

Creating Positive, Productive Environments: Using Comprehensive, Integrated, Three-tiered (Ci3T) Models to Meet Students Multiple Needs

CDE Affective Needs Conference January 9, 2026 – Day 2

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2

If you have not done so already, we invite you to visit the [Ci3T Website](#) to access modules and complete a one-time registration process!

Home About Ci3T Building Your Ci3T Model Ci3T in Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Evidence Presentations Professional Learning **Enhancing Ci3T Modules**

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers

Project ENHANCE

Enhancing Ci3T Modules

0	1	2	3	4	5	6	7	8	9	10	11
SETTING UP FOR SUCCESS	SCREEN 1	SCREEN 2	SCREEN 3	SCREEN 4	SCREEN 5	SCREEN 6	SCREEN 7	SCREEN 8	SCREEN 9	SCREEN 10	SCREEN 11
	Full Overview Window (2-week) Open all modules to see how they fit together.				Align Screening Window (2 weeks) Add 2 weeks of observation.				Bring Evidence to Life (2 weeks) Review and reflect.		
		Full Treatment Integrity and Social Validity Window (4 weeks)						Bring Evidence to Life and Social Validity Window (4 weeks)			

First time module users for 2024-2025 view [informational letter and register here!](#)

If you would like to share your thoughts about factors related to usage (e.g., accessibility, feasibility) of Ci3T professional learning experiences and resources you engage with, we invite you to complete the [Ci3T Usage Rating Profile](#).

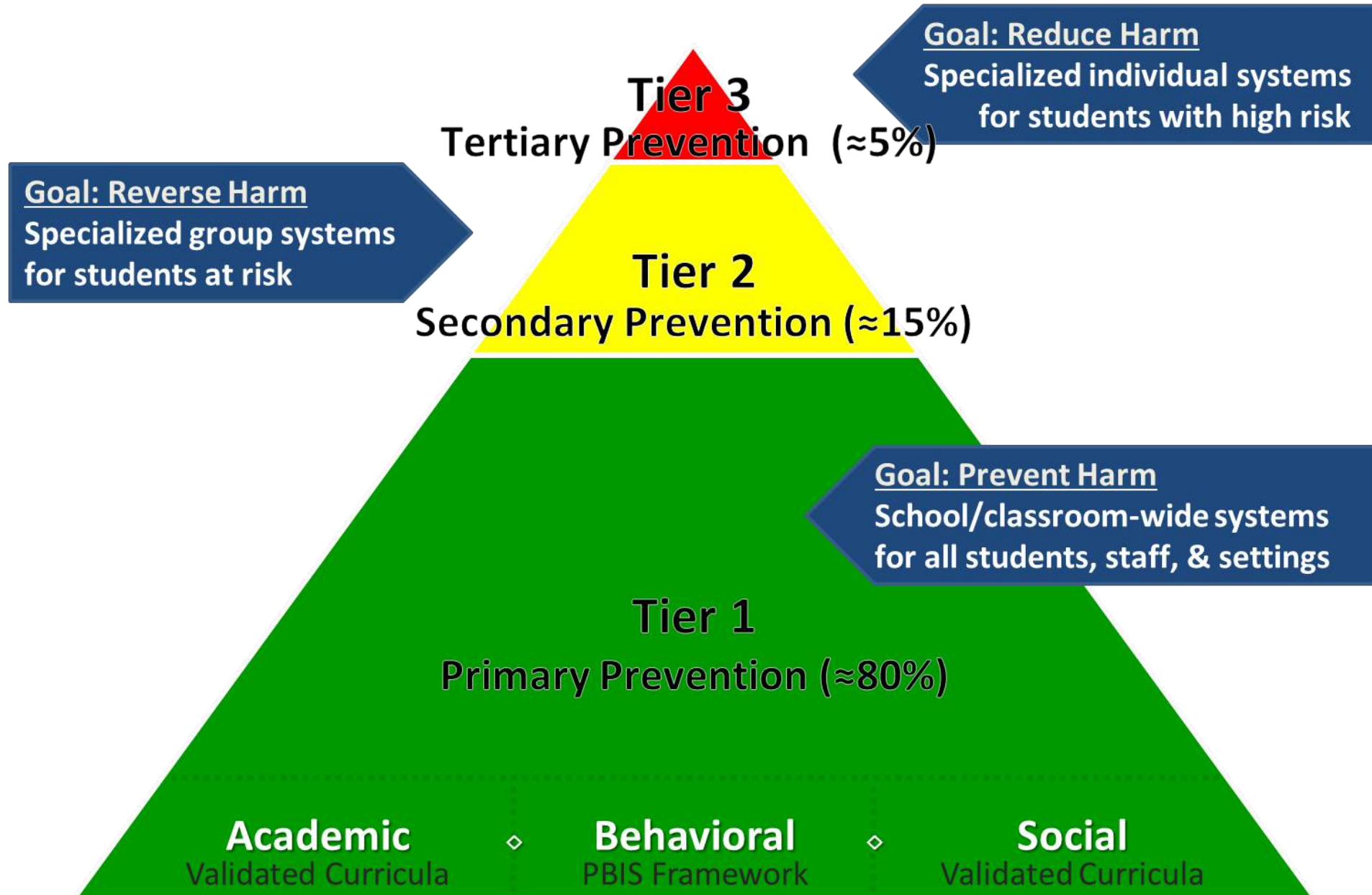
Agenda

1. Welcome & Introductions
2. Overview of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention
3. Systematic Screening: Tools & Logistics
4. Using Systematic Screening to
 1. Inform Instruction at Tier 1
 2. Empower Educators with Low-Intensity Strategies
 3. Connect Students to Tier 2 and Tier 3 Interventions
5. Wrapping Up and Moving Forward

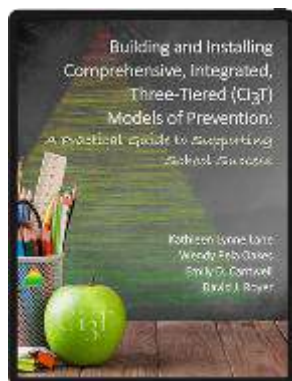
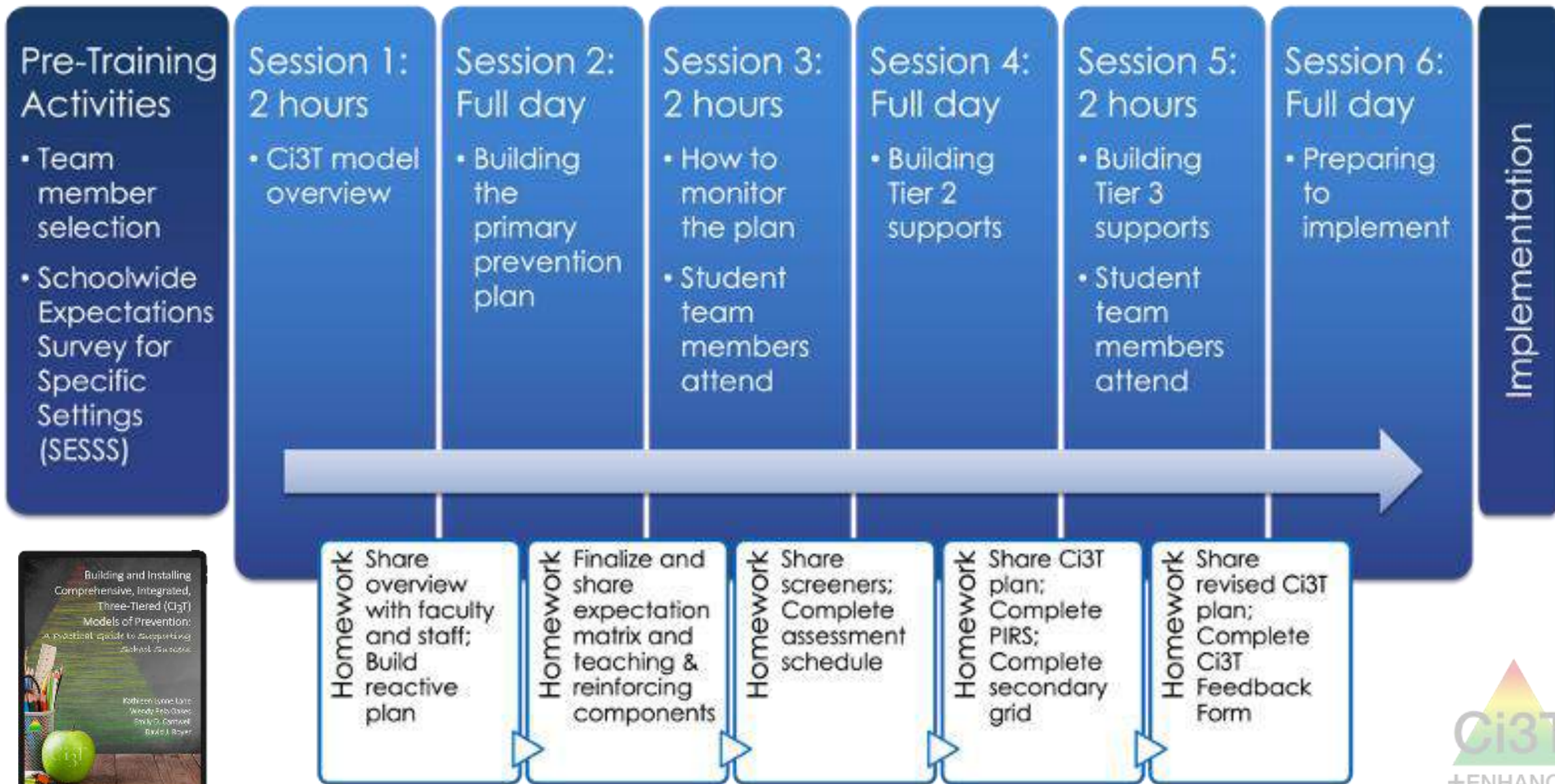


Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Ci3T Professional Learning Series



Ci3T Implementation Manual



Lincoln Elementary School Year 2023-2024 Implementation Manual

Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members:

Updated: 06/15/2022

Lincoln Elementary Ci3T Implementation Manual

Page 1



Coolidge Middle School School Year 2018-2019 Implementation Manual

Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Coolidge Middle School Ci3T Leadership Team Members:

Kathleen Lane Windy Oakes
Emily Caswell David Koyler

Updated: 05/24/2018

Lincoln Elementary Ci3T Implementation Manual

Page 1



Franklin Pierce High School School Year 2018-2019 Implementation Manual

Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan designed by Pierce High School Ci3T Leadership Team Members:

Kathleen Lane Windy Oakes
Emily Caswell David Koyler

Updated: 07/23/2018

Lincoln Elementary Ci3T Implementation Manual

Page 1

Ci3T Implementation Manual Primary (Tier 1) Plan



School's Ci3T Primary (Tier 1) Plan		
Mission Statement		
Purpose Statement		
School-Wide Expectations		
1. 2. 3. *see Expectation Matrix		
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> • 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> • 	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none"> •
Area I: Academics Responsibilities Faculty and Staff: Teach core programs and/or district standards with fidelity: (1) <i>List programs</i> (2) (3) Time (in min): <ul style="list-style-type: none"> • Conduct, report, and use screening and assessments (see Assessment Schedule) • 	Area II: Behavior Responsibilities Faculty and Staff: Teach setting lessons according to school schedule: Implement reactive plan as designed: <ul style="list-style-type: none"> • Conduct, report, and use screening and assessments (see Assessment Schedule) • 	Area III: Social Skills Responsibilities Faculty and Staff: Teach core program(s) with fidelity: (1) <i>List programs</i> Number of Lessons: How often: How long: <ul style="list-style-type: none"> • Conduct, report, and use screening and assessments (see Assessment Schedule) •

What are ALL students accessing?


Ci3T Primary Plan: Procedures for Teaching

Ci3T Primary Plan: Procedures for Reinforcing

Ci3T Primary Plan: Procedures for Monitoring

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff: Teach core programs according to district and state standards with fidelity:</p> <ul style="list-style-type: none"> English Language Arts Math Expressions Common Core <p>Differentiate instruction to meet the needs of all students. Plan for learning opportunities that maximize instructional time and</p> <p>Examples:</p> <ul style="list-style-type: none"> Active supervision Pre-correction Instructional feedback Instructional choice Increased opportunities to respond Behavior specific praise High-p requests <ul style="list-style-type: none"> Provide meaningful and appropriate practice opportunities. Provide feedback in a timely manner to students and parents. Conduct, report, and use 	<p>Faculty and Staff: Implement the Positive Behavioral Intervention and Supports (PBIS) within the first week of school and reteach Expectations (monthly).</p> <ul style="list-style-type: none"> Display and model school-wide expectations in classrooms and other key settings. Be consistent with expectations. Provide behavior specific praise and feedback with delivering <ul style="list-style-type: none"> Demonstrate positive attitude Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> Praise students meeting expectations Redirect students who are struggling Reteach expectations Allow student time to respond to request and re-engage 	<p>Faculty and Staff: Provide social skills lessons per week teacher lead.</p> <ul style="list-style-type: none"> One 30 min lesson every other week co-taught by teacher and counselor Grades 3 – 5 One 20 min lesson per week teacher lead One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for each grade level) <ul style="list-style-type: none"> master social skills lessons. Provide tickets paired with behavior specific praise when students meet expectations. Maintain communication

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.



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

Lincoln Elementary School

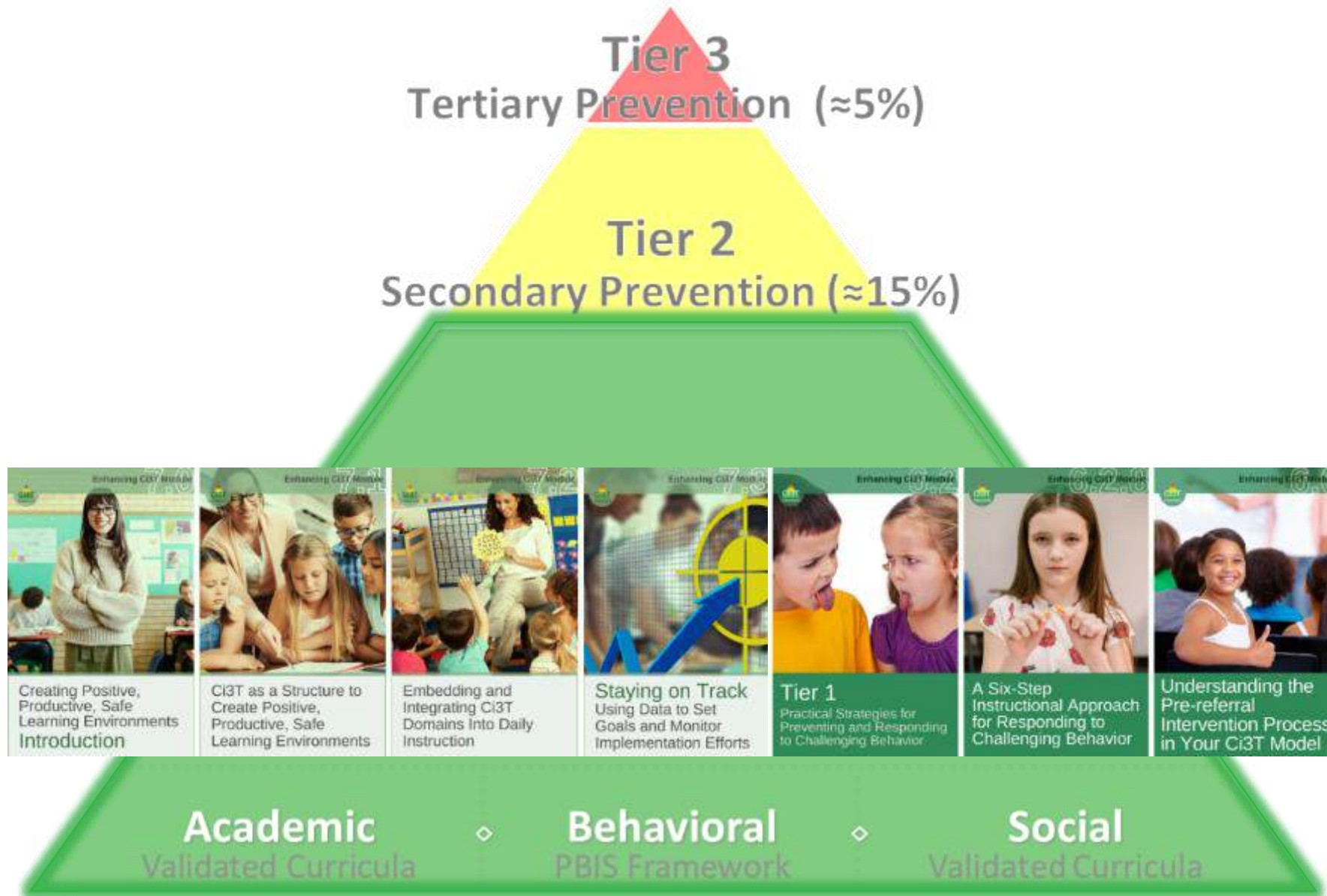
Ci3T Implementation Report 2025-2026
Fall 2025
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by:
Lincoln Elementary Ci3T Leadership Team



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Essential Components of Primary (Tier 1) Prevention Efforts

Social Validity

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

Lincoln Elementary School

Ci3T Implementation Report 2025-2026
Fall 2025
Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by:
Lincoln Elementary Ci3T Leadership Team

Treatment Integrity & Social Validity

Treatment integrity: the degree to which practices are put in place as planned.

Social validity: the degree to which stakeholders find goals of a practice socially significant, the procedures acceptable, and the outcomes socially important.

Why collect these data?

- Get a snapshot of implementation
- Use to inform decision-making

What are the benefits?

- Celebrate the work
- Give faculty and staff a voice
- Identify areas for growth

How do we use the data?

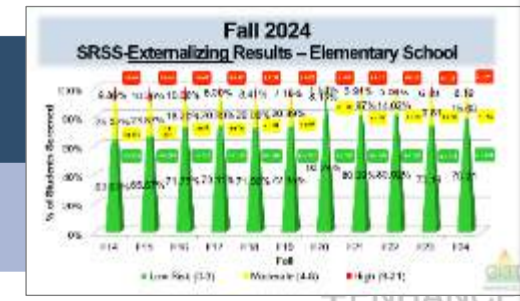
- Inform professional learning
- Check access to Tier 1
- Develop and maintain the foundation

Treatment Integrity

Systematic Universal Screening

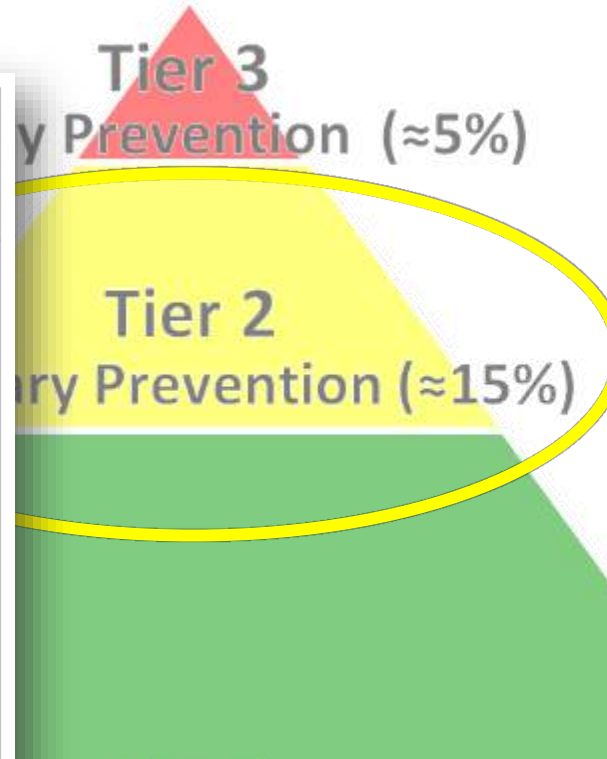
Academic

Behavior



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Secondary (Tier 2) Intervention Grid

Secondary (Tier 2) Interventions				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-15 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-15: Low (0-1)

Behavioral
PBIS Framework

Social
Validated Curricula



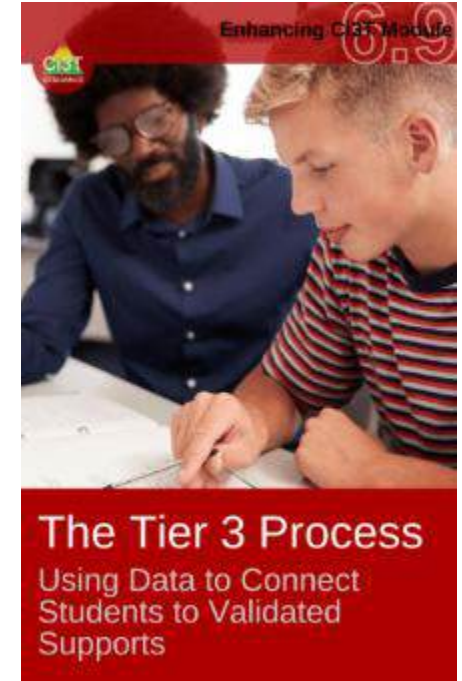
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System. Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007). The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention. Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction.	Academic: Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school year AND/OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabets and reading fluency.	Academic: reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target. Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically. Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.



Tertiary (Tier 3) Intervention Grid

Behavioral Framework

Social Validated Curricula



Enhancing Ci3T Modules



ci3t.org/enhance

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

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

Writing for the Year Ahead

Fall Screening Window (in 2 weeks) Opens 4-2 weeks after school begins

Winter Screening Window (in 2 weeks) First 2 weeks of December

Spring Screening Window (in 2 weeks) Opens 4-2 weeks before school ends

Fall Treatment Integrity and Social Validity Window

Spring Treatment Integrity and Social Validity Window

First time module users for 2024-2025 [view informational letter](#) and [register here!](#)

Ci3T professional learning experiences and resources you engage with. We invite you to complete the [Ci3T Usage Rating Profile](#).

Implementation Science (1 of 2)

Adapted from Fixsen & Blasé, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)



Transparency, Access, & Collaboration

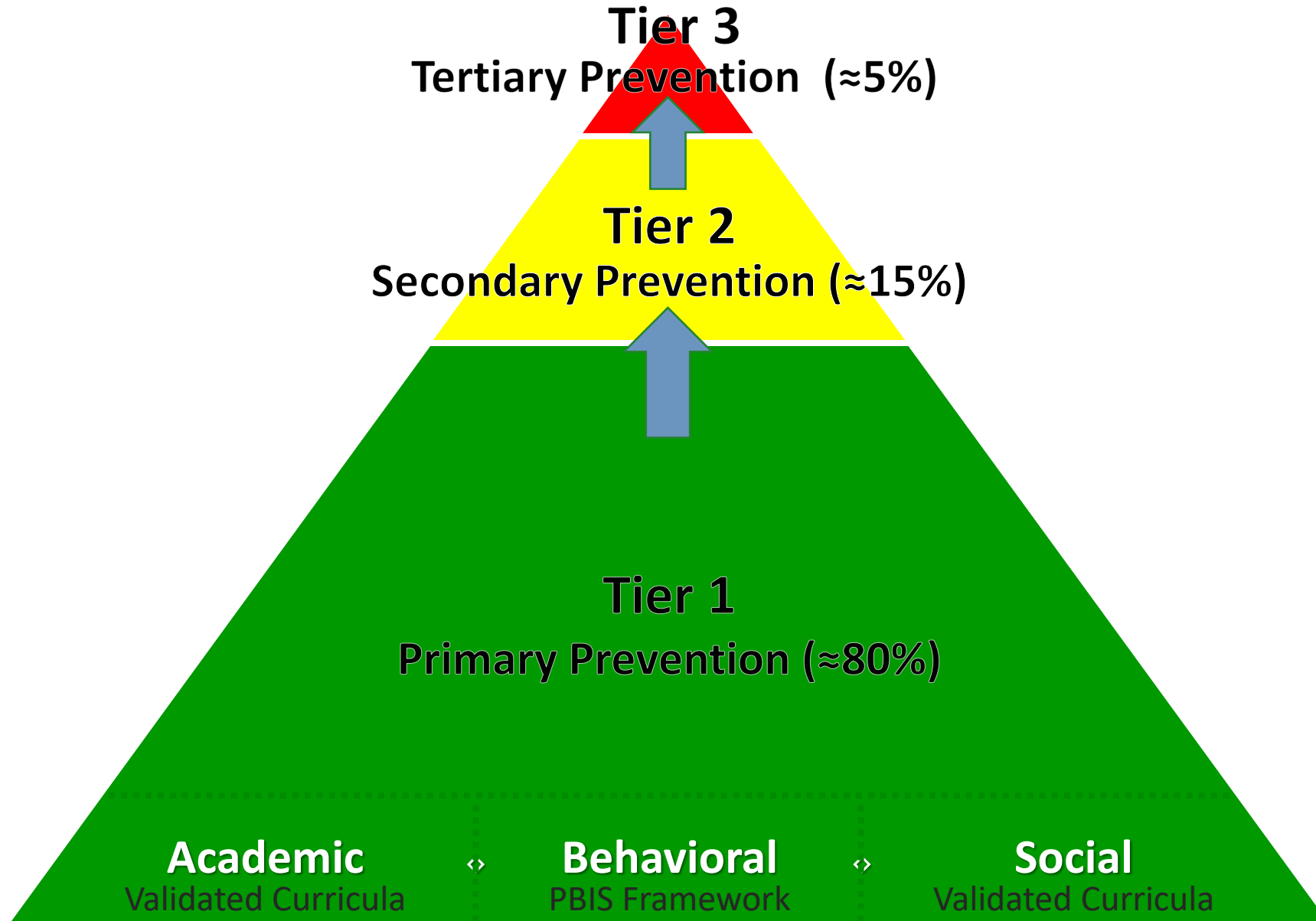
Benefits of Ci3T Models

Systematic Screening...

