

Exploring Lessons Learned from Comprehensive, Integrated Approach to a Three-tiered (Ci3T)

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We invite you to visit ci3t.org/enhance to access modules and complete a one-time registration process!
*wait 10 minutes after registering to open modules



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

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The GaMTSS Journey



Goal: We have established GaMTSS



We will explore lessons learned from Ci3T inquiry



We will use lessons learned from Ci3T inquiry to scale up GaMTSS

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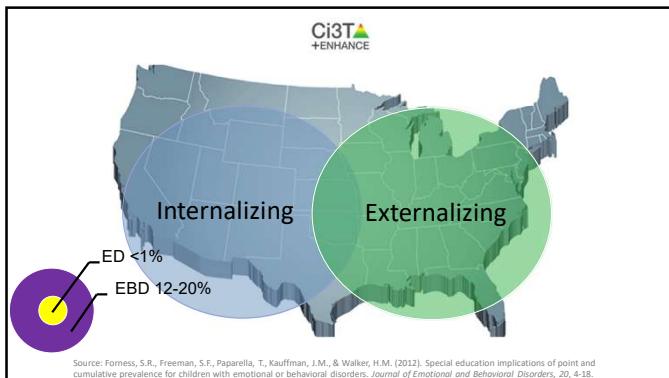


With sincere gratitude

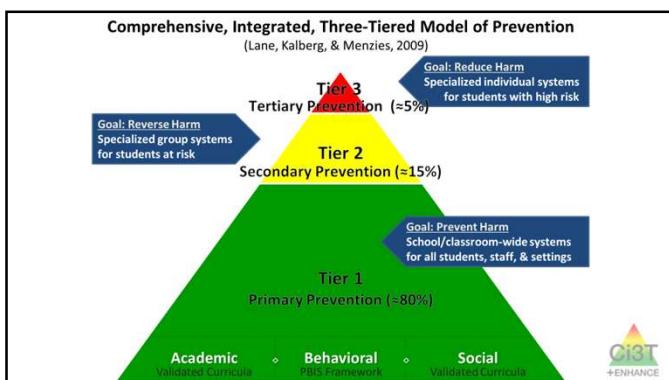
The Ci3T Journey

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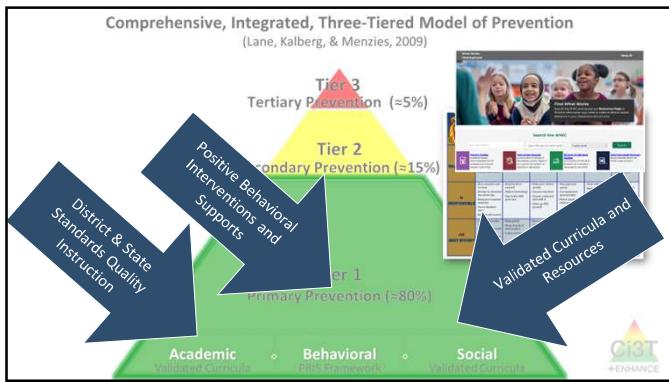
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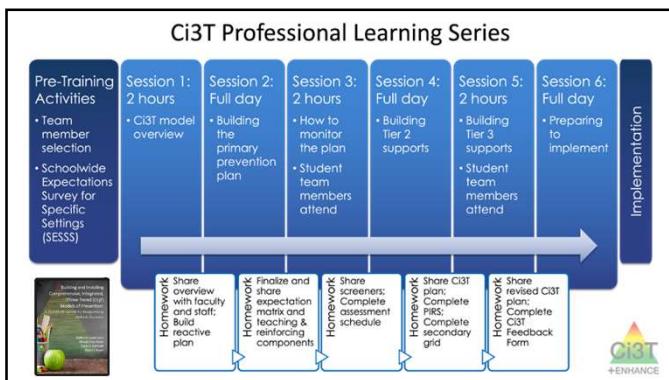
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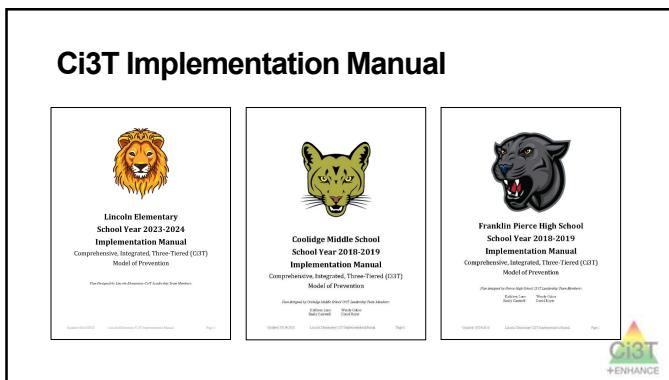
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School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School Wide Expectations	1. 2. 3. 4. 5.	
Area I: Academic Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: •	Students: •	Students: •
Area I: Academic Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs and/or district standards with fidelity: (1) List programs (2) (3) (4)	Faculty and Staff: Teach setting lessons according to school schedule: Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule)	Faculty and Staff: Teach core program(s) with fidelity: (1) List programs Number of Lessons How often How long • Conduct, report, and use screening and assessments (see Assessment Schedule)
Time (in minutes): • Conduct, report, and use screening and assessments (see Assessment Schedule)		

