Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success

Kansas Superintendent Circle
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
University of Kansas

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

Ci3T +ENHANCE | Comprehensive, Integrated, Three-Tiered Model of Prevention

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Agenda

1. Welcome & Introductions
2. An Overview of Ci3T
3. Free-access Professional Learning Resources
4. Wrapping Up and Moving Forward

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3

Ci3T Research Team
Grant Allen
Matthew Aschliman
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Kathryn Johnson
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David Royer
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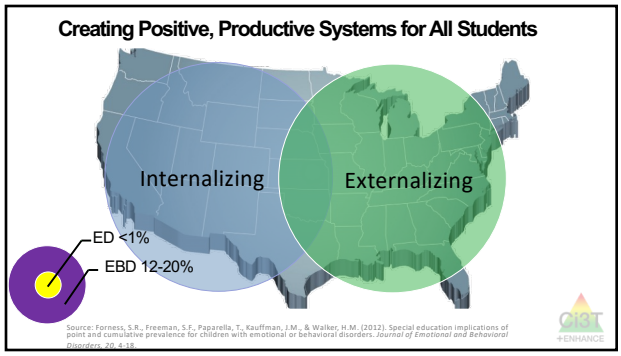
Rebecca Sherod
Joni Weiss
Stacie Williams

4


Creating Positive, Productive Systems for All Students
Internalizing
Externalizing
ED <1%
EBD 12-20%
Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. Journal of Emotional and Behavioral Disorders, 20, 4-18.

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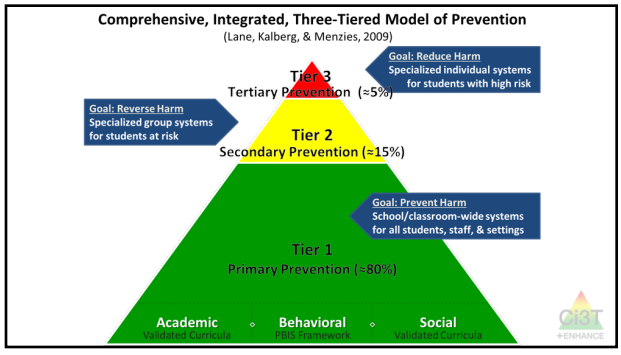
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Tier 3
Tertiary Prevention (≈5%)
Goal: Reverse Harm
Specialized group systems for students at risk
Tier 2
Secondary Prevention (≈15%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social

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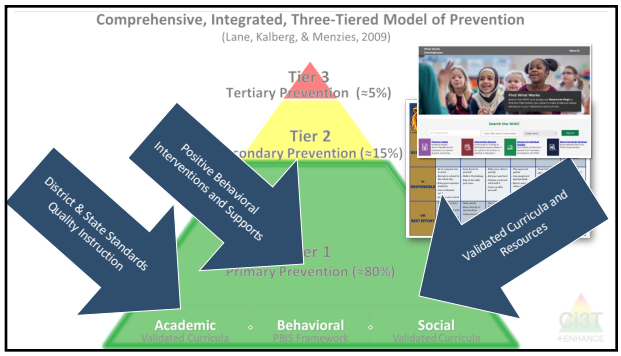
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Tier 3
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Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
District & State Standards Quality Instruction
Positive Behavioral Interventions and Supports
Validated Curricula and Resources
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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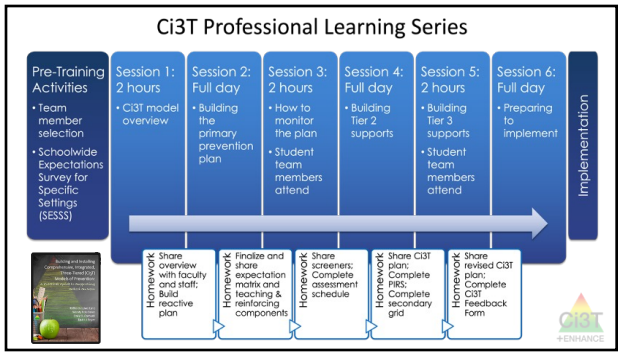
Ci3T Professional Learning Series
Pre-Training Activities
• Team member selection
• Schoolwide Expectations Survey for Specific Settings (SESSS)
Session 1: 2 hours
• Ci3T model overview
Session 2: Full day
• Building the primary prevention plan
Session 3: 2 hours
• How to monitor the plan
• Student team 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

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Ci3T Implementation Manual
Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention
Coolidge Middle School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention
Franklin Pierce High School
School Year 2018-2019
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

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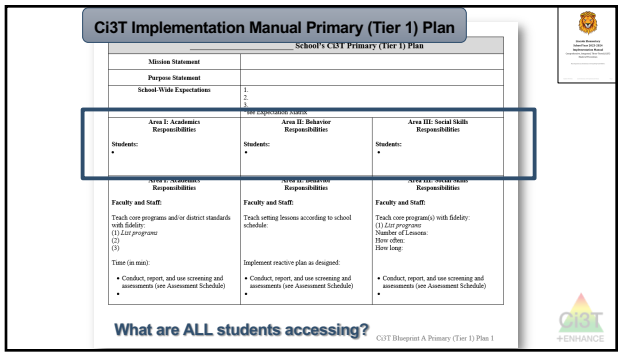
Ci3T Implementation Manual Primary (Tier 1) Plan
School's Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Students:
Faculty and Staff:
Teach core programs and/or district standards with fidelity:
(1) List programs
(2)
(3)
Time (in min):
Conduct, report, and use screening and assessments (see Assessment Schedule)
Teach setting lessons according to school schedule:
Implement reactive plan as designed:
Teach core program(s) with fidelity:
(1) List programs
Number of Lessons:
How often:
How long:
What are ALL students accessing?
Ci3T Blueprint A Primary (Tier 1) Plan 1

