
XXXXX School

Ci3T Treatment Integrity: Direct Observation Report [Fall/Spring] 20XX Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by: XXXXX Ci3T Leadership Team

Source: Lane, K. L., Oakes, W. P., & Magill, L. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure: Alternative Education for Children and Youth*, 58, 143-158.
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School 1

Fall/Spring 202X [update based on year/timepoint]

Ci3T Treatment Integrity: Direct Observation

The Ci3T Treatment Integrity: Direct Observation tool designed for the 2020-2021 school year 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.

Report Sharing

This report is designed to share with your school faculty and staff. It can also be used to plan professional learning and inform revisions to your school Ci3T Implementation Manual over the summer as you continue to refine and strengthen implementation.

Procedures for Teaching -

Outside observer perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Teaching (outside observer perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1.78	1.03
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	1.89	1.10
3. Did I differentiate instruction (academic tasks) as needed?	1.36	0.98
4. Did I make individual modifications to support students' social or behavioral needs?	1.50	1.00
5. Did I keep students engaged from the beginning to the end of class?	1.56	0.83
6. Did I conduct a starting activity?	1.70	1.10
7. Did I conduct a closing activity?	1.50	1.28
8. Did I consistently use a positive tone during student interactions?	1.60	1.02
9. Did I check for understanding when giving directions to students?	1.44	1.17
10. Did I use clear routines for classroom procedures?	1.50	1.22
11. Did I integrate social skill content into my instruction?	1.00	0.82
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	1.40	1.20
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.13	0.93
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.56	1.34
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.44	0.96
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	1.38	1.22
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	1.86	1.12

Procedures for Teaching

(outside observer perspective):

These percentage summarize scores on Procedures for Teaching items as observed by an outside observer.

Field	Min	Max	Mean	Standard Deviation	Responses
Teaching (%)	33.33	82.05	49.94	14.79	11

Procedures for Teaching (continued) - Outside observer perspective (response patterns)

Procedures for Teaching (outside observer perspective)	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (3)
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1	3	2	3
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2	0	4	3
3. Did I differentiate instruction (academic tasks) as needed?	2	5	2	2
4. Did I make individual modifications to support students' social or behavioral needs?	2	1	4	1
5. Did I keep students engaged from the beginning to the end of class?	1	3	4	1
6. Did I conduct a starting activity?	2	2	3	3
7. Did I conduct a closing activity?	4	0	3	3
8. Did I consistently use a positive tone during student interactions?	2	2	4	2
9. Did I check for understanding when giving directions to students?	3	1	3	2
10. Did I use clear routines for classroom procedures?	3	0	3	2
11. Did I integrate social skill content into my instruction?	3	3	3	0
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	4	0	4	2
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	3	1	4	0
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	3	2	0	4
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1	5	1	2
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	3	1	2	2
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	1	2	1	3



■ Not at all (0)
 ■ Some of the time (1)
 ■ Most of the time (2)
 ■ All of the time (3)

Procedures for Teaching (continued)

Teacher perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Teaching (Teacher perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1.38	1.27
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2.00	0.95
3. Did I differentiate instruction (academic tasks) as needed?	1.92	0.95
4. Did I make individual modifications to support students' social or behavioral needs?	1.58	1.19
5. Did I keep students engaged from the beginning to the end of class?	1.27	1.21
6. Did I conduct a starting activity?	1.57	0.98
7. Did I conduct a closing activity?	1.55	1.23
8. Did I consistently use a positive tone during student interactions?	1.67	1.18
9. Did I check for understanding when giving directions to students?	1.50	0.96
10. Did I use clear routines for classroom procedures?	1.08	1.26
11. Did I integrate social skill content into my instruction?	1.10	1.04
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	1.43	0.98
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.15	0.86
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	2.10	1.22
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.83	0.99
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	1.83	1.14
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	1.54	1.01