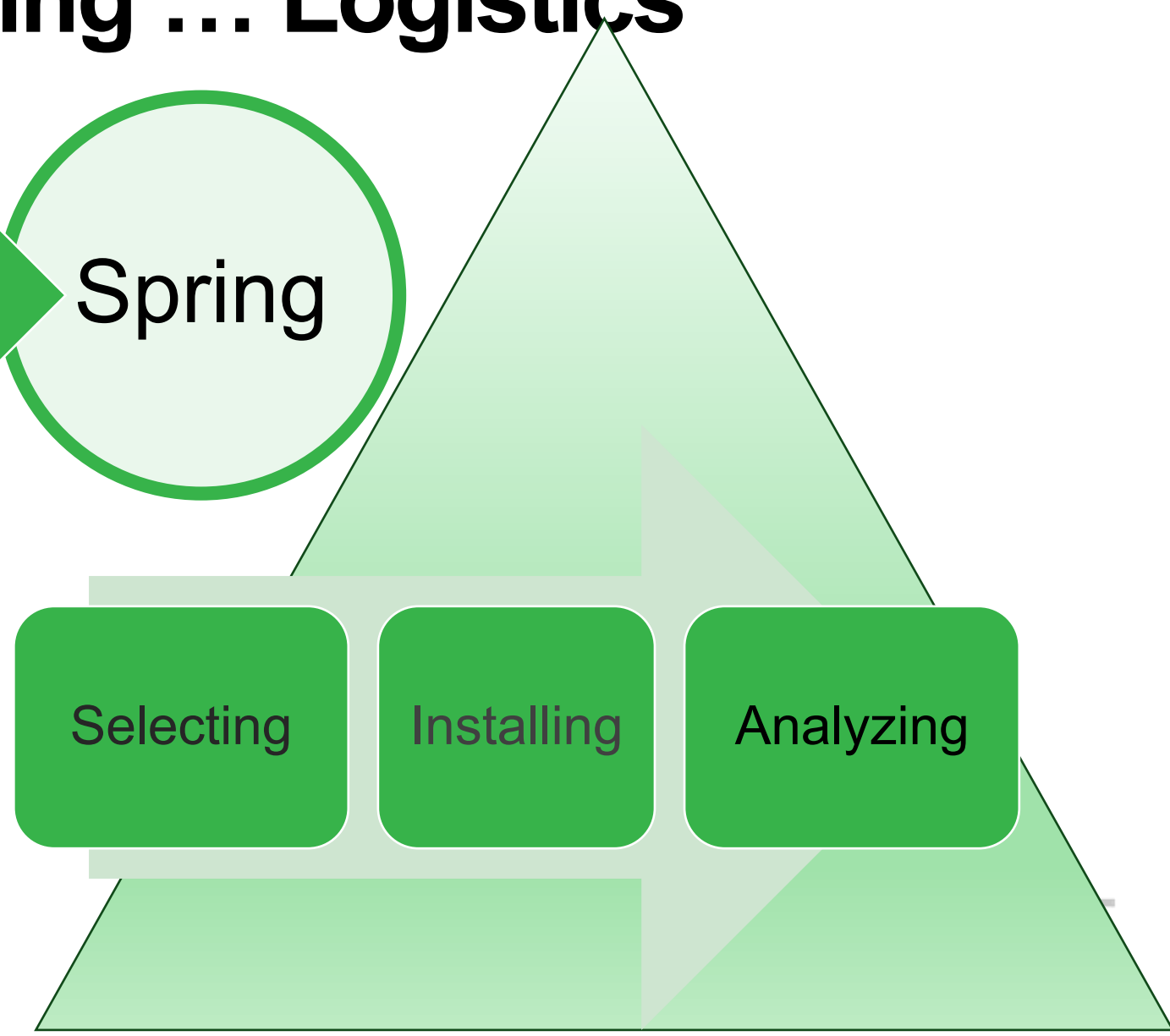
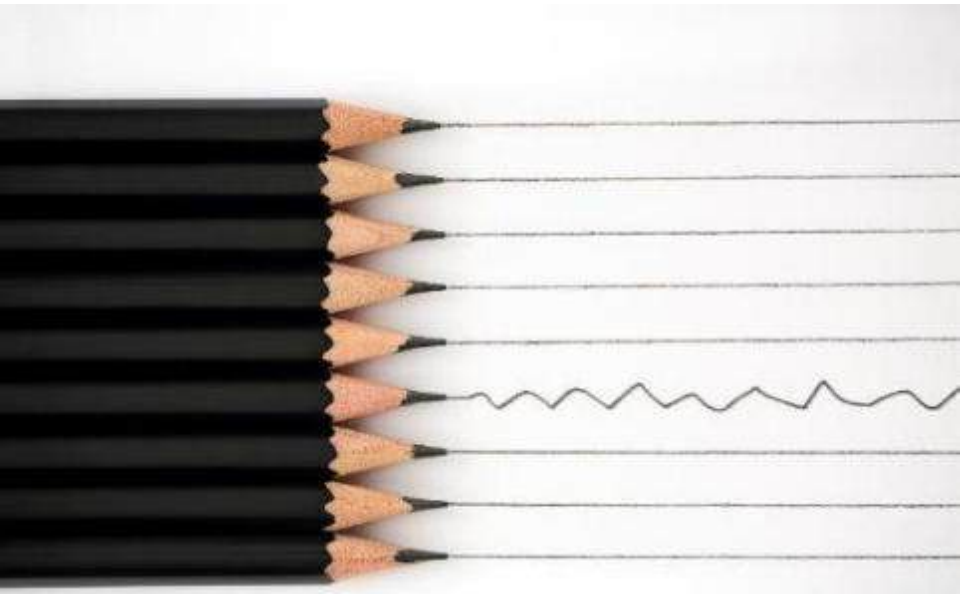
Behavioral Screening: Tools and Logistics

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

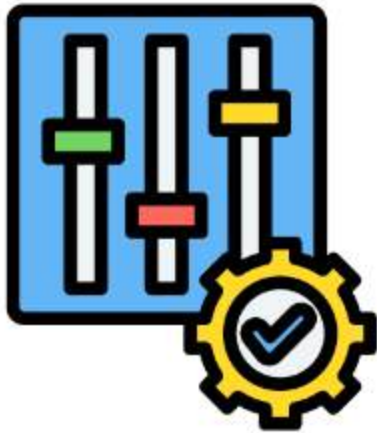


Systematic Screening ... Logistics



Behavioral and Academic Screening

How are students responding? (1 of 2)



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered,
low-intensity
strategies



Connect
students to
Tier 2 and
Tier 3
interventions

What is Behavior Screening?

What are features of systematic behavior screening?



Reliable and valid



Completed for ALL
students



Conducted in Fall,
Winter, and Spring

What are the benefits?



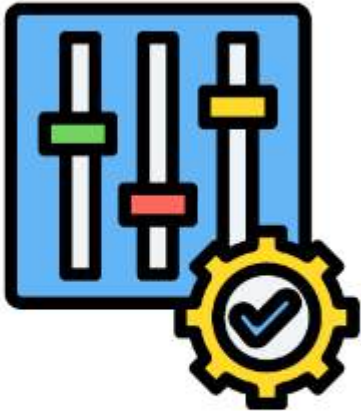
Data are used to shape instruction to meet
students' multiple needs

What are the benefits?



Data are used to shape instruction to meet students' multiple needs

How do we use behavior screening data?



Inform Tier 1
Instruction

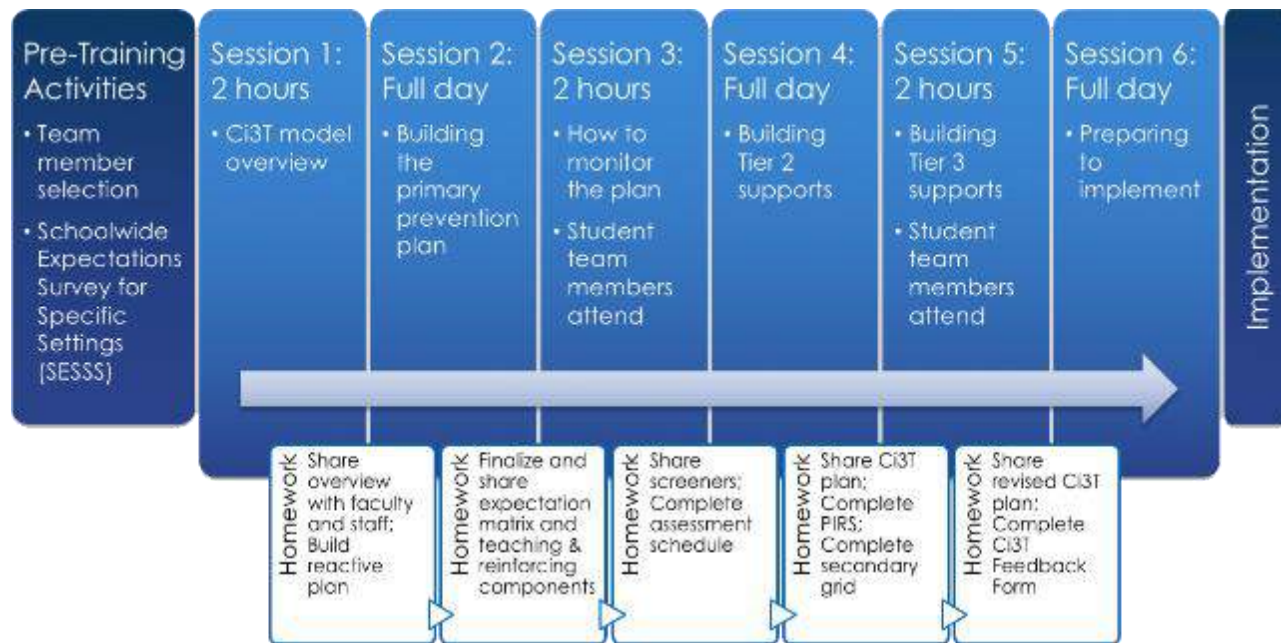



Identify opportunities for
teacher-delivered, low-
intensity strategies



Connect students to
Tier 2 and Tier 3
interventions

Selecting a Systematic Screener




Center on PBIS Positive Behavioral Interventions & Supports
 May 03, 2021

Selecting a Universal Behavior Screening Tool: Questions to Consider

In any tiered system, it is important for implementers to have reliable data to detect students for whom Tier 1 supports alone are insufficient and may benefit from Tier 2 or Tier 3 interventions and supports. Systematic screening is a proactive, reliable method for examining overall levels of student performance in a district, school, department, grade level, or class as well as one component of a process to connect students to more intensive supports. As with academic screening tools, universal behavior screening tools can provide reliable, valid data to detect initial signs of internalizing (e.g., extremely shy, anxious, and withdrawn) and externalizing (e.g., defiant, disruptive, and aggressive) behaviors before they may become chronic challenges for the student, potentially negatively impacting their social and emotional well-being. In this brief, we provide considerations for selecting a universal behavior screening tool to inform instruction for all students by providing teachers with reliable, valid data that can be analyzed along with other sources of data (e.g., attendance, nurse visits, office discipline referrals) to inform instruction. For educational leaders interested in adding a behavior screening tool to their regular school practices, we offer considerations when answering the question: Which universal behavior screening tool shall we adapt?

For educators interested in selecting a systematic screening tool, it is beneficial to first consider your school or district specific priorities relative to systematic screening, and what resources are available for investment. Taking stock at the beginning of this process allows you to set priorities and create a feasible plan for selecting a tool that will meet the needs of your school or district. As you read this practice brief, consider the [Systematic Screening Tools: Universal Behavior Screeners](#) listing of examples of currently available screening tools. In this practice brief, we offer five questions for you to consider as you decide which systematic screening tool to adopt, install, and sustain. These questions are intended to support you to identify your available resources and your screening needs.

1. Student groups

What grade-levels of students will you be supporting with systematic screening (e.g., preschool, elementary, middle, and/or high school)?

Many systematic screening tools are available, with each being designed and evaluated for use with specific grade levels. Therefore, beginning your considerations by identifying the grade levels for which you plan to screen is an important first step. If you plan to screen students across a wide range of grade-levels (e.g., kindergarten through twelfth-grade), you might consider adopting a single screening tool validated for use across all grade spans. However, given fewer systematic screening tools are validated for use at the high school level, it might be necessary to use different screening tools for different grade spans (e.g., one screening tool for the elementary level and another for the middle and high school levels). When reviewing tools, be certain students are screened only using tools designed and evaluated for that

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org
1

Using Systematic Screening Data to... (1 of 4)

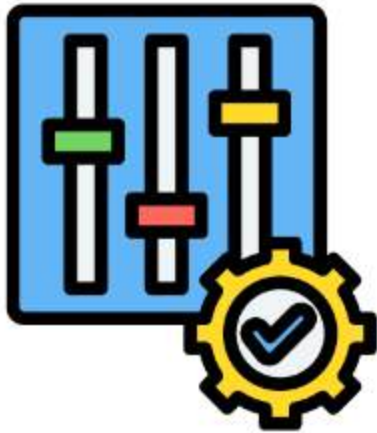
Inform Instruction at Tier 1

Empower Teachers with Low-Intensity Strategies

Connect Students to Validated Tier 2 and Tier 3 Supports

Behavioral and Academic Screening

How are students responding? (2 of 2)



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered,
low-intensity
strategies



Connect
students to
Tier 2 and
Tier 3
interventions

Using Systematic Screening Data to... (2 of 4)

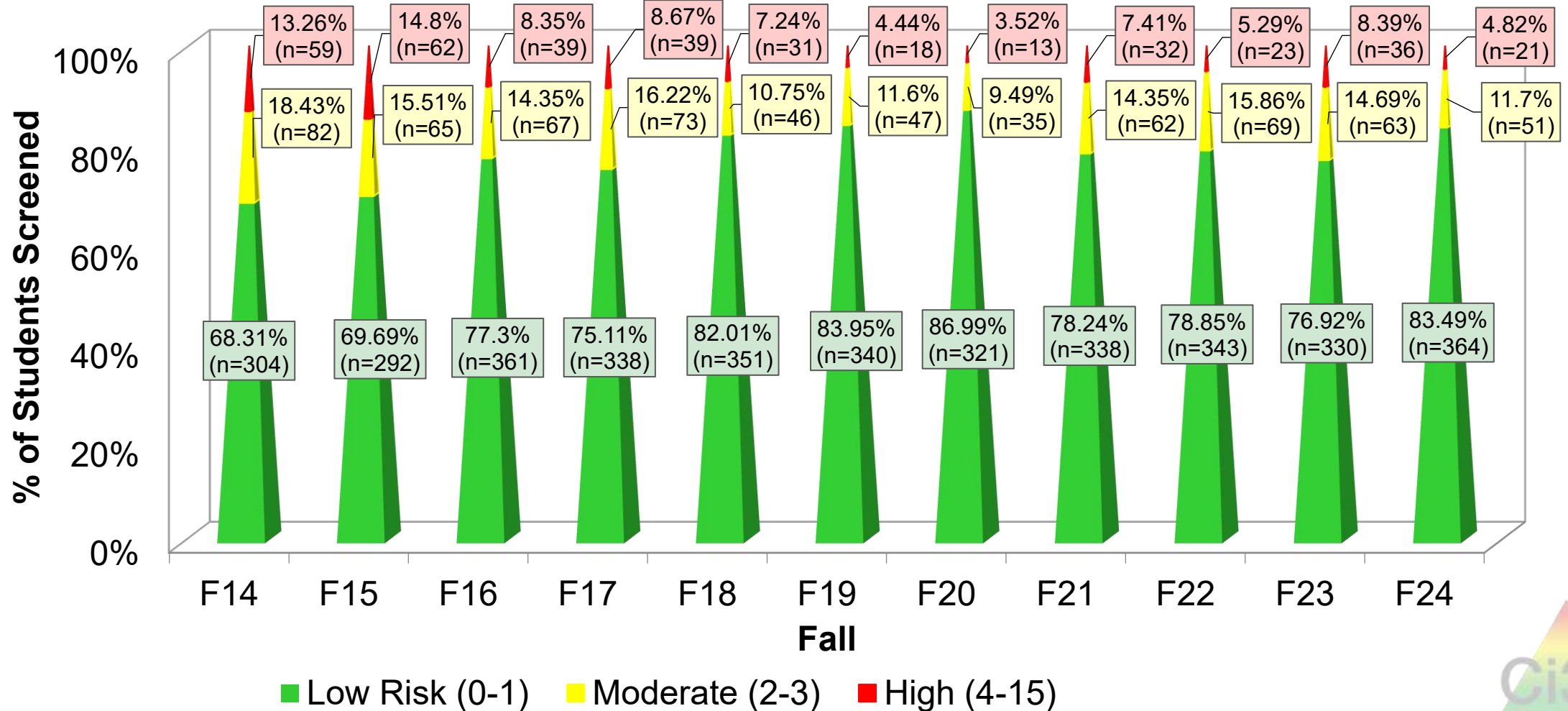
Inform Instruction at Tier 1



Inform Instruction at Tier 1

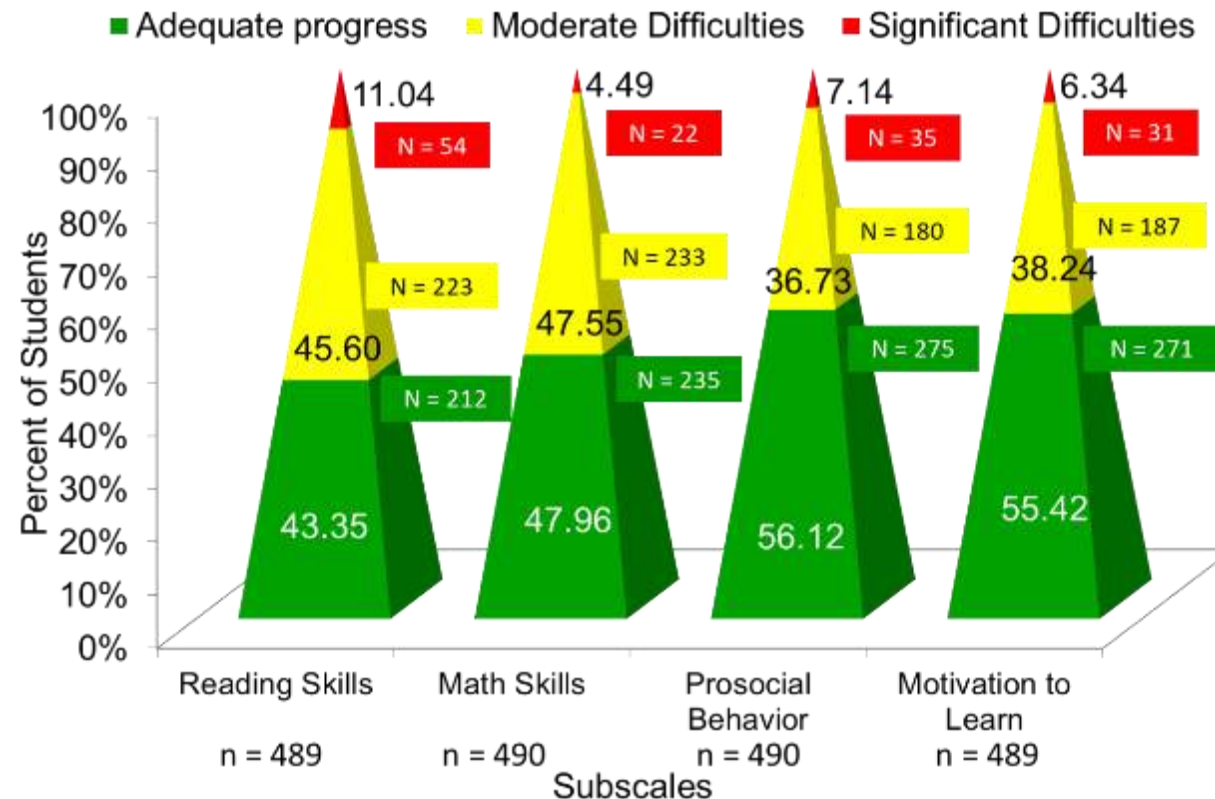
Fall Over Time

SRSS-Internalizing Results – Elementary School Level



Data to Indicate a Focus on Tier 1: School Level

Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School





Academics

Area I: Academics Responsibilities

Faculty and Staff:

- 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:

Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

- Teach all setting Expectations the first week of school and Expectations (monthly).
- Display and model school expectations in classroom and other key settings.
- Implement the reactive plan with integrity.

Area III: Social Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with

Ci3T: Low-Intensity Teacher-Delivered Strategies



Behavioral (1 of 2)



Area I: Academics Responsibilities

Faculty and Staff:

- 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:

Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.

- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
- Display and model school-wide expectations in classrooms and other key settings.
- Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings.
- Implement the reactive plan with integrity.

Lincoln Lion PRIDE

Classroom Expectations

Be Respectful

Be Responsible

Give Best Effort

- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with peers

Classroom Expectations Lesson Plan

CLASSROOM EXPECTATIONS WITH POSITIVE BEHAVIOR SUPPORT

Objective: Students will demonstrate the behavioral expectations of Be Respectful, Be Responsible, Give Best Effort in the classroom.

Be Respectful	Lincoln Lion Pride Classroom Expectations
Be Responsible	<ul style="list-style-type: none"> • Follow directions • Use kind words and actions • Control your temper • Cooperate with peers • Use an inside voice • Complete assignments • Follow classroom routines • Bring your materials • Turn in assignments • Complete homework • Keep your desk, locker, and area under the desk clean and organized • Be kind to the staff • Complete work with best effort • Keep hands on your own body
Give Best Effort	<ul style="list-style-type: none"> • Follow directions • Use kind words and actions • Control your temper • Cooperate with peers • Use an inside voice • Complete assignments • Follow classroom routines • Bring your materials • Turn in assignments • Complete homework • Keep your desk, locker, and area under the desk clean and organized • Be kind to the staff • Complete work with best effort • Keep hands on your own body

Tell:

- Identify the behavioral expectations and techniques, such as:
 - What are some things that happen in the classroom that cause problems for you and for others?
 - How do you usually react to these situations?
 - What are some strategies that you can use to help you respond better to these situations?

2. Define the behaviors and discuss the key terms.

- Be Respectful

Jason Cavener

Behavioral (2 of 2)



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Responsibilities
<p>Faculty and Staff:</p> <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 	<p>Faculty and Staff:</p> <p>Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.</p> <ul style="list-style-type: none"> Teach all setting Expectations within the first week of school and reteach Expectations (monthly). Display and model school-wide expectations in classrooms and other key settings. Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings. Implement the reactive plan with integrity. 	<p>Faculty and Staff:</p> <p>Teach schoolwide social skills/ character education curricula with integrity:</p> <ul style="list-style-type: none"> Teach daily Second Step ® lessons /link to grade level

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/ Dismissal
Be RESPECTFUL	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus driver's rules Stay in your personal space
Be RESPONSIBLE	<ul style="list-style-type: none"> Be in assigned area on time Remain in school for the whole day Bring your required materials Turn in finished work Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the hallway Stay in line with your class 	<ul style="list-style-type: none"> Make your choices quickly Eat your own food and stick with it Clean up after yourself 	<ul style="list-style-type: none"> Play approved games Use equipment appropriately Return equipment when you are done 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Complete work with best effort Ask for help politely 	<ul style="list-style-type: none"> Walk quietly Move directly to next location Follow directions 	<ul style="list-style-type: none"> Use your table manners Assist your neighbor if necessary Use an inside voice 	<ul style="list-style-type: none"> Include others in your games Be active Follow the rules of the game 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathroom tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control

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.



*** 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!**

References: Colvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates
Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.