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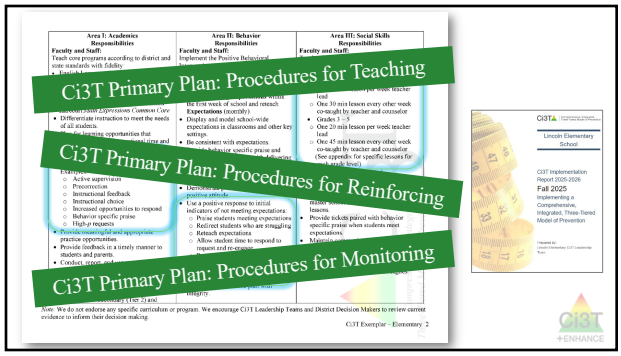
Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring
Lincoln Elementary School
Ci3T Implementation Report 2025-2026
Fall 2025
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention
Ci3T Exemplar – Elementary 2

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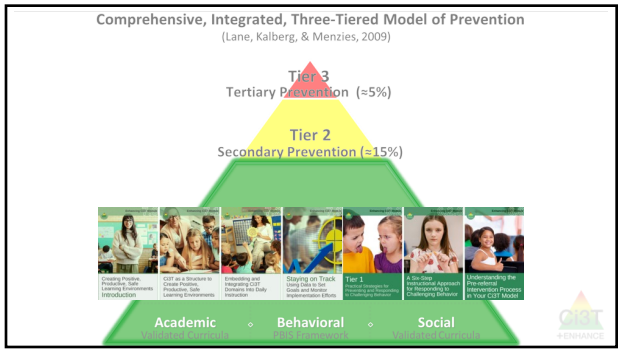
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
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Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Academic
Behavioral
Social

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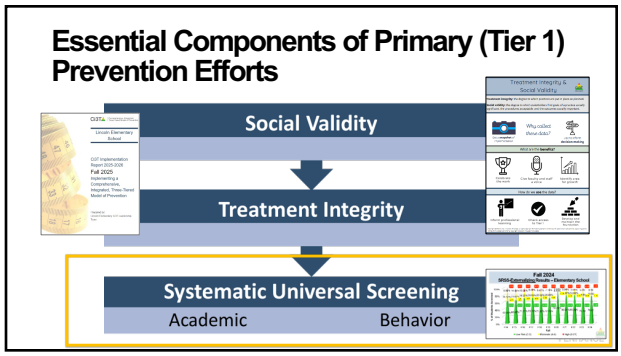
Essential Components of Primary (Tier 1) Prevention Efforts
Social Validity
Treatment Integrity
Systematic Universal Screening
Academic
Behavior

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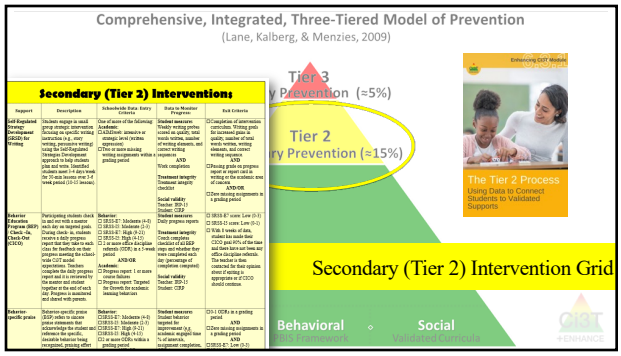
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Prevention (≈5%)
Tier 2
Prevention (≈15%)
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Secondary (Tier 2) Intervention Grid
Behavioral
Social

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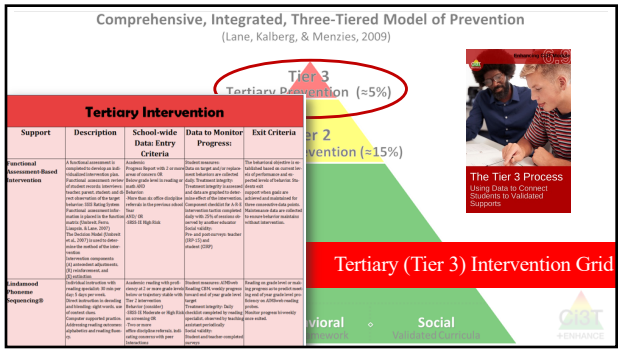
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Tier 3
Tertiary Prevention (≈5%)
Tier 2
Prevention (≈15%)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Functional Assessment-Based Intervention
Lindamood Phoneme Sequencing®
The Tier 3 Process
Using Data to Connect Students to Validated Supports
Tertiary (Tier 3) Intervention Grid
Social

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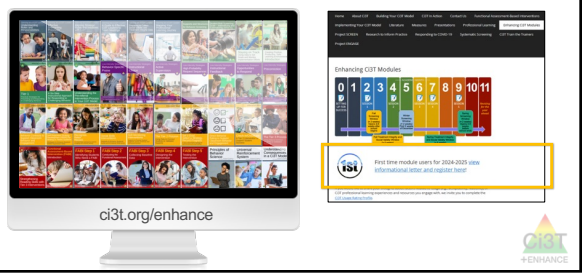
Enhancing Ci3T Modules



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Implementation Science

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)

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Transparency, Access, & Collaboration

