactive way to identify students in a school who might be in need of additional support beyond what is offered at Tier 1 and to assess overall levels of student performance at the school. Resources have been developed for district leaders, educators, communities, and families who are involved in the screening process. Check out the comprehensive list of resources available on pbis.org below!

Resources about universal behavior screening

Systematic Screening Tools: Universal Behavior Screeners A compilation of various screening tools used to assess behavior, social, and/or academic risk.	Screening Resources A list of presentations, videos, webinars, articles and websites
Psychometric Properties of Behavior Screeners A list of presentations, videos, webinars, articles and websites	Guidance for Systematic Screening: Lessons Learned from Practitioners 5 lessons learned from district leaders are shared for those already involved and new to the systematic screening process
Lessons Learned from District- and School-site Leaders Conducting Systematic Screening Results of an online survey from three geographic regions across the United States	

Resources to inform the screening process

- 1 Selecting a Universal Behavior Screening Tool**
- 2 Installing a Universal Behavior Screening Tool**
- 3 Interpreting Universal Behavior Data**

Resources for families and communities

Communicating with Your Community What does your district and school leadership team need to know?	The Whys and Hows of Screening: Frequently Asked Questions for Families A megaphone icon with a question mark and a speech bubble.
--	--

Lessons learned from implementing screening

Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level A lightbulb icon.	Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level A lightbulb icon.
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This document was supported by funds provided by the Center on Positive Behavioral Interventions and Supports, cooperative agreement #H325K200025, awarded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (DOE). The contents do not necessarily represent the policies or opinions of the U.S. Department of Education. An official endorsement of any product, company, or organization mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication:
McIntosh, C., Sherman, R. L., Liaw, K. L., & Dumas, M. P. (July 2018). Resources to Support Systematic Screening. Center on PBIS, University of Oregon. www.pbis.org

Tips for Communicating with Your Community about Systematic Screening

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Materials

Download

Word Doc



May 2020

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

Rebecca Sherod, University of Kansas, Wendy Peia Oakes, Arizona State University, Katie Scarlett Lane, Vanderbilt University, and Kathleen Lynne Lane, University of Kansas

Share information about universal behavior screening to keep your community informed.

A central feature of any tiered system of support is accurate detection of which students might need more than Tier 1 efforts have to offer, even when universal components are implemented with adequate levels of treatment integrity. Systematic screening is a proactive way to examine overall levels of risk in a school and determine which students might benefit from Tier 2 or Tier 3 support. Ideally, psychometrically sound, practical screening tools are selected and installed to detect students with externalizing (e.g., aggressive, disruptive, and noncompliant) and internalizing (e.g., painfully shy, socially withdrawn, and anxious) behaviors at the first sign of concern. When a student's screening scores indicate an increased level of risk, screening data can be analyzed with other data (e.g., attendance, fidelity of Tier 1 practices) to make informed decisions about which supports or adjustments to instruction that students might benefit from. It is important to note that this brief focuses on systematic screening designed to inform instruction for students, using screening data with other data collected as part of regular school practices. Screening data are not intended for use to identify students who may benefit from special education services nor are these data intended to exclude students (e.g., this student is screening in as high-risk and will therefore not go on the field trip).

Screening data are intended for use in informing daily instructional practices with a goal of supporting students in learning – and using – behaviors needed to meet school expectations and facilitate positive, productive learning environments. Sharing information about this process can help the community feel confident that systematic screening is a beneficial process that is in place to support all students. In this practice brief, we provide tips that can be considered when your district and school leadership teams plan for sharing information about systematic screening with the community. As part of tips for communicating with your community about systematic screening, we provide your district and school leaders with considerations regarding confidentiality.

Tips for District and School Leadership Teams

+ENHANCE

The Whys and Hows of Screening: Frequently Asked Questions for Families

The Whys and Hows of Screening: Frequently Asked Questions for Families

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice brief helps families understand the logic and steps taken as part of school-wide universal screening, and answers some frequently asked questions about systematic behavior screening.

Topic(s): Data-based Decision Making Family School-Wide

Published: January 7, 2022

Revised: January 7, 2022

Keywords: PBIS Foundations Screening Tier 1

Suggested Citation: Schonour, S. D., Lane, K. L., Oakes, W. P., Sherod, R. L., & Buckman, M. M. (November 2021). The Whys and Hows of Screening: Frequently Asked Questions for Families. Center on PBIS, University of Oregon. www.pbis.org.

Download Resource



Share



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Practice Briefs: PDF



The Whys and Hows of Screening: Frequently Asked Questions for Families

Educational systems continually grow and improve to meet the educational needs of students. Students are unique in their diverse strengths and academic needs, and the assumption is that some students will need more instruction or support than others. **Screening systems of support** are designed to meet students' educational needs in the areas of academics, behavior, and social and emotional well-being. Using academic and behavior screening tools, educators are able to find students who might need extra help in an successful in school. Screening data are used by teachers for promoting positive, productive, and safe school environments. While there are many approaches to screening, one approach is for teachers to independently or collectively determine the level of student concern in their classroom. The information used will often include information (e.g., attendance, nurse visits, office discipline referrals) so teachers can efficiently and effectively examine multiple sources of information to prevent learning and behavioral challenges from occurring and then respond effectively when difficulties do arise. Below we offer families and community members answers to some common questions about systematic behavior screening.

