

Comprehensive, Integrated, Three-Tiered (Ci3T) Treatment Integrity:
Direct Observation (Ci3T TI: DO)

School: _____ Date Completed: _____

Start Time: _____ End Time: _____ Total Time Observed: _____

I am completing this form as a:

- School Staff Member (I am the person who taught the lesson)
- Ci3T Treatment Integrity Team Leader (outside observer; I am the person who observed the lesson)

Name of Teacher Observed: _____ Observer: _____

Grade Level or Department: _____

The Ci3T Treatment Integrity: Direct Observation tool is a 29-item component checklist that includes the key features of the Ci3T plan’s procedures for teaching and reinforcing. Teachers and staff rate themselves based on their implementation of the Ci3T plan. The rating is based on a Likert-type scale ranging from *no, not at all* (0); *yes, some of the time* (1); *yes, most of the time* (2); *yes, all of the time* (3); or *no opportunity* (N/A).

Please evaluate your use of your school’s Ci3T plan in the 30-min observation period that just occurred (when the outside observer was in your classroom). First, please consider if you did (yes) or did not (no) use each element during the 30-min observation period. If you did not use the element, please circle the 0 for the item. If your response is yes, please circle the frequency that best reflects the extent to which you used that item during today’s observation.

About how often did you participate

	N/A	No...	Yes, I did this...		
	No Opportunity	Not at all	Some of the time	Most of the time	All of the time
Procedures for Teaching					
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	N/A	0	1	2	3
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	N/A	0	1	2	3
3. Did I differentiate instruction (academic tasks) as needed?	N/A	0	1	2	3
4. Did I make individual modifications to support students’ social or behavioral needs?	N/A	0	1	2	3
5. Did I keep students engaged from the beginning to the end of class?	N/A	0	1	2	3
6. Did I conduct a starting activity?	N/A	0	1	2	3
7. Did I conduct a closing activity?	N/A	0	1	2	3
8. Did I consistently use a positive tone during student interactions?	N/A	0	1	2	3
9. Did I check for understanding when giving directions to students?	N/A	0	1	2	3
10. Did I use clear routines for classroom procedures?	N/A	0	1	2	3
11. Did I integrate social skill content into my instruction?	N/A	0	1	2	3
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	N/A	0	1	2	3

	N/A	No...	Yes, I did this...		
	No Opportunity	Not at all	Some of the time	Most of the time	All of the time
Procedures for Teaching (continued)					
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	N/A	0	1	2	3
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	N/A	0	1	2	3
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	N/A	0	1	2	3
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	N/A	0	1	2	3
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	N/A	0	1	2	3

	N/A	No...	Yes, I did this...		
	No Opportunity	Not at all.	Some of the time.	Most of the time	All of the time
Procedures for Reinforcing					
1. Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	N/A	0	1	2	3
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	N/A	0	1	2	3
3. Did I use behavior-specific praise during student interactions?	N/A	0	1	2	3
4. Did I use behavior-specific praise when giving tickets to students?	N/A	0	1	2	3
5. Did I refrain from taking away tickets from students who already received them?	N/A	0	1	2	3
6. Did I use an instructional approach to support students who engage in challenging behavior?	N/A	0	1	2	3
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	N/A	0	1	2	3
8. Did I keep instruction moving forward when challenges arose?	N/A	0	1	2	3
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	N/A	0	1	2	3
10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	N/A	0	1	2	3
11. Did I show empathy when students were struggling?	N/A	0	1	2	3
12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	N/A	0	1	2	3

Please include any other comments you would like to share about how you see your Ci3T plan being put in place at your school in terms of Procedures for Teaching, Reinforcing, and Monitoring.

Comments: _____

Adapted from:
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