

**A Comprehensive, Integrated Approach to a Three-tiered Prevention Model: Sharing Lessons Learned**

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February 5, 2026

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

 Comprehensive, Integrated, Three-Tiered Model of Prevention



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**Agenda**

Welcome & Introductions

**Wouldn't it be great if ...?**

A Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

**What does Ci3T look like in schools and classrooms?**

The Role of Systematic Screening

- Inform Instruction at Tier 1
- Empower Teachers with Low-Intensity Strategies
- Connect Students to Validated Tier 2 and Tier 3 Supports

**How do we continue to design, implement, evaluate, sustain, & innovate?**

Building on lessons learned from Ci3T inquiry



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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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## Wouldn't it be great if ...? A Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

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**With sincere gratitude**

**The Ci3T Journey**

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**Creating Positive, Productive Systems for All Students**

**Internalizing**  
ED <1%  
EBD 12-20%

**Externalizing**

Source: Formess, 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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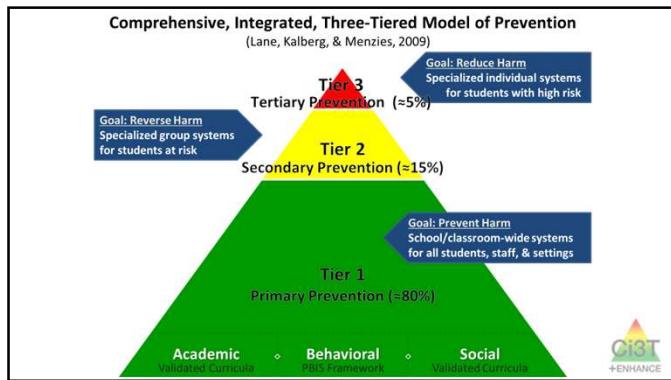


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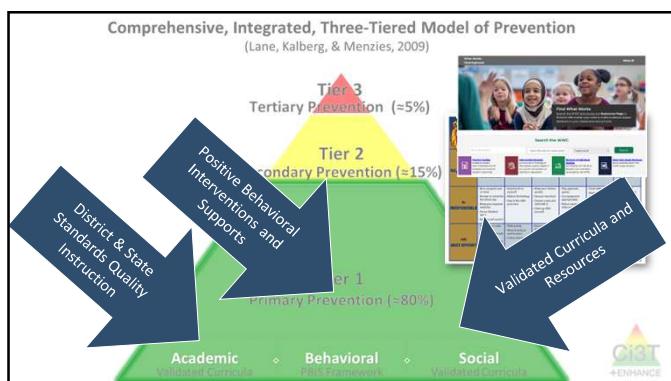
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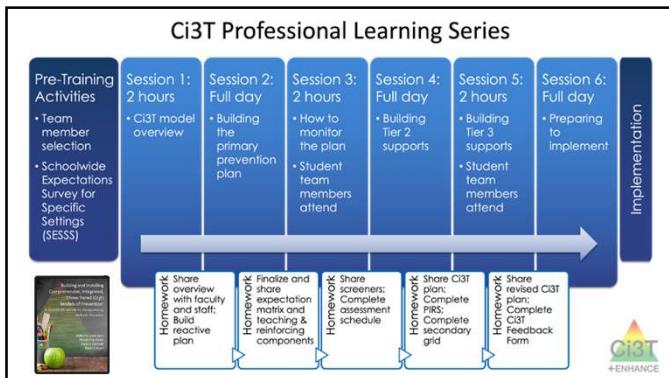
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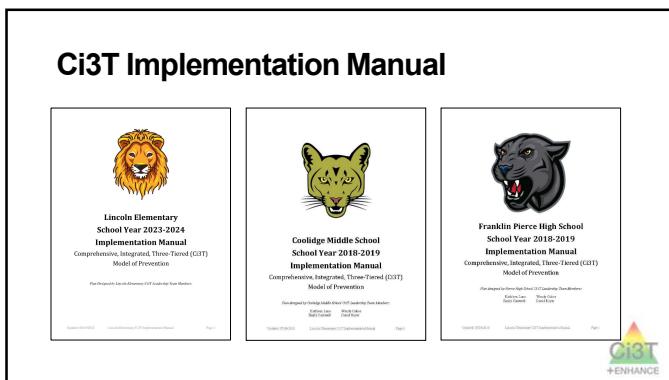
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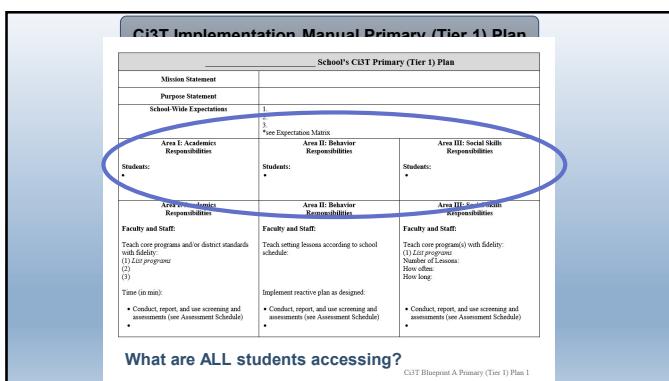
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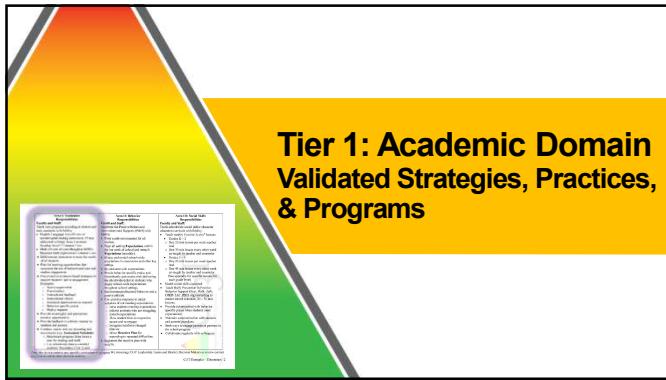
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# Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities - Academics



Florida Department of Education  
Implementation Manual

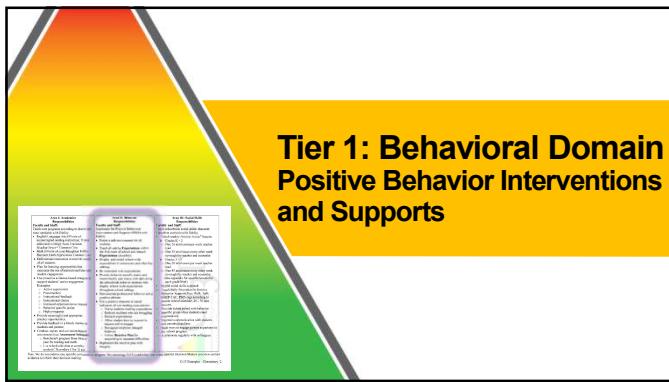
School's Ci3T Primary (Tier 1) Plan		
Mission Statement	School's Ci3T Primary (Tier 1) Plan	
Purpose Statement	School's Ci3T Primary (Tier 1) Plan	
School-Wide Expectations	School's Ci3T Primary (Tier 1) Plan	
Area I: Academics Responsibilities	School's Ci3T Primary (Tier 1) Plan	
Area II: Behavior Responsibilities	School's Ci3T Primary (Tier 1) Plan	
Area III: Social Skills Responsibilities	School's Ci3T Primary (Tier 1) Plan	
Students:	Students:	Students:
Faculty and Staff:	Faculty and Staff:	Faculty and Staff:
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs under district standards and teach for progress (21st Century) (G) (S) (T) (E) (as well as) • Conduct, report, and use screening and assessments (see Assessment Schedule)	Faculty and Staff: Teach using lessons according to school schedule • Implement instructional plan as designed • Conduct, report, and use screening and assessments (see Assessment Schedule)	Faculty and Staff: Teach core programs with fidelity • Model of Lesson • Model of Discourse • Model of Engagement • Model of Assessment • Conduct, report, and use screening and assessments (see Assessment Schedule)

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<h1>Academics (1 of 2)</h1>		
<p><b>Area I: Academics Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>Teach core programs according to district and state standards with integrity</li> <li>Use teacher-delivered, low-intensity strategies to support students' active engagement</li> </ul>	<p><b>Area II: Behavior Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <p>Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.</p> <ul style="list-style-type: none"> <li>Teach all setting Expectations within the first week of school and reteach Expectations (monthly)</li> <li>Display and model school-wide expectations in classrooms and other key settings.</li> <li>Implement the reactive plan with integrity.</li> </ul>	<p><b>Area III: Social Responsibilities</b></p> <p><b>Faculty and Staff:</b></p> <p>Teach schoolwide social skills/ character education curricula with integrity.</p> <ul style="list-style-type: none"> <li>Teach daily Second Step ® lessons (link to grade level instructional schedules)</li> <li>Seek ways to engage parents as partners in the school program</li> </ul>