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The diagram illustrates the Essential Components of Primary (Tier 1) Prevention Efforts (1 of 2). It features a vertical flow of three main components: Social Validity, Treatment Integrity, and Systematic Universal Screening. Each component is represented by a blue box with a downward-pointing arrow indicating the flow from one to the next. To the left of the flow, there is a screenshot of a computer interface showing various data and reports, with a yellow box highlighting a specific section. To the right of the flow, there is a screenshot of a mobile application interface with a yellow box highlighting a specific section. The bottom right corner contains two URLs: ci3t.org/measures and ci3t.org/screening.

Essential Components of Primary (Tier 1) Prevention Efforts (1 of 2)

Social Validity

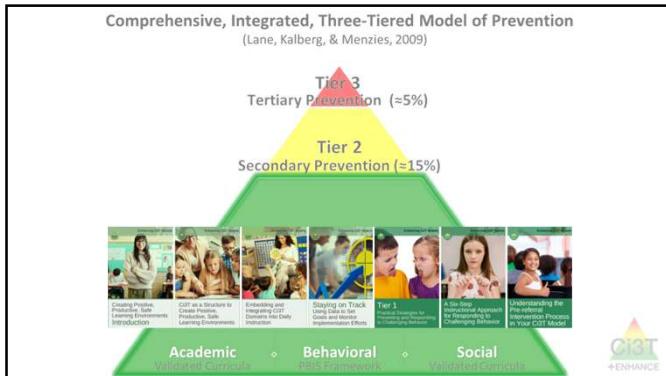
Treatment Integrity

Systematic Universal Screening

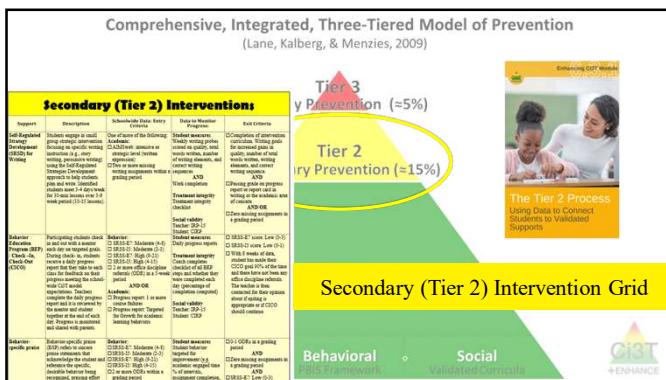
ci3t.org/measures

ci3t.org/screening

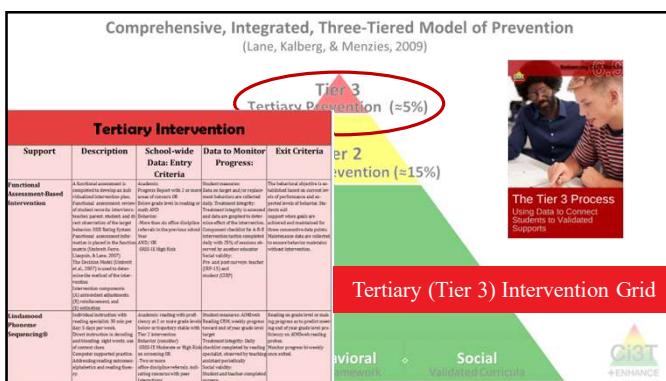
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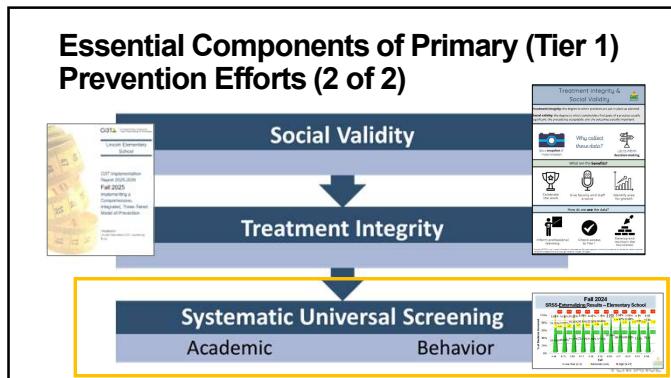
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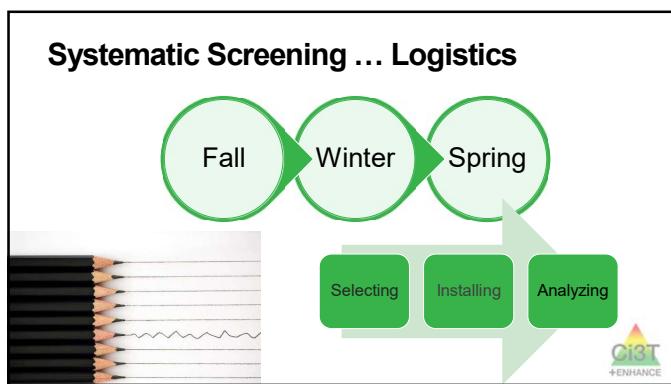
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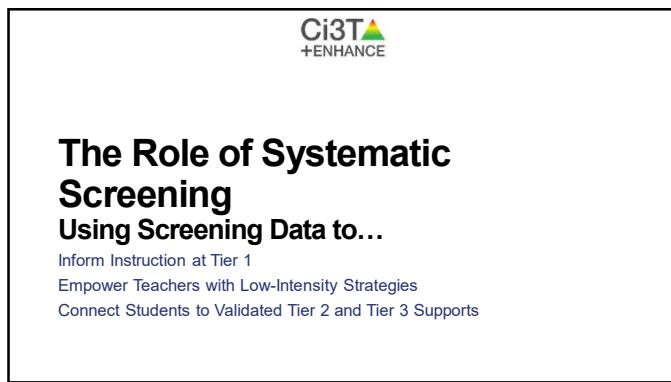
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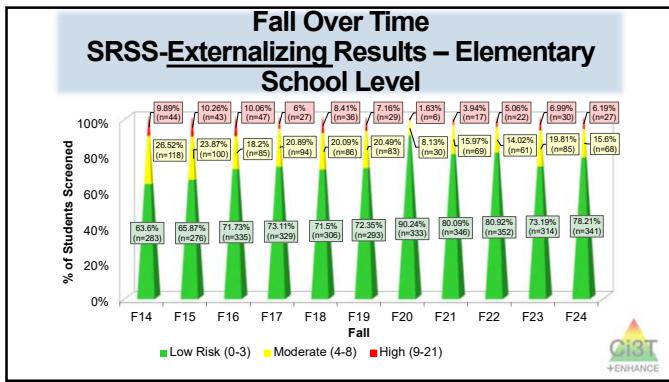
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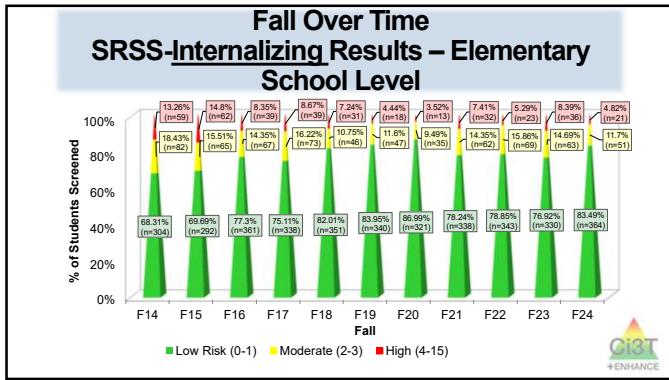
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Examining Academic and Behavioral Data