What is Systematic Behavior Screening?

Answer

Systematic behavior screening is a systematic process often using a valid and reliable screening tool. Educators use screening data to inform decisions about appropriate supports for students at the earliest signs of concern. This process is similar to screening your child for potential hearing and vision concerns.

What is the purpose of systematic behavior screening?

Answer

Screening data are one source of information to help teachers understand how well they are meeting students' educational needs—academically, behaviorally, and socially—through their tiered system of support. Educators use screening data along with other school data (e.g., nurse visits, student conduct reports) in the selection of additional academic, behavioral, or social supports for students.

How will behavior screening impact my child's instructional time?

Answer

Your child's instructional time is not impacted by the use of behavior screening. Teacher-completed screens are based on the teacher's experiences with your child. The teacher completes the screening tool independently based on their current knowledge of each student. Student time is not required unless your child's school is using a student-completed screening tool. In this case, you would receive additional information from your child's school about your child's participation. Your child's school might also be using

Exploring Systematic Screening Tools: Check out LDBase!

- Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2025). Mapping the research base for universal behavior screeners. *Review of Educational Research*, 00346543251315168.
- To access the data set from our scoping review – *Mapping the Research Base for Universal Behavior Screeners* – visit this link at LDBase:
<https://ldbase.org/projects/0a153f89-2424-449f-8aea-d4d82cae9805>

Review of Educational Research
OnlineFirst, February 27, 2025
© 2025 AERA, Article Reuse Guidelines
<https://doi.org/10.3102/00346543251315168>

Sage Journals

Manuscript

Mapping the Research Base for Universal Behavior Screeners

Katie Scarlett Lane Pelton  ¹, Kathleen Lynne Lane  ², Wendy Peia Oakes  ³, Mark M. Buckman  ⁴, David James Royer  ⁵, and Rebecca Lee Sherod  ⁶

Abstract

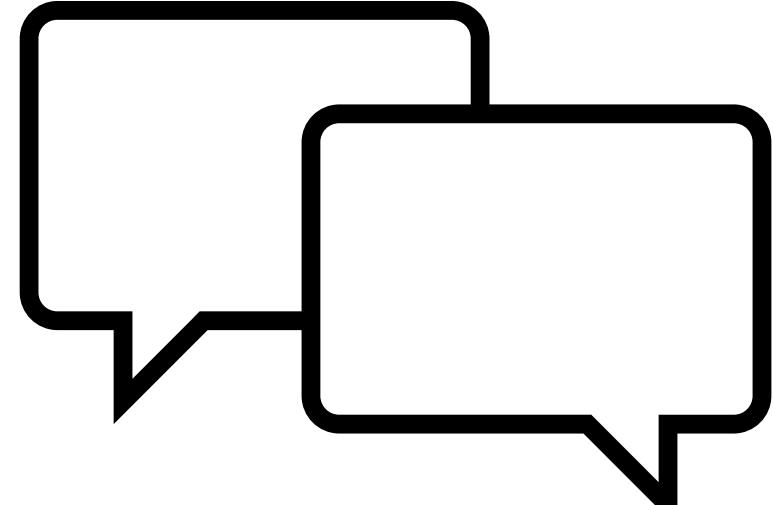
Universal behavior screening is used in schools worldwide to detect students with and at risk for behavioral challenges. A plethora of instruments is available for this purpose, though little metascience has been conducted to review and synthesize methods used to study these instruments in educational settings, nor is there a comprehensive list of instruments to support educators in selecting an appropriate tool. We conducted this review to provide a rigorous—and accessible—overview of the research base for universal behavior screening instruments to facilitate educators' decision-making process when selecting a systematic screening tool for the students they serve and identify areas of further refinement for the research community. This scoping review includes an extensive list of behavior screening instruments, an examination of how these tools have been studied, and areas for future research. We identified 56 behavior screening instruments. The most common psychometric analyses included coefficient alpha for internal consistency, correlations between theoretically related variables, and confirmatory factor analysis. We discuss other methods currently employed as well as methods and complexities for consideration in future research.