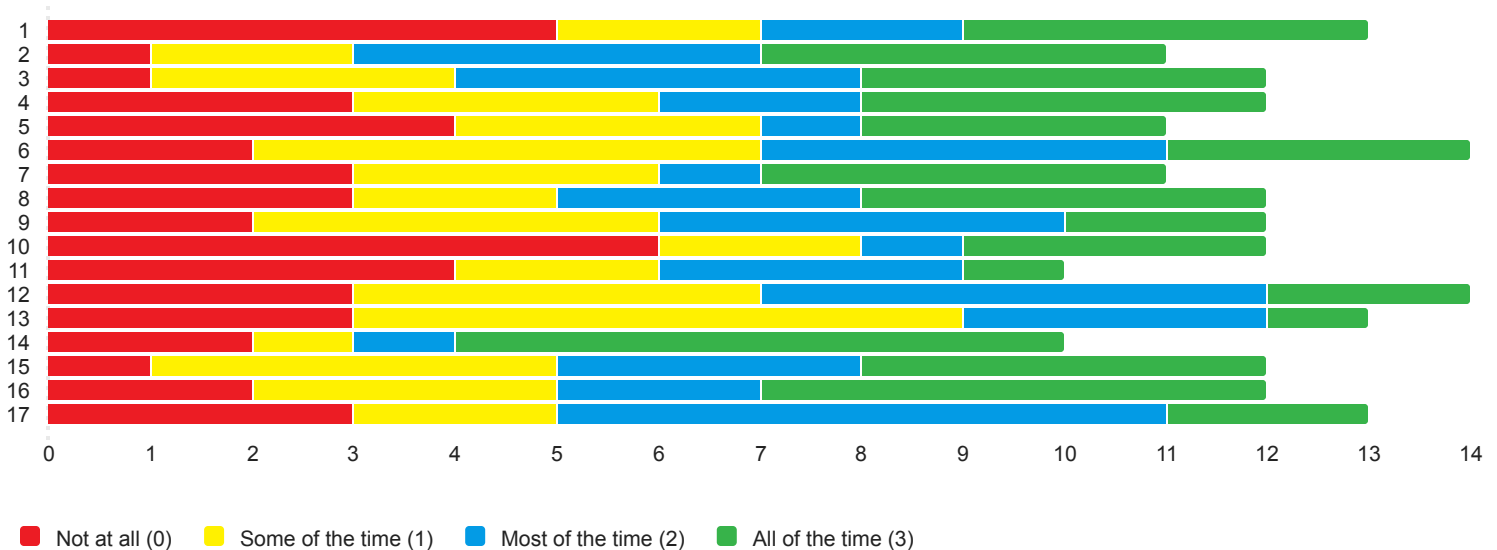
Procedures for Teaching (teacher perspective):

These percentage summarize scores on Procedures for Teaching items as reported by the teachers observed.

Field	Min	Max	Mean	Standard Deviation	Responses
Teaching (%)	35.71	70.83	51.00	10.40	15

Procedures for Teaching (continued) -Teacher perspective (response patterns)

Procedures for Teaching (Teacher Perspective)	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (3)
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	5	2	2	4
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	1	2	4	4
3. Did I differentiate instruction (academic tasks) as needed?	1	3	4	4
4. Did I make individual modifications to support students' social or behavioral needs?	3	3	2	4
5. Did I keep students engaged from the beginning to the end of class?	4	3	1	3
6. Did I conduct a starting activity?	2	5	4	3
7. Did I conduct a closing activity?	3	3	1	4
8. Did I consistently use a positive tone during student interactions?	3	2	3	4
9. Did I check for understanding when giving directions to students?	2	4	4	2
10. Did I use clear routines for classroom procedures?	6	2	1	3
11. Did I integrate social skill content into my instruction?	4	2	3	1
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	3	4	5	2
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	3	6	3	1
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	2	1	1	6
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1	4	3	4
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	2	3	2	5
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	3	2	6	2