Benefits of Ci3T Models

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Using Systematic Screening Data to…

Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

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Systematic Screening … Logistics

Fall → Winter → Spring

Selecting → Installing → Analyzing

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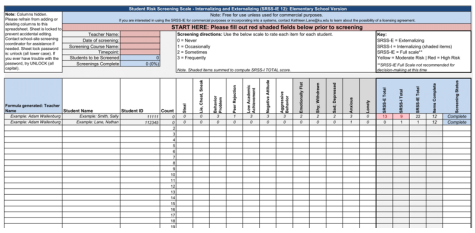
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Elementary



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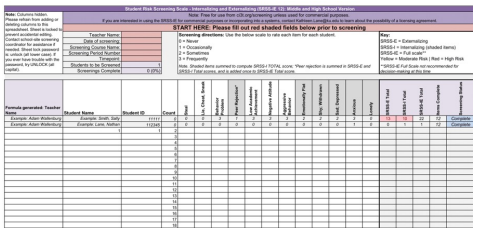
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Secondary



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SRSS-IE: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-179.

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 41*(3), 271-284.

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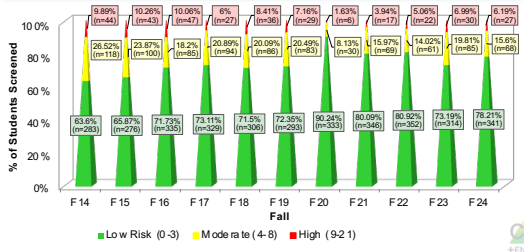
Fall Over Time

SRSS-Externalizing Results – Elementary School Level



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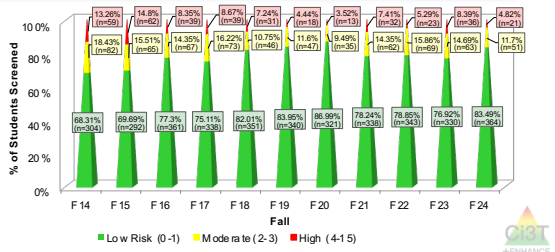
Fall Over Time
SRSS-Internalizing Results – Elementary School Level



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Fall 2024
SRSS-Internalizing Results – Elementary School Grade Level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

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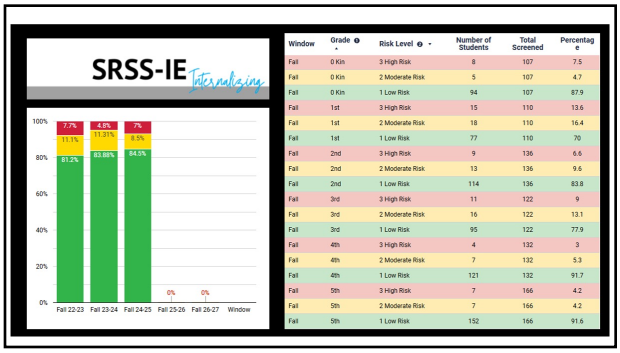

Window	Grade	Risk Level	Number of Students	Total Screened	Percentage
Fall	0 Kin	3 High Risk	8	107	7.5
Fall	0 Kin	2 Moderate Risk	5	107	4.7
Fall	0 Kin	1 Low Risk	94	107	87.9
Fall	1st	3 High Risk	15	110	13.6
Fall	1st	2 Moderate Risk	18	110	16.4
Fall	1st	1 Low Risk	77	110	70
Fall	2nd	3 High Risk	9	136	6.6
Fall	2nd	2 Moderate Risk	13	136	9.6
Fall	2nd	1 Low Risk	114	136	83.8
Fall	3rd	3 High Risk	11	122	9
Fall	3rd	2 Moderate Risk	16	122	13.1
Fall	3rd	1 Low Risk	95	122	77.9
Fall	4th	3 High Risk	4	132	3
Fall	4th	2 Moderate Risk	7	132	5.3
Fall	4th	1 Low Risk	121	132	91.7
Fall	5th	3 High Risk	7	166	4.2
Fall	5th	2 Moderate Risk	7	166	4.2
Fall	5th	1 Low Risk	152	166	91.6

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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

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students
Winter, and Spring

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

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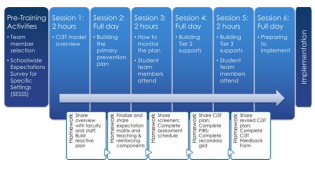
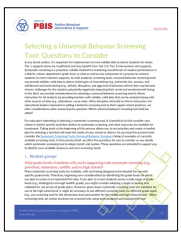
Selecting a Systematic Screener





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https://www.ci3t.org/screening
SCREENING PROTOCOLS

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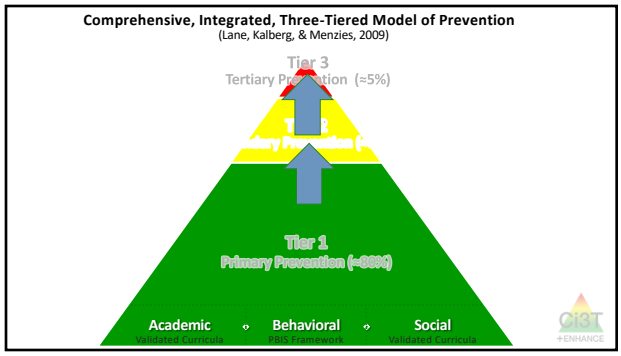
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Social