Keywords

at-risk students, behavior screening, decision making, instrument validation, psychometrics, research methodology, scoping review, special education, student behavior/attitude, validity/reliability

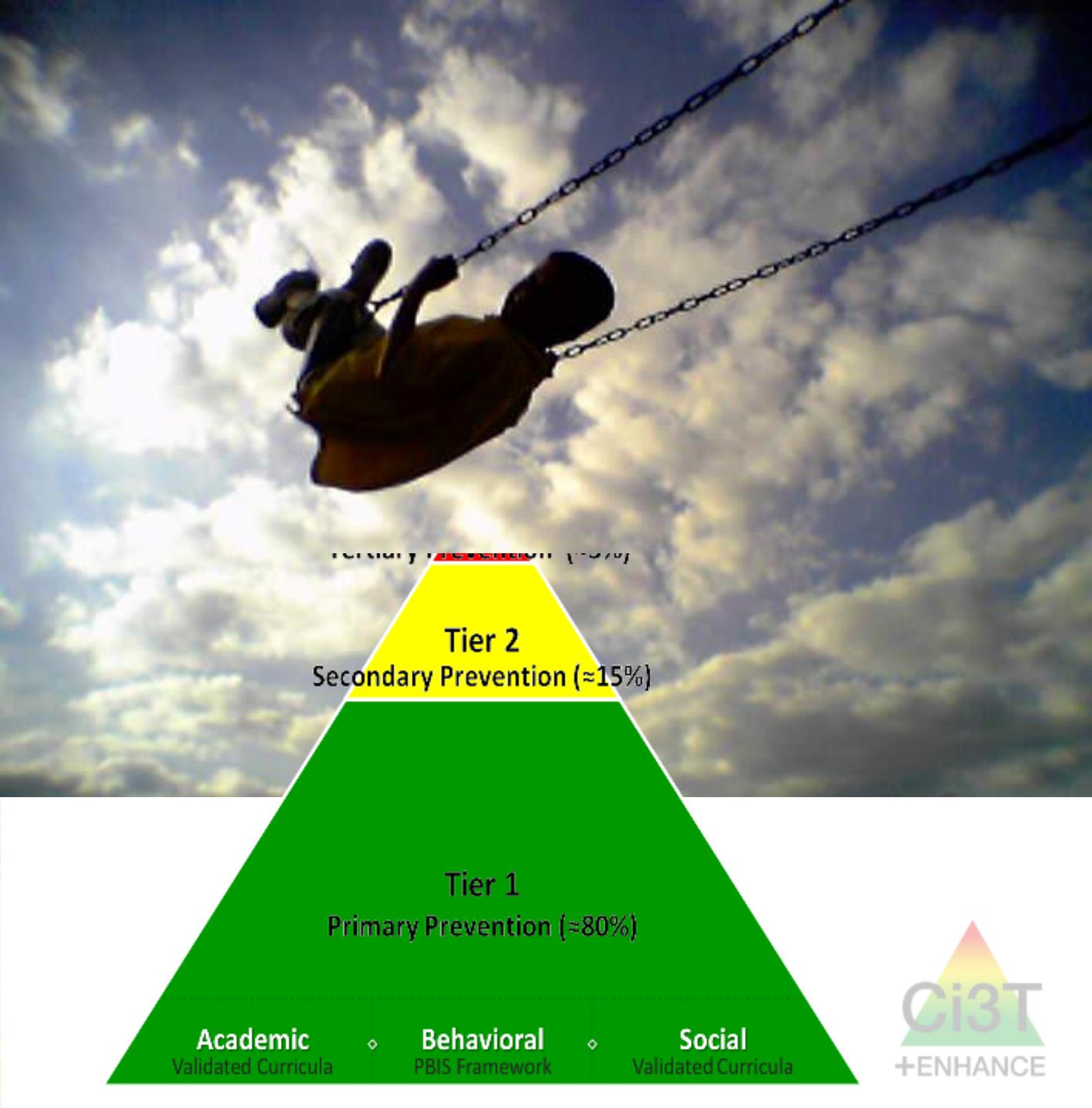
Exploring Resources: Choose your own professional learning journey

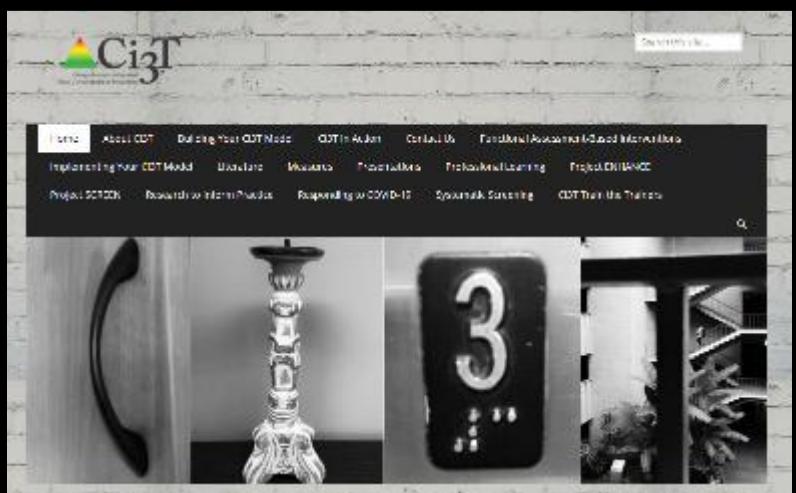
- Consider 1 topic you would like to explore further
- Identify professional learning resources to explore
- Create 2-3 actionable items
- Calendar your proposed plans



00:00







Dream the life you want to live and the contributions you want to make ... then arrange the contingencies to fulfill your dreams (Lane, 2017).

Thank you
Kathleen.Lane@ku.edu

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