Procedures for Reinforcing

Outside observer perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Reinforcing (Outside observer perspective)	Mean	Standard Deviation
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)?	1.10	1.14
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	1.56	0.96
3. Did I use behavior-specific praise during student interactions?	1.33	0.94
4. Did I use behavior-specific praise when giving tickets to students?	1.56	1.26
5. Did I refrain from taking away tickets from students who already received them?	1.50	1.12
6. Did I use an instructional approach to support students who engage in challenging behavior?	1.45	1.30
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	2.00	1.15
8. Did I keep instruction moving forward when challenges arose?	1.88	0.93
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	1.60	0.92
10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	1.78	1.23
11. Did I show empathy when students were struggling?	1.86	0.99
12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	1.80	1.17

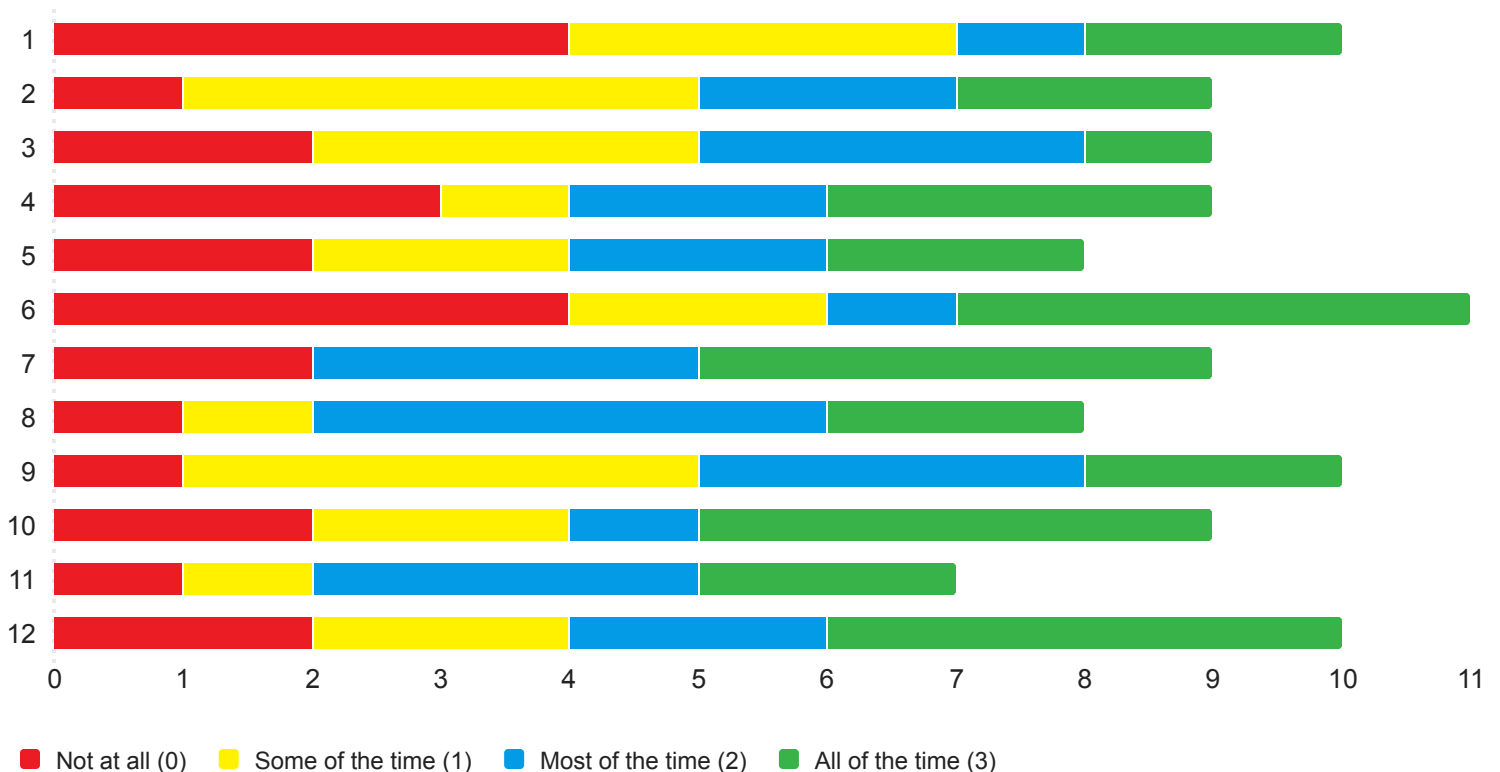
Procedures for Reinforcing (outside observer perspective):