Social



Area I: Academics Responsibilities

Faculty and Staff:

- 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:

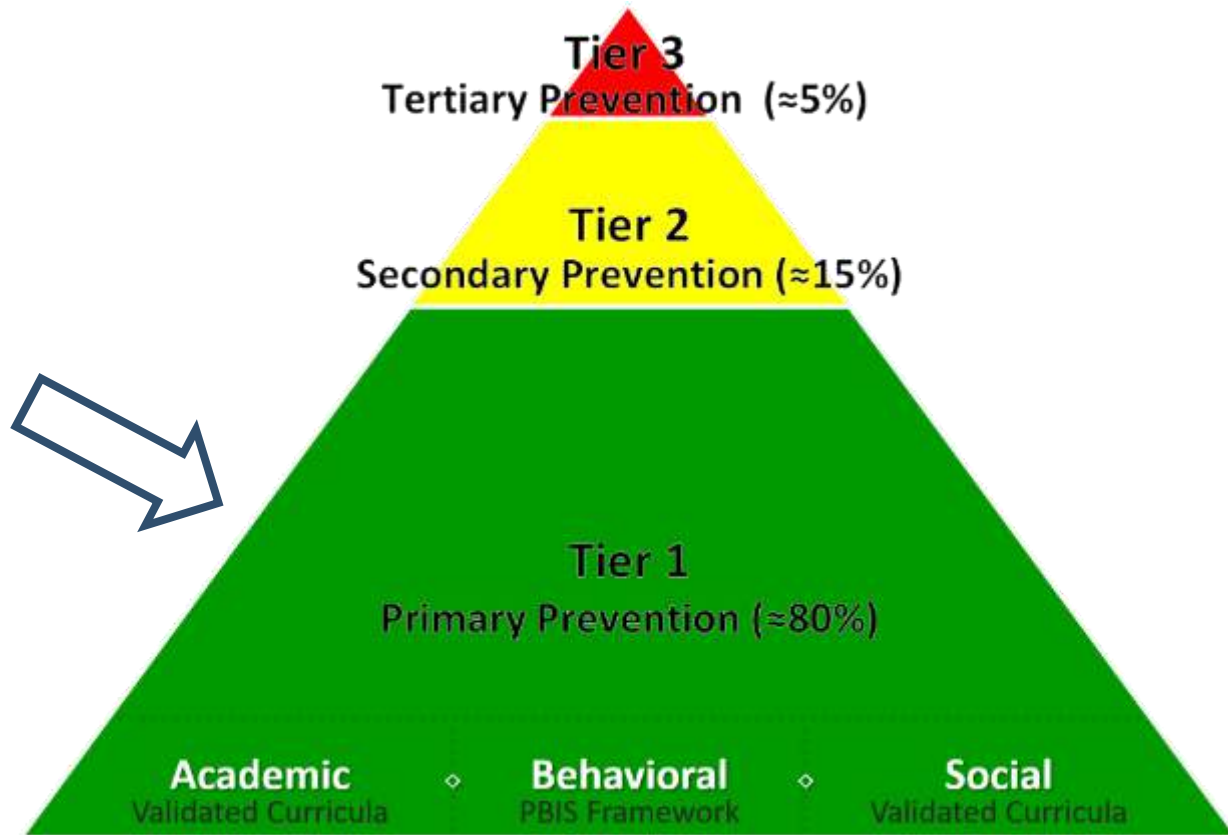
- Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.
- Teach all setting Expectations within the first week of school and reteach Expectations (monthly).
 - Display and model school-wide expectations in classrooms and other key settings.
 - Implement the reactive plan with integrity.

Area III: Social Responsibilities

Faculty and Staff:

- Teach schoolwide social skills/ character education curricula with integrity:
- Teach daily Second Step ® lessons (link to grade level instructional schedules)
 - Seek ways to engage parents as partners in the school program

Providing Integrated Instruction: Ci3T Integrated Lesson Planning



Integrated Lesson Plan			Service Transitions	Behavioral Support/Prevention	High-Quality Instruction	Instructional Quality	Instructional Feedback	Opportunities to Respond	Instructional Materials
Topic	Standards	Standards							
Content Elements	Tier 1 Focus	Formative Assessment/Intervention							
Learning Objectives		Instructional Objectives							
Skills Objectives									
Behavioral Expectations									
Materials & Technology		Behavioral Objectives/Interventions							
		Instructional Objectives							



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

Completed examples available in: Ci3T Project ENHANCE Research Team. (2022, July). *Embedding and integrating Ci3T domains into daily instruction*. Author. <https://doi.org/10.17161/ci3t.42880>

Date:

Class:

Unit:

Integrated Lesson Plan

Topic

Standards

Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
--------------------	--------------------------	-------------------------	----------------------	------------------------	--------------------------	---------------

Core Lesson Elements

Tier 1 (for all)

Equitable Access and Inclusion

Differentiated Objectives

Academic Objective(s)

Social Skills Objective(s)

Behavioral Expectation(s)

Teacher Reflection

Implementation: 0=*not at all*, 1=*limited*, 2=*partial*, 3=*full*

Active Supervision (AS)	Behavior Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Precorrection (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 academic, social skill, and behavioral supports.

0 1 2 3

What went well?

What did not go as expected?

What would I change in the future?



Tier 1: Support for All



Lincoln Elementary
School Year 2023-2024
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by Lincoln Elementary Ci3T Leadership Team Members

Updated: 06/15/2022

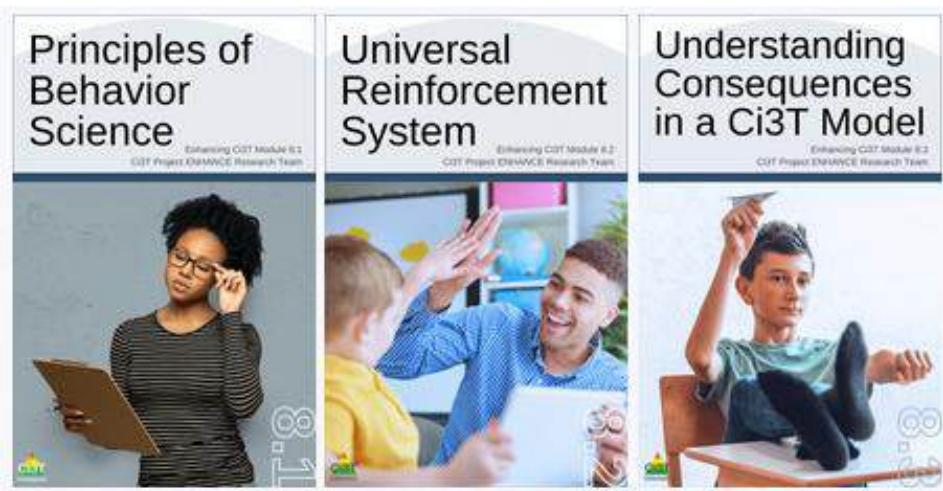
Lincoln Elementary Ci3T Implementation Manual

Page 1



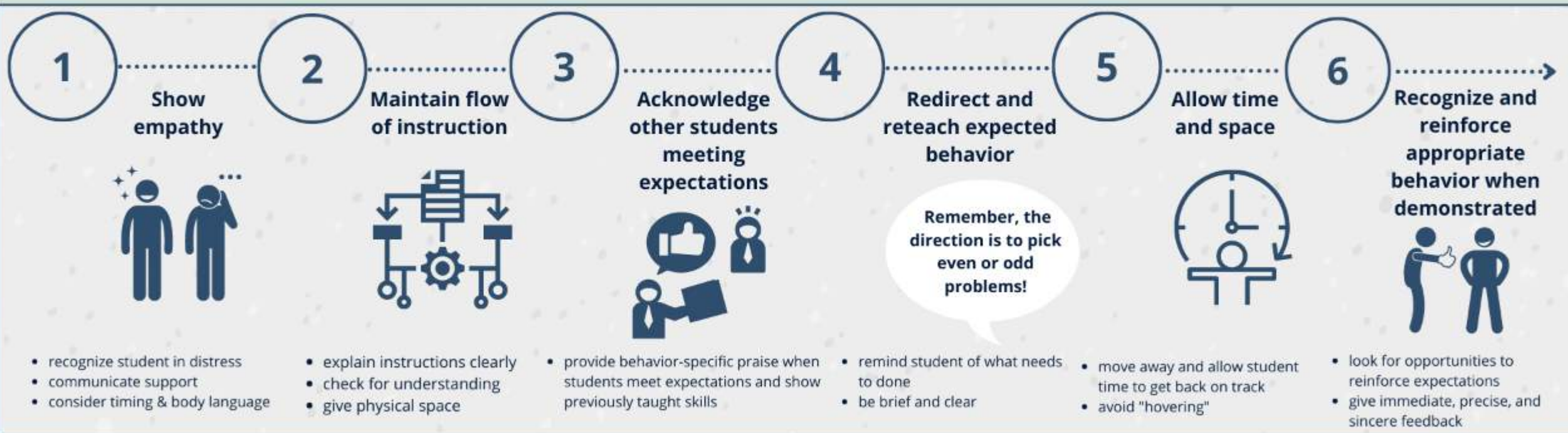
Proactive + Reactive

Approaches to support positive behavior



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.



*** 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!**

How Do I Implement a 6-Step Instructional Approach at My School?



Step 1

Show empathy



Step 2

Maintain the flow of instruction



Step 3

Acknowledge other students meeting expectations



Step 4

Redirect and reteach expected behavior



Step 5

Allow time and space

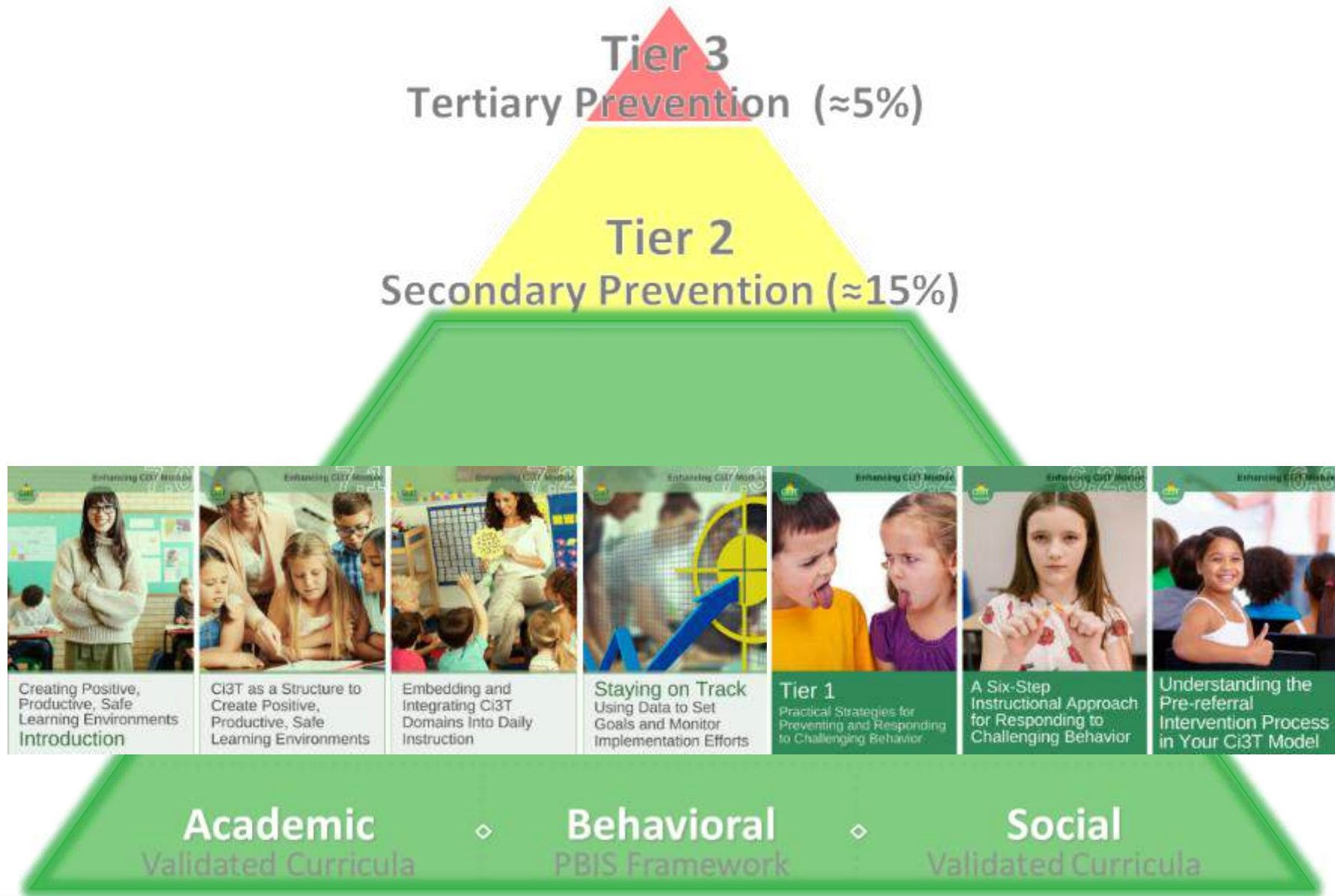


Step 6

Recognize and reinforce expected behavior when demonstrated

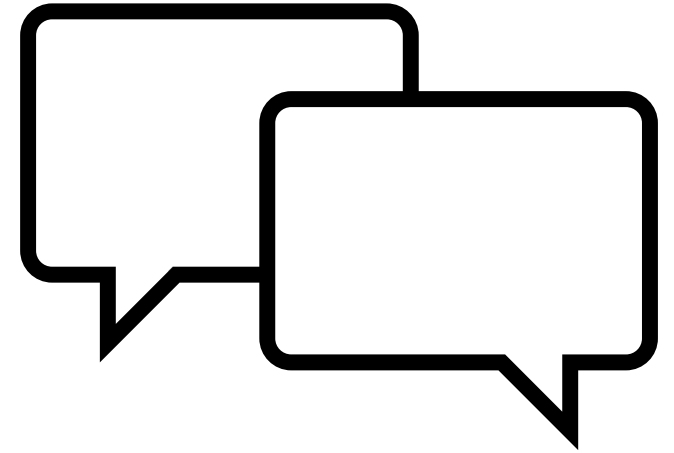
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Talk Time: Systematic Screening in Integrated Tiered Systems

- What questions do you have about systematic screening in tiered systems?
- What is one new take away from yesterday?



00:00


Using Systematic Screening Data to... (3 of 4)

Empower Teachers with Low-Intensity Strategies



Empower Teachers with Low-Intensity Strategies

Examining Academic and Behavioral Data



Teacher Name	R. Collins						
Date: December 2014							
		1 Average or Above	0-3 Low	0-1 Low	0-1 Low		
		2 Below Average	4-8 Moderate	2-3 Moderate	2-5 Moderate		
		3 Well Below Average	9-21 High	4-15 High	6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashely	2152	1	3	0	8	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	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
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Data to Indicate a Focus on Low-Intensity Teacher-Delivered Strategies

Classroom-Level Summary Data		
	SRSS-Externalizing (SRSS-E7)	SRSS-Internalizing (SRSS-I5)
High Risk	10%	13%
Moderate Risk	19%	26%
Low Risk	68%	61%



Low-Intensity Teacher-Delivered Strategies

Area I: Academics Responsibilities

Faculty and Staff:

- 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:

- Implement Positive Behavioral Interventions and Supports (PBIS) with integrity.
- Teach all setting Expectations the first week of school and Expectations (monthly).
 - Display and model school expectations in classroom and other key settings.
 - Implement the reactive process with integrity.

Area III: Social Responsibilities

Faculty and Staff:

Teach schoolwide social skills/ character education curricula with

CI3T: Low-Intensity Teacher-Delivered Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Active Supervision

Intentional, specific, and overt behaviors educators use such as:

- Establishing expectations
- Frequently scanning the context
- Engaging in positive interactions (verbal and nonverbal precorrections and prompts, listening and offering feedback as appropriate)
- Reinforcing desired behavior
- Correction or redirection (when needed)

In the classroom, you would notice the teacher is scanning the classroom, moving between students or groups, praising on-task behavior and correct work, providing feedback to fine tune understanding, using precorrection and prompts to prevent anticipating issues and minimize any potential challenges.



Tier 1
Practical Strategies for
Preventing and Responding
to Challenging Behavior

Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Behavior-Specific Praise

Statements that acknowledge and clearly state what desirable behavior has been performed.

- "Jesse, I see you showing respect for your partner by listening to their ideas"
- "Thank you for showing responsibility by putting the science materials away"



Behavior-specific praise can be used to acknowledge expected behavior of an individual student or multiple students engaging in academic and non-academic tasks.



Tier 1
Practical Strategies for
Promoting and Responding
to Challenging Behavior

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

High-P Request Sequence

Requesting behaviors that a student is likely to respond to, and providing reinforcement for appropriate responding. Three to five high probability (high-*p*) requests are quickly given followed with praise for compliance and a low-*p* request (desired behavior). This strategy takes advantage of behavioral momentum, where we increase compliance and reinforcement to create momentum for compliance to another behavior.

High-*p* Examples:

- "Take out your pencil."
- "Get out a sheet of paper."
- "Write your name on your paper."

Low-*p* Examples:

- "Begin your independent work."



Tier 1

Practical Strategies for
Powering and Responding
to Challenging Behavior

Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Instructional Choice

Offering students opportunities to make choices throughout the instructional day.

Teachers offer students two or more options, allow each student to independently make their choice, and the student is provided with the selected option.



Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Instructional Feedback

Providing specific information to students about their performance, with the purpose of clarifying misinformation, confirming understandings, or restructuring current schemas.

Educators use this strategy when students have a foundational understanding of the content or concepts and are working towards proficiency and fluency. Without foundational understanding, instruction is needed instead of feedback. Educators monitor student data to decide when feedback should be used or when instruction is needed.



Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Opportunities to Respond

Frequent opportunities within a set time period of time for students to respond to teacher questions to practice skills or build fluency.

- Best done with material or concepts already taught and for which students have a basic understanding.
- Three or more opportunities to respond per minute is the goal.



In the classroom, you would notice the teacher is providing high rates of opportunities to respond through combinations of choral responding, thumbs up/down, response cards, personal white boards, clickers, or other methods.



Low-Intensity Strategies

Active Supervision

Behavior-Specific Praise

High-P Request Sequence

Instructional Choice

Instructional Feedback

Opportunities to Respond

Precorrection

Precorrection

Proactively reminding students of expectations *before* entering an environment or beginning an activity.

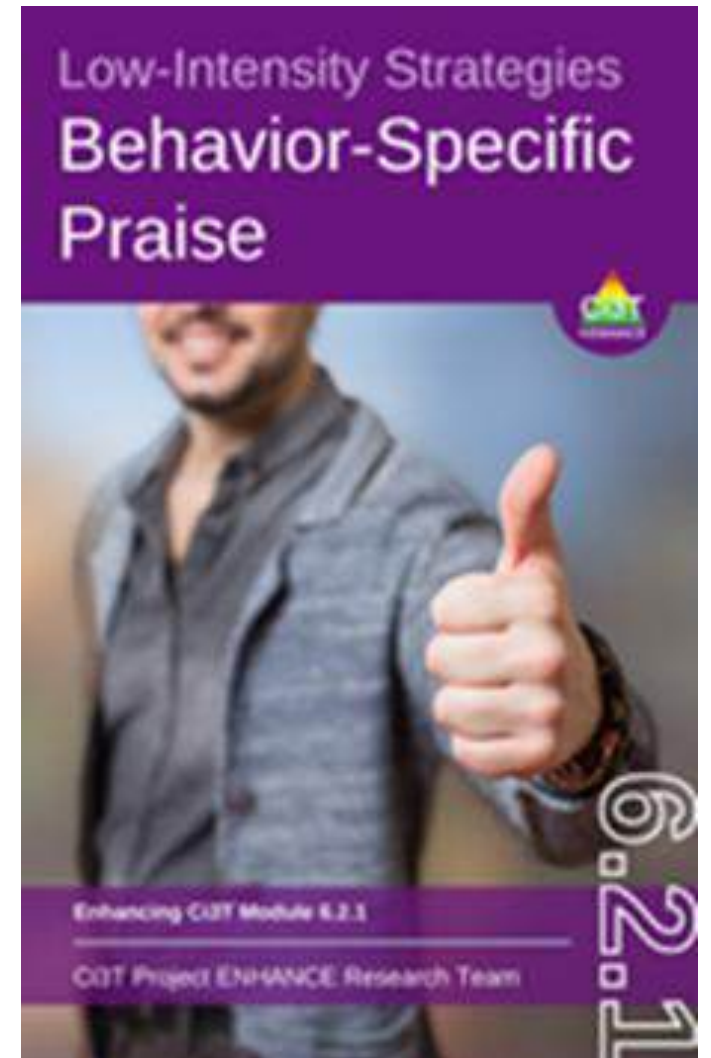
- A teacher reminds students of expectations for working in a collaborative group before beginning the activity. Then the teacher reinforces students meeting expectations with behavior-specific praise.
- A cafeteria monitor greets students as they enter the cafeteria and reminds them of the expectations for staying safe in the cafeteria, such as keeping their mask on while in line and in the shared space, standing on the floor markers spaced six feet apart. Then those serving students lunch can provide behavior-specific praise when students demonstrate the expectations.



Tier 1

Practical Strategies for
Powering and Responding
to Challenging Behavior

A Closer Look at Behavior-Specific Praise



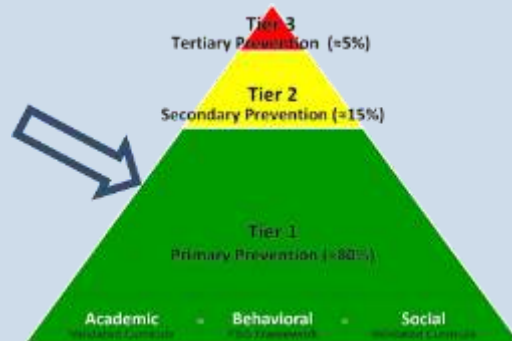
Behavior-Specific Praise Work Time Preview

Using Behavior-Specific Praise as....

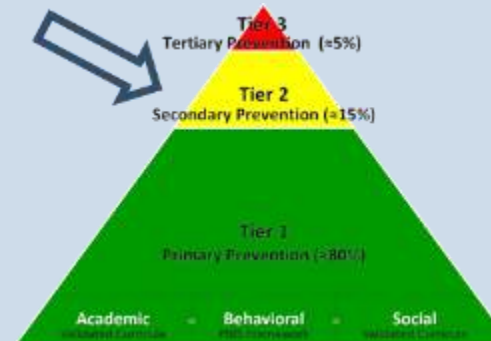
Module Exploration



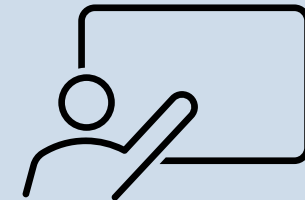
Component of Tier 1 Instruction



Stand-Alone Tier 2 Intervention



A Trainer/Coach



During work time, we invite you to join the breakout room that most closely matches how you plan to apply precorrection in your setting! Our hope is that you can walk out of here tonight ready to implement tomorrow or with a clear action plan of next steps!

What is Behavior-Specific Praise?

What is Behavior-Specific Praise?



Low-Intensity Strategies Behavior-Specific Praise



What is Behavior-Specific Praise?

Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after being asked. You were really prepared and on task!".

Why should I use Behavior-Specific Praise?



Behavior specific praise is simple, effective when delivered consistently and immediately after desired behavior, no cost, and requires minimal effort. It can be used: (1) as a Tier 1 strategy to increase engagement and prevent challenging behavior; (2) as a Tier 2 intervention; (3) embedded with other Tier 2 interventions; or (4) featured as a component of a Tier 3 intervention for students in need of additional supports.



How do I use Behavior-Specific Praise?

Behavior-specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend sitting on the Buddy Bench to play) behaviors that are malleable (e.g., effort, not ability). Steps include:

1. Evaluate current rates of general and behavior-specific praise (BSP).
2. Identify behaviors to reinforce.
3. Practice delivery of BSP.
4. Observe student behavior.
5. Provide BSP.
6. Monitor BSP Delivery.
7. Seek student input.



Low-Intensity Strategies

Behavior-Specific Praise



What is Behavior-Specific Praise?

Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after being asked. You were really prepared and on task!".

Why should I use Behavior-Specific Praise?



Behavior specific praise is simple, effective when delivered consistently and immediately after desired behavior, no cost, and requires minimal effort. It can be used: (1) as a Tier 1 strategy to increase engagement and prevent challenging behavior; (2) as a Tier 2 intervention; (3) embedded with other Tier 2 interventions; or (4) featured as a component of a Tier 3 intervention for students in need of additional supports.



How do I use Behavior-Specific Praise?



How do I use Behavior-Specific Praise?

Behavior-specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend sitting on the Buddy Bench to play) behaviors that are malleable (e.g., effort, not ability). Steps include:

1. Evaluate current rates of general and behavior-specific praise (BSP).
2. Identify behaviors to reinforce.
3. Practice delivery of BSP.
4. Observe student behavior.
5. Provide BSP.
6. Monitor BSP Delivery.
7. Seek student input.



Examples of Behavior-Specific Praise

Examples of
Behavior Specific Praise

Behavior specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend to play) behaviors that are malleable (e.g., effort, not ability).

**Examples:
Behavior Specific**

Academic

- "Jessie, *thank you for being prepared by getting your math folder out during transition.*"
- "I love how Jessie is *waiting patiently* with her *hand raised* to be called on."



Non-academic

- "Great job, Jessie, being a *team player* by *sharing* the ball"
- "Jessie, I like how *respectful* you were when you *asked* to use the ball."