Teacher Name: B. Collins
 Date: December 2014

Student Name	Student ID	AIMsweb		SRSS-E7		Total	Days Absent
		AIMsweb Reading	AIMsweb Math	Behavior	Internalizing		
Alley, Allison	2310	1	1	1	1	0	0
Atwell, Monte	2013	1	1	0	0	0	0
Barker, Erin	2013	2	2	4	0	0	0
Booker, Abbie	2003	1	2	0	2	1	1
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Davis, Erin	2017	1	3	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	9	7
Justice, Jesse	2003	2	2	3	1	0	3
Ortiz, Kelly	2009	1	2	0	3	0	5
Reed, Jennifer	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	3	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blaire	2018	1	2	0	0	0	1
Wellingham, Jesper	2223	1	2	24	4	5	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.

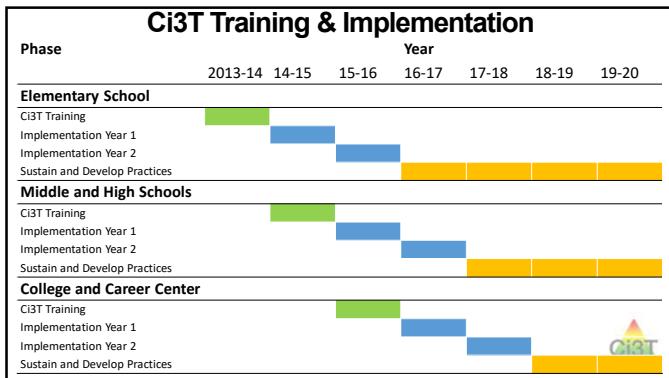
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<h1>Low-Intensity Teacher-Delivered Strategies</h1>	
Area I: Academics Responsibilities Faculty and Staff: <ul style="list-style-type: none"> Teach core programs according to district and state standards with integrity Use teacher-delivered, low-intensity strategies to support students' active engagement 	Area II: Behavior Responsibilities Faculty and Staff: <p>Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.</p> <ul style="list-style-type: none"> Teach all setting Expect the first week of school Expectations (monthly). Display and model school expectations in classroom other key settings. Implement the reactive p integrity.
Area III: Social Responsibilities Faculty and Staff: <p>Teach schoolwide social skills/ character education curricula with</p>	<p>COJL: Low-Intensity Teacher-Delivered Strategies</p> 

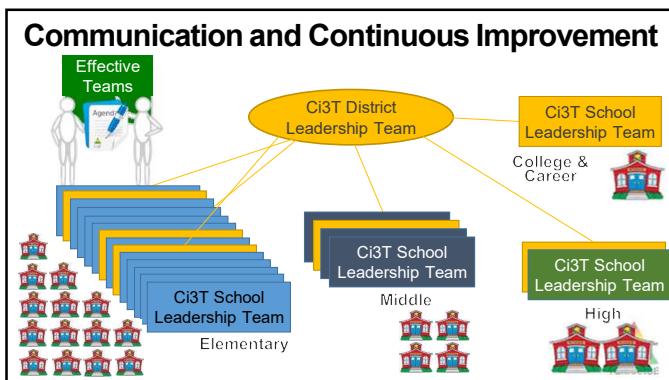
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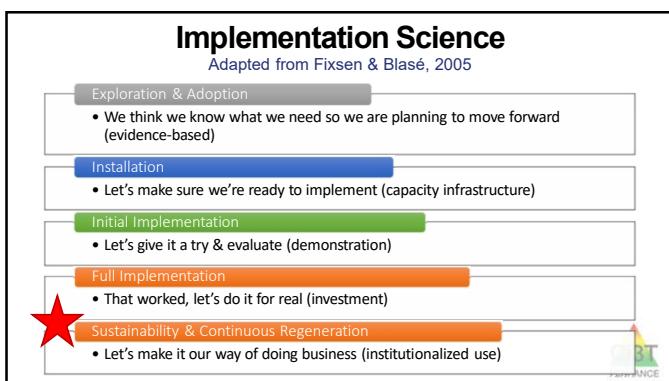
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Transparency, Access, & Collaboration

Benefits of Ci3T Models

		
Goal: We have established GaMTSS	We will explore lessons learned from Ci3T inquiry	We will use lessons learned from Ci3T inquiry to scale up GaMTSS