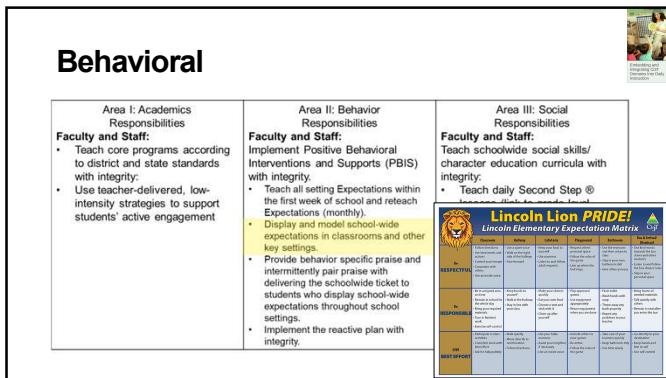
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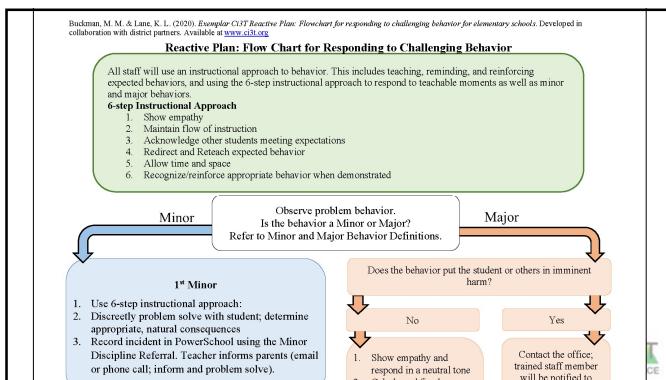


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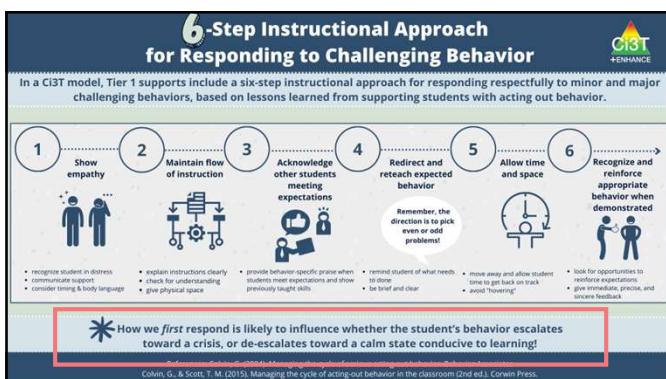
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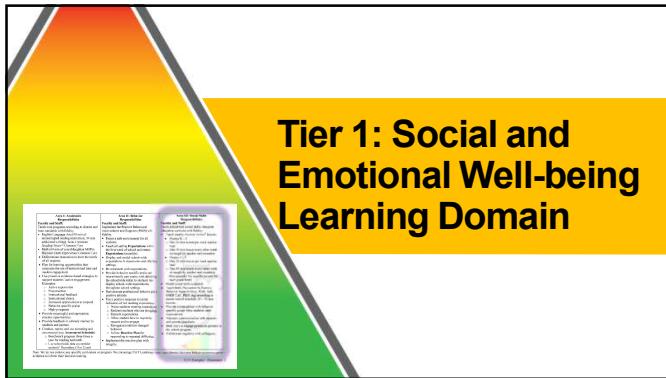
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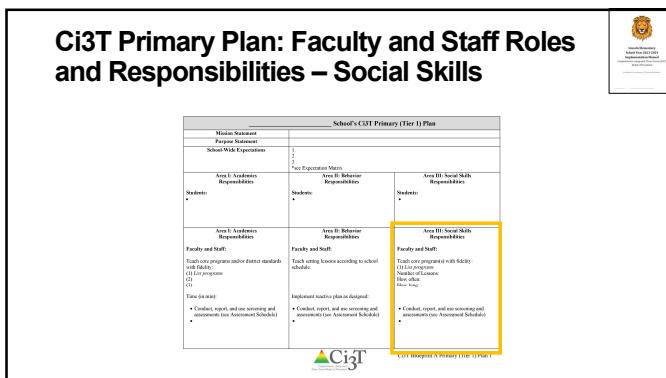
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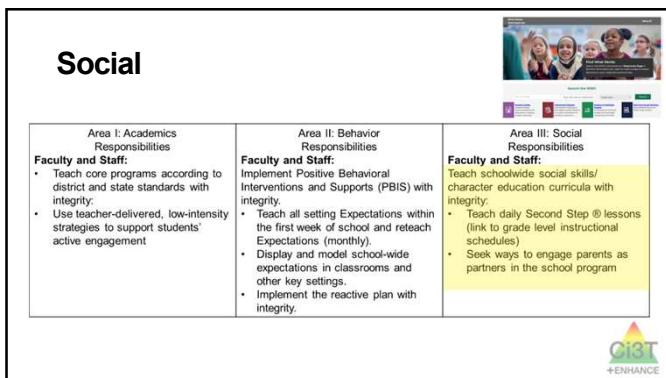
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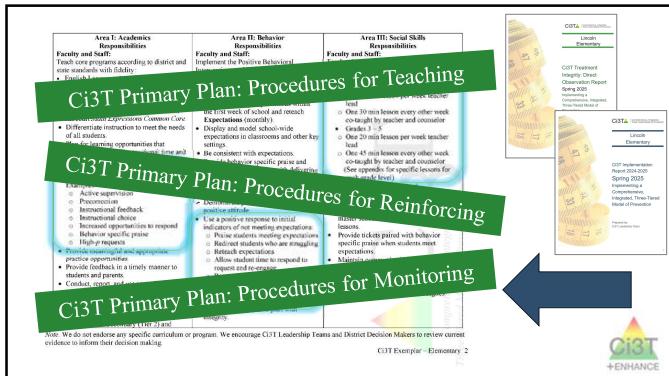
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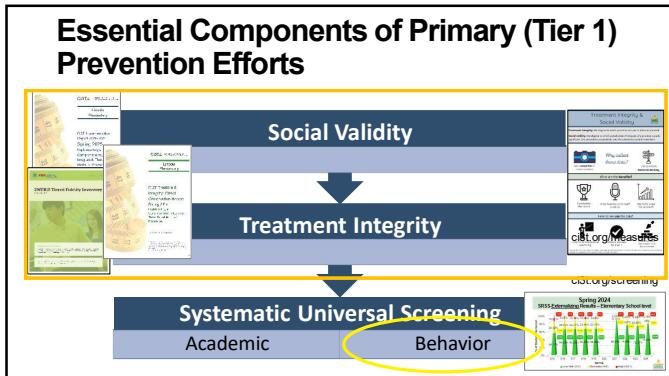
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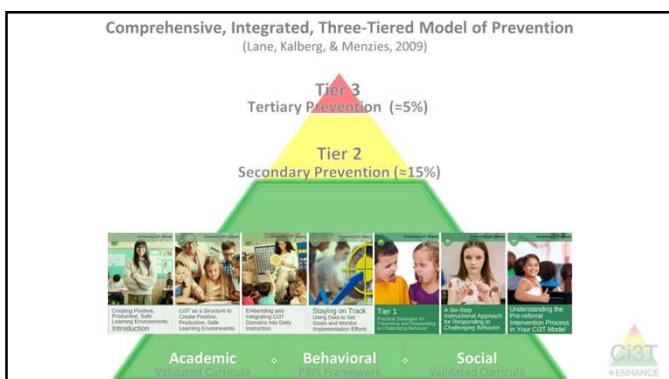
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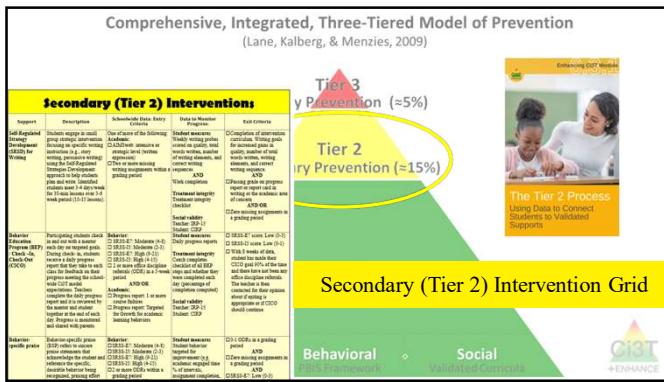
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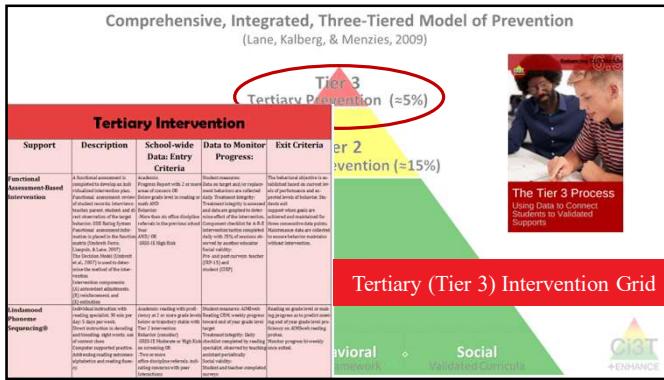
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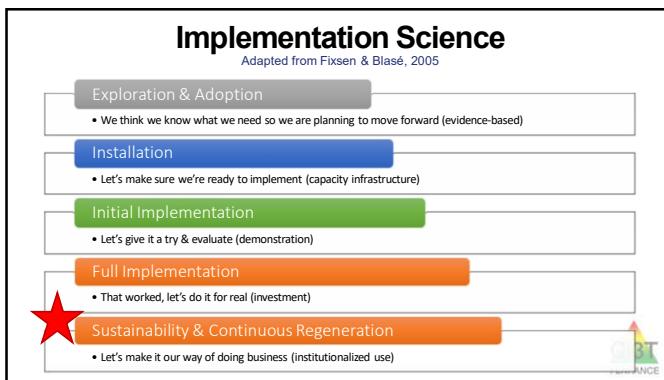
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## Transparency, Access, & Collaboration

Benefits of Ci3T Models

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**Let's Talk! What's your why?**

- What are the benefits of implementing GaMTSS?
- What is your “why” for continuing this process?
- What components are currently in place in your district?
- Where are your district’s areas for refinement?