**Non-Examples:
General**

Academic

- "Great job, Jessie."
- "You are prepared, Jessie."
- "Way to go!"



Non-academic

- "That was very nice of you, Jessie"
- "How respectful of you!"



 For more information, please visit ci3t.org

Examples of Behavior Specific Praise



Behavior specific praise can be used to acknowledge both **academic** (e.g., finishing a worksheet, reading aloud) and **non-academic** (e.g., sharing materials, asking a friend to play) behaviors that are malleable (e.g., effort, not ability).

Examples: Behavior Specific

Academic

- "Jessie, *thank you for being prepared by getting your math folder out during transition.*"
- "I love how Jessie is *waiting patiently with her hand raised to be called on.*"



Non-Examples: General

Academic

- "Great job, Jessie."
- "You are prepared, Jessie."
- "Way to go!"





Non-academic

- "Great job, Jessie, being a *team player* by *sharing* the ball"
- "Jessie, I like how *respectful* you were when you *asked* to use the ball."

ee



Non-academic

- "That was very nice of you, Jessie"
- "How respectful of you!"



ee



Wow, that was awesome!

You are so smart!

Thank you for being on time.

Great job picking up around your area.

You do a lot for our school, thanks!

General Praise



Behavior-Specific Praise





Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	<p>Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed.</p> <p>Example: "Suzi, great job showing your work on all the division steps." Non-example: "Good job!"</p>	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSIS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two of more missing assignments within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <p>Progress report: Targeted for Growth for academic learning behaviors</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> - Implementation checklist - Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • Student-completed survey 	<ul style="list-style-type: none"> • 0-1 ODRs in a grading period <p>and</p> <ul style="list-style-type: none"> • Zero missing assignments in a grading period <p>and</p> <ul style="list-style-type: none"> • SRSS-E7: Low (0-3) • SRSS-I5: Low (0-1) <p>or</p> <ul style="list-style-type: none"> • Ranking of 4 or 5 on the Motivation to Learn subscale of the SSIS-PSG

A-R-E Components

featuring
Behavior-Specific Praise



The following is an example of A-R-E intervention components for a student who engages in off-task behavior (e.g., getting out of their seat, talking to peers and adults about off-task topics, calling out) to obtain attention from their teacher and paraprofessionals and to avoid completing work.

Antecedent adjustments

Make small changes in environment to prompt the new, more desirable replacement behavior to occur

- Genuinely greet student prior to entering the classroom
- Pair student with peer role model to work on tasks (access peer attention)
- Visible posters in the classroom and around the school that list expectations
- Verbally state the desired behaviors you expect the student to engage in
- Model expectations to class

Reinforcement adjustments

Provide more and specific reinforcement for the new behavior

- Provide behavior-specific praise to the small tasks or parts of large tasks the student completes
- Give student behavior-specific praise for on-task behavior at a high rate
- Celebrate large task completions!
- Offer student 2 minutes to tell a pre-approved joke to the class after an on-task duration goal is met

Extinction of target behavior

Give student a brief reminder about what he or she is supposed to be doing without engaging in argument

- Give a nonverbal prompt by indicating the classroom setting expectations poster
- Give praise to other students that are on-task, and no praise or attention to the student when they are not on task.

Create a checklist of A-R-E components to measure if the plan is being implemented as planned!



7 Steps to Implement Behavior-Specific Praise



Step 1

Evaluate current rates of general and behavior specific praise.



Step 2

Identify behaviors to reinforce.



Step 3

Practice delivery of behavior specific praise.



Step 4

Observe student behavior.



Step 5

Provide behavior specific praise.



Step 6

Monitor the behavior specific praise delivery.



Step 7

Seek student input.

Behavior-Specific Praise
Implementation Checklist

Teacher: _____ Setting: _____
Start date: _____ End date: _____ Total days: _____
Notes: _____

		Completed?	Completed Date
Step 1	Evaluate current rates of general and behavior-specific praise (BSP)		
Step 2	Identify behaviors to reinforce.		
Step 3	Practice delivery of BSP		
Step 4	Observe student behavior.		
Step 5	Provide BSP		
Step 6	Monitor BSP delivery.		
Step 7	Seek student input.		

Comments: _____

Revised 10/11/2016 11:24 AM
Linn, S. L., Shahan, R. H., Davis, R. P., & Fink, W. P. (2011). *Supporting behavior for student success: A guide to using positive behavior strategies*. New York, NY: Guilford Press.
Copyright © 2012 by the University of Nevada. All rights reserved. Permission is granted to reproduce and distribute this document for personal use only. All other rights reserved. For more information, please contact the University of Nevada, Reno, NV. 775.778.2222



Step 1: Evaluate current rates of general and behavior-specific praise (BSP)

- Evaluate your current rate of general and behavior-specific praise statements
- You can accomplish this in a few ways:
 1. Have someone else observe you in action
 2. Audio or video record yourself over a set period
 3. Track your use of praise statements in real time

Step 2: Identify behaviors to reinforce

 Lincoln Lion PRIDE! Lincoln Elementary Expectation Matrix 						
	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be RESPECTFUL	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus drivers' rules Stay in your personal space
Be RESPONSIBLE	<ul style="list-style-type: none"> Be in assigned area on time Remain in school for the whole day Bring your required materials Turn in finished work Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the hallway Stay in line with your class 	<ul style="list-style-type: none"> Make your choices quickly Eat your own food Choose a seat and stick with it Clean up after yourself 	<ul style="list-style-type: none"> Play approved games Use equipment appropriately Return equipment when you are done 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
GIVE BEST EFFORT	<ul style="list-style-type: none"> Participate in class activities Complete work with best effort Ask for help politely 	<ul style="list-style-type: none"> Walk quietly Move directly to next location Follow directions 	<ul style="list-style-type: none"> Use your table manners Assist your neighbor if necessary Use an inside voice 	<ul style="list-style-type: none"> Include others in your games Be active Follow the rules of the game 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathroom tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control

Step 3: Practice delivery of BSP

- General guidelines:
 - Praise effort, not ability
 - Praise specific examples of effort, not broad generalizations
 - Praise in a variety of contexts with various methods:
 - In front of class
 - In private
 - Written feedback



Behavior-Specific Praise
Example Praise Statements

General guidelines:

- Praise effort, not ability
- Praise specific examples of effort, not broad generalizations
- Praise in a variety of contexts with various methods: in front of class, in private, written feedback

Great job showing your work on your math homework.
I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe.
Thank you for turning in your assignment on time.
I love how you remembered to clean up your area after science lab.
Great job looking seven about resource documents for your essay.
I appreciate how today in class you wrote without stopping for the whole writing time period.
You made good progress on vocabulary, defining 17 of 20 words, which is seven more than last week.
You met your goals today of completing the essay outline!
You followed the steps to correctly reduce fractions to lowest terms, mastering the state standard!
Nice job helping Sam work through the steps to that problem.
I like how Lucille is sitting with her hands and feet to herself.
You were really engaged and participatory in our class discussion.
Great job sharing your materials with your group as we work on our project today.
Excellent use of our new vocabulary word "ambient" in your everyday speech!
Great job class taking turns in our discussion.
I appreciate you waiting over here to quietly, being respectful of everyone else who is reading.
Thank you for raising your hand and waiting to be called on before asking your question.
Class, you are working on your assignment so quietly, thank you!
Thanks to my friends who are sitting "on their own applause."
Way to go, Billy, you are using your coping skills.
Thank you for waiting your turn, Janelle.
Anna, great job filling out your self-monitoring form consistently at each step.

Copyright © 2020 by the University of Kansas. All rights reserved. Permission is granted to photocopy for personal and educational use as long as the names of the authors and the copyright notice are included in all copies.

Step 4: Observe student behavior

Watch for opportunities to deliver behavior-specific praise



Step 5: Provide BSP

It is important that behavior-specific praise is:

- Sincere
- Contingent on the appropriate behavior
- Delivered in a manner that is most appropriate for the student




Step 6: Monitor BSP delivery

Monitor your use of behavior-specific praise by:

- Asking a coach or peer to observe
- Recording yourself (audio or video)
- Self-monitoring (e.g., tally mark, moving paperclip from pocket to pocket)



Step 7: Seek student input



Behavior-Specific Praise

Student Social Validity Questionnaire – Pre-intervention

Directions: Complete this questionnaire with the student prior to beginning the instructional choice intervention. Enter data in the *Social Validity* tab of the **Tiered Intervention Data Manager**, which will score the questionnaire for you. Consider these data as you move forward with the intervention (e.g., can certain elements be adjusted to improve social validity from the student's perspective?).

Student: _____ Date: _____

	I do not agree			I agree		
	1	2	3	4	5	6
1. I would like to receive BSP for meeting classroom expectations.						
2. Receiving BSP would help me get more work done.						
3. I think that receiving BSP could help improve my grades.						
4. Receiving BSP would help other students in my class/school.						
5. I think that receiving BSP will make school a happier place to be.						

Comments:

Source: Adapted from Witt, J.C. & Elliott, S.N. (1985). Acceptability of classroom intervention strategies. In Karbenell, T.R. (Ed.), *Advances in School Psychology*, Vol. 4, 257 – 288. Cibaum.

Reproduced under Fair Use of copyrighted materials for education, scholarship, and research. 17 U.S.C. § 107

Work Time: Explore Behavior Specific Praise

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

Step 2: Open the Behavior-Specific Praise module to explore



Step 3: Review the selected module's resources

Step 4: Create an action plan for:

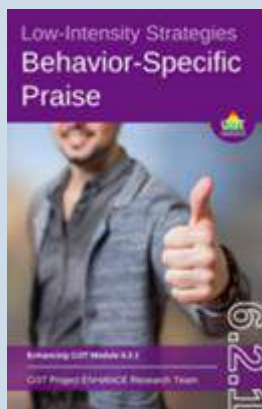
- Sharing this intervention with one or more colleagues
- Using this intervention

00:00

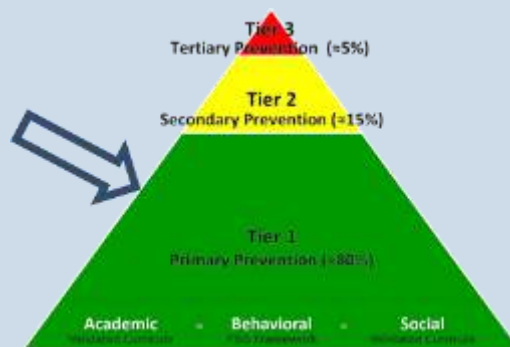
Behavior-Specific Praise Work Time

Using Behavior-Specific Praise as....

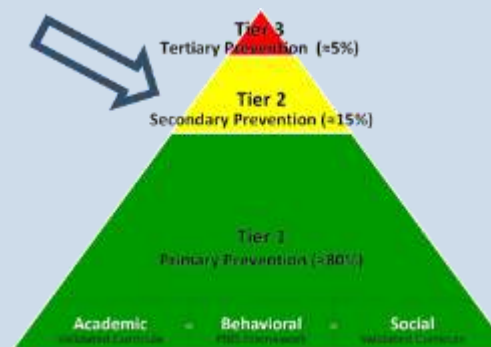
Module Exploration



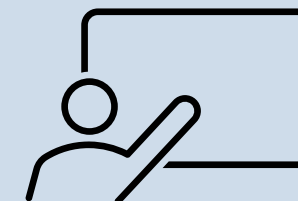
Component of Tier 1 Instruction



Stand-Alone Tier 2 Intervention



A Trainer/Coach



00:00

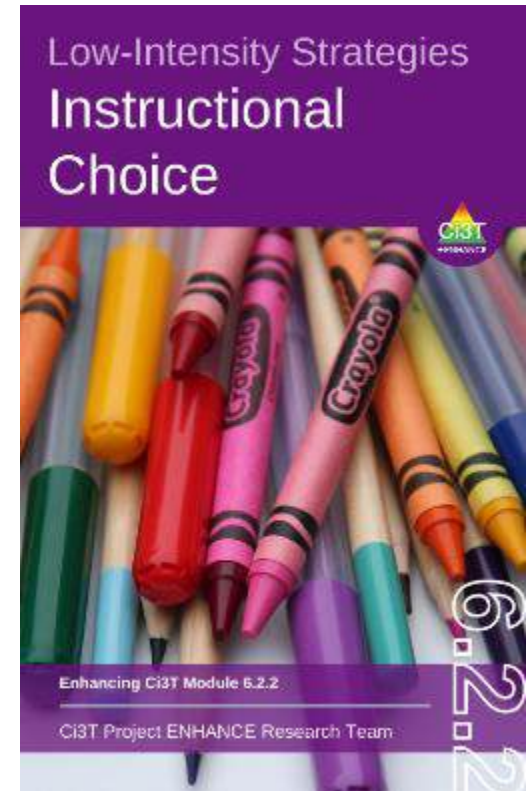
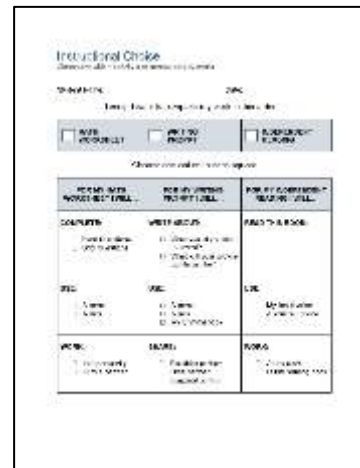
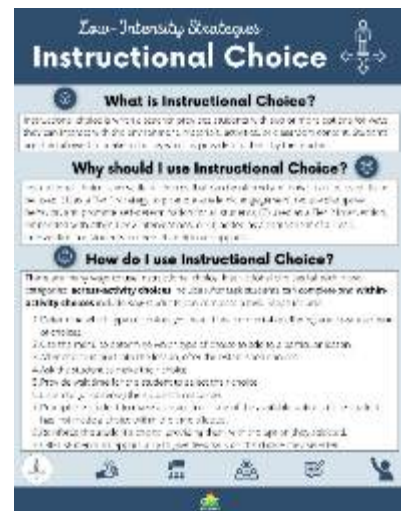
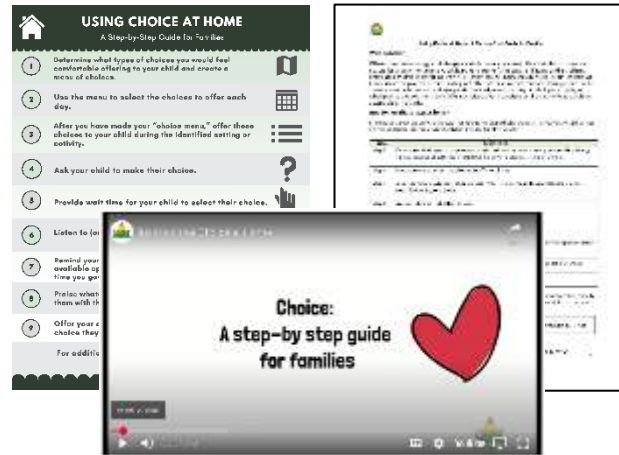
Bio Break!

00:00



Module Connection!

Instructional Choice



Work Time: Explore a Second Low-Intensity Strategies

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

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



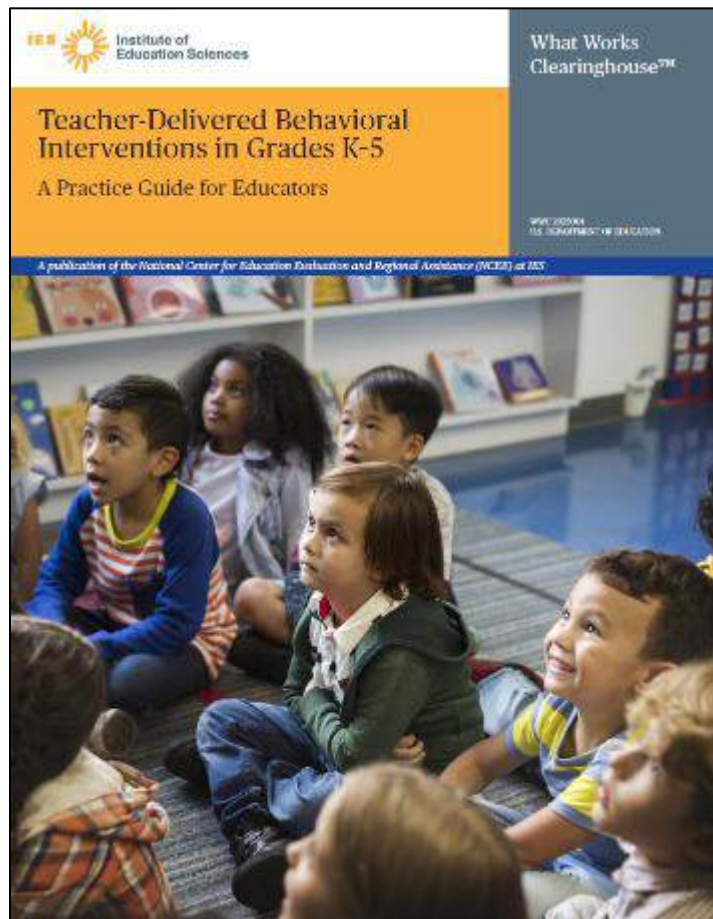
00:00

Step 3: Review the selected module's resources

Step 4: Create an action plan for:

- Sharing this intervention with one or more colleagues
- Using this intervention

Resource Spotlight! (1 of 2)



IES WWC What Works Clearinghouse

SEARCH

PRACTICE GUIDE

Teacher-Delivered Behavioral Interventions in Grades K-5

Released: December 2024

- Introduction document (160 KB)
- Summary document (479 KB)
- Full Guide (5.7 MB)

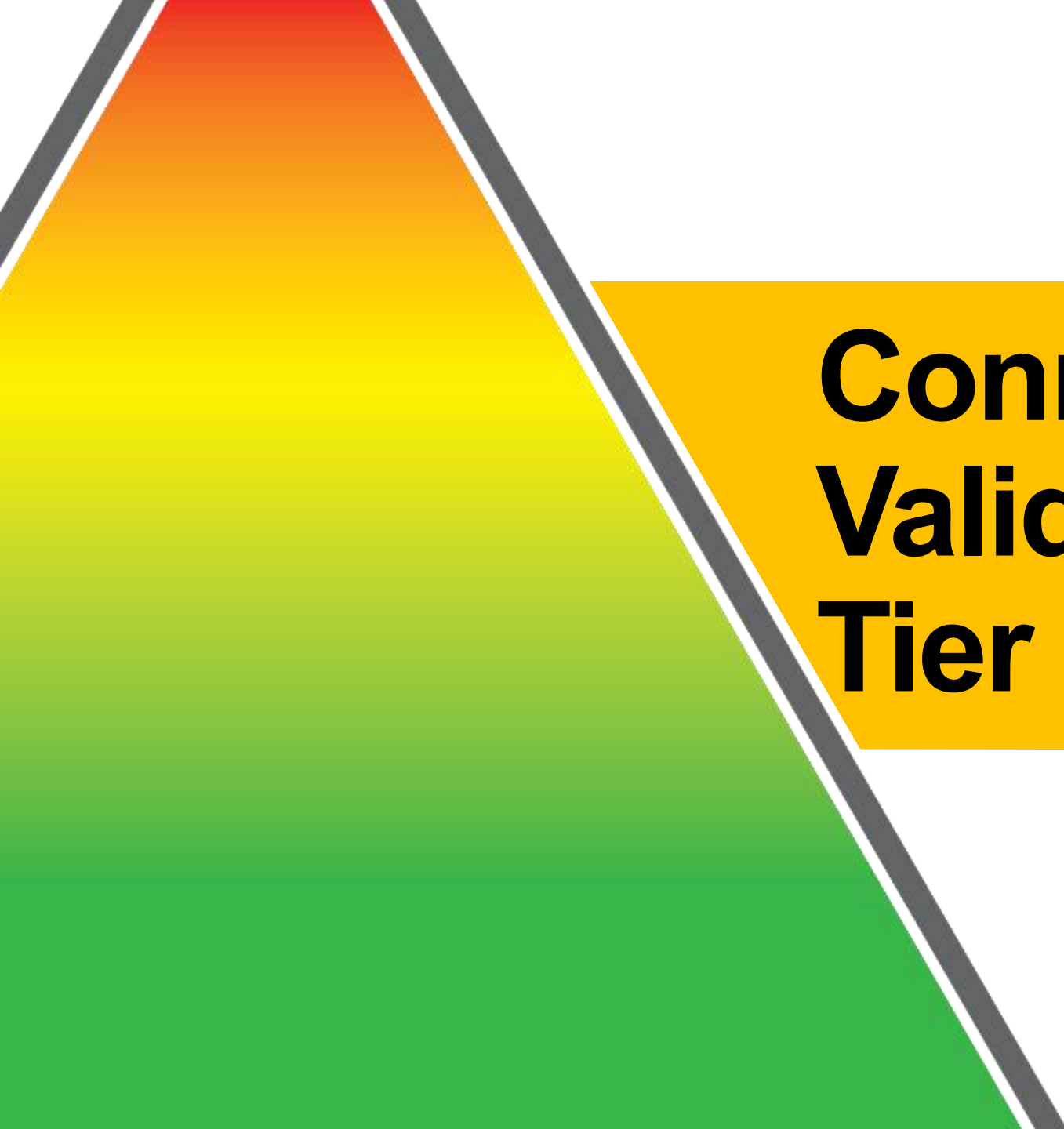
Recommendations Details Panel

This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K-5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

1	Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations.	STRONG EVIDENCE	TIER 1 STRONG
2	Remind students to engage in expected behaviors.	STRONG EVIDENCE	TIER 1 STRONG
3	Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards.	STRONG EVIDENCE	TIER 1 STRONG
4	Offer instructional choices to students to increase engagement and agency.	MODERATE EVIDENCE	TIER 2 MODERATE
5	Provide students frequent and varying opportunities to respond to and engage in activities.	MODERATE EVIDENCE	TIER 2 MODERATE
6	Teach students to monitor and reflect on their own behavior.	MODERATE EVIDENCE	TIER 2 MODERATE

Using Systematic Screening Data to... (4 of 4)

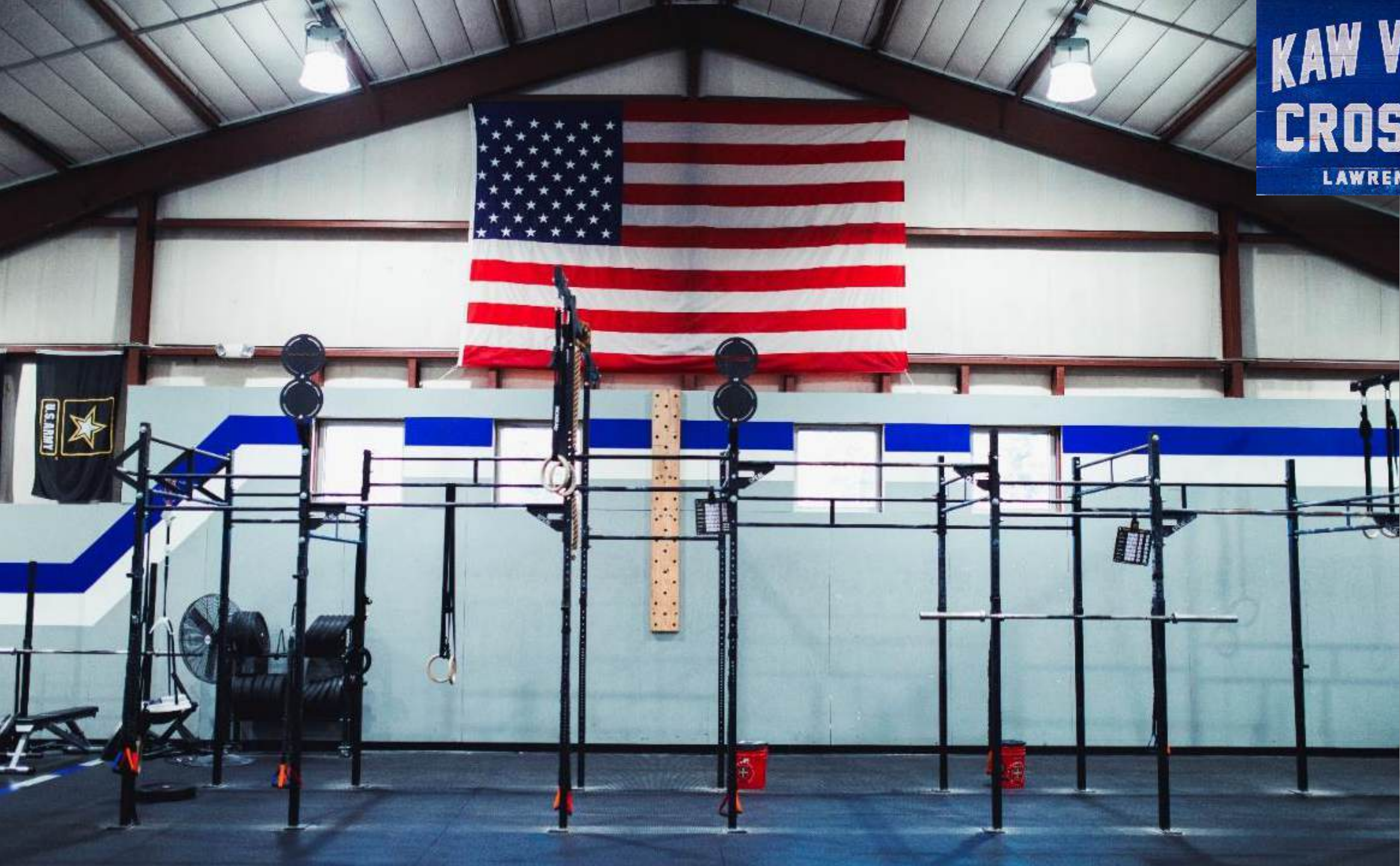
Connect Students to Validated Tier 2 and Tier 3 Supports

A decorative graphic on the left side of the slide, featuring a diagonal line that divides the space into two triangles. The upper triangle is filled with a gradient from red at the top to yellow in the middle, and the lower triangle is filled with a gradient from yellow to green at the bottom. The text is positioned on a solid yellow rectangular background that overlaps the right side of the graphic.