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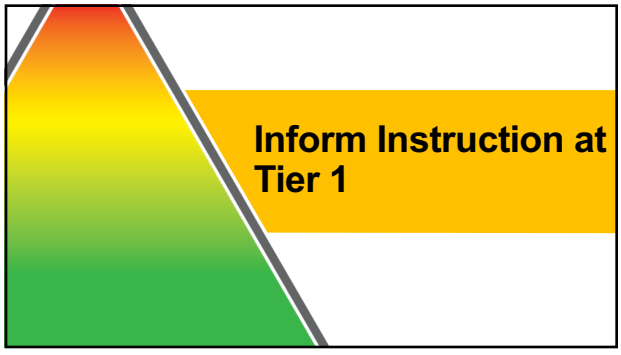
Inform Instruction at Tier 1

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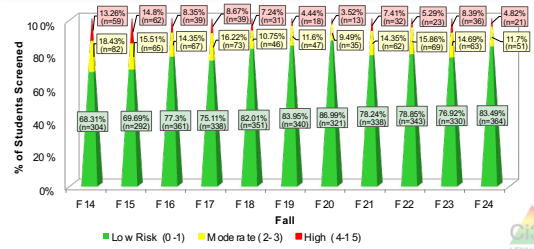
Fall Over Time

SRSS-Internalizing Results – Elementary School Level



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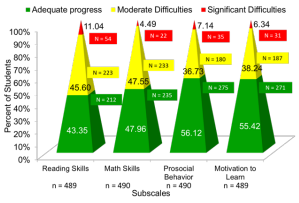
Data to Indicate a Focus on Tier 1: School Level

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 implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model? *Preventing School Failure, 58*(1), 143-158.

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Data to Indicate a Focus on Tier 1: Breakdown by Grade-Level

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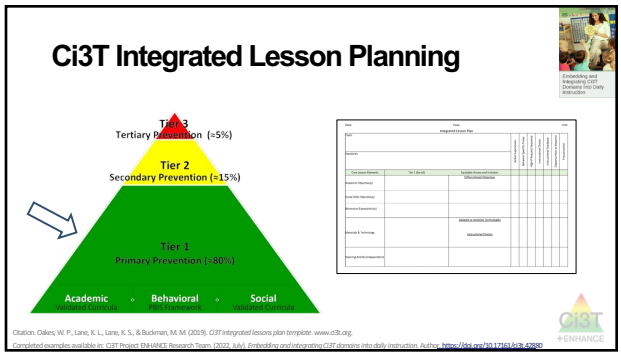
Ci3T Integrated Lesson Planning
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula
Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). CI3T integrated 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/ic23.42880

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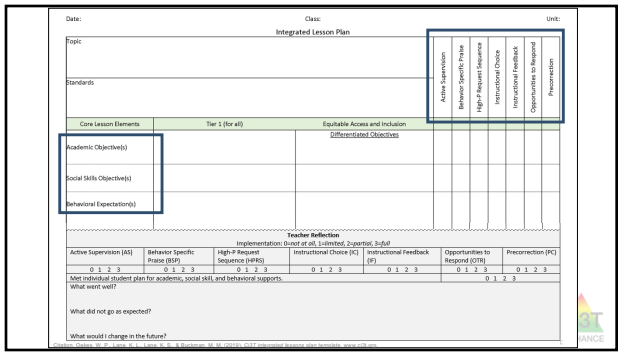
Date:
Class:
Unit:
Integrated Lesson Plan
Topic
Standards
Active Supervision
Behavior Specific Praise
High-P Request Sequence
Instructional Choice
Instructional Feedback
Opportunities to Respond
Precorrection
Core Lesson Elements
Tier 1 (for all)
Equitable Access and Inclusion
Differentiated Objectives
Academic Objective(s)
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)
Precorrection (PC)
0 1 2 3
Met individual student plan for academic, social skill, and behavioral supports.
What went well?
What did not go as expected?
What would I change in the future?

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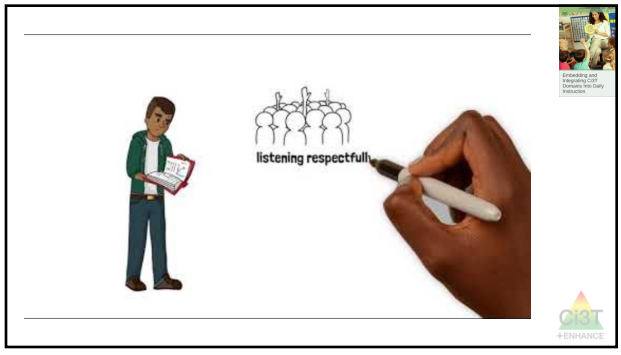
listening respectfully

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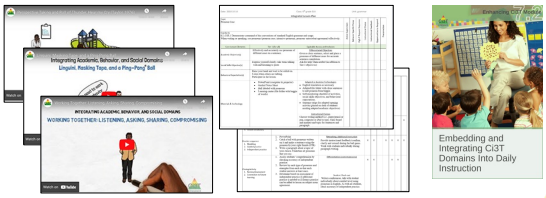
Module Connection!