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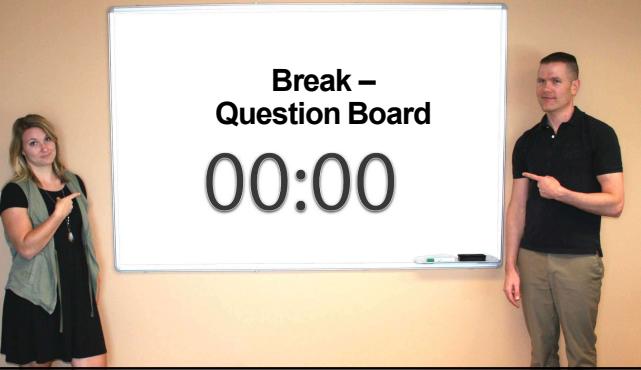
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**Break – Question Board**

00:00



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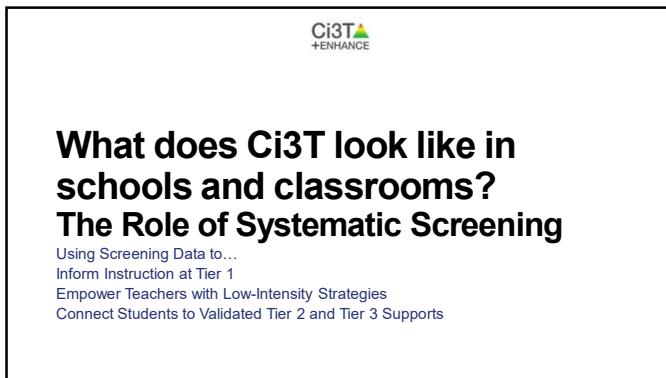
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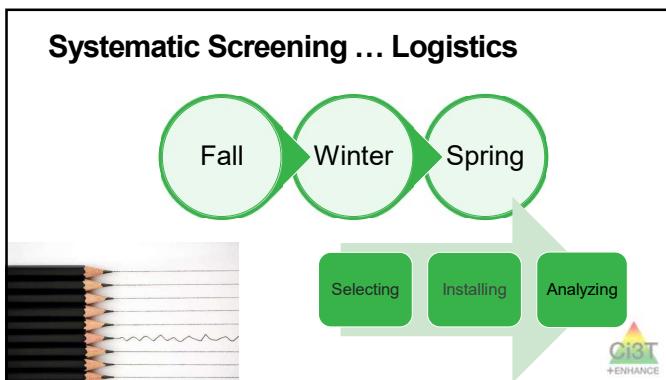
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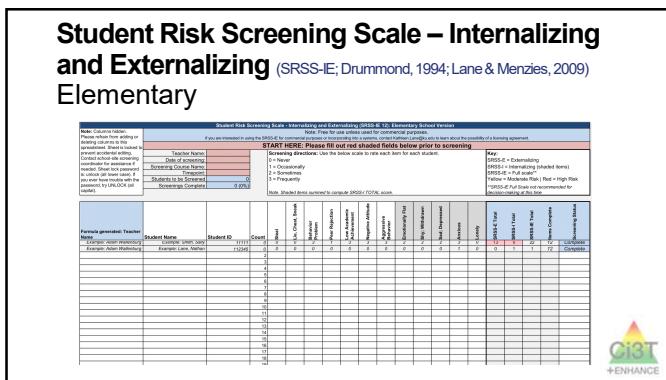
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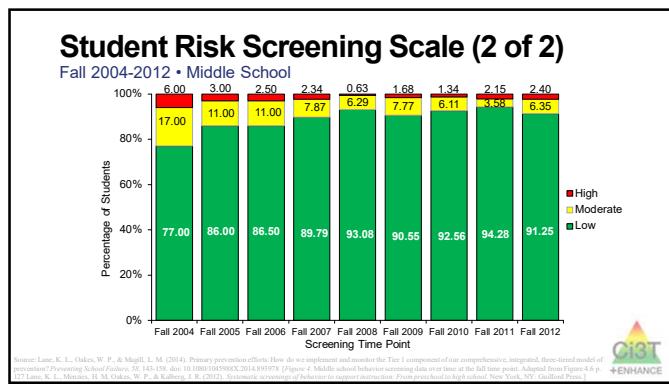


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**Middle School Behavior & Academic Characteristics of SRSS Risk Groups**

Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L < M < H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L < M < H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L > M, H M = H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L < M, H M = H

Lane, Parks, Kibbey, & Carter, 2007

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**Evaluation of the Factor Structure and Measurement Invariance of the SRSS-E**

Kathleen Lane, PhD, SCA-6, CP-LU, and Wendy Odeker, PhD

**Additional Evidence of Predictive Validity of SRSS-E Scores With Elementary Students**

Kathleen Lane, PhD, SCA-6, CP-LU, and Wendy Odeker, PhD

**New evidence of predictive validity of SRSS-E scores with middle and high school students**

Kathleen Lane, PhD, SCA-6, CP-LU, and Wendy Odeker, PhD

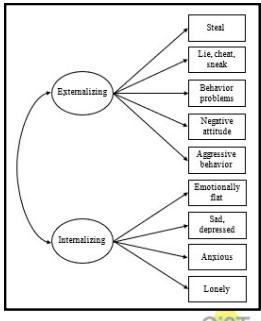
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## Measurement Invariance

Established strict invariance across groups & time suggesting the SRSS-IE functions in the same way:

- Male & Female
- White & Students of Color
- White & Black
- Hispanic & non-Hispanic
- Sped & non-Sped
- Overtime: Fall – Winter – Spring

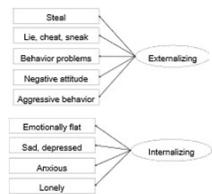


Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R., Chang, C., Jones, J., Cantwell, E., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education*, 45, 152-172. <https://doi.org/10.1177/07419325231301347>

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## Predictive Validity – Elementary School (1 of 2)

**24,535** students in grades K-6  
**64** schools in **4** geographic regions



Predictor	Outcome	Elementary School	
		SRSS-IE 9	SRSS-IE 12
Externalizing	ODRs		
	Suspensions		
	Nurse Visits		
	Reading		
	Math		
	Course Failures		
Internalizing	SPED Referrals		
	ODRs		
	Suspensions		0.0011
	Nurse Visits		
	Reading		
	Math		
	Course Failures		
	SPED Referrals		

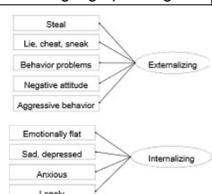
Green shading indicates the predictive relationship was statistically significant at  $p < .0001$ .

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024). Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*, 49(3), 189-204. <https://doi.org/10.1177/10987429231122890>

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## Predictive Validity – Elementary School (2 of 2)

**24,535** students in grades K-6  
**64** schools in **4** geographic regions

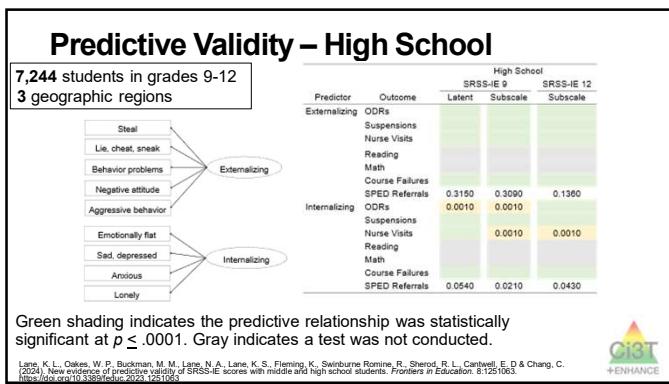


		Elementary School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
Internalizing	SPED Referrals			
	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			0.0011

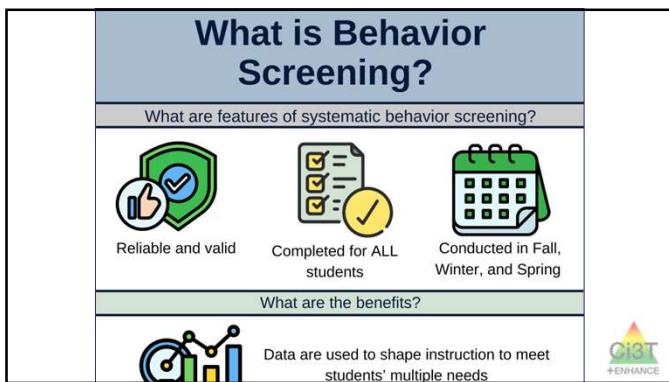
Green shading indicates the predictive relationship was statistically significant at  $p < .0001$ .

significant at  $p \leq .0001$ . Lane, K. L., Oakles, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024). Additional evidence of predictive validity of SRSS-II scores with elementary students. *Behavioral Disorders*, 49(3), 189-204.

