

Tier 1 for the Win!

Ci3T Integrated Lesson Planning & 6 Step Instructional Process for Responding to Challenging Behavior

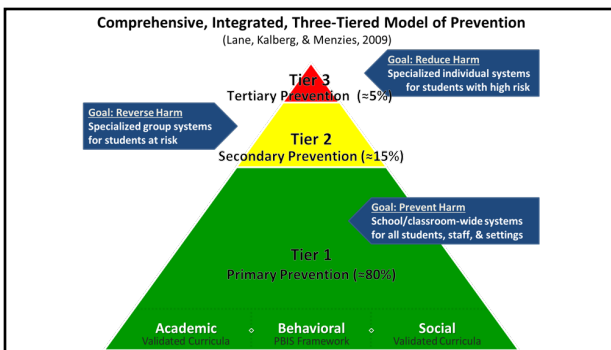
Elise Sarasin
Kathryn Johnson

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

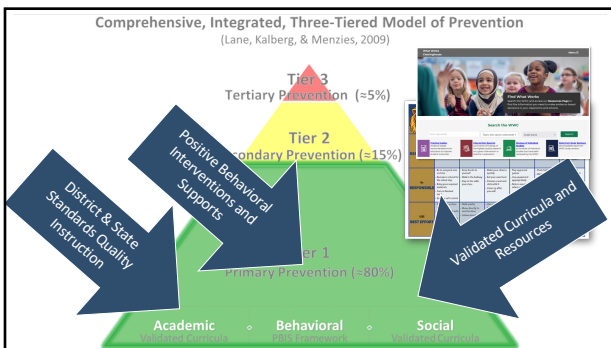


Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention
ENHANCE

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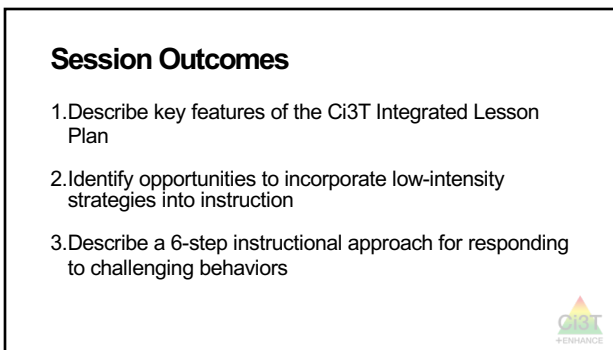
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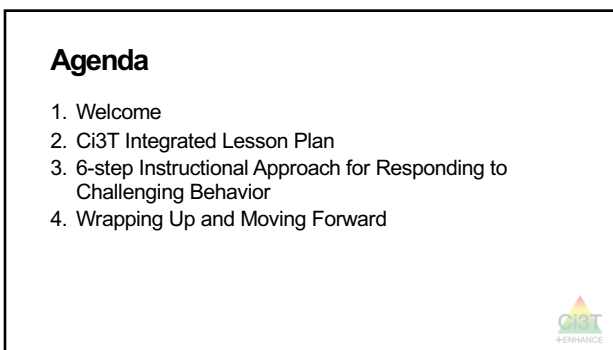
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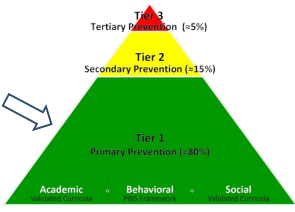
Ci3T Integrated Lesson Plan




Embedding and Integrating Ci3T Domains Into Daily Instruction


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Ci3T Integrated Lesson Planning



Tier 3 Tertiary Prevention (~5%)
 Tier 2 Secondary Prevention (~15%)
 Tier 1 Primary Prevention (~80%)
 Academic Behavioral Social





Embedding and Integrating Ci3T Domains Into Daily Instruction

Citation: Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2018). Ci3T integrated lessons plan template. www.ci3t.org
 Copyright examples available in: Ci3T Project RESEARCH TRAINING (2019). NIA. Embedding and Integrating Ci3T Domains into Daily Instruction. Author: <https://doi.org/10.17183/1568-8899>