6-Step Instructional Approach for Responding to Challenging Behavior



Embedding and Integrating CI3T Domains Into Daily Instruction

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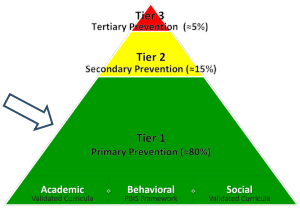
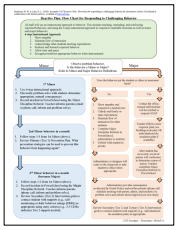
A Focus on: Responding to Challenging Behavior





CI3T as a Structure to Create Positive, Productive, Safe Learning Environments

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Buckman, M. M. & Lane, K. L. (2020). *Exemplar CI3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools.* Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart for Responding to Challenging Behavior

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

6-step Instructional Approach

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

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

Minor

1st Minor

1. Use 6-step instructional approach:
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor Discipline Referral. Teacher informs parents (email or phone call; inform and problem solve).

Major

Does the behavior put the student or others in imminent harm?

No

1. Show empathy and respond in a neutral tone
2. Calmly and firmly re-state expectations

Yes

Contact the office; trained staff member will be notified to respond ASAP

CI3T as a Structure to Create Positive, Productive, Safe Learning Environments

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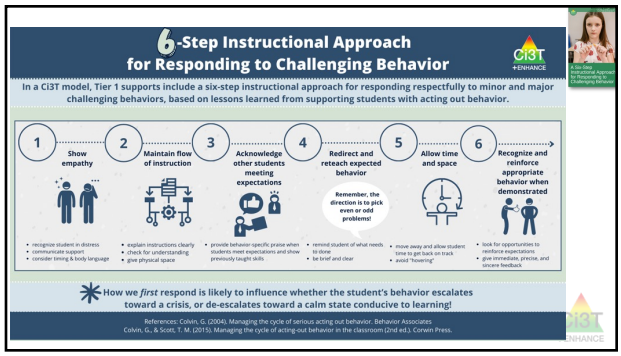
6-Step Instructional Approach for Responding to Challenging Behavior
Ci3T +ENHANCE
In a Ci3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.
1 Show empathy
• recognize student in distress
• communicate support
• consider timing & body language
2 Maintain flow of instruction
• explain instructions clearly
• check for understanding
• give physical space
3 Acknowledge other students meeting expectations
• provide behavior-specific praise when students meet expectations and show previously taught skills
4 Redirect and reteach expected behavior
Remember, the direction is to pick even or odd problems!
• remind student of what needs to done
• be brief and clear
5 Allow time and space
• move away and allow student time to get back on track
• avoid "hovering"
6 Recognize and reinforce appropriate behavior when demonstrated
• 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!
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.

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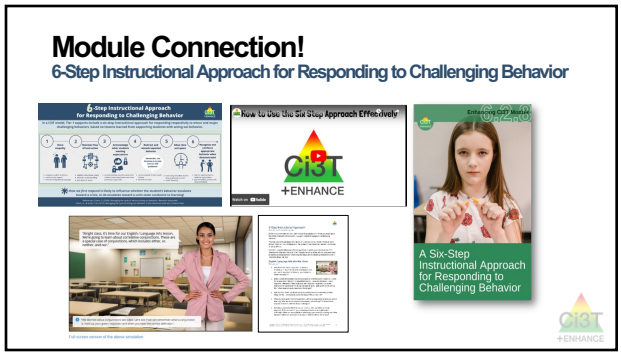
Module Connection!
6-Step Instructional Approach for Responding to Challenging Behavior
How to Use the Six Step Approach Effectively
Ci3T +ENHANCE
A Six-Step Instructional Approach for Responding to Challenging Behavior

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Empower Teachers with Low-Intensity Strategies

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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-IS 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.

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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%

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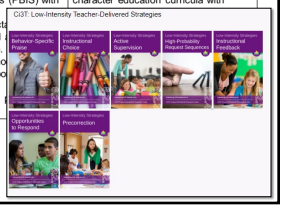
Low-Intensity Teacher-Delivered Strategies

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 Expect
the first week of school
Expectations (monthly).
- Display and model scho
expectations in classroo
other key settings.
- Implement the reactive
integrity.

Area III: Social Responsibilities
Faculty and Staff:
Teach schoolwide social skills/ character education curricula with



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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

Active Supervision

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

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

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

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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

Behavior-Specific Praise

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

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

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

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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

High-P Request Sequence

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

High-*p* Examples:

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

Low-*p* Examples:

- "Begin your independent work."

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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

Instructional Choice

Offering students opportunities to make choices throughout the instructional day.

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

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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

Instructional Feedback

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

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

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Low-Intensity Strategies

- Active Supervision
- Behavior-Specific Praise
- High-P Request Sequence
- Instructional Choice
- Instructional Feedback
- Opportunities to Respond
- Precorrection

Opportunities to Respond

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

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

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

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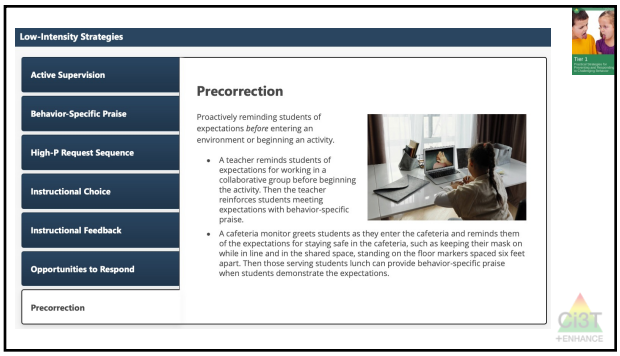
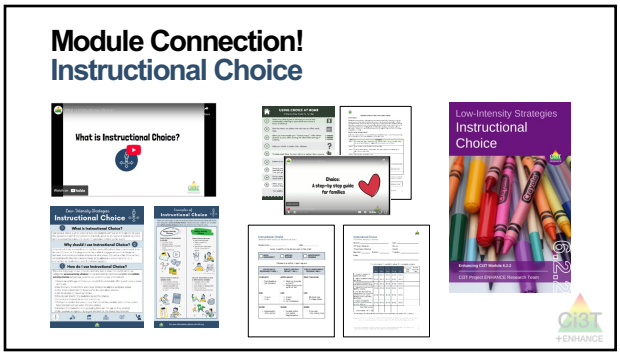