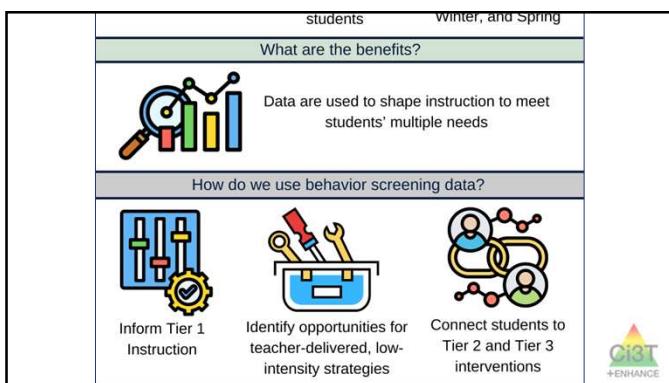
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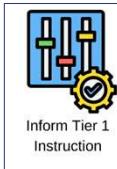
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## Using Academic and Behavior Screening Data

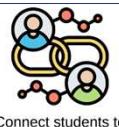
These academic and behavior screening data are then reviewed alongside other data collected as part of typical school practices (e.g., attendance, office discipline referrals, grades) to:



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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## Resources for screening: PBIS.org...




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## 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?

Download Word Doc




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# 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: [LDBase Projects](#)

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## Let's Talk! Initial Thoughts on Systematic Screening

- How do you currently screen for students' academic and behavioral performance?
- What are some of the potential benefits of systematic screening?
- What are some of the potential challenges of systematic screening?
- What questions do you have about systematic screening?



Goal: We have established GaMTSS



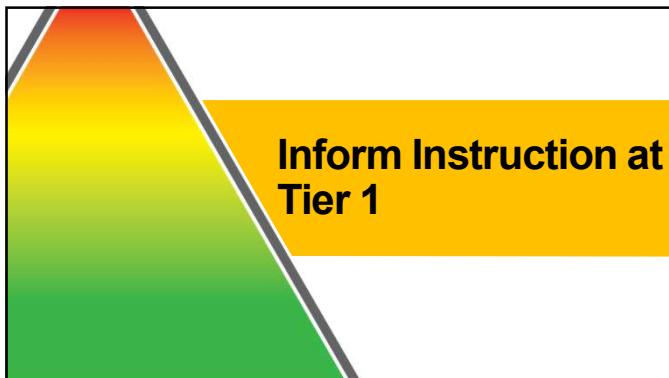
We will explore lessons learned from C3iT Inquiry



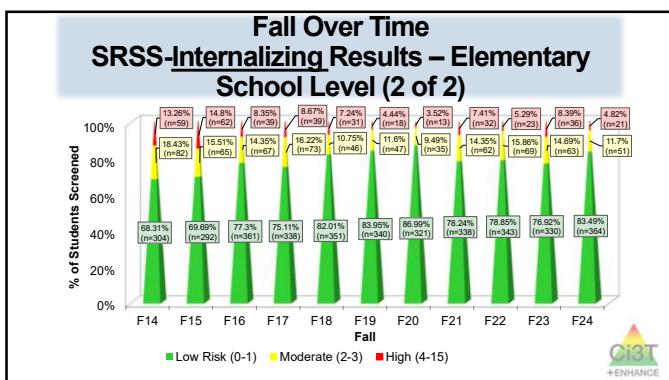
We will use lessons learned from C3iT Inquiry to scale up GaMTSS



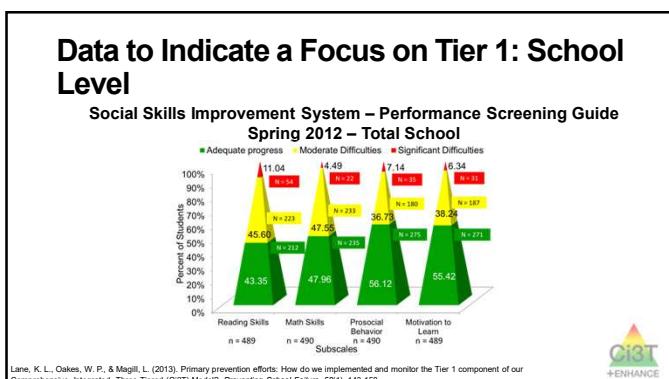
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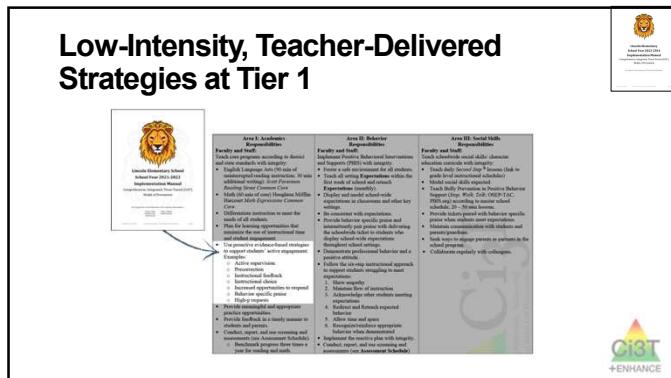
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Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (C3T) Model?. *Preventing School Failure*, 58(1), 143-158.

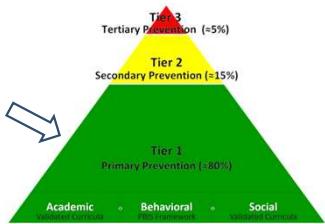
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## Low-Intensity, Teacher-Delivered Strategies at Tier 1



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Ci3T Integrated Lesson Planning

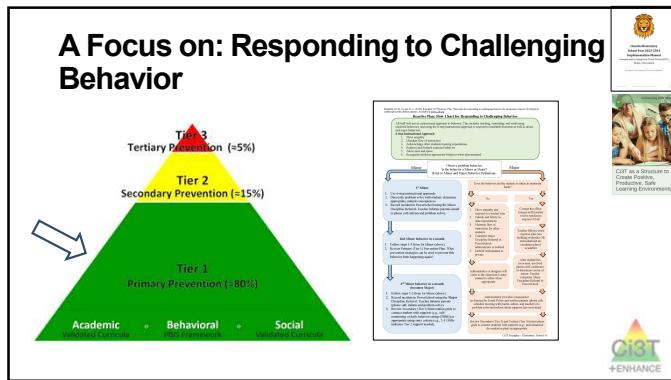


Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). Ci3T integrated lessons plan template. [www.ci3t.org](http://www.ci3t.org)

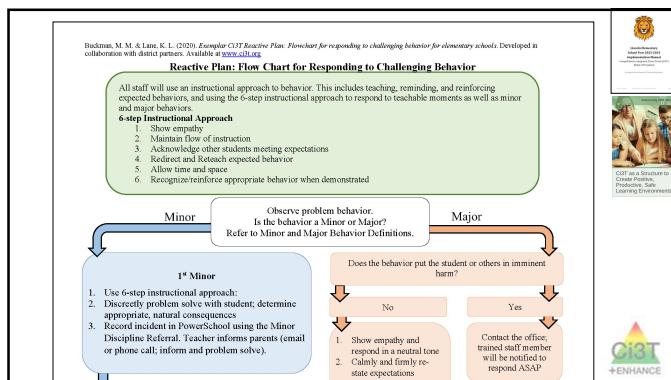
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Date:		Class:										Unit:			
Integrated Lesson Plan															
Topic												Active Supervision			
Standards												Subject-Specific Practice			
												Highly Required-Source			
												Instructional Choice			
												Instructional Feedback			
												Opportunities to Respond			
												Pre-correction			
Core Lesson Elements		Tier 1 (for all)										Equitable Access and Inclusion			
Academic Objective(s)												Differentiated Objectives			
Social Skills Objective(s)															
Behavioral Expectation(s)															
Teacher Reflection															
Implementation: (front or all, 1-stimmed, 2-partial, 3-full)															
Active Supervision (AS)		Behavior Specific Practice (BSP)		High-P Request Sequence (HRS)		Instructional Choice (IC)		Instructional Feedback		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 academics, social skill, and behavioral supports.															
What went well?															
What did not go as expected?															
What would I change in the future?															