These percentage summarize scores on Procedures for Reinforcing items as observed by an outside observer.

Field	Min	Max	Mean	Standard Deviation	Responses
Reinforcing (%)	25.00	86.67	52.83	15.34	11

Procedures for Reinforcing (continued) - Outside observer perspective (response patterns)

Procedures for Reinforcing (outside observer perspective)	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (3)
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)?	4	3	1	2
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	1	4	2	2
3. Did I use behavior-specific praise during student interactions?	2	3	3	1
4. Did I use behavior-specific praise when giving tickets to students?	3	1	2	3
5. Did I refrain from taking away tickets from students who already received them?	2	2	2	2
6. Did I use an instructional approach to support students who engage in challenging behavior?	4	2	1	4
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	2	0	3	4
8. Did I keep instruction moving forward when challenges arose?	1	1	4	2
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	1	4	3	2
10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	2	2	1	4
11. Did I show empathy when students were struggling?	1	1	3	2
12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	2	2	2	4



Procedures for Reinforcing (continued)

Teacher perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Reinforcing (teacher perspective)	Mean	Standard Deviation
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)?	1.33	1.03
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	1.36	1.37
3. Did I use behavior-specific praise during student interactions?	1.62	1.08
4. Did I use behavior-specific praise when giving tickets to students?	1.79	0.86
5. Did I refrain from taking away tickets from students who already received them?	1.55	0.99
6. Did I use an instructional approach to support students who engage in challenging behavior?	1.69	1.14
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	1.46	1.22
8. Did I keep instruction moving forward when challenges arose?	1.45	1.08
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	1.45	1.16
10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	1.62	1.08
11. Did I show empathy when students were struggling?	1.38	1.00
12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	1.82	1.11