Low-Intensity Strategies
Active Supervision
Behavior-Specific Praise
High-P Request Sequence
Instructional Choice
Instructional Feedback
Opportunities to Respond
Precorrection
Precorrection
Proactively reminding students of expectations *before* entering an environment or beginning an activity.
A teacher reminds students of expectations for working in a collaborative group before beginning the activity. Then the teacher reinforces students meeting expectations with behavior-specific praise.
A cafeteria monitor greets students as they enter the cafeteria and reminds them of the expectations for staying safe in the cafeteria, such as keeping their mask on while in line and in the shared space, standing on the floor markers spaced six feet apart. Then those serving students lunch can provide behavior-specific praise when students demonstrate the expectations.

55


Module Connection!
Instructional Choice
What is Instructional Choice?
Low-Intensity Strategies
Instructional Choice

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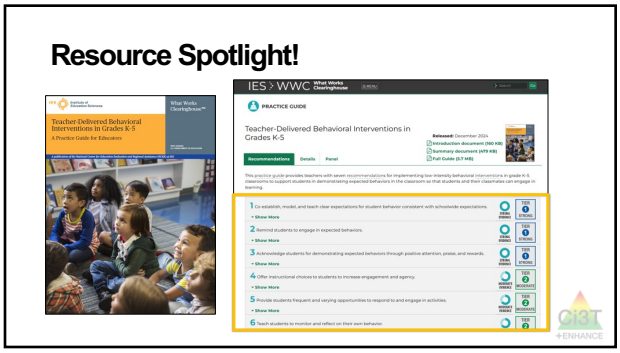
Resource Spotlight!
Teacher-Delivered Behavioral Interventions in Grades K-5
A Practice Guide for Educators
IES > WWC
PRACTICE GUIDE
Teacher-Delivered Behavioral Interventions in Grades K-5

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Connect Students to Validated Tier 2 and Tier 3 Supports

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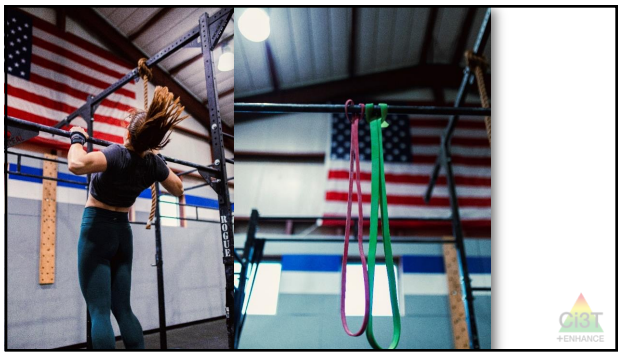

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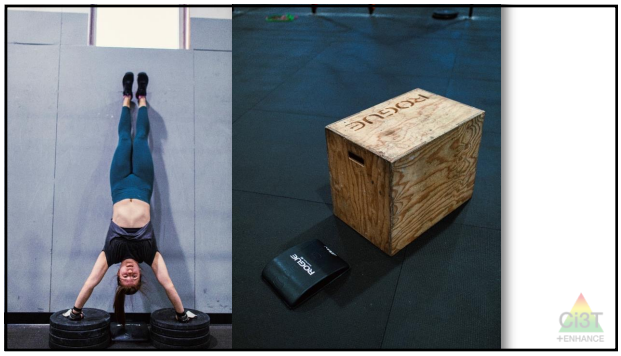

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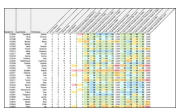
Getting Started with Data-Informed Decision Making



1 Review your school's CI3T Implementation Manual

2 Locate school-wide data

3 Document decisions and plan for next steps

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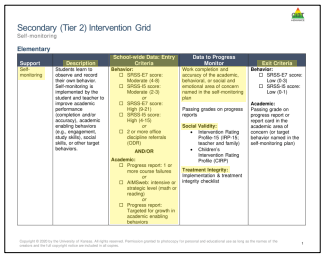
Tier 2 and Tier 3 Intervention Grids



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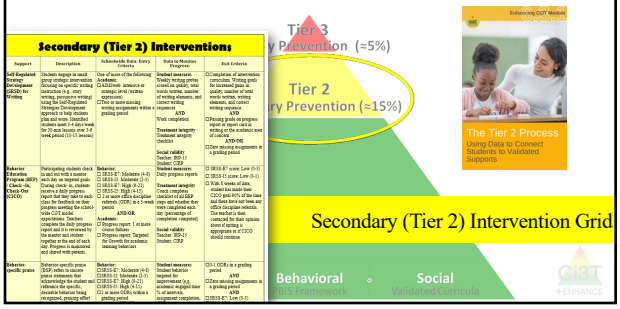
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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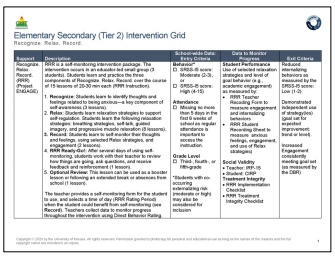
Tier 2: Recognize.Relax.Record