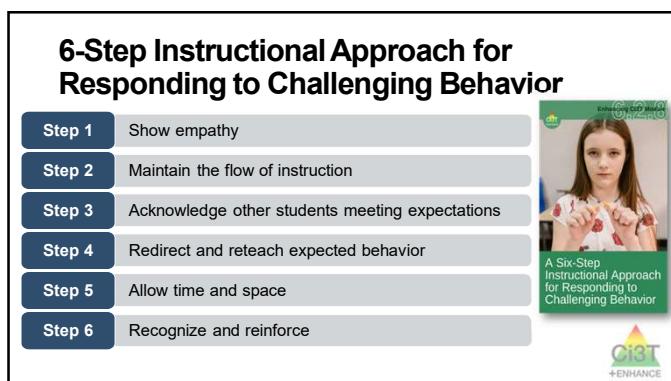
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Examining Academic and Behavioral Data

Teacher Name: B. Collins Date: December 2014

Student Name	Student ID	AIMsweb		SRSS-E7		Total Days	Absent
		Reading	Math	Behavior	Internalizing		
		1 Average or Above	0-3 Liter	0-3 Moderate	0-3 High		
Alley, Allison	2310	1	1	1	0	0	0
Atwell, Monte	2013	1	1	0	0	0	0
Barker, Ethan	2013	2	2	4	0	3	0
Booker, Abbie	2003	1	2	0	2	1	1
Cartwright, 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, OTam	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
Parikh, Aneeqa	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
Wellingdon, Jesped	2223	1	2	24	2	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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## Reviewing Multiple Sources of Data in an Integrated Way

Student ID	Last Name	First Name	Attendance			Behavior Screening			Academic Screening		
			Present	Absent	Excused	On Task	Off Task	On Task	Off Task	On Task	Off Task
123456	Campbell	Adam	4	1	0	5	2	70	20	80	10
123457	Scott	Sarah	4	1	0	5	2	68	47	89	16
123458	White	James	4	1	0	5	2	65	44	86	14
123459	Smith	Victoria	4	1	0	5	2	62	31	77	13
123460	Johnson	David	4	1	0	5	2	59	28	74	12
123461	Green	Carrie	4	1	0	5	2	56	26	72	14
123462	Wilson	John	4	1	0	5	2	54	24	70	16
123463	Anderson	Alyssa	4	1	0	5	2	52	22	68	18
123464	Nash	Michael	4	1	0	5	2	50	19	65	21
123465	Allen	Sam	4	1	0	5	2	48	17	62	23
123466	Smith	Tyler	4	1	0	5	2	46	15	59	25
123467	Wright	Patricia	2	6	1	5	2	44	13	57	27
123468	Miller	James	4	1	0	5	2	42	11	55	29
123469	Evans	Sarah	4	1	0	5	2	40	9	53	31
123470	Johnson	David	4	1	0	5	2	38	7	50	33
123471	Turner	Sam	4	1	0	5	2	36	5	48	35
123472	White	James	4	1	0	5	2	34	3	46	37
123473	Anderson	Alyssa	4	1	0	5	2	32	1	44	39
123474	Green	Carrie	4	1	0	5	2	30	0	42	41
123475	Wilson	John	4	1	0	5	2	28	0	40	43
123476	Allen	Sam	4	1	0	5	2	26	0	38	45
123477	Nash	Michael	4	1	0	5	2	24	0	36	47
123478	Evans	Sarah	4	1	0	5	2	22	0	34	49
123479	Wright	Patricia	4	1	0	5	2	20	0	32	51
123480	Miller	James	4	1	0	5	2	18	0	30	53
123481	Johnson	Alex	4	1	0	5	2	16	0	28	55
123482	Turner	Sam	4	1	0	5	2	14	0	26	57
123483	White	James	4	1	0	5	2	12	0	24	59
123484	Anderson	Alyssa	4	1	0	5	2	10	0	22	61
123485	Green	Carrie	4	1	0	5	2	8	0	20	63
123486	Wilson	John	4	1	0	5	2	6	0	18	65
123487	Allen	Sam	4	1	0	5	2	4	0	16	67
123488	Nash	Michael	4	1	0	5	2	2	0	14	69
123489	Evans	Sarah	4	1	0	5	2	0	0	12	71
123490	Wright	Patricia	4	1	0	5	2	0	0	10	73
123491	Miller	James	4	1	0	5	2	0	0	8	75
123492	Johnson	Alex	4	1	0	5	2	0	0	6	77
123493	Turner	Sam	4	1	0	5	2	0	0	4	79
123494	White	James	4	1	0	5	2	0	0	2	81
123495	Anderson	Alyssa	4	1	0	5	2	0	0	0	83
123496	Green	Carrie	4	1	0	5	2	0	0	0	85
123497	Wilson	John	4	1	0	5	2	0	0	0	87
123498	Allen	Sam	4	1	0	5	2	0	0	0	89
123499	Nash	Michael	4	1	0	5	2	0	0	0	91
123400	Evans	Sarah	4	1	0	5	2	0	0	0	93
123401	Wright	Patricia	4	1	0	5	2	0	0	0	95
123402	Miller	James	4	1	0	5	2	0	0	0	97
123403	Johnson	Alex	4	1	0	5	2	0	0	0	99
123404	Turner	Sam	4	1	0	5	2	0	0	0	100

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## **Low-Intensity Teacher-Delivered Strategies**

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

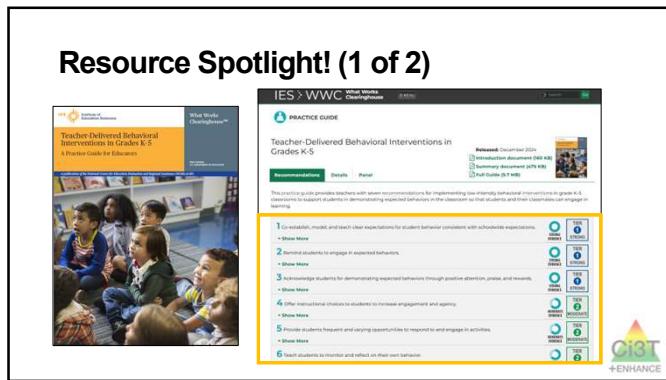
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Low-Intensity Strategies	
Active Supervision	
Behavior-Specific Praise	
High-P Request Sequence	
Instructional Choice	<p><b>Instructional Choice</b></p> <p>Offering students opportunities to make choices throughout the instructional day.</p> <p>Teachers offer students two or more options, allow each student to independently make their choice, and the student is provided with the selected option.</p>
Instructional Feedback	
Opportunities to Respond	
Precorrection	

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Low-Intensity Strategy	Franklin High School On-Site Expert
<p><b>Behavior-Specific Praise:</b> Identifying the specific expectation the student met.</p> <ul style="list-style-type: none"> <li>○ “Niamá, I noticed you outlined your paper and used the graphic organizer to draft your essay. Well done!”</li> <li>○ “Justice, thank you for pushing in your chair to keep the walkway safe.”</li> </ul>	<ul style="list-style-type: none"> <li>• Eric Common, Behavior Specialist</li> <li>• Mark Buckman, Special Education</li> <li>• Grant Allen, Parent Volunteer</li> <li>• Paloma Pérez-Clark, School Psychologist</li> </ul>
<p><b>Opportunities to Respond:</b> Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol.</p> <ul style="list-style-type: none"> <li>○ “Show me thumbs or thumbs down if...”</li> <li>○ “Show me on your white board what...”</li> <li>○ “Turn to your elbow partner and say...”</li> <li>○ “All together now, what is...”</li> </ul>	<ul style="list-style-type: none"> <li>• David Royer, Administration</li> <li>• Emily Cantwell, 12<sup>th</sup> Grade</li> <li>• Scarlett Lane, 11<sup>th</sup> Grade</li> <li>• Mallory Messenger, Counselor</li> </ul>
<p><b>Instructional Choice:</b> Providing within-task or between task choices to increase academic engaged time and motivation.</p>	
<ul style="list-style-type: none"> <li>○ “Ronaldo, our of our 3 learning objectives today, which would you like to work on first?”</li> <li>○ “Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?”</li> </ul>	<ul style="list-style-type: none"> <li>• Abbie Jenkins, 10<sup>th</sup> Grade</li> <li>• Scarlett Lane, 11<sup>th</sup> Grade</li> <li>• José Sousa, PE</li> <li>• Liane Johi, 9<sup>th</sup> Grade</li> </ul>

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## Let's Talk! Initial Thoughts on Low-Intensity Strategies

- Which low-intensity strategies do you currently prioritize?
- How do you currently provide professional learning for educators on low-intensity strategies?

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



Goal: We have established GaMTSS



We will explore lessons learned from Ci3T Inquiry

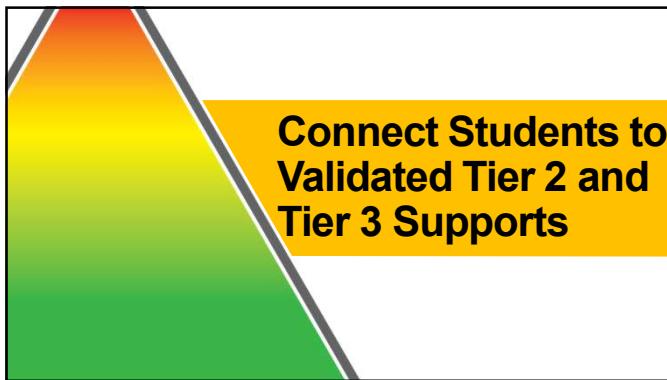


We will use lessons learned from Ci3T Inquiry to scale up GaMTSS

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



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**Comprehensive, Integrated, Three-Tiered Model of Prevention  
Clarifying Tier 2 Supports**

**Language Matters**  
How do we talk about students in need of Tier 2 supports?

**Various Locations**  
Where do we provide Tier 2 supports to students?

**Supports vs. People**  
Is Tier 2 the support? Or the person who provides it?

**Clarifying 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.  
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.