Connect Students to Validated Tier 2 and Tier 3 Supports

KAW VALLEY CROSSFIT

LAWRENCE, KS









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?

There are no "Tier 2 kids" or "yellow zone students." Based on the data, there may be a student who needs Tier 2 supports.

Various Locations



Where do we provide Tier 2 supports to students?

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.

Supports vs. People



Is Tier 2 the support? Or the person who provides it?

Tier 2 intervention grids list the strategy

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?

various locations. Students do not have 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.



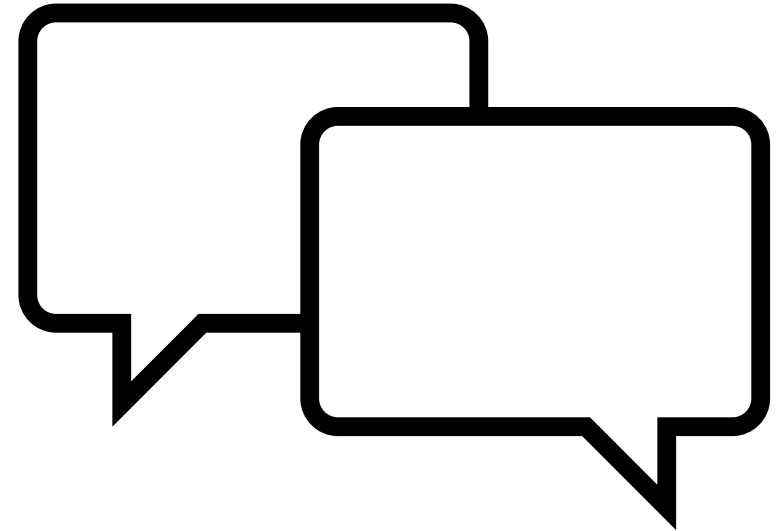
Your Ci3T Implementation Manual has **one comprehensive list** of Tier 2 interventions to support the needs of students in academic, behavioral, and social domains (not separate lists).
Tier 2 supports are often integrated.



For more information, please visit ci3t.org

Talk Time: Tier 2 and Tier 3 Interventions

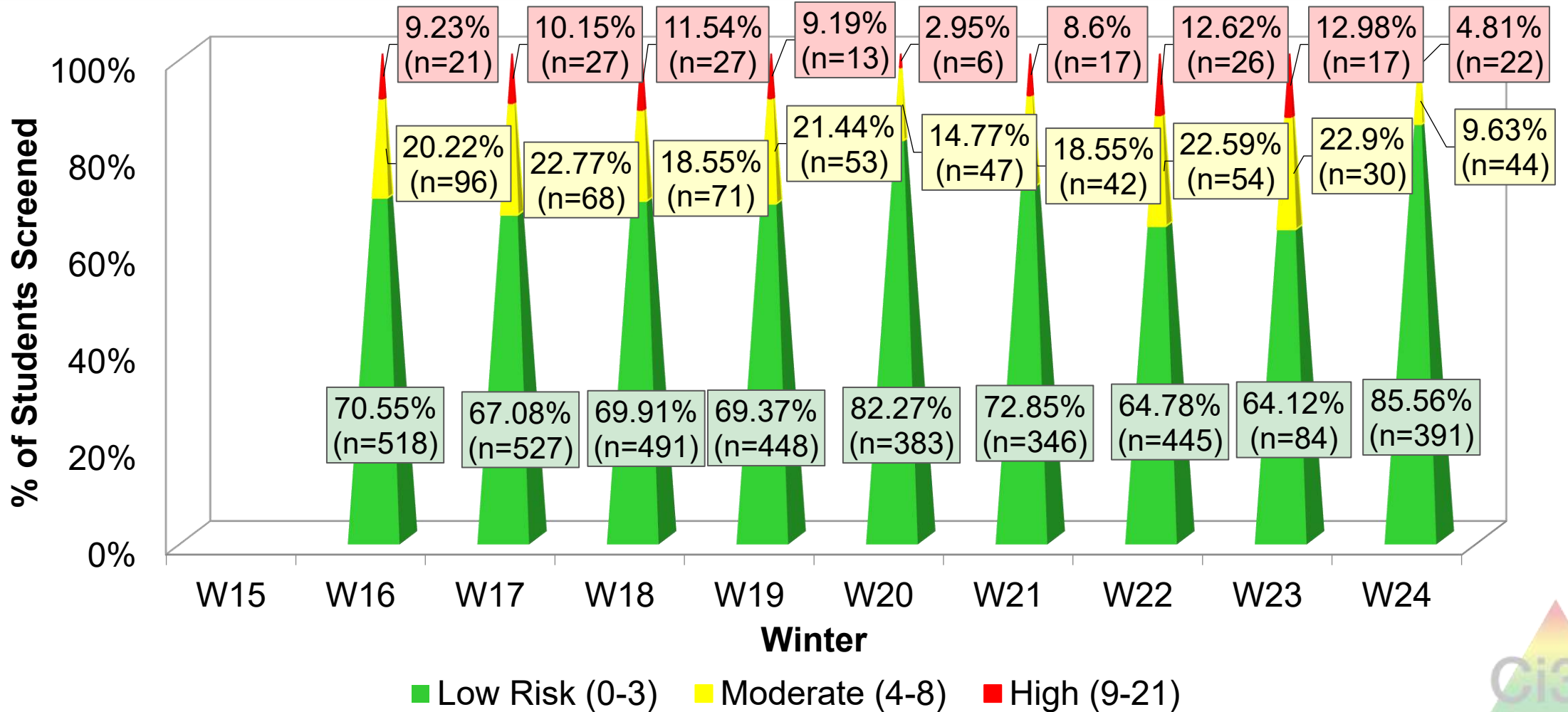
- What Tier 2 and Tier 3 Interventions do you offer in your school or district?
- How do you currently look for students who might benefit from Tier 2 and Tier 3 interventions?



00:00

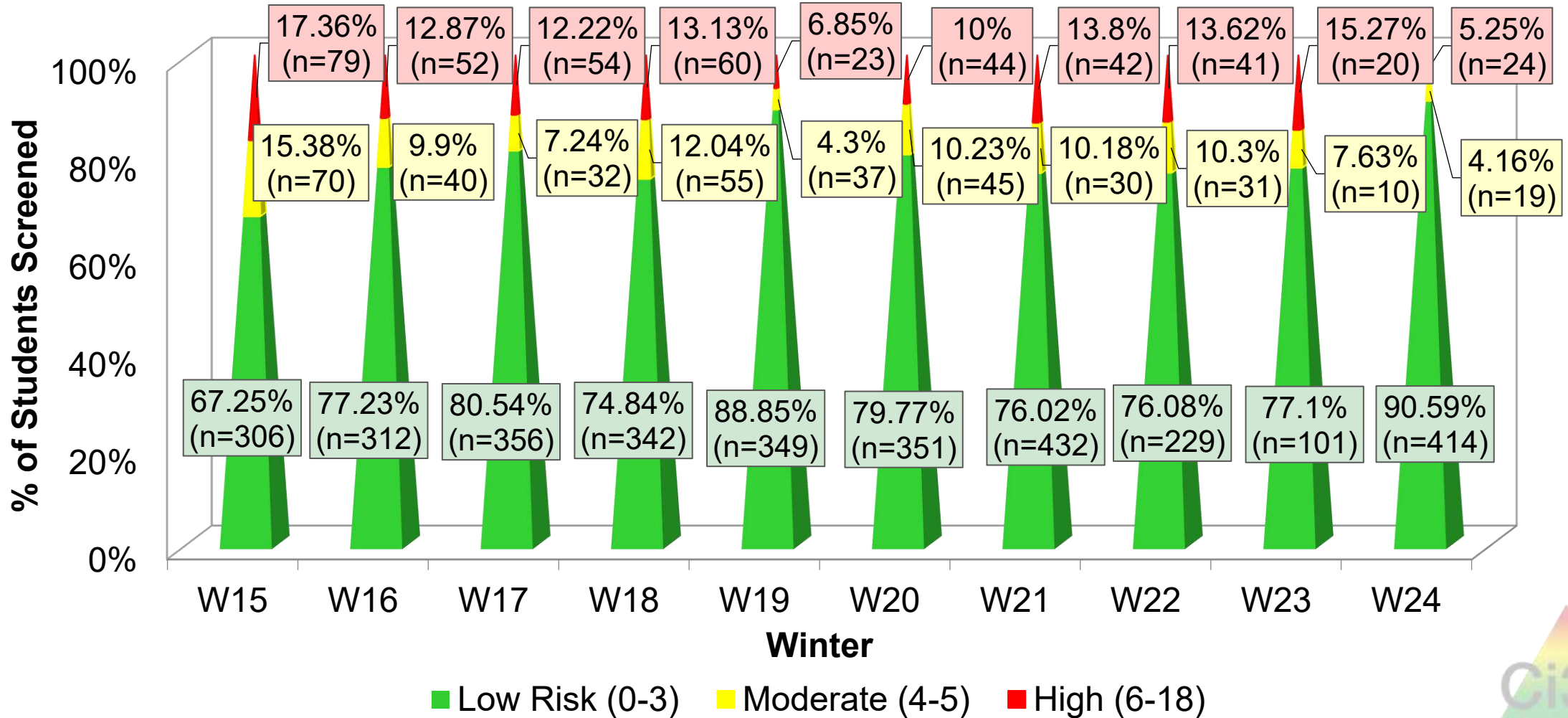
Winter Over Time

SRSS-Externalizing Results – Middle School Level



Winter Over Time

SRSS-Internalizing Results – Middle School Level



Winter 2024

SRSS-Internalizing Results – Middle School Grade Level

Grade Level	<i>N</i> Screened	Low <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
6	160	149 (93.13)	4 (2.50)	7 (4.38)
7	131	123 (93.89)	2 (1.53)	6 (4.58)
8	166	142 (85.54)	13 (7.83)	11 (6.63)

Data to Suggest a Focus on Connecting Students with Tier 2 and Tier 3 Supports

Student ID	Last Name	First Name	Attendance		Nurse Visits	Behavior			Academic Screening					Composite Risk Level				Notes		
			Days Missed	Tardies		Office Discipline Referrals (Major)	Fall SRSS-Externalizing	Fall SRSS-Internalizing (SRSS-E7)	Fall Oral Reading Fluency (SRSS-15)	Fall Nonsense Word Fluency (%tile)	Fall Reading Fluency (%tile)	Fall Vocabulary (%tile)	Fall Reading Comprehension (%tile)	Fall Reading Composite (%tile)	Fall Concepts & Applications (%tile)	Fall Mental Computation Fluency (%tile)	Fall Number Computation Fluency (%tile)		Fall Math Composite (%tile)	Fall Math Composite Risk Level
122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	6	LOW	57	68	68	6	LOW	
122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	4	LOW	42	72	56	5	LOW	
122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	1	MODERATE	47	96	14	6	LOW	
122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	3	LOW	47	59	14	4	LOW	
122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	2	LOW	26	38	14	2	MODERATE	
122313	Watts	Deshaun	0	1	2	0	0	0	60	90	93	96	1	LOW	88	90	88	9	LOW	
122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	9	LOW	62	74	14	6	LOW	
122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	6	LOW	42	24	14	3	MODERATE	
122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	0	LOW	80	99	98	9	LOW	
122352	Cole	James	5	7	3	1	4	0	1	31	16	27	3	HIGH	8	38	34	0	HIGH	
122363	Hill	Tyrez	2	0	1	0	1	0	48	76	84	75	2	LOW	88	92	14	8	LOW	
122366	Shaftoe	Robert	5	2	6	0	12	5	1	42	8	5	3	HIGH	5	44	46	0	HIGH	
122371	Flaherty	Julia	1	3	1	0	0	0	35	65	51	13	0	MODERATE	57	84	14	6	LOW	
122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	7	MODERATE	22	91	76	5	LOW	
122395	Xiao	Ivy	0	1	3	0	1	0	24	76	51	27	4	LOW	47	84	56	6	LOW	
122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	0	MODERATE	8	54	34	0	HIGH	
122445	Bevins	William	3	2	6	1	13	3	78	96	56	49	1	LOW	88	93	97	9	LOW	
122447	Reed	Fenton	3	0	2	0	0	0	27	94	56	49	6	LOW	88	99	68	9	LOW	
122461	Greenwood	John	2	0	11	0	2	3	44	94	62	19	9	LOW	52	84	98	8	LOW	
122581	Ferguson	Ada	2	1	4	0	0	0	68	85	96	96	4	LOW	88	96	14	8	LOW	
122608	Dixon	James	1	1	4	0	0	0	63	72	72	61	6	LOW	62	80	51	6	LOW	
122633	Martin	Reid	0	0	1	0	0	0	52	38	56	27	3	LOW	32	7	68	3	MODERATE	
122643	Myers	Edith	4	11	1	0	0	0	66	22	62	19	5	LOW	32	38	14	2	MODERATE	
122802	Perry	Lily	3	3	6	0	5	1	20	4	51	5	8	MODERATE	12	7	14	0	HIGH	

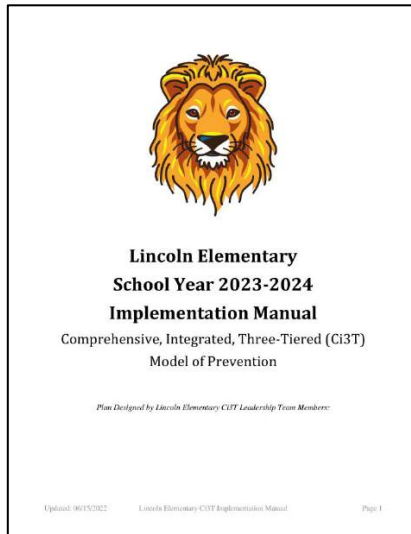
attendance

behavior screening

academic screening



Getting Started with Data-Informed Decision Making

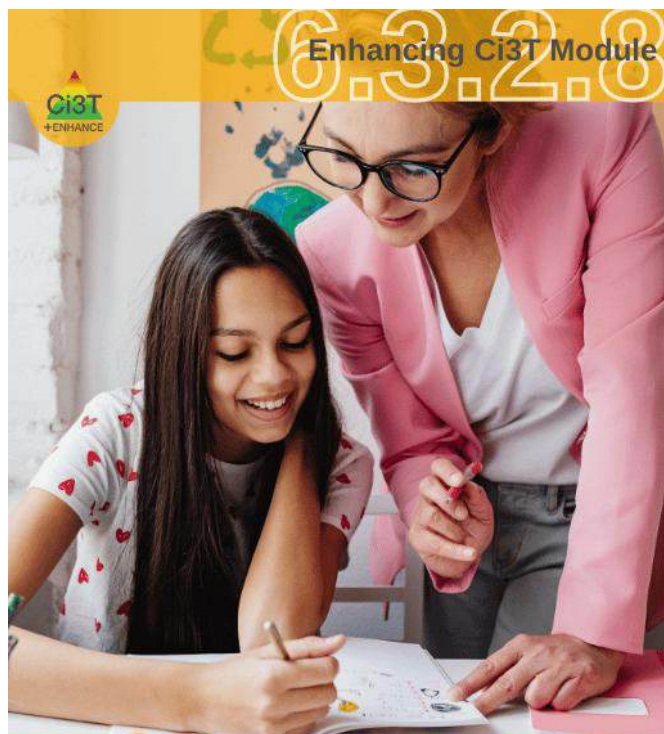


Student ID	Last Name	First Name	Grade	Gender	DOB	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type
221001	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221002	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221003	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221004	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221005	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221006	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221007	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221008	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221009	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221010	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full

Student ID	Last Name	First Name	Grade	Gender	DOB	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type	Enrollment Status	Enrollment Date	Enrollment Type
221011	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221012	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221013	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221014	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221015	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221016	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221017	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221018	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221019	Adams	John	1	M	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full
221020	Adams	Jane	1	F	01/01/2010	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full	08/15/2019	Full



Tier 2 Interventions: Illustrations



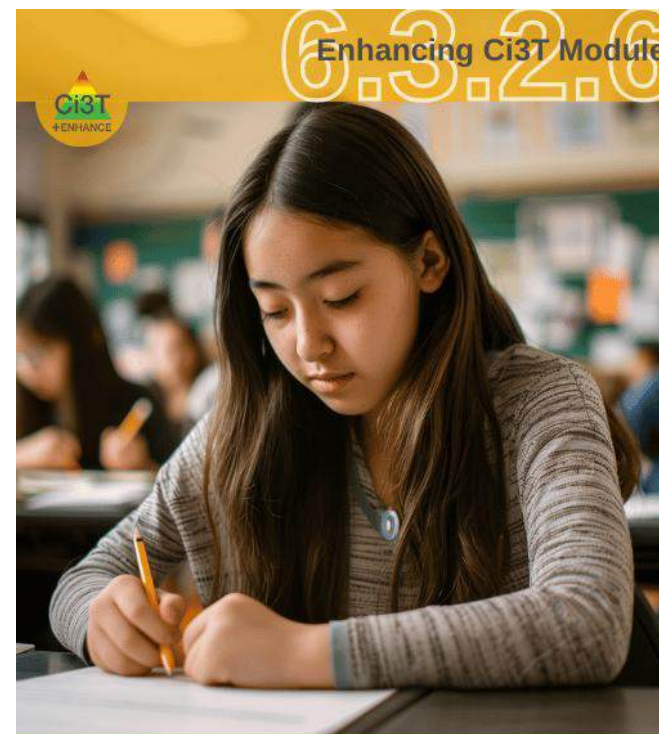
Self-Monitoring Interventions

Supports to Promote Students' Academic, Social, Emotional, and Behavioral Success



Social Skills Interventions

Supports to Enhance Students' Social and Emotional Well-being



Recognize. Relax. Record.

An intervention package for students struggling with anxious feelings



Tier 2 and Tier 3 Intervention Grids



Secondary (Tier 2) Intervention Grid

Self-monitoring

Elementary

Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) or <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Progress report: Targeted for growth in academic enabling behaviors 	<p>Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan</p> <p>Passing grades on progress reports</p> <p>Social Validity:</p> <ul style="list-style-type: none"> • Intervention Rating Profile-15 (IRP-15; teacher and family) • Children's Intervention Rating Profile (CIRP) <p>Treatment Integrity: Implementation & treatment integrity checklist</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <p>Academic: Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)</p>



Data in Action 1

**School-wide Data:
Entry Criteria**

Behavior:

- SRSS-E7 score: Moderate (4-8)
- or
- SRSS-E7 score: High (9-21)
- or
- 2 or more office discipline referrals (ODR)
- or
- 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	AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11111	Barton, Mike	1	1	6	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Cianni, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	5	2	1	7	0
11116	Gantt, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	16	1	6	0	1
11120	Heinz, Karl	2	1	6	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	5	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mulder, Jill	1	3	6	8	1	2	0
11125	Phelps, Whitney	2	1	3	1	0	0	2
11126	Shaftoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	5	8	2	2	0
11128	Smith, Kaitylin	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in Action 2

**School-wide Data:
Entry Criteria**

Behavior:

- SRSS-E7 score: Moderate (4-8)
- or
- SRSS-E7 score: High (9-21)
- or
- 2 or more office discipline referrals (ODR)
- or
- 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	AIMSweb Reading	AIMSweb Math	SRSS-E7	SRSS-15	Office Discipline Referrals	Absences	Tardies
11111	Barton, Mike	1	1	6	2	0	4	1
11112	Cole, James	1	2	3	2	1	2	1
11113	Cianni, Sue	1	1	0	0	0	0	0
11114	Fox, Lucy	1	1	0	1	0	0	0
11115	Flaherty, Julia	2	1	5	2	1	7	0
11116	Gantt, Henry	1	1	0	1	0	2	4
11117	Greenwood, Jonny	1	2	0	3	0	5	0
11118	Gilbert, Jillian	1	1	0	0	0	1	0
11119	Hale, Chad	3	2	16	1	6	0	1
11120	Heinz, Karl	2	1	6	1	0	1	2
11121	Lane, Carly	1	1	2	0	0	0	3
11122	Luck, Brad	2	1	14	1	5	0	1
11123	Miles, Dean	1	1	3	1	0	1	0
11124	Mulder, Jill	1	3	6	8	1	2	0
11125	Phelps, Whitney	2	1	3	1	0	0	2
11126	Shaftoe, Robert	1	2	3	0	0	3	0
11127	Smith, David	3	3	5	8	2	2	0
11128	Smith, Katyln	1	1	1	0	0	1	2
11129	Waterhouse, Lawrence	1	1	2	1	0	1	1
11130	Xiao, Ivy	1	1	0	1	0	0	1

Data in Action 3

- School-wide Data:
Entry Criteria**
- Behavior:**
- SRSS-E7 score: Moderate (4-8)
 - or
 - SRSS-E7 score: High (9-21)
 - or
 - 2 or more office discipline referrals (ODR)
 - or
 - 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	AIMSWeb Reading	AIMSWeb Math	SRSS-E7	SRSS-I5	Office Discipline Referrals	Absences	Tardies
11115	Flaherty, Julia	2	1	5	2	1	7	0
11120	Heinz, Karl	2	1	6	1	0	1	2

Other Tier 2 Options



Tier 2: Self Monitoring Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitoring is implemented by the student and teacher to improve academic performance (completion and/or accuracy), academic enabling behaviors (e.g., engagement, study skills), social skills, or other target behaviors.	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p style="text-align: center;">AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for growth in academic enabling behaviors 	<p>Work completion and accuracy of the academic, behavioral, or social and emotional area of concern named in the self-monitoring plan</p> <p>Passing grades on progress reports</p> <p>Social Validity:</p> <ul style="list-style-type: none"> • Intervention Rating Profile-15 (IRP-15; teacher and family) • Children’s Intervention Rating Profile (CIRP) <p>Treatment Integrity:</p> <p>Implementation & treatment integrity checklist</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) <p>Academic:</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)</p>

Tier 2 Self-Monitoring Interventions: Resources to Support Implementation




Tier 2: Social Skills Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Intervention	<p>Interventionist (trained teacher, counselor, or paraprofessional) will lead small group social skills intervention sessions offered during study skills or advisory period for approximately 25-30 min 3-4 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using approved, validated social skills lessons appropriate for student skillsets as identified using validated assessments (e.g., teacher and parent versions of the</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) and/or <input type="checkbox"/> SRSS-I6 score: Moderate (4-5) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or fewer absences in first 3 months of school <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teacher implementation of Ci3T primary (Tier 1) plan <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family permission After obtaining family permission, complete a validated assessment (e.g., Social Skills Improvement System-Rating Scales Teacher, 	<p>Student measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> SSiS-Rating Scale (Pre/Post) <input type="checkbox"/> Direct Behavior Rating (DBR; daily) <input type="checkbox"/> Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: IRP-15 <input type="checkbox"/> Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Skill Lesson Treatment Integrity Checklist 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student progress at end of 24 sessions <input type="checkbox"/> SRSS-E7 and I6 scores are in the low-risk category <input type="checkbox"/> Team agrees goals have been met or no further sessions are warranted 

Tier 2 Social Skills Interventions: Resources to Support Implementation



Tier 2: Recognize. Relax. Record.

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR)	<p>RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over 15 lessons of 20-30 min each (RRR Instruction).</p> <ol style="list-style-type: none"> Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons). Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). RRR Ready-Go!: After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson). Optional Review: This lesson can be used as 	<p>Behavior*</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-I5 score: Moderate (2-3), or <input type="checkbox"/> SRSS-I5 score: High (4-15) <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. <p>Grade Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> Third-, fourth-, or fifth-grade <p>*Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion</p>	<p>Student Performance</p> <p>Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement):</p> <ul style="list-style-type: none"> RRR Teacher Recoding Form to measure engagement and internalizing behaviors RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <p>Social Validity</p> <ul style="list-style-type: none"> Teacher: IRP-15 Student: CIRP <p>Treatment Integrity</p> <p>RRR Instructional</p>	<p>Reduced internalizing behaviors as measured by the SRSS-I5 score:</p> <p>Low (1-2)</p> <p>Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level).</p> <p>Increased Engagement consistently meeting goal set (as measured by the DBR)</p> 

A Closer Look at Recognize. Relax. Record.