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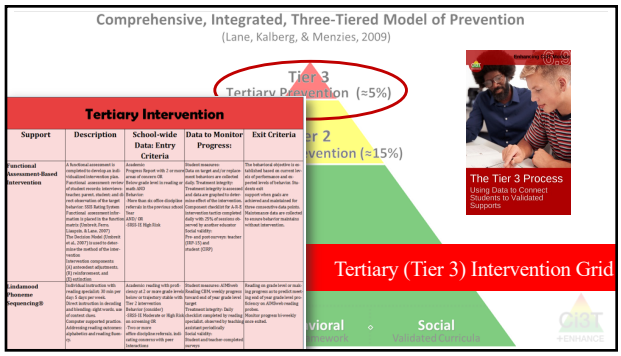
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Functional Assessment-Based Intervention
Academic:
Behavior:
Student measures:
Treatment integrity:
Pre- and post-surveys: teacher (SSR-15) and student (CSP)
The behavioral objective is achieved as current level of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®
Individual instruction with reading specialist. 30 min per day 5 days per week.
Direct instruction in decoding and encoding sounds, words, and assisted class.
Computer supported practice.
Addressing reading extremes: alphabetics and reading fluency
Academic: reading with proficiency at 2 or more grade levels below or transitory stable with Tier 2 intervention
Behavior:
SSBD: E Moderate or High Risk on screening 06
Two or more office disciplinary referrals, bullying concerns with peer interactions
Student measures: Reading CBM, weekly progress toward end of year grade level target
Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically
Social validity: Student and teacher-completed surveys
Reading on grade level or making progress at/to predict meeting end of year grade level goal
Science or ADHDers reading well
Reactor progress bi-weekly once exited.
Tertiary (Tier 3) Intervention Grid
Social
Validated Curricula
The Tier 3 Process
Using Data to Connect Students to Validated Supports

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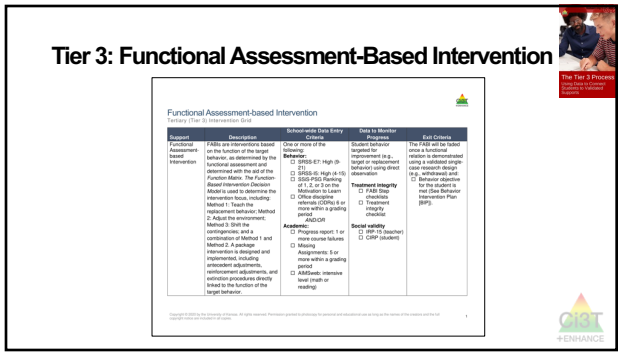
Tier 3: Functional Assessment-Based Intervention
Functional Assessment-based Intervention
Tertiary (Tier 3) Intervention Grid
Support
Description
School-wide Data Entry Criteria
Data to Monitor Progress
Exit Criteria
Functional Assessment-based Intervention
FABIs are interventions based on the function we've targeted behavior, as determined by the functional assessment process. determined with the aid of the Function Matrix. The Function-Based Intervention Decision Model is used to determine the intervention focus, including: 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 antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.
One or more of the following:
Behavior:
☐ SRSS-E7: High (9-21)
☐ SRSS-IS: High (4-15)
☐ Office discipline referrals (ODRs) of 1, 2, or 3 on the Motivation to Learn
☐ Office discipline referrals (ODRs) 6 or more within a grading period
☐ AND/OR
Academic:
☐ Progress report: 1 or more course failures
☐ Missing Assignments: 5 or more within a grading period
☐ AIMSweb: intensive level (math or reading)
Outcome behavior targeted for improvement (e.g., target or replacement behavior) using direct observation
Treatment integrity
☐ FABI Step checklists
☐ Treatment integrity checklist
Social validity
☐ IRP-15 (teacher)
☐ CIRP (student)
The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and the behavioral objective for the student is met (See Behavior Intervention Plan [BIP]).
The Tier 3 Process
Using Data to Connect Students to Validated Supports

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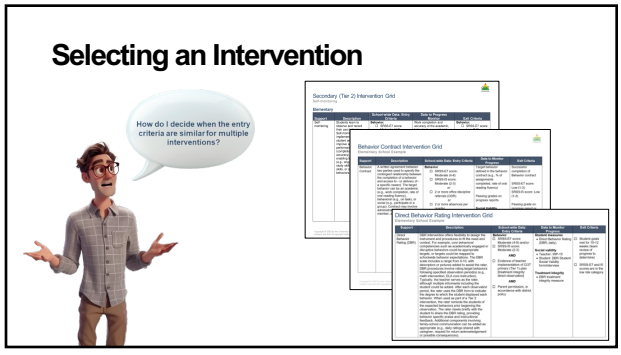
Selecting an Intervention
How do I decide when the entry criteria are similar for multiple interventions?
Secondary (Tier 2) Intervention Grid
Behavior Contract Intervention Grid
Direct Behavior Rating Intervention Grid

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Selecting an Intervention

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

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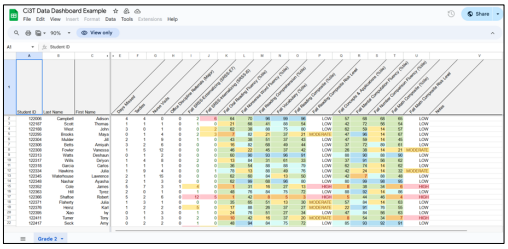
Let's Practice Together!