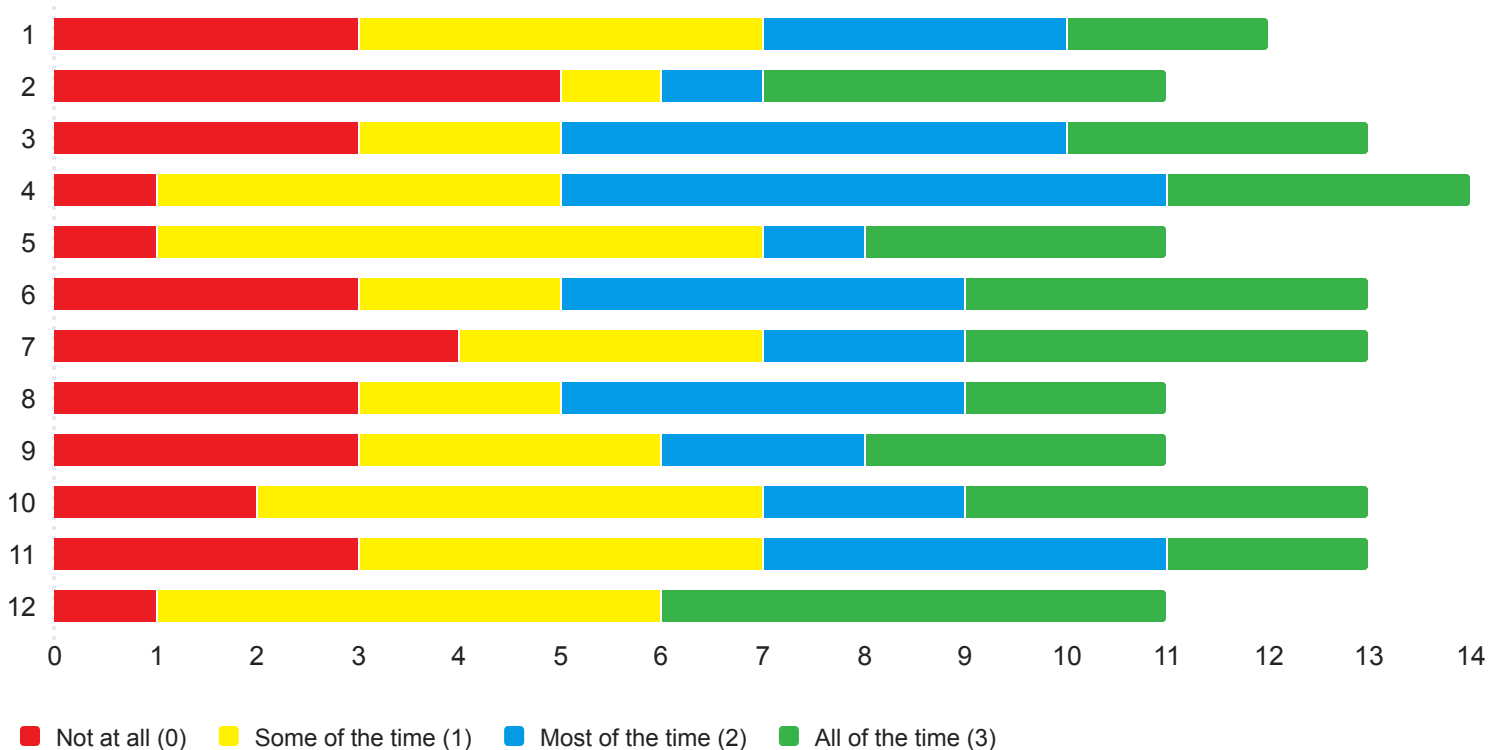
Procedures for Reinforcing (teacher perspective):

These percentage summarize scores on Procedures for Reinforcing items as reported by the teachers observed.

Field	Min	Max	Mean	Standard Deviation	Responses
Reinforcing (%)	33.33	66.67	51.56	9.56	15

Procedures for Reinforcing (continued) - Teacher perspective (response patterns)