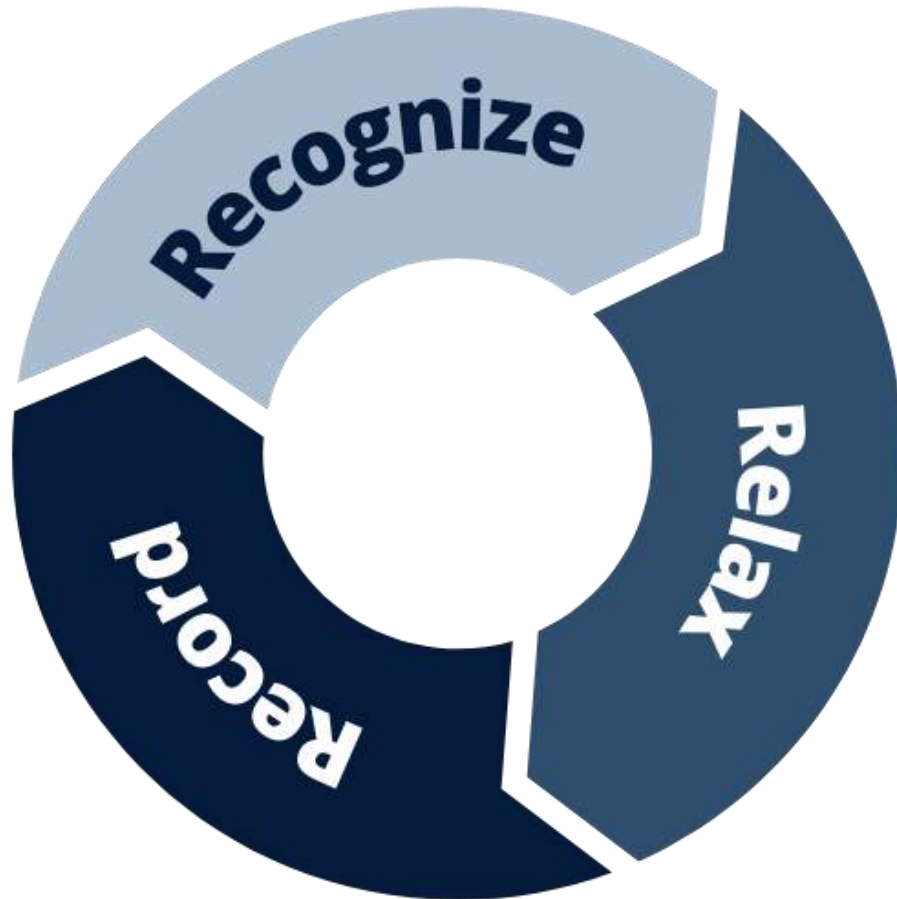
Enhancing Ci3T Module
6.3.2.6

Ci3T
+ ENHANCE

Recognize.
Relax.
Record.

An intervention package for students
struggling with anxious feelings

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)

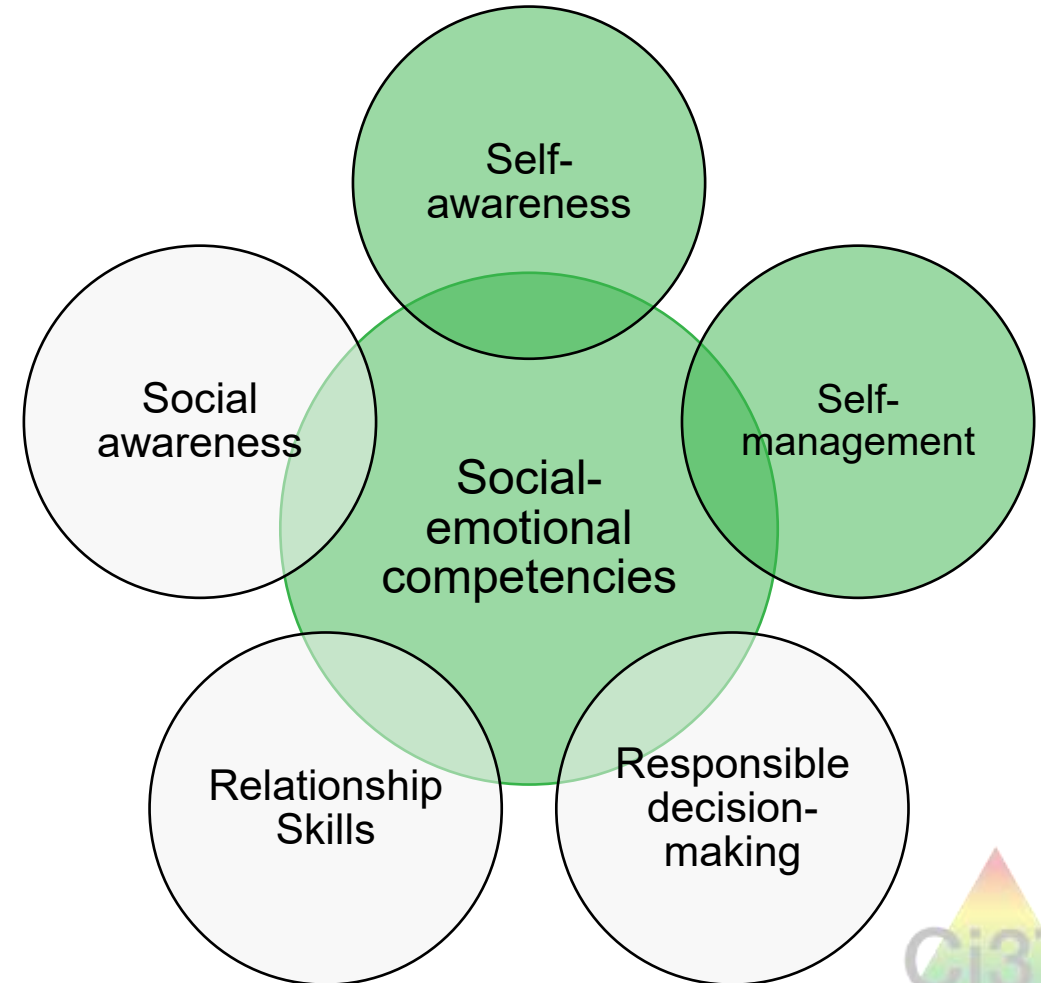
What does the supporting research for Recognize. Relax. Record. say?



Recognize.

- Social-emotional competencies, such as self-awareness and self-management, are related to important long-range outcomes
 - high school graduation
 - college degree completion
 - obtaining employment

Durlak et al., 2011



Adapted from CASEL Framework (2020)

What does the supporting research for Recognize. Relax. Record. say?



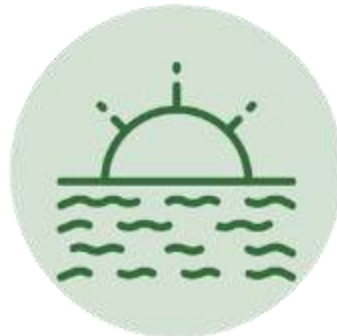
Relax.

- Relaxation training is commonly used in research-based cognitive behavioral interventions for children with anxiety

Chorpita & Daleiden, 2009



Breathing techniques



Guided imagery



Progressive muscle relaxation



Self-talk

What does the supporting research for Recognize. Relax. Record. say?



Record

- Self-management interventions effective for
 - behavioral and social outcomes
 - reading, math, and other content areas at elementary
Levendoski & Cartledge, 2000
 - productivity, engagement, and academic performance
Carr & Punzo, 1993
 - students with emotional and behavioral disorders
 - students educated in general and special education classrooms
A.M. Briesch & Briesch, 2016; Briesch & Chafouleas, 2009

Project ENGAGE

Year 1



Year 2



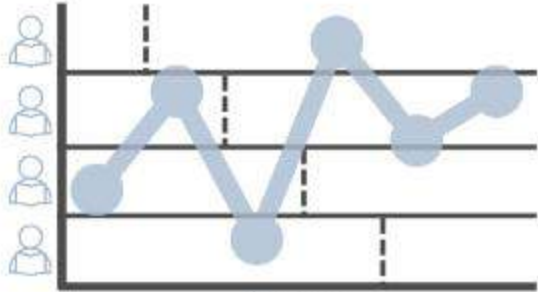
Year 3



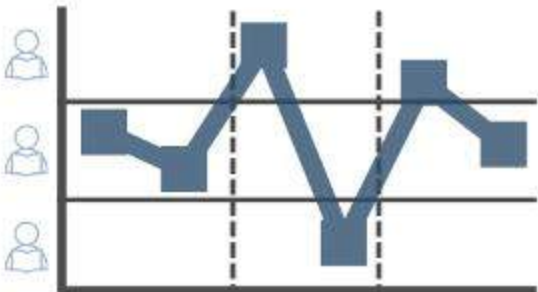
Year 4

1 Elementary School

2 Teachers
single-case designs



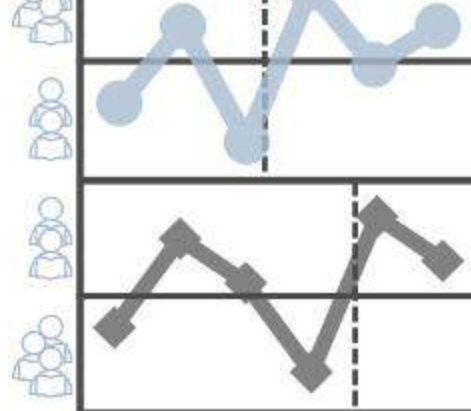
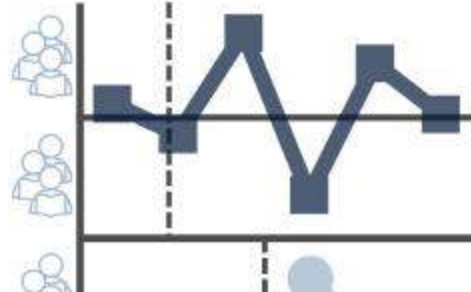
Study 1



Study 2

1 Elementary School

6 Teachers
multiple baseline design



13 Elementary Schools

96 Teachers
random assignment



A special thank you to teachers who participated! It was gift to learn from and with you!!!



Analyze



Finalize



Share

Three Components of Recognize. Relax. Record.



This is a data collection sheet for the 'Recognize, Relax, Record' intervention. It includes fields for 'Teacher Name', 'Student Name', 'Date', and 'Time'. The sheet is divided into sections for 'Recognize', 'Relax', and 'Record', each with a grid for recording data points. There are also sections for 'Notes' and 'Comments'.

The cover features a circular graphic with the words 'Recognize', 'Relax', and 'Record' arranged around a central point. Below the graphic are logos for 'Ci3T' and 'ENHANCE'. The text on the cover includes 'Recognize, Relax, Record Intervention Materials and Lesson Plans' and 'Developed by: [Name]'. A vertical list of numbers from 1 to 15 is on the right side of the cover.



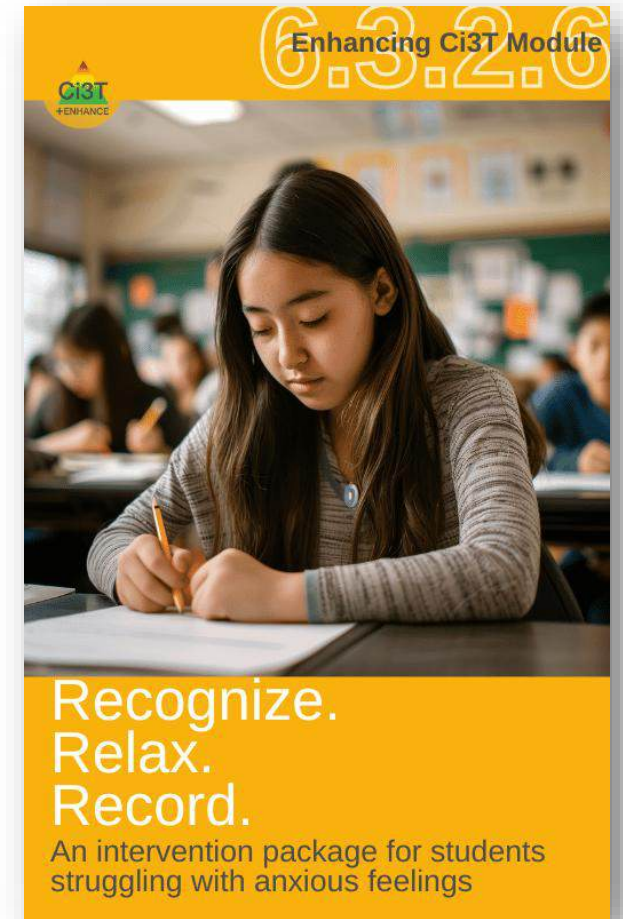
Enjoy Lunch!

00:00



Implementing RRR

A 7 step process



Step 2

Plan RRR Procedures

- Schedule

- RRR Rating Period

- Time when baseline (Direct Behavior Rating) data collected
 - Time when students will use self-monitoring during RRR In-Class phase

- RRR Instruction Block

- Time for small-group instruction (15 lessons, 20-30 min each)



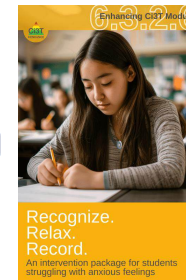
1) RRR Rating Period:

Time (e.g., 12:15-12:45)	Subject (e.g., Science)
2:00-2:40 Monday-Thursday	Math

2) RRR Instructional Block

Time (e.g., 12:15-12:45)	Subject (e.g., Science)
10:00-10:25 Monday, Wednesday, Thursday	Independent Work Time

Step 3 Collect Baseline Data



Enhancing Ci3T Module
6.3.2.6

Recognize. Relax. Record.
An intervention package for students struggling with anxious feelings

HOW DO I IMPLEMENT RECOGNIZE, RELAX, RECORD, IN MY SCHOOL?

13 Getting Started with Recognize, R...

14 Step 1: Use data to connect stude...

15 Step 2: Plan RRR Procedures

Collaborate with parents, families, an...

Gather data to identify students' stren...

Prioritize concerns and schedule RR...

Operationalize behaviors of interest

Prepare intervention forms and proce...

Schedule RRR Instruction block

Wrapping up

16 Step 3: Begin baseline data collec...

17 Step 4: Provide RRR Instruction

RRR Instruction Lesson Sequence

RRR Lessons and Materials

RRR Treatment Integrity

Tips for Effective RRR Instruction

RRR Frequently Asked Questions

Wrapping up

Recognize, Relax, Record.

Teacher Recording Form

Teacher: _____ Date: _____ Start time: _____ End Time: _____ Setting (Subject): _____

Activity Description: _____ Number of adults present: _____ Number of students present: _____

Primary Observer: _____ Secondary Observer: _____ Form completed by: Primary Secondary

Direct Behavior Rating

I completed this form at the following time:
Project staff notes:

Overall, how often did the student...

	demonstrate academic engagement?	demonstrate internalizing behavior?
Student 1:	<p>not at all Sometimes All the time</p> <p>0 5 10</p>	<p>not at all Sometimes All the time</p> <p>0 5 10</p>
Student 2:	<p>not at all Sometimes All the time</p> <p>0 5 10</p>	<p>not at all Sometimes All the time</p> <p>0 5 10</p>
Student 3:	<p>not at all Sometimes All the time</p> <p>0 5 10</p>	<p>not at all Sometimes All the time</p> <p>0 5 10</p>

Academic engagement	Internalizing Behavior
<p>Academic engagement: Actively or passively participating during classroom activities</p> <p>Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help</p> <p>Non-examples include engaging in any activity other than the assigned/scheduled task, such as distraction (e.g., inappropriate audible vocalizations, slumping feet) and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, face down on desk, reading unapproved materials like social media or a comic book).</p>	<p>Internalizing Behavior: Observable indicators a person might be worried, scared, uneasy, or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxious feelings.</p> <p>Examples by category include physical signs (e.g., frowning); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).</p> <p>Non-examples by category include physical signs (e.g., relaxed/alternative posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).</p>

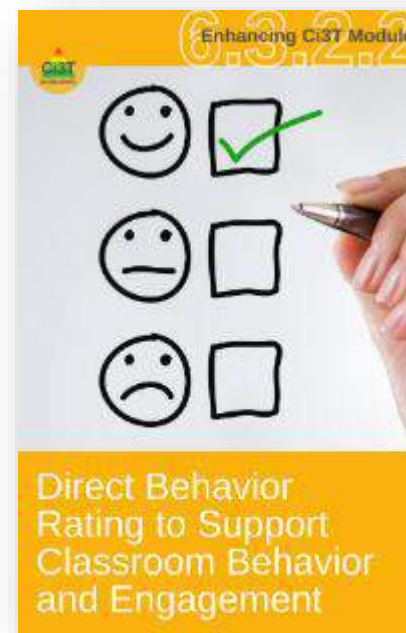


Materials were initially developed as part of project ENHANCE, an Institute of Education Sciences funded research grant (R324R190002). KJLSTUDY001458661 are now publicly being shared as part of E3-Enhance Project ENHANCE (R324X220097, KJLSTUDY00151114). Please do not reproduce or share any materials containing herein.

Direct Behavior Rating (DBR)



A tool that involves a **brief rating of target behavior** immediately following a specified **observation period**.



Source: University of Connecticut. (n.d.). Direct behavior rating: Assessment training module. [video training module]. www.dbrtraining.education.uconn.edu/video.php

Teacher Recording Form

DBR data are collected using the Recognize.Relax.Record Teacher Recording Form to measure students’:

- Academic engagement
- Internalizing behavior

I completed this form at the following time:
 Project staff notes: _____

Recognize. Relax. Record.
Teacher Recording Form

Teacher: _____ Date: _____ Start time: _____ End Time: _____ Setting (Subject): _____

Activity Description: _____ Number of adults present: _____ Number of students present: _____

Primary Observer: _____ Secondary Observer: _____ Form completed by: Primary Secondary

Direct Behavior Rating

Overall, how often did the student...

	demonstrate academic engagement?			demonstrate internalizing behavior?		
Student 1:	not at all	Sometimes	All the time	not at all	Sometimes	All the time
	0	5	10	0	5	10
Student 2:	0	5	10	0	5	10
Student 3:	0	5	10	0	5	10

Academic engagement	Internalizing Behavior
<p>Academic engagement: Active or passive participation during classroom activities.</p> <p>Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help.</p> <p>Non-examples include engaging in any activity other than the assigned/scheduled task, such as disruption (e.g., inappropriate audible vocalizations, stomping feet) and behaviors incompatible with designated tasks (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, head down on desk, reading unapproved materials like social media or a comic book).</p>	<p>Internalizing Behavior: Observable indications a person might be worried, scared, uneasy, or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxiousness.</p> <p>Examples by category include physical signs (e.g., trembling); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).</p> <p>Non-examples by category include physical signs (e.g., relaxed/attentive posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).</p>

This resource was developed as part of Project EASE and is currently being tested as part of IES-funded Project ENGAGE (R324K220067; KJSTUDY00101114). Please do not reproduce or share any materials contained herein.

Operational Definition: Academic Engagement

Academic engagement	Internalizing Behavior
<p>Academic engagement: Actively or passively participating during classroom activities.</p> <p>Examples include looking toward educator (or contributing peer) or instructional materials (e.g., textbook, handout), looking away from speaker (e.g., educator or contributing peer) and/or materials for a duration of less than 10 seconds, and appropriately asking the teacher for help.</p> <p>Non-examples include engaging in any activity other than the assigned/scheduled task, such as disruption (e.g., inappropriate audible vocalizations, stomping feet) and behaviors incompatible with designated task (e.g., walking around the classroom, looking away from the speaker/materials more than 10 seconds, head down on desk, reading unapproved materials like social media or a comic book).</p>	<p>Internalizing Behavior: Observable indicators of fear, anxiety, or nervousness, including physical signs or phrases, and other actions indicative of an internalizing behavior.</p> <p>Examples by category include physical signs or phrases (e.g., avoiding eye contact or blank facial expressions), verbal expressions of performance concerns, excessive seeking of assurance or feedback, crying in response to feedback or challenges.</p> <p>Non-examples by category include physical signs or phrases (e.g., neutral or growth-based comments); avoidant behaviors (e.g., staying in the back of the classroom); observable actions (e.g., contextually appropriate behaviors).</p>



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research project (R324X220067; KUSTUDY00145893), and are currently being tested as part of IES-funded Project ENGAGE (R324X220067; KUSTUDY00145893). Do not re-produce or share any materials contained herein.

Operational Definition: Internalizing Behavior

	Internalizing Behavior
<p>participating during</p> <p>contributing peer) or</p> <p>looking away from speaker</p> <p>ials for a duration of less</p> <p>acher for help.</p> <p>other than</p> <p>(e.g., inappropriate</p> <p>ors incompatible with</p> <p>om, looking away from the</p> <p>own on desk, reading</p> <p>c book).</p>	<p>Internalizing Behavior: Observable indications a person might be worried, scared, uneasy, or nervous, including physical signs, avoidant behaviors, words or phrases, and other actions indicative of anxiousness.</p> <p>Examples by category include physical signs (e.g., trembling); avoidant behaviors (e.g., avoiding eye contact or blank stare); words or phrases (e.g., verbal expressions of performance concerns, fears, negative self-talk, or excessive seeking of assurance or feedback); other observable actions (e.g., crying in response to feedback or challenges, nail-biting, fidgeting, lethargy).</p> <p>Non-examples by category include physical signs (e.g., relaxed/attentive posture); avoidant behaviors (e.g., staying in the instructional area); words or phrases (e.g., neutral, or growth-based comments about performance); other observable actions (e.g., contextually appropriate emotional responses).</p>

part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N190002; currently being tested as part of IES-funded Project ENGAGE (R324X220067; KUSTUDY00151114). Please do not contain herein.

RRR Engagement Graphing Procedures



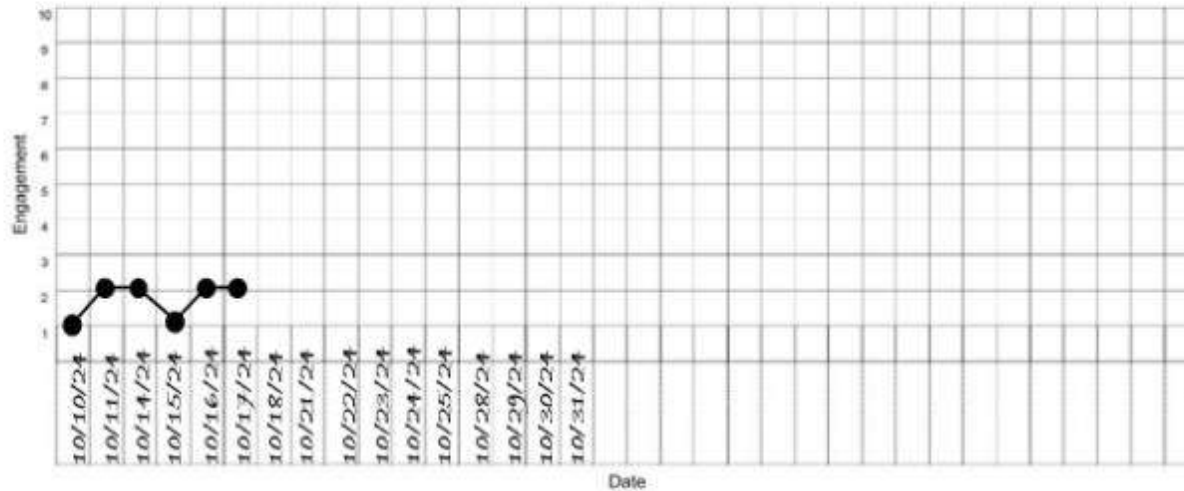
Engagement Graphing Handout

Recognize. Relax. Record.

School Lincoln Elementary Teacher Ms. Buffington Student Initials ES

Directions

After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil!) or graph their data as a bar graph.



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N150002, K125U10100148802), and are currently being tested as part of IES-funded Project ENGAGE (R324G2200627, K125U10100151114). Please do not re-produce or share any materials contained herein.