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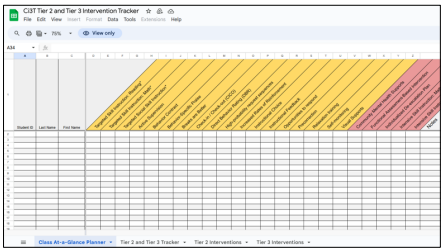
Document Decisions and Plan for Next Steps



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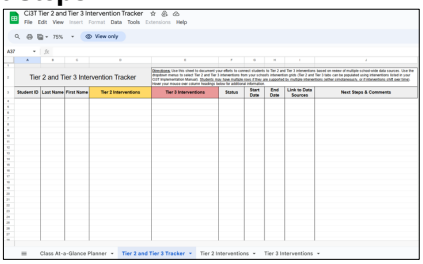
Document Decisions and Plan for Next Steps



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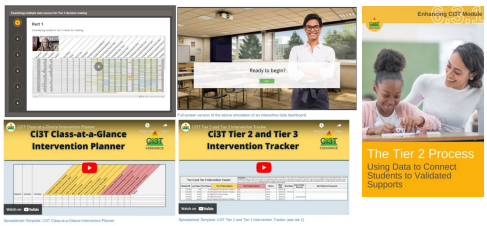
Module Connection!
The Tier 2 Process: Using Data to Connect Students to Validated Supports



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

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Ci3T +ENHANCE

Wrapping Up and Moving Forward

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Ci3T +ENHANCE

Wouldn't it be great if …

- ✓ How do we create this research-informed, data-informed integrated tiered system?
- ✓ How do we implement and evaluate the impact of Ci3T on student performance in our district?

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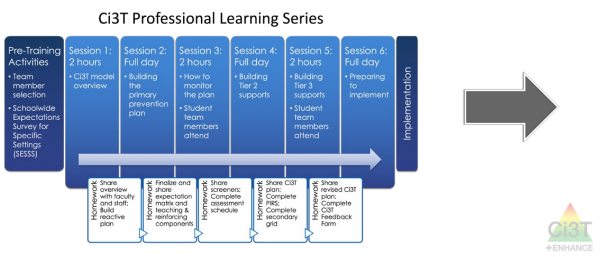
Ci3T Comprehensive Professional Learning Plan



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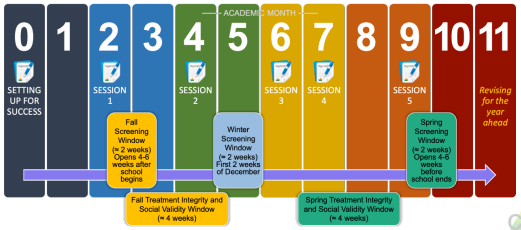
Ci3T Implementation Professional Learning Series



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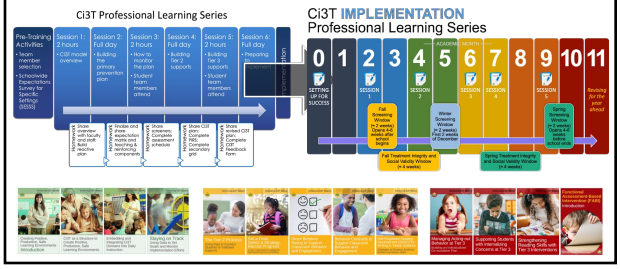
Ci3T Comprehensive Professional Learning Plan



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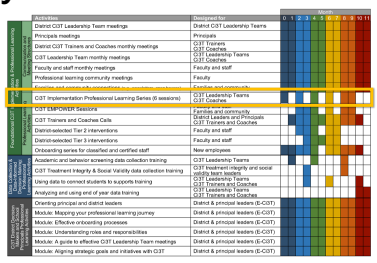
Enhanced Ci3T Implementation Series and Delivery



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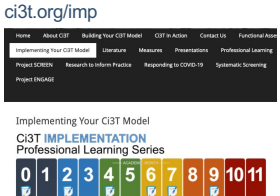
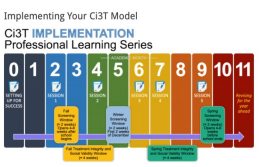
Accessing Professional Learning Materials

ci3t.org/imp





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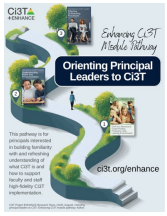
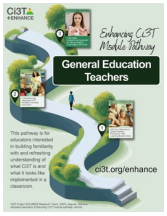
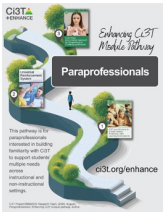
Module Pathways







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Project EMPOWER+

EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
CI3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Precorrection	January 21, 2026 (Wednesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Tuesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)	April 28, 2026 (Tuesday)

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Join us at future EMPOWER+ to learn more!

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

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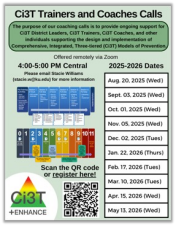
Ci3T Trainers and Coaches Calls



Ci3T Trainers and Coaches Calls Session	Date
Ci3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
Ci3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
Ci3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
Ci3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)

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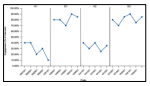
Knowledge, Application, Impact Points

Knowledge → Application → Impact



If you are in Kansas, you can earn 2 x PD points for application and 3 x for impact!
We are happy to review your materials before you upload!

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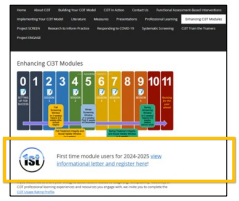
Enhancing Ci3T Modules



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