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Date:	Class: Integrated Lesson Plan	Unit:								
Topic:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Active Supervision</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Behavior Specific Praise</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">High-Rate Requests</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Dialogue</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Feedback</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Opportunities to Respond</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Pre-correction</td> </tr> </table>			Active Supervision	Behavior Specific Praise	High-Rate Requests	Instructional Dialogue	Instructional Feedback	Opportunities to Respond	Pre-correction
Active Supervision				Behavior Specific Praise	High-Rate Requests	Instructional Dialogue	Instructional Feedback	Opportunities to Respond	Pre-correction	
Standards:										
Core Lesson Elements		Tier 1 (for all)								
Academic Objective(s)		Equitable Access and Inclusion								
Social Skills Objective(s)		Differentiated Objectives								
Behavioral Expectation(s)										
Teacher Reflection										
Active Supervision (AS)	Behavior Specific Praise (BSP)	High-Rate Request Sequence (HRS)	Implementation: (used at all, limited, 2/3/4/5, 3/4/5)							
0 1 2 3	0 1 2 3	0 1 2 3	Instructional Feedback (IF)							
			Instructional Feedback (IF)							
			Opportunities to Respond (OTR)							
			Pre-correction (PC)							
			Respond (CR)							
			0 1 2 3							
Was 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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Integrated Lesson Plan: An Illustration

INTEGRATING ACADEMIC, BEHAVIOR, AND SOCIAL DOMAINS
WORKING TOGETHER: LISTENING, ASKING, SHARING, COMPROMISING

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Let's Chat: Ci3T Integrated Lesson Plan

- What are your initial thoughts and reactions?
 - What seems most feasible?
 - What seems most challenging?
- What is one way you could integrate social skills or a behavioral objective into an upcoming lesson?

00:00

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Opportunities to Incorporate Low-Intensity Strategies

Where in my lesson might I incorporate a low-intensity strategy?

Citation: Oakes, W. P., Lane, K. L., Lane, K. S., & Beckman, M. M. (2019). Ci3T integrated lesson plan template. www.ci3t.org. Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, 3/4). Embedding and Integrating Ci3T drivers into daily instruction. Authy: <https://doi.org/10.17201/1.26280>

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**Embedding Low-Intensity Supports
in Daily Instruction**


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Let's Chat: Low-Intensity Strategies

- Which low-intensity teacher-delivered strategies do you use most often?
- What opportunities exist to integrate low-intensity teacher-delivered strategies into lessons or daily routines?




00:00




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**Module Connection!
Ci3T Integrated Lesson Plan**



Embedding and Integrating Ci3T Domains into Daily Instruction

Citation: Oakes, W. P., Lane, K. L., Lane, K. S., & Beckman, M. M. (2019). Ci3T integrated lessons plan template. www.ci3t.org. Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, 3/3). Embedding and Integrating Ci3T domains into daily instruction. <https://doi.org/10.17201/042620>



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Module Connection! Instructional Feedback

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EMPOWER Session 3 Recording

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Ci3T Integrated Lesson Plan Work Time

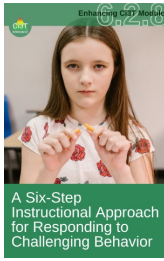
- Open an upcoming lesson plan
- Write a social skills objective based on:
 - social skills students will need to successfully engage in the lesson
 - connections to your district's Tier 1 social skills curriculum
- Write a behavioral objective connected to your school-wide expectations
- Identify opportunities to integrate low-intensity strategies

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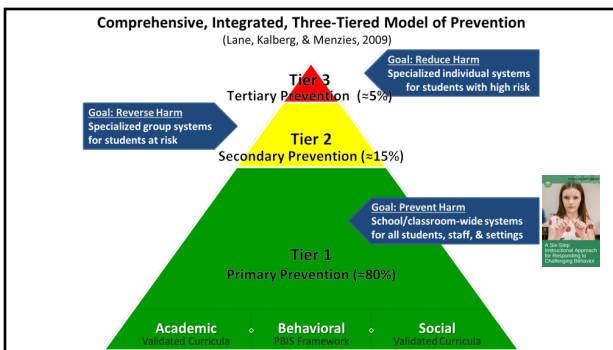
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6-step Instructional Approach for Responding to Challenging Behavior



A Six-Step Instructional Approach for Responding to Challenging Behavior

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6-Step Instructional Approach for Responding to Challenging Behavior

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

- 1 Show empathy**
 - 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 safe problems!
 - remind student of what needs to change
 - 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!

Colvin, G., & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd ed.). Corwin Press.

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A 6-Step Approach for Responding to Challenging Behavior

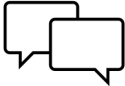





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Let's Chat: 6-Step Instructional Approach

- What components of the six-step instructional approach do you implement most effectively or consistently?
- What components of the six-step instructional approach could you strengthen or seek to implement with greater consistency?



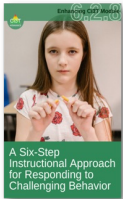

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Module Connection!
6-Step Instructional Approach for Responding to Challenging Behavior




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EMPOWER Session 5 Recording

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Wrapping Up and Moving Forward

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Project EMPOWER+

EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
C3T in Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavioral 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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Thank you!
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Tag us in your Ci3T highlights, we love to see Ci3T in action!

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



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