Step 4 Provide RRR Instruction

Ci3T: Implementing Secondary (Tier 2) Interventions



The Tier 2 Process: Using Data to Connect Students to Valued Supports

Set a Goal, Select a Strategy, Record Progress, and Celebrate Success

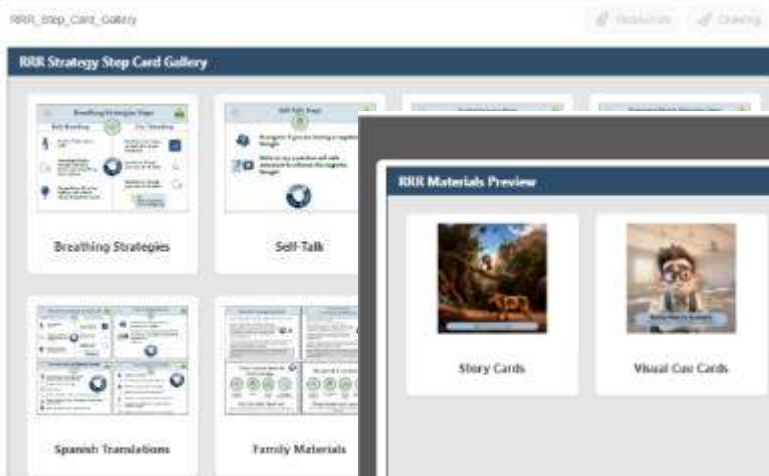
Use Direct Instruction Routines to Support Classroom Behavior and Engagement

Recognize, Reinforce, Repeat

Social Skills Interventions

Self-Monitoring Interventions

RRR Strategy Step Card Gallery



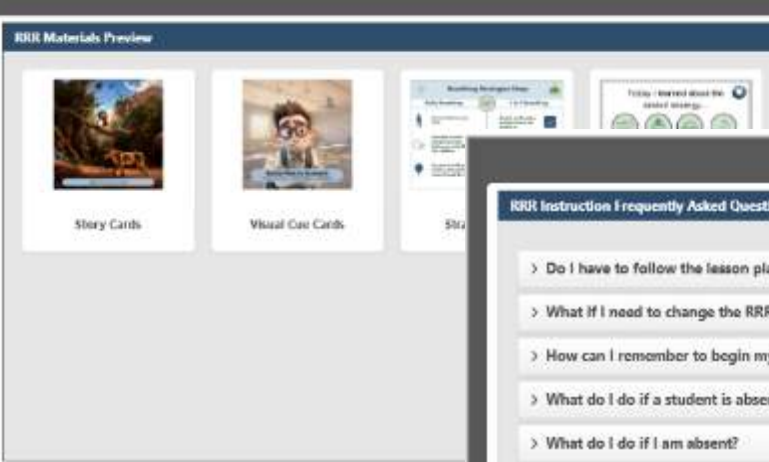
Breathing Strategies

Self-Talk

Spanish Translations

Family Materials

RRR Materials Preview



Story Cards

Visual Cue Cards

RRR Instruction Frequently Asked Questions

- > Do I have to follow the lesson plans exactly?
- > What if I need to change the RRR Instructional Block?
- > How can I remember to begin my RRR in class block for self monitoring?
- > What do I do if a student is absent?
- > What do I do if I am absent?
- > Who can I contact for questions?
- > What if I run out of measurement materials?
- > What is a low-intensity strategy?
- > Can I teach RRR to my entire class at Tier 1 this year?

Next >

RRR Instruction

- Deliver small group RRR Lessons
 - ~20-30 minutes per lesson
 - Up to 15 lessons (with optional lessons); likely to teach only 10-13 lessons
 - Taught during a *different time* than RRR Rating Period
- Teachers continue to collect DBR data four times a week (Monday-Thursday) during the RRR Rating Period

Recognition Rater Record

Teacher Name: _____ Date: _____

Form ID: _____ Unit: _____ Date First: _____ Date of Review: _____

Number of Observations: _____ Number of Observations: _____

Observer: _____ Observer: _____ Observer: _____

Direct Behavior Rating

Count for each behavior

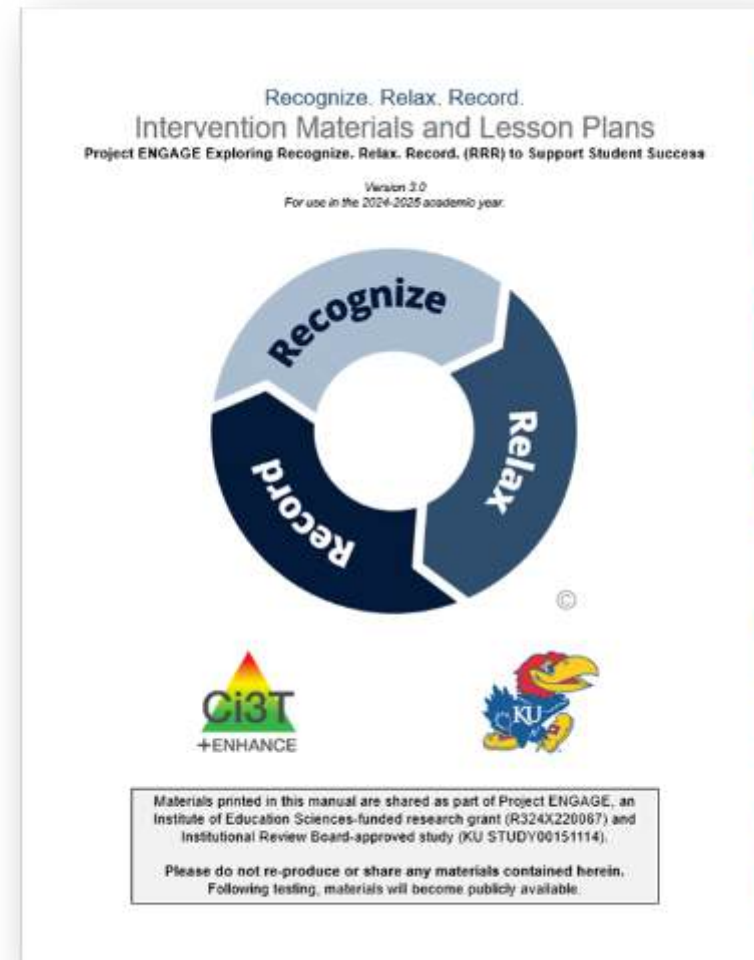
Student	Behavior	Count	Behavior	Count
Student 1	1	0	2	0
	3	0	4	0
	5	0	6	0
Student 2	1	0	2	0
	3	0	4	0
	5	0	6	0
Student 3	1	0	2	0
	3	0	4	0
	5	0	6	0

Additional text and instructions are present at the bottom of the form.



Lesson Plans Overview

- 15 lessons available
 - Recognize - 3 lessons
 - Relax - 8 lessons*
 - Record - 2 lessons
 - Ready-Go!
 - Review (optional)
- 20-30 min each lesson
- Semi-scripted
- Teacher-led



Family Materials (1)

Today I learned about the circled strategy...

Breathing Strategies Self-Talk Guided Imagery Progressive Muscle Relaxation

Ask me what I learned!

(Reference Family Relaxation Strategy Step Card Ring for more information)



Hoy aprendí la estrategia ...

Pasos de las estrategias de respiración Pasos de diálogo interno Pasos de imágenes guiadas Pasos progresivos de relajación muscular

¡Pregúntame qué aprendí!

(Busca en el Anillo con Tarjetas de Pasos de Relajación Familiar para más información)



Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

Wrapping up!

As you complete today's lesson, will you please

- Send Family Materials: Family Relaxation Strategy Card Ring home with students.
- Send Family Materials: Family Strategy Note home with students to indicate which strategy was taught today.
- Complete the RRR Instruction Treatment Integrity Checklist at the end of the lesson.
- After you have completed the RRR Lesson Treatment Integrity Checklist, please place it in the RRR Data Collection Folder.
- Pick up any other student materials (e.g., drawings) and place them in the RRR Data Collection Folder.
- As you prefer, either pick up all student materials or allow students to take their Student Materials: Strategy Cards Ring to their desk. Request students to bring these materials back at the next lesson.

Thank you so much for your efforts! 🙏 We are thankful to partner with you!

Guidance for sending materials is in each lesson plan, as appropriate

Teacher Materials



Recognize, Relax, Record, Instruction Hub

Recognize | Lesson 1

Recognize | Lesson 2

Recognize | Lesson 3

Relax | Breathing Strategies

Relax | Self-Talk

Relax | Guided Imagery

Relax | Progressive Muscle Relaxation

Record | Lesson 1

Record | Lesson 2

RRR Ready, Go! & Review

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Downloads & Links

- Lesson Plan
- Lesson Plan (Spanish)
- Lesson Plan (Spanish) (Printable)
- Lesson Plan (Spanish) (Printable) (PDF)

Objectives
 After completing this lesson, students will be able to:

- Define the word "anxious".
- Identify and explain why they can feel anxious and how to feel relaxed.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.

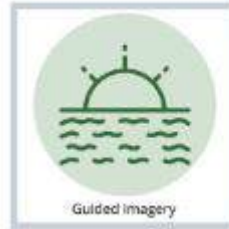
Big Ideas
 Thinking about things that worry you can help you feel better. You can learn to control your feelings.

Next >



Guided Imagery Steps

1. Sit or lie down.
2. Close eyes, take deep breaths.
3. Think of a safe or calm place.
4. What sounds and scents do you experience?
5. Think of a path to walk down. What do you see?
6. Just be in the safe, calm space. Breathe.
7. After two minutes, open your eyes slowly.



RRR Lesson Plan Materials
 Table of Contents

Recognize	Relax	Record	Ready, Go!	Review
Lesson 1 Lesson 2 Lesson 3	Breathing Strategies Day 1 Day 2 Self-Talk Day 1 Day 2 Guided Imagery Day 1 Day 2 Progressive Muscle Relaxation Day 1 Day 2	Lesson 1 Lesson 2		

Instructional Hub

Recognize. Relax. Record. Instruction Hub

- Recognize | Lesson 1
- Recognize | Lesson 2
- Recognize | Lesson 3
- Relax | Breathing Strategies
- Relax | Self-Talk
- Relax | Guided Imagery
- Relax | Prog. Muscle Relaxation
- Record | Lesson 1
- Record | Lesson 2
- RRR Ready-Go! & Review

Recognize | Lesson 1

Understanding Anxious Thoughts and Feelings

Downloads & Links

- [Lesson Plan](#)
- [Lesson Materials \(to print\)](#)
- [Lesson Materials \(digital versions via Google Slides\)](#)
- [RRR Instruction Treatment Integrity Checklist](#)

Objectives

After completing this lesson, students will be able to:

- Define the word anxious.
- Describe thoughts and physical sensations related to feeling anxious.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.

Big Ideas

The big idea of this Recognize lesson is to build the foundation for self-awareness of how

Next >

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Lesson Objectives & Presentation
After completing this lesson, students will be able to:

- Define the word anxious.
- Describe thoughts and physical sensations related to feeling anxious.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.

Big Ideas

The big idea of this Recognize lesson is to build the foundation for self-awareness of how we feel when we are anxious. As you teach this lesson, encourage students to develop an understanding of how our thoughts and feelings affect our thoughts and feelings in a positive or negative way.

The skills that students build during this lesson will be essential for later lessons, which will ask students to make connections to their own lived experiences of school and beyond. Take a moment to think about how to make sure that all students make the most of this lesson before moving on to the following lessons. You may progress more slowly through these first few lessons if your students are able to move through the following lessons with greater ease.

Lesson Materials
This table provides all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub. Look for the icons in the accordion for each lesson. Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

Recognize | Lesson 1
Understanding Anxious Thoughts and Feelings

Visual Cue Cards: Anxious Feelings in our Bodies (6)



Butterflies in Stomach

Visual Cue Card: Butterflies in Stomach



Goosebumps

Visual Cue Card: Goosebumps

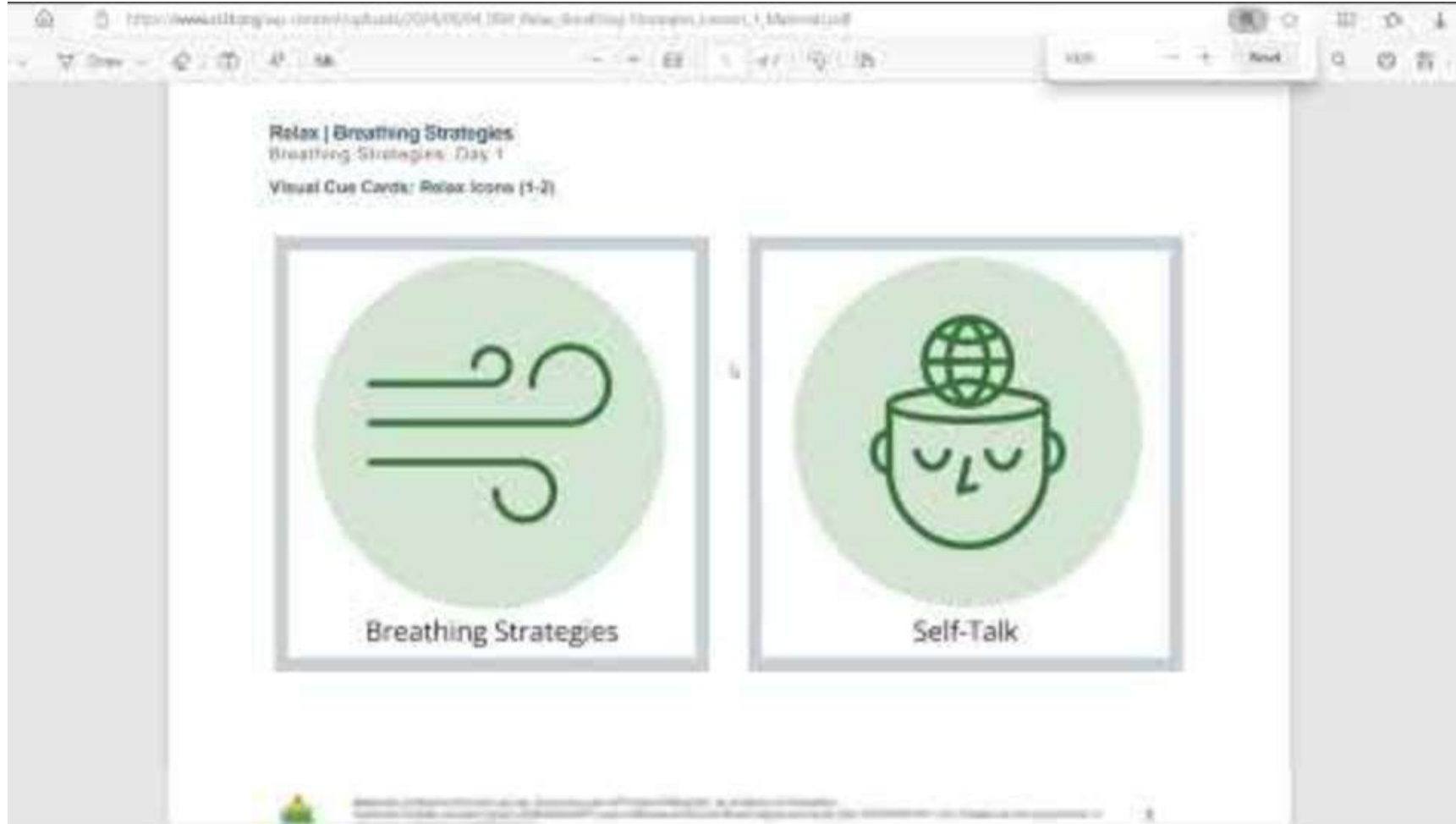
© 2019 Ci3T. All rights reserved. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. For more information, please visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>.

RRR Lesson Plan Materials


Table of Contents

Recognize	Relax	Record	Ready, Go!	Review
Lesson 1 Lesson 2 Lesson 3	Breathing Strategies Day 1 Day 2 Self-Talk Day 1 Day 2 Guided Imagery Day 1 Day 2 Progressive Muscle Relaxation Day 1 Day 2	Lesson 1 Lesson 2		

Video Model: The Instructional Hub



Key Intervention Lesson Features (1)

 **Relax | Breathing Strategies**
Breathing Strategies: Day 1

Lesson Objectives & Preparation
After completing this lesson, students will be able to:


- Define breathing strategies with support
- Use the Belly Breathing strategy and 2 to 1 Breathing strategy with support.
- Recognize situations when breathing strategies may be helpful with support.


Big Ideas

The big idea of this Relax lesson is to introduce students to breathing strategies, which can help calm anxious feelings. As you teach this lesson, students will learn the steps for using breathing strategies, learn when they might use these strategies, and have opportunities for practice. Students will benefit from reminders to make connections between self-awareness skills learned in the Recognize lessons and the content learned in this (and future) Relax lessons to calm unhelpful anxious thoughts and feelings.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

 Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R32-R190002, N01J00014082), and are currently being built as part of IES-funded Project ENHANCE (R22AK000007, N01J00014114). Please do not re-produce or share any materials contained herein.

1

Lesson title
Lesson timing

Learning objectives

Big Ideas of the lesson

Materials

Key Intervention Lesson Features (2)

Treatment Integrity

- ### Pacing Guide Headings
- Tell
 - Show
 - Do
 - Practice & Monitor
 - Generalize & Close

Recognize: Drawing Activity

Recognize: Drawing Activity

Crayons

Dry-Erase Markers

Treatment Integrity

For each lesson, please complete an RRR Treatment Integrity Checklist. This checklist is a standardized form (e.g., same form for all lessons) available in your data collection folder. You may elect to complete each item as you move through the lesson, or at the conclusion of a lesson. A member of the research team will pick these completed forms up each week.

Pacing Guide

Section	Time	Activities
Open	2 min	<ul style="list-style-type: none"> Review school-wide expectations. Ask students to select one expectation to focus on during today's session.
Tell	8 min	<ul style="list-style-type: none"> Review anxious feelings.

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R0249160002, N01CT1000148683), and are currently being tested as part of IES-funded Project ENHANCE (R0249160007, N01CT10011141). Please do not reproduce or share any materials contained herein.

RRR Instruction Treatment Integrity Checklist

Recognize: Recall: Record

This integrity measurement ensures that all users (RRR users) plan, for the purpose of this research project, to use the appropriate form and check it off in the data collection folder.

Date: _____ Start Time: _____ End Time: _____

Please mark off the boxes: Please check off (applicable):

How many students did you count (excluding for this lesson)? _____

The form was completed by the: Teacher of the Lesson Instructional Observer

Lesson taught (check all that apply):

Recognize: Lesson 1 Reading Strategies Lesson 2 RRR Ready-Gal Review

Record: Lesson 1 Gal: Gal Lesson 2 WITH Ready-Gal Review

Review: Lesson 1 Gal: Gal Lesson 2 WITH Ready-Gal Review

Check the number of words being pointed to the word in the notebook and student responses. All cut the cards for each student in the group. (Include a note back to each student.)

6. cut implemented: 1. grade-level/subject, 2. study explanation, 3. study explanation

Component	AGE	W/PT	W/PT	W/PT	W/PT	W/PT	W/PT	W/PT	W/PT	W/PT
	1	2	3	4	5	6	7	8	9	10
1. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3						
2. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3	4	5	6	7	8	9
3. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3						
4. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3						
5. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3						
6. JAR: Use reading strategy of echo with expected word (copy)	0	1	2	3	4	5	6	7	8	9



Key Intervention Lesson Features (3)



Make Connections

Today, we will talk about situations that might make people feel anxious at school. If you ever feel anxious at school, you might be able to relate to this story! Then, at the end of our lesson, we will choose a few strategies to learn to help us manage our feelings when we feel anxious, so that we can feel better.

First, let's listen to a story about Izzy.

Display Story Cards: Test Day Tizzy.

Izzy from Test Day Tizzy is a fifth grader in Ms. Rumble's class. Izzy loves to read, but she thinks social studies can be really hard sometimes, especially when she needs to remember all those facts! To make matters worse, she knows that there is a test coming up next week. When Ms. Rumble begins social studies class this morning, Izzy isn't feeling very well. She is having a hard time concentrating and feels like her heart is beating too fast. As class goes on, Izzy notices that she isn't paying as much attention as she wants to because she is so distracted by how she feels. She just doesn't know what to do!



- What do you think is happening with Izzy?
- Which emotion do you think she is feeling?
- How is it making her body feel?
- How is it changing her behavior?
- Have you ever felt anxious like Izzy at school, or have you ever known someone who was feeling that way at school?

Discuss

Engage students in a discussion about a situation when they felt anxious at school or thought someone else did. Prompt them to think about how their body felt (or the other person's body may have felt), how it impacted their behavior, and whether their anxious feelings were helpful or unhelpful.

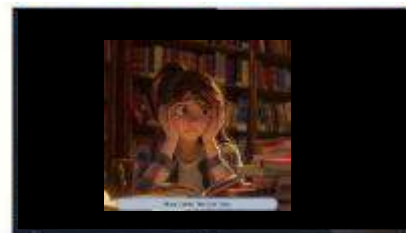
Remind students that it can be scary to talk about their feelings in front of others, so it is important to be respectful by (a) listening to others, and (b) not sharing others' feelings outside the group in a way that might hurt people's feelings. For example, it might be okay to talk to one's family members about what is discussed in the group, but it would not be respectful to tell other students in the class what another group participant shared.



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N190022, KLSTUDY00143893), and are currently being tested as part of IES-funded Project ENGAGE (R324X220067, KLSTUDY00151114). Please do not re-produce or share any materials contained herein.


5

Situational stories and other examples



Key Intervention Lesson Features (4)

Embedded materials

 discuss how these strategies might help us respond when we experience anxious thoughts and feelings. Then, we will complete an activity to practice breathing strategies together. Remember, we can use breathing strategies anywhere and at any time on our own.


Discuss

Display **Visual Cue Cards: Anxious Feelings in our Bodies (6)** to help students articulate how some of the anxious feelings they have experienced felt.

Use behavior-specific praise to acknowledge students for their contributions.

Now, think of a situation when you felt anxious, and how using a breathing strategy could have helped you.

- What was the situation that made you feel anxious?
- How did your body feel?
- How might have using a breathing strategy helped?




Show (3 minutes)

Display **Strategy Cards: Breathing Strategies Steps** to help students articulate how the strategy might change some of the anxious feelings they could experience.


Now, let's take a minute to remember what it looks like to use each breathing strategy.

- Who would like to do a short demonstration of the Belly Breathing strategy?
- How about the 2-1 Breathing strategy?



If none of the students want to model the strategies, you may offer to model the strategies yourself.

Use behavior-specific praise to acknowledge students for their contributions.

 Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324H10000-10C7L170014980), and are currently being tested as part of IES-funded Project ENHANCE (R324H220007, K12TL010018114). Please do not re-produce or share any materials contained herein.

5

Planning Your RRR Journey



Relax | Breathing Strategies Breathing Strategies: Day 1

Lesson Objectives & Preparation

After completing this lesson, students will be able to:

- Define breathing strategies with support.
- Use the Belly Breathing strategy and 2 to 1 Breathing strategy with support.
- Recognize situations when breathing strategies may be helpful with support.

Big Ideas

The big idea of this Relax lesson is to introduce students to breathing strategies, which can help calm anxious feelings. As you teach this lesson, students will learn the steps for using breathing strategies, learn when they might use these strategies, and have opportunities for practice. Students will benefit from reminders to make connections between self-awareness skills learned in the Recognize lessons and the content learned in this (and future) Relax lessons to calm unhelpful anxious thoughts and feelings.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (5)	



Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (I224N00002, I22PN000145662), and are currently being tested as part of IES-funded Project ENGAGE (I224G000027, I22TUD00019114). Please do not re-produce or share any materials contained herein.

1



Relax | Breathing Strategies Breathing Strategies: Day 2

Lesson Objectives & Preparation

After completing this lesson, students will be able to:

- Independently define breathing strategies.
- Independently use the Belly Breathing strategy and 2 to 1 Breathing strategy.
- Independently recognize situations when breathing strategies may be helpful.

Big Ideas

The big idea of this Relax lesson is to review the two types of breathing strategies, provide opportunities for practice, and increase student fluency in using these strategies. This second day of instruction on breathing strategies emphasizes applied practice so that students can independently recognize when these strategies could be helpful and use them in these moments to calm anxious thoughts and feelings.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	






Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (I224N00002, I22PN000145662), and are currently being tested as part of IES-funded Project ENGAGE (I224G000027, I22TUD00019114). Please do not re-produce or share any materials contained herein.

1

Lesson Activities

Embedded materials throughout



 Now, let's review the self-talk statements you wrote yesterday. Then, turn the paper over and write 2-3 more positive self-talk statements you can use in the future. If you are comfortable doing so, you can share these statements with another student in the group once you are done.

  **Generalize & Close (4 minutes)**
As we end today's lesson on self-talk, please share:


- How might what you learned about self-talk be helpful?
- When might you use what you learned?
- Who is one person you could share what we talked about today with, such as another adult at school, friend, or family member?
- What other questions do you have?

Try to use positive self-talk at least one time today. You can use it at home, school, or in any other setting.


Let's finish up today by identifying how we feel and rating our anxious feelings using the **Student Materials: Feelings Recording Card** (laminated). Let's rate how we felt during the whole time we were having this lesson.

  **Pass out the Student Materials: Feelings Recording Card (laminated).** Explain how you are feeling to determine your rating and then model how you rate your feelings on the card. Then give each student a Dry Erase Marker (provided in the RRR Instructional Kit) to practice rating their own feelings. Encourage one or more students to share how they are feeling and which rating they circled. Provide feedback (e.g., "That makes sense, you circled a zero because you were not feeling anxious at all"). If the rating is a bit off (e.g., say they are not feeling anxious, but circle a 10), provide corrective feedback (e.g., "Let's think about that rating. If a 10 means you are feeling very anxious, and right now you are not feeling anxious at all, what might be a more accurate number to circle?").

Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

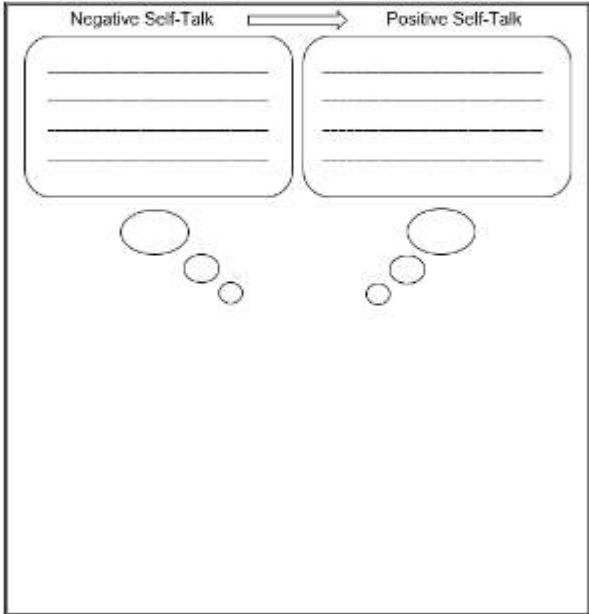
 Materials were either developed as part of Project CISENICE, an Institute of Education Sciences (IES) funded research grant (ICD1416002; KL527JK10014500), and are currently being tested as part of IES-funded Project ENHANCE (R323R222207; KL21UE10013114). Please do not reproduce or share any materials contained herein.

7

 **Relax: Self-Talk Drawing Activity**
Recognize. Relax. Record.

Activity: Draw a picture

- Draw a picture of a situation where you felt anxious and experienced negative self-talk.
- In the negative self-talk bubble, write an unhelpful statement about the situation, then follow the arrow and change that statement into positive self-talk.

 The diagram shows two rounded rectangular boxes. The left box is labeled "Negative Self-Talk" and the right box is labeled "Positive Self-Talk". An arrow points from the left box to the right box. Below each box are three horizontal lines for writing. Underneath each box is a thought bubble graphic consisting of three circles of increasing size.

1

Family Materials (2)


Close by providing students with feedback and reinforcement (e.g., behavior-specific praise, school-wide ticket) related to the school-wide expectation they chose at the beginning of the lesson.

Wrapping up!

As you complete today's lesson, will you please:

- Send Family Materials: Family Relaxation Strategy Card Ring home with students
- Send Family Materials: Family Strategy Note home with students to indicate which strategy was taught today
- Complete the RRR Instruction Treatment Integrity Checklist at the end of the lesson.
- After you have completed the RRR Lesson Treatment Integrity Checklist, please place it in the RRR Data Collection Folder.
- Pick up any other student materials (e.g., drawings) and place them in the RRR Data Collection Folder
- As you prefer, either pick up all student materials or allow students to take their Student Materials: Strategy Cards Ring to their desk. Request students to bring these materials back at the next lesson.

Thank you so much for your efforts! 🌟 We are thankful to partner with you!



After Breathing Strategies Lesson 1, you will send home a copy of the Strategy Step Cards to families

After each strategy lesson- you will send home a Family Strategy Note






3 Intervention Components

Recognize. Relax. Record. Intervention Component



 **Recognize | Lesson 1**
Understanding Anxious Thoughts and Feelings

Lesson Objectives & Preparation
After completing this lesson, students will be able to:

- Define the word *anxious*
- Describe thoughts and physical sensations related to feeling *anxious*.
- Identify situations when anxious feelings and thoughts can be helpful and unhelpful.


Big Ideas


The big idea of this Recognize lesson is to build the foundation for self-awareness of how we feel when we are anxious. As you teach this lesson, encourage students to develop an understanding of the new vocabulary and practice discussing thoughts and feelings in a supportive context.

The skills that students build during this lesson will be important for later lessons, which will ask students to make connections to their own lived experiences at school and beyond. Take whatever time is needed to make sure that students master the content of this lesson before moving on to the following lessons. You may progress more slowly through these first few lessons before students are able to move through the following lessons with greater ease.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Anxious Feelings in our Bodies (6)	

 Materials were initially developed as part of Project CISEMACE, an initiative of Educator Services (ES) funded research grant #12-04132002-10127L-DYSD-45502, and are currently being tested as part of ESC-Funded Project ENHANCE #1204020002, #127L-030303111-4. Please do not re-produce or share any material contained herein.

1

- Recognizing and understanding our emotions is a key component for self-awareness
- Students learn to:
 - Lesson 1: Understanding anxious feelings
 - Lesson 2: Identifying anxious thoughts and feelings
 - Lesson 3: Choosing strategies to help manage anxious thoughts and feelings

Recognize. **Relax.** Record. Intervention Component



- Students learn strategies to respond when they feel anxious
 - Breathing Strategies
 - Self-talk
 - Guided Imagery
 - Progressive Muscle Relaxation
- For each strategy, students will:
 - Define
 - Learn to use
 - Recognize situations for when to use
 - Demonstrate (and practice)

Recognize. Relax. Record.

Intervention Component



Students learn how to monitor their own feelings and behaviors

- Lesson 1: Learning to Self-Monitor (Record) our Behaviors
 - Focus: Academic Engagement
- Lesson 2: Learning to Self-Monitor (Record) our Thoughts, Feelings, and Behaviors
 - Focus: Anxious thoughts and feelings
 - Focus: Use of relaxation strategies

Record | Lesson 1
Learning to Self-Monitor (Record) our Behaviors

Lesson Objectives & Preparation
After completing this lesson, students will be able to:

- Define the terms self-monitoring and academic engagement
- Identify examples and non-examples of academic engagement
- Demonstrate use of the Student Materials: **Self-Monitoring Sheet** to monitor academic engagement

Big Ideas

The big idea of this Record lesson is to provide new tools to students that will help them become more aware of times when they may be having anxious thoughts and feelings and prompt them to use strategies that can help them manage those feelings and increase their academic engagement. Students will learn content-related vocabulary and practice recording their thoughts and feelings, academic engagement and use of strategies. The Student Materials: **Self-Monitoring Sheet** that you will introduce to them can be used in any school setting.

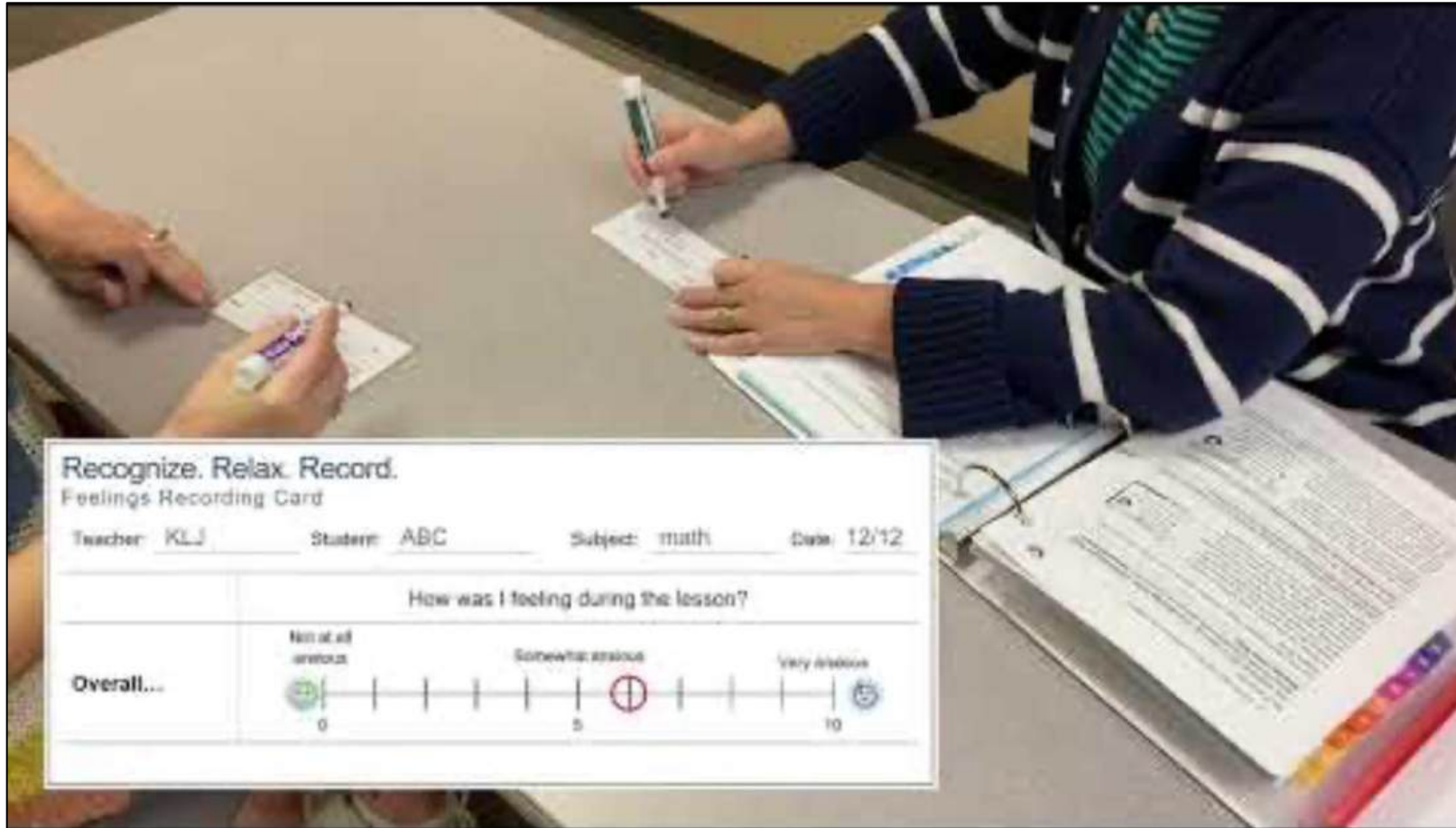
Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Engaged or Distracted Activity (20)	
Student Materials: Feelings Recording Card (laminated)	

Materials were publicly developed as part of Project CISEM, an initiative of California Governor Jerry Brown's Office (2012-2013), and are currently being prepared for use by the California State Office of Education (2013-2014). Please do not reproduce or disseminate without permission.

Video Model: Opening & Closing a Lesson



Work Time

- **Locate** the RRR Instructional Hub (see Steps)



- **Explore** one of the lesson plans.
- **Review** screening data.

00:00

Step 1: Go to ci3t.org/enhance

Step 2: Locate the *Recognize. Relax. Record.* module (see *Ci3T: Implementing Secondary (Tier 2) Interventions*)



Step 3: Sign into the module using your district email (if you haven't yet registered, directions will be provided to do so)

Step 4: On the toolbar, Section 13 (*Getting Started with Recognize. Relax. Record.*). Scroll down until you find the RRR Instructional Hub.

HOW DO I IMPLEMENT
RECOGNIZE, RELAX, RECORD,
IN MY SCHOOL?

[13 Getting Started with Recognize, R...](#)

14 Step 1: Use data to connect stude...

Step 5: Implement RRR In-Class & Monitor Student Performance

- Teachers continue to collect DBR data four times a week (Monday-Thursday)
- Students use the Student Self-Monitoring sheet to self-monitor their engagement, anxious feelings, and use of relaxation strategies
- Teachers facilitate self-monitoring (e.g., audio cue, brief check-ins)


Recognize, Relax Record
Teacher: _____ Date: _____ Start Time: _____ End Time: _____
Number of sessions: _____ Number of relaxation sessions: _____
Parent Signature: _____ Behavior Observer: _____ Form completed by: _____
Direct Behavior Rating
Directions: _____
Student 1: _____
Student 2: _____
Student 3: _____
Anxiety or Engagement: _____
Relaxation Strategy: _____





Student Self-Monitoring Sheet


Recognize, Relax, Record.
Student Self-Monitoring Sheet


Teacher: _____ Student: _____ Subject / Time of Day: _____ Date: _____





When I feel  I can use...


Breathing 


Guided imagery 

Muscle relaxation 

Self-talk 

Block Time or Activity	How engaged was I?			How was I feeling?			✓ the strategies you used!			
	not at all	Somewhat	All the time	not at all anxious	Somewhat anxious	Very anxious				
1	0	5	10	0	5	10				
2	0	5	10	0	5	10				
3	0	5	10	0	5	10				
4	0	5	10	0	5	10				
Overall...	0	5	10	0	5	10				


 Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R324N190002; R324N19046888), and are currently being tested as part of IEG funded Project ENGAGE (R324R220087; R324N19015114). Please do not reproduce or share any materials contained herein.




Self-Monitoring Treatment Integrity Checklist



- Self-Monitoring Treatment Integrity Checklist located on the back of the RRR Rating Form
- Completed daily at end of RRR In-Class Period


 Self-Monitoring Treatment Integrity Checklist <i>0 - not implemented, 1 - partially implemented, 2 - mostly implemented, 3 - fully implemented</i>					
Rate each procedure:	Student	Student	Student	Total	%
Teacher or other adult provided student with Student Self-monitoring Sheet	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher or other adult verbally prompted student to complete Student Self-monitoring Sheet	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher or other adult begins RRR-Ding audio cue video	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher or other adult checked in with student at the conclusion of each interval to confirm they filled out Student Self-monitoring Sheet	0 1 2 3	0 1 2 3	0 1 2 3		
Student completed Student Self-monitoring Sheet	0 1 2 3	0 1 2 3	0 1 2 3		
Student adds ratings to the Engagement Graphing Handout	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher adds their DBR rating for engagement to student's Engagement Graphing Handout	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher or other adult checked the completion of the self-monitoring sheet and graphing of engagement, and provides input (e.g., feedback on accuracy or progress).	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher or other adult provided reinforcement (e.g., behavior-specific praise, universal reinforcer [ticket]) for student behaviors related to self-monitoring or other RRR skills (e.g., use of Relax strategies)	0 1 2 3	0 1 2 3	0 1 2 3		
Teacher collected Student Self-monitoring Sheets and put in designated space (e.g., RRR Folder)	0 1 2 3	0 1 2 3	0 1 2 3		
Total (%)					





Video Model: RRR In-Class Procedures






Recognize. Relax. Record.
Self-monitoring Sheet

Teacher: _____ Student: _____ Subject / Time of Day: _____ Date: _____

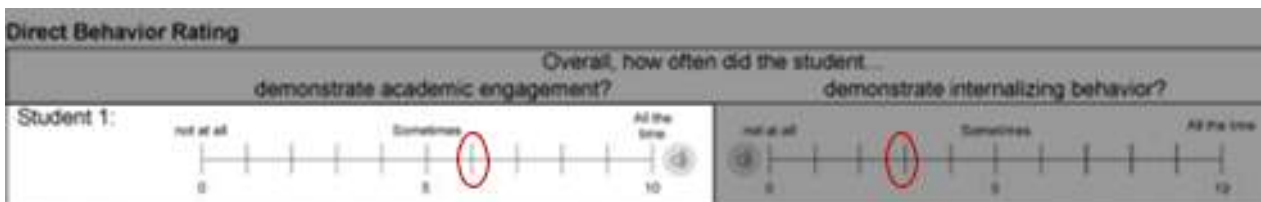
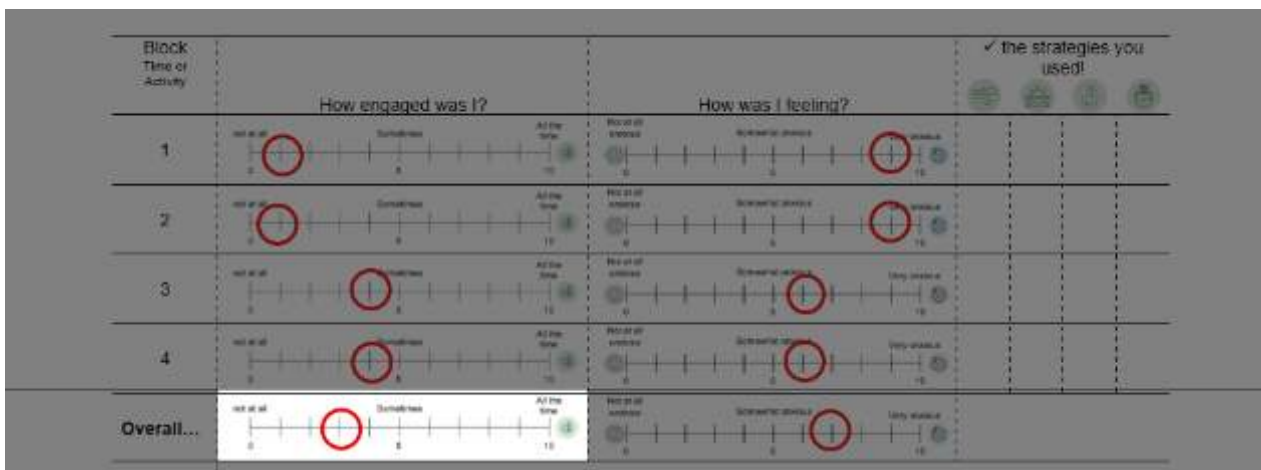
When I feel  I can use...

 Breathing
  Guided imagery
  Muscle relaxation
  Self-talk

Block Time or Activity	How engaged was I?			How was I feeling?			✓ the strategies you used!		
	not at all	Sometimes	All the time	not at all anxious	Somewhat anxious	Very anxious			
1	0	5	10	0	5	10			
2	0	5	10	0	5	10			
3	0	5	10	0	5	10			
4	0	5	10	0	5	10			
Overall...	0	5	10	0	5	10			



Engagement Graphing (1)



Engagement Graphing Handout

Recognize, Relax, Record.

School _____ Teacher _____ Student Initials _____

Directions
After each RRR Rating Period, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.


Engagement

Date

03/05/25

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R01ED18302) K12ED17014882, and are hereby being shared as part of IES-funded Project ENHANCE (R01ED22392) K12ED20011114. Please do not reuse or share any materials without credit.

Engagement Graphing (2)

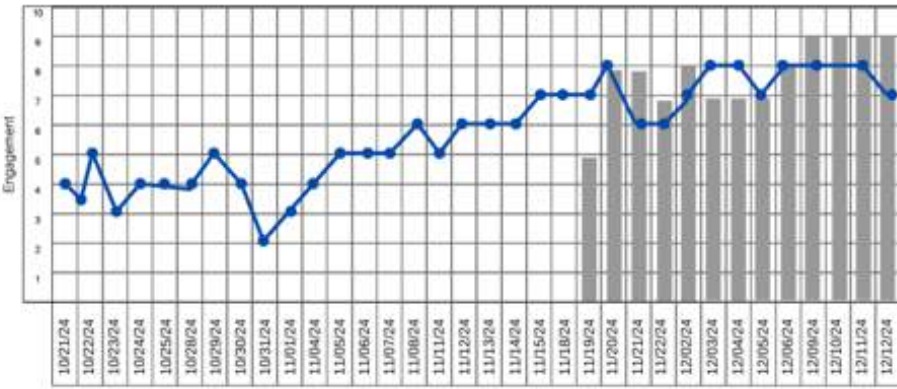


Direct Behavior Rating (DBR) - Engagement: Graphing Handout


Recognize. Relax. Record.

School Mrs. S Teacher Sophie Student _____

Directions
After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.



Copyright © 2023 by the University of Kansas. All rights reserved. Permission granted to photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.




Direct Behavior Rating (DBR) - Engagement: Graphing Handout

Recognize. Relax. Record.

School LincolnElementary Teacher Mrs.S Student Sophie

Directions
After each **RRR Rating Period**, graph your Direct Behavior Rating (DBR) for engagement (0-10) on this graph. Teachers will draw a dot using a pen to record their engagement rating in the column that matches today's date (we have included dates spanning the entire intervention!). Then, connect the dot to the previous data point. Students can follow those same procedures (using pencil) or graph their data as a bar graph.



Copyright © 2023 by the University of Kansas. All rights reserved. Permission granted to photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.

Step 6: Monitor maintenance and generalization



RECOGNIZE. RELAX. RECORD.
 A Tier 2 support for children with anxious thoughts and feelings: Tips for families

Recognize, Relax, Record, is a classroom support to teach your child calming strategies for when they feel anxious or worried. These teacher-taught strategies may be reinforced at home to encourage development of independence, self-awareness, and self-regulation.

RECOGNIZE
 Your child learns and gains control of awareness skills so they can identify and name how they feel.

Model: "I feel my shoulders tensing up. I am recognizing that I might be stressed."

Ask: "What aspects do you feel tensing when you recognize you're stressed?" or "Sometimes you say your worry feels when you are nervous. Do you think this might show you you are stressed?"

Reinforce: "I am so proud of you for recognizing your stress by telling me your worry feels. When you tell me, we can work through it together. Soon, you'll be able to recognize your stress all by yourself!"

RELAX
 Your child learns how to draw relaxation strategies to help with anxiety and worry. Examples include breathing strategies, muscle relaxation, guided imagery, and zen-mat.

Model: "When I recognize I am stressed, I remember to relax my shoulders and take a deep breath."

Ask: "What strategies do you like to use to relax when you feel your muscles twitching?" or "Remember you used the breathing you did in class. Maybe you could try that and give my counting to your hands!"

Reinforce: "Your teacher told me you used the guided imagery audio today and that is great work! Thank you so much for being so proud of you!"

RECORD
 Your child learns to document their feelings (e.g., anxious), use of relaxation strategies, and top occurrence of good behaviors.


Model: "I am recording my strategies for calming down in my journal just like you did at school with your coloring sheets!"

Ask: "What do you find helpful about recording your strategies you learn at school?"

Reinforce: "I noticed on the sheet you brought home you've stamped using a new strategy!"

For more information visit ci3t.org

Step 7: Seek input from student, families, and teachers



Recognize, Relax, Record.
Social Validity Questionnaire – Post-intervention


Directions: Complete this questionnaire with students following implementation of Recognize, Relax, Record. (e.g., after a few weeks). Enter data in the *Social Validity* tab of the *RRR Data Tracker*, which will score the questionnaire for you. Consider these data as you move forward with Recognize, Relax, Record. intervention (e.g., can certain elements be adjusted to improve social validity from students' perspectives?)

Student: _____ Date: _____

	I agree					I do not agree				
	1	2	3	4	5	6	7	8	9	10
1. The program we used was fair.										
2. I think my teacher was too harsh on me.										
3. Being in this program caused problems with my friends.										
4. There were better ways to teach me.										
5. This program could help other kids, too.										
6. I liked the program we used.										
7. Being in this program helped me do better in school.										

Comments: _____

Source: Adapted from Witt, J. C. & Blair, S. L. (1989). Acceptability of classroom intervention strategies. In Kratochwill, T. R. (Ed.), *Advances in School Psychology*, Vol. 4, 257 – 266. Mahwah, NJ: Erlbaum.
 Reproduced under Fair Use of copyrighted materials for educational and research. 17 U.S.C. § 107



Recognize, Relax, Record.
Parents/Family Member Social Validity Questionnaire – Post-Intervention


Student: _____ Rater: _____ Date: _____

The questionnaire will aid in the selection of future classroom interventions to be used by teachers of students with identified needs. Please circle the number which best describes your agreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This was an acceptable intervention for the child's needs.	1	2	3	4	5	6
2. Most families would find this intervention appropriate for children with similar needs.	1	2	3	4	5	6
3. This intervention proved effective in supporting my child's needs.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other families.	1	2	3	4	5	6
5. My child's needs were severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most parents would find this intervention suitable for the needs of their child.	1	2	3	4	5	6
7. I would be willing to use this intervention in the home setting.	1	2	3	4	5	6
8. This intervention did not result in negative side effects for my child.	1	2	3	4	5	6
9. This intervention would be appropriate for a variety of children.	1	2	3	4	5	6
10. This intervention was consistent with those I have used in home settings.	1	2	3	4	5	6
11. This intervention was a fair way to handle my child's needs.	1	2	3	4	5	6
12. This intervention was reasonable for the needs of my child.	1	2	3	4	5	6
13. I liked the procedure used in this intervention.	1	2	3	4	5	6
14. This intervention was a good way to handle my child's needs.	1	2	3	4	5	6
15. Overall, this intervention was beneficial for my child.	1	2	3	4	5	6

Comments: _____

Source: Adapted from Witt, J. C. & Blair, S. L. (1989). Acceptability of classroom intervention strategies. In Kratochwill, T. R. (Ed.), *Advances in School Psychology*, Vol. 4, 257 – 266. Mahwah, NJ: Erlbaum.
 Reproduced under Fair Use of copyrighted materials for educational and research. 17 U.S.C. § 107



2015-2016

POST-INTERVENTION

Student: _____ Date: _____
 (Date completing this form)

Adapted Version of the Intervention Rating Profile-15

The purpose of this questionnaire is to obtain information that will aid in the selection of future classroom interventions. These interventions will be used by teachers of children with identified needs. Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. This was an acceptable intervention for the child's needs.	1	2	3	4	5	6
2. Most teachers would find this intervention appropriate for children with similar needs.	1	2	3	4	5	6
3. This intervention proved effective in supporting the child's needs.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other teachers.	1	2	3	4	5	6
5. The child's needs were severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most teachers would find this intervention suitable for the needs of this child.	1	2	3	4	5	6
7. I would be willing to use this intervention in the classroom setting.	1	2	3	4	5	6
8. This intervention did not result in negative side effects for the