**Q3T +ENHANCE**

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**Supports vs. People**  
Is Tier 2 the support? Or the person who provides it?

**Supports are Integrated**  
What is available to students in need of Tier 2 supports?

**Clarifying Tier 2 Supports**  
to be sent out of the classroom to receive a Tier 2 support.  
Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.

**Q3T +ENHANCE**

For more information, please visit [q3t.org](http://q3t.org)

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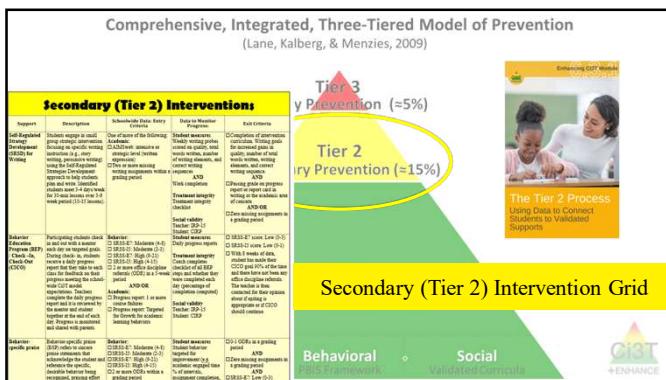
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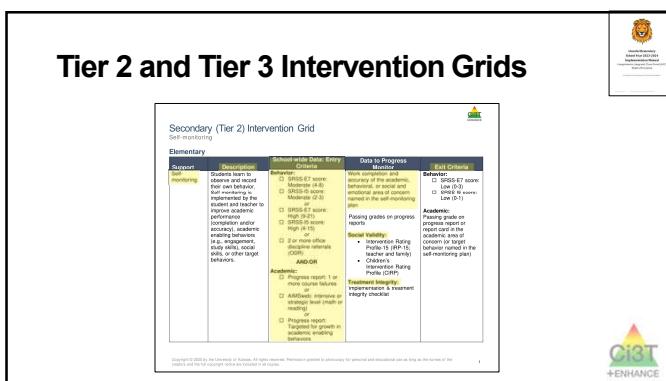
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Secondary Order Intervention Grid for Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/accuracy), academic behavior, or other target behavior.	<p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS-E7 score: High (9-21)</li> <li>or</li> <li><input type="checkbox"/> 2 or more office discipline referrals (ODR)</li> <li>or</li> <li><input type="checkbox"/> Skyward: 2 or more missing assignments</li> </ul> <p><b>AND/ OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report card: 1 or more course failures</li> <li>or</li> <li><input type="checkbox"/> AIMsweb: intensive or strategic level (math or reading)</li> <li>or</li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<p>Work completion and accuracy of the academic behavior of concern (or target behavior named in the self-monitoring plan)</p> <p>Passing grades on progress reports</p> <p><b>Social Validity:</b> Teacher: IRP-15 Student: CIRP</p> <p><b>Treatment Integrity:</b> Implementation &amp; treatment integrity checklist</p>	<p>SRSS-E7 score: Low (1-3)</p> <p>Passing grade on progress report or report card in the academic behavior of concern (or target behavior named in the self-monitoring plan)</p>

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+ENHANCE

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School-wide Data: Entry Criteria

**Behavior:**

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

Student Name

	Strategic Reading	Adaptive Math	SRSS-E7	Skills 40	Other Disciplinary Referrals	Attendance	Teacher
111112,Brown, Mike	1	1	1	1	1	1	1
111112,Cole, James	1	2	3	2	1	1	1
111112,Davis, Ben	1	1	1	1	0	1	1
111112,Ford, Lucy	1	1	1	1	0	1	1
111112,Harvey, Julia	0	1	1	1	1	1	1
111112,Holmes, Sam	1	2	3	2	1	1	1
111112,Johnson, Jimmy	1	2	3	2	1	1	1
111112,King, Lauren	1	2	3	2	1	1	1
111112,Mate, Cedar	0	2	11	1	1	1	1
111112,Martinez, Karl	1	1	2	0	0	1	1
111112,Lane, Sam	1	1	2	0	0	1	1
111112,Luck, Brad	1	1	14	1	1	1	1
111112,Martinez, Sam	1	1	1	1	1	1	1
111112,Matler, Jill	1	2	3	2	1	1	1
111112,McCormick, Troy	1	2	3	2	1	1	1
111112,Shaw, Robert	1	2	3	2	0	1	1
111112,Smith, David	1	1	1	0	0	1	1
111112,Stevens, Lauren	1	1	2	1	0	1	1
111112,Waterhouse, Lawrence	1	1	0	1	0	1	1
111112,Wade, Troy	1	0	1	0	0	1	1

**Ci3T**  
+ENHANCE

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School-wide Data: Entry Criteria

**Behavior:**

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

Student ID Student Name

	Strategic Reading	Adaptive Math	SRSS-E7	Skills 40	Other Disciplinary Referrals	Attendance	Teacher
11120,Henry, Karl	2	1	6	1	0	1	1

**Ci3T**  
+ENHANCE

**Other Tier 2 Options**

- Behavior Contract
- Behavior-Specific Praise
- Prerection
- Instructional Choice

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Elementary Secondary (Tier 2) Intervention Grid			
Support	Description	Data & Monitoring Progress	Exit Criteria
• Supports • Recognizes • Relaxes • Rests • Revises • Recycles • (EXCAGE)	<p>• This intervention is a 10-week intervention package. The intervention occurs on an educated-and-small group (3 students). The intervention is delivered in three phases. Phase 1: 3 weeks of Recognition. Phase 2: 3 weeks of Relaxation. Phase 3: 4 weeks of Revision. The course consists of 15 lessons of 20-30 min each (Phase 1 instruction).</p> <p>• Students will learn how to identify and manage feelings related to being anxious—a key component of anxiety.</p> <p>• Relax: Students learn relaxation strategies to support self-regulation. Students learn how to use relaxation strategies, self-talk, and paced breathing.</p> <p>• Recognize: Students learn to monitor their thoughts and feelings using anxiety self-assessments and engage in activities to identify and understand anxiety.</p> <p>• Rest: Students learn how to self-monitor and self-regulate monitoring. Students work with their teacher to review how things are going, gain clarity, and receive feedback on their progress and interests.</p> <p>• Revise: Students learn how to self-monitor and self-regulate monitoring if feelings are elevated or absent from school lessons.</p>	<p>• Student Data Entry Criteria</p> <p>□ EASIS-5 score: Moderate (2-3) or High (4-5)</p> <p>□ HRR-5 score: Moderate (2-3) or High (4-5)</p> <p>• Attendance</p> <p>□ Students attend at least 5 days a week in the first 3 weeks of the intervention.</p> <p>□ Students attend at least 5 days a week in the final 2 weeks of the intervention.</p> <p>• Grade Level</p> <p>□ 3rd-5th grade</p> <p>▪ Students with co-morbid conditions (e.g., eliminating risk factors for anxiety, high risk for anxiety, etc.) may also be considered for participation in this intervention.</p>	<p>• Data &amp; Monitoring Progress</p> <p>• Use of selected intervention progress and level of engagement measures to evaluate implementation.</p> <p>▪ HRR-5</p> <p>▪ RER</p> <p>• RER aims to measure engagement in treatment behaviors.</p> <p>▪ Rating Sheet to measure engagement (feelings, engagement, motivation, and strategies)</p> <p>• Student Data</p> <p>▪ EASIS-5</p> <p>▪ HRR-5</p> <p>▪ Student CRR</p> <p>▪ RER</p> <p>• Demonstrate evidence of engagement (great attendance, great engagement, great motivation, great strategies)</p> <p>• Behavior Validity</p> <p>▪ EASIS-5 score: 15</p> <p>▪ Student CRR</p> <p>▪ RER</p> <p>• Increased Engagement</p> <p>▪ Evidence of increased engagement (great attendance, great engagement, great motivation, great strategies)</p>
• The teacher uses a self-monitoring form for the student to use, and sets a time of day (RTI5 Rating Periods) for the student to self-monitor and self-regulate (using the Record). Teacher collects data to monitor progress throughout the intervention using Direct Behavior Rating.			

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Recognize, Relax, Record, an intervention package for students struggling with anxiety

Marker Tools | Notes | Offline

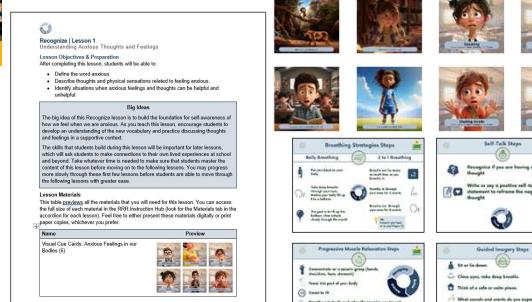
Recognize. Relax. Record.

## 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)

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This page contains a variety of resources for the "Anxious Feelings" lesson. It includes a preview of the lesson, a table of contents, and several sample pages from the lesson plan.

**Lesson Preview**

**Table of Contents**

**Lesson 1: Recognize Anxious Feelings**

**Lesson Objectives & Progressions:**

After completing this lesson, students will be able to:

- Define the word anxiety.
- Identify situations where anxiety, hedgehog, and haggle can be helpful and unhelpful.