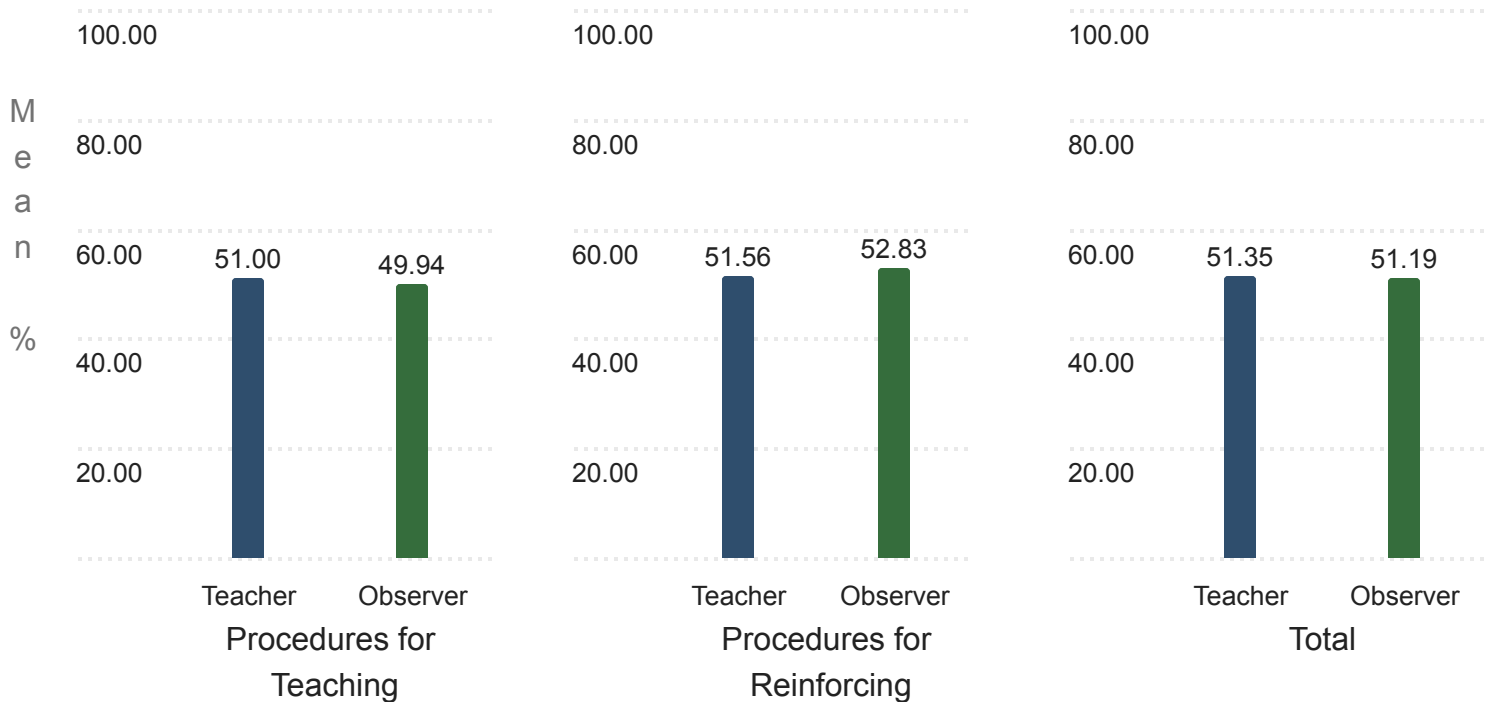
Procedures for Reinforcing (teacher perspective)	Not at all (0)	Some of the time (1)	Most of the time (2)	All of the time (3)
1. Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	3	4	3	2
2. Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	5	1	1	4
3. Did I use behavior-specific praise during student interactions?	3	2	5	3
4. Did I use behavior-specific praise when giving tickets to students?	1	4	6	3
5. Did I refrain from taking away tickets from students who already received them?	1	6	1	3
6. Did I use an instructional approach to support students who engage in challenging behavior?	3	2	4	4
7. Did I acknowledge students who used social skills taught in new situations (beyond the initial instruction session)?	4	3	2	4
8. Did I keep instruction moving forward when challenges arose?	3	2	4	2
9. Did I acknowledge students who were meeting expectations when another student engaged in challenging behavior?	3	3	2	3
10. Did I restate expectations when one or more students became off task or when initial challenges occurred?	2	5	2	4
11. Did I show empathy when students were struggling?	3	4	4	2
12. Did I provide opportunities for students to exchange tickets (e.g., class or school exchange)?	1	5	0	5



Mean Percentages

Mean percentages and standard deviations are provided below to indicate the average level of reported implementation. Mean percentage scores are the average of all respondents' scores as calculated by (total score / total possible)*100. Scores of *not applicable* were not used in calculations.

Teacher	Mean	Standard Deviation	Responses	Observer	Mean	Standard Deviation	Responses
Teaching	51.00	10.40	15	Teaching	49.94	14.79	11
Reinforcing	51.56	9.56	15	Reinforcing	52.83	15.34	11
Total	51.35	8.56	15	Total	51.19	12.16	11



Educator Comments

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:

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Observer Comments

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:

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For more information please visit
www.ci3t.org