**Big Ideas:**

The goal of this introductory lesson is to teach the students the difference of how they feel when they are anxious and when they are not. This lesson emphasizes students' development of understanding of the new vocabulary and practice discussing thoughts and feelings.

The skills that students build during this lesson will be applied to future lessons. Students will learn how to identify when they are feeling anxious and how to respond and beyond. Take whatever time is needed to make sure students master the concepts and vocabulary. If students are not fully grasping the concepts, you may need to go back through the lesson before students are able to move through the rest of the lessons in this unit.

**Lesson Materials:**

This table provides all the materials that you will need for this lesson. You can access the materials by clicking the links in the table. If you are unable to access the links, you can contact the vendor for each tool. Feel free to use other resources from materials, digital, or print sources, especially if you have them.

Material	Preview
Visual One-Card: Anxious Feelings in our Bodies (5)	

**Lesson 2: Recognize the Difference Between Anxiety, Hedgehog, and Haggle**

**Lesson Objectives & Progressions:**

After completing this lesson, students will be able to:

- Define the words hedgehog and haggle.
- Identify situations where anxious, hedgehog, and haggle can be helpful and unhelpful.

**Big Ideas:**

The goal of this introductory lesson is to teach the students the difference of how they feel when they are anxious and when they are not. This lesson emphasizes students' development of understanding of the new vocabulary and practice discussing thoughts and feelings.

The skills that students build during this lesson will be applied to future lessons. Students will learn how to identify when they are feeling anxious and how to respond and beyond. Take whatever time is needed to make sure students master the concepts and vocabulary. If students are not fully grasping the concepts, you may need to go back through the lesson before students are able to move through the rest of the lessons in this unit.

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Material	Preview
Visual One-Card: Anxious Feelings in our Bodies (5)	

**Lesson 3: Self-Pacify**

**Lesson Objectives & Progressions:**

After completing this lesson, students will be able to:

- Recognize if you are having a negative thought.
- Write an action plan to reduce the negative thought.

**Big Ideas:**

The goal of this introductory lesson is to teach the students the difference of how they feel when they are anxious and when they are not. This lesson emphasizes students' development of understanding of the new vocabulary and practice discussing thoughts and feelings.

The skills that students build during this lesson will be applied to future lessons. Students will learn how to identify when they are feeling anxious and how to respond and beyond. Take whatever time is needed to make sure students master the concepts and vocabulary. If students are not fully grasping the concepts, you may need to go back through the lesson before students are able to move through the rest of the lessons in this unit.

**Lesson Materials:**

This table provides all the materials that you will need for this lesson. You can access the materials by clicking the links in the table. If you are unable to access the links, you can contact the vendor for each tool. Feel free to use other resources from materials, digital, or print sources, especially if you have them.

Material	Preview
Progressive Muscle Relaxation Script	

**Lesson 4: Guided Imagery**

**Lesson Objectives & Progressions:**

After completing this lesson, students will be able to:

- Describe a peaceful place.
- Relax their body.
- Focus on a safe or calm place.
- Identify the part of the body you are concentrating on.
- Repeat these images with another body part.

**Big Ideas:**

The goal of this introductory lesson is to teach the students the difference of how they feel when they are anxious and when they are not. This lesson emphasizes students' development of understanding of the new vocabulary and practice discussing thoughts and feelings.

The skills that students build during this lesson will be applied to future lessons. Students will learn how to identify when they are feeling anxious and how to respond and beyond. Take whatever time is needed to make sure students master the concepts and vocabulary. If students are not fully grasping the concepts, you may need to go back through the lesson before students are able to move through the rest of the lessons in this unit.

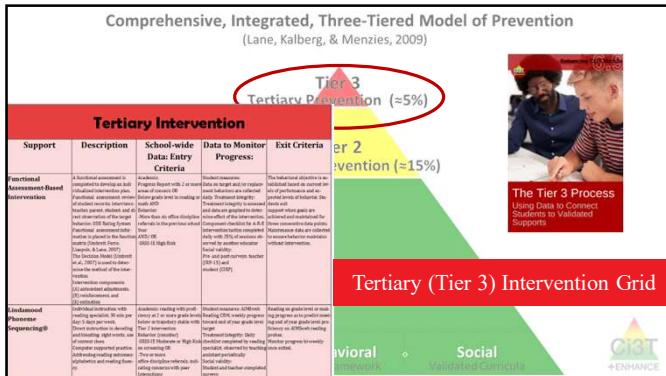
**Lesson Materials:**

This table provides all the materials that you will need for this lesson. You can access the materials by clicking the links in the table. If you are unable to access the links, you can contact the vendor for each tool. Feel free to use other resources from materials, digital, or print sources, especially if you have them.

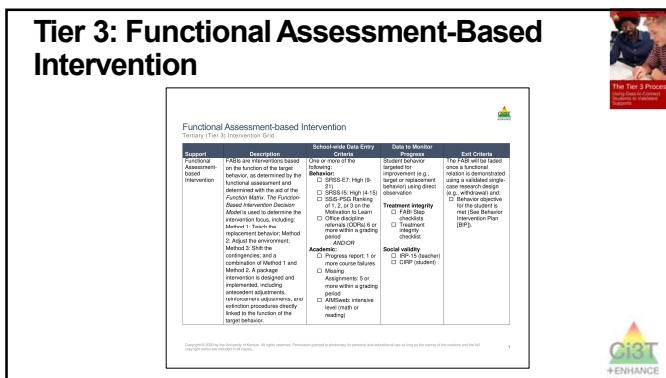
Material	Preview
Progressive Muscle Relaxation Script	

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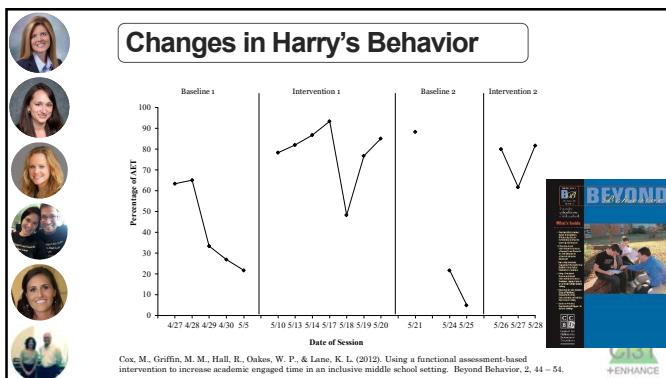
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**Let's Talk! Tier 2 and Tier 3 Interventions**

- 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?



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

**00:00**



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**Reflection & Application with Amber**

**00:00**



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**Ci3T +ENHANCE**

**How do we continue to design, implement, evaluate, sustain, & innovate?**

**Building on Lessons Learned from Ci3T Inquiry**



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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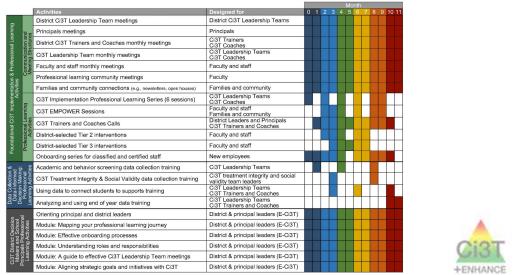
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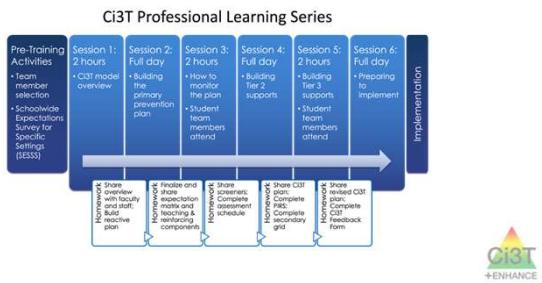
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# Exploring... Enhanced Ci3T Implementation Series and Delivery



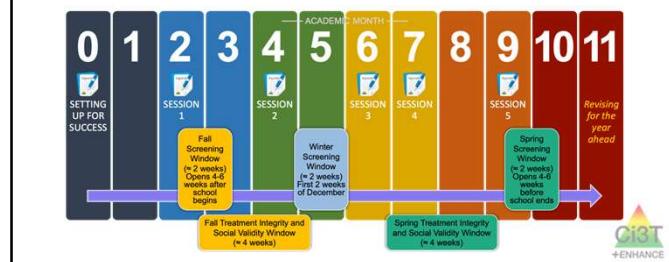
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## Designing ...

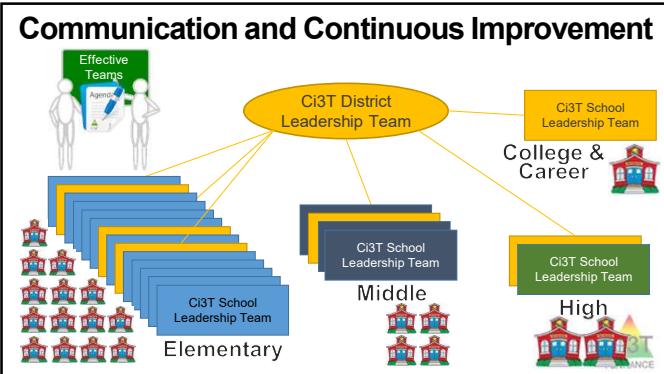


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Implementing...  
Ci3T Implementation Professional Learning Series



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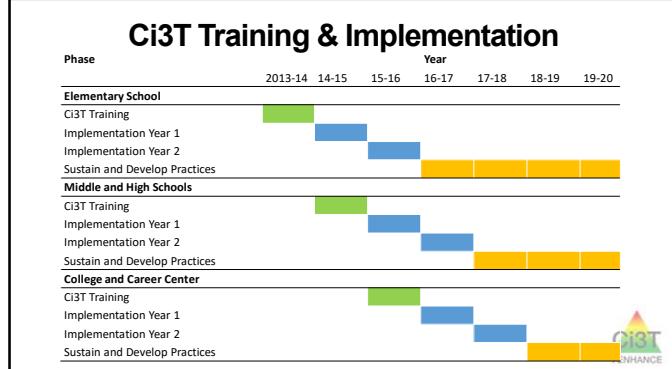
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**Enhancing Ci3T Modules**

ci3T.org/enhance

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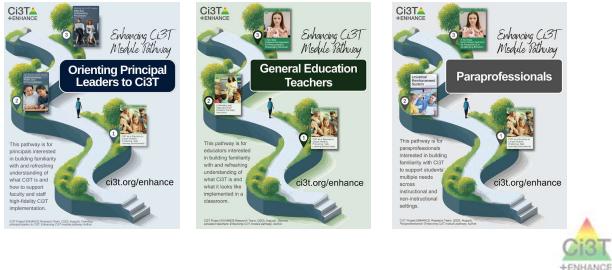


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## Module Pathways



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## Structuring your Ci3T Team

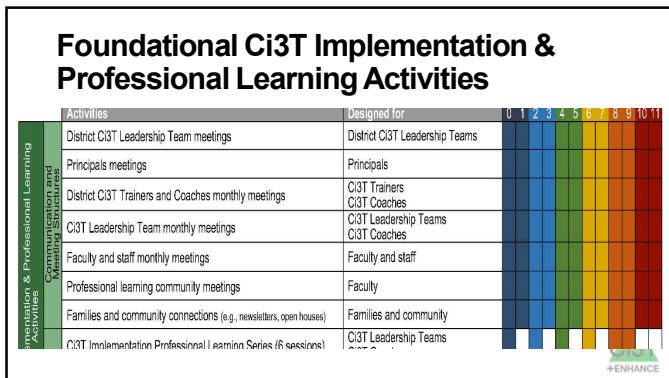
 <p><b>Ci3T Leadership Team</b> (enter current school year)</p> <p><b>Directions:</b> Please confirm your Ci3T Leadership Team below.</p> <p><b>District Name:</b> _____</p> <p><b>School Name:</b> _____</p> <p><b>Date Updated:</b> _____</p> <p><b>Building Administrators</b>      <b>Last Name</b>      <b>First Name</b>      <b>Email</b>      <b>Phone #</b></p> <p><b>District Representative</b></p> <p><b>General Education Teacher 1</b></p> <p><b>General Education Teacher 2</b></p> <p><b>Special Education Teacher</b></p> <p><b>Parent Representative</b></p> <p><b>Substitute Teacher Representative</b></p> <p><b>Additional 1 (enter role)</b></p> <p><b>Additional 2 (enter role)</b></p> <p><b>Ci3T Coach</b></p> <p>For corrections or changes to your team, please contact (contact name, email, phone)</p> <p><small>Copyright © Ci3T, Inc. All rights reserved. Permission is granted to photocopy or download for personal or educational use only for the benefit of the user.</small></p>					
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Lincoln Elementary Ci3T Meeting Schedule  
2025-2026

Month	Data (Review / Plan / Collect)	CT3 Leadership Team Meetings Date	Time	Faculty and Staff Meetings Date	Time
July	CT3 Implementation Manual revisions	7 / 8 / 25	3:00-4:00		
Aug	Plans to collect student and behavior screening	8 / 5 / 25	3:00-4:00	8 / 12 / 25	3:00-3:30
Sept	Review COR reports (disaggregated by grade, location, behavior type)	9 / 9 / 25	3:00-4:00	9 / 16 / 25	3:00-3:30
Oct	Review SRSS-II and academics screening data; plan for staff to complete TUSV surveys	10 / 7 / 25	3:00-4:00	10 / 14 / 25	3:00-3:30
Nov	Complete TFI	11 / 11 / 25	3:00-4:00	11 / 18 / 25	3:00-3:30
Dec	Review TUSV, review ODR and attendance	12 / 9 / 25	3:00-4:00	12 / 16 / 25	3:00-3:30
Jan	Plan Spring TUSV data collection; review Winter screening data	1 / 13 / 26	3:00-4:00	1 / 20 / 26	3:00-3:30
Feb	Review ODR and attendance; make plans for staff to complete TUSV surveys	2 / 10 / 26	3:00-4:00	2 / 17 / 26	3:00-3:30
Mar	Complete TFI	3 / 10 / 26	3:00-4:00	3 / 17 / 26	3:00-3:30
Apr	Review Spring TUSV	4 / 14 / 26	3:00-4:00	4 / 21 / 26	3:00-3:30
May	Review Spring screening data	5 / 12 / 26	3:00-4:00	5 / 19 / 26	3:00-3:30

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**Professional Learning Offerings: EMPOWER**

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 Communication to Ci3T Project TEAM Project ENGAGE

**2025-2026 Ci3T Project EMPOWER**

These 2-hour stand-alone sessions on Zoom are free — come to one, come to all! See flyer for details, dates and times, and registration link, or [register here](#).

**2025-2026 EMPOWER**

[Starting Strong: Effective Tier 1 Practices for Educators](#)

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**Sustaining and Disseminating Professional Learning**

	0 July	1 Aug	2 Sep	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun
Ci3T EMPOWER			Ci3T EMPOWER Session 1	Ci3T EMPOWER Session 2	Ci3T EMPOWER Session 3		Ci3T EMPOWER Session 4	Ci3T EMPOWER Session 5	Ci3T EMPOWER Session 6	Ci3T EMPOWER Session 7		

Designate two staff to attend trainings to become on-site coaches

Ci3T fit: Start the year strong Data-informed Instruction Precorrection & Active Supervision Instructional Choice & OTR Behavior Contracts Direct Behavior Ratings FABI

10 min @ next faculty meeting

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# Professional Learning Offerings: Trainers and Coaches Calls

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

## 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 Ci3T. We offer these calls as a service activity to support those committed to meeting students' multiple needs in academic, behavior, and social domains. Open to all interested parties — to join these calls, please [register here!](#)

2025-2026 Dates
4:00-5:00 PM Central (Eastern, Mountain, Pacific, and West Coasts)
Aug 20, 2025 (Tuesday)
Sept 05, 2025 (Wednesday)
Oct 02, 2025 (Wednesday)
Nov 06, 2025 (Wednesday)
Dec 02, 2025 (Friday)
Jan 23, 2026 (Wednesday)
Feb 17, 2026 (Tuesday)
Mar 12, 2026 (Wednesday)
Apr 16, 2026 (Wednesday)
May 15, 2026 (Wednesday)

Scan the QR code for more information.



**ENHANCE**

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## Resource Spotlight! (2 of 2)

IES > WWC What Works Clearinghouse

Teacher-Delivered Behavioral Interventions in Grades K-5

**Recommendations**

This practice guide provides teachers with recommendations for implementing low-intensity behavioral interventions in grades K-5. It includes 6 recommendations for teachers, 1 summary document, and 1 tool guide.

**Recommendation 6: Encourage students to demonstrate expected behaviors through positive attention, praise, and rewards.**

- 1 Show More
- 2 Reward students for unique, expected behaviors.
- 3 Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards.
- 4 Offer behavioral choices to students to increase engagement and agency.
- 5 Provide students frequent and varying opportunities to respond to and engage in activities.
- 6 Show More

**C3T** +ENHANCE

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## Let's Talk! Data-informed Professional Learning

- How do you currently engage in data-informed professional learning for adults in your district?
- What is one new approach you would like to consider as you move forward with GaMTSS?

Goal: We have established GaMTSS

We will explore lessons learned from C3T inquiry

We will use lessons learned from C3T inquiry to scale up GaMTSS

00:00

**C3T** +ENHANCE

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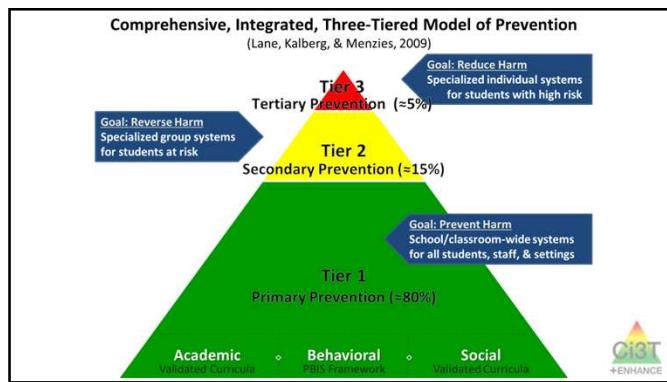
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## Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, &amp; Menzies, 2009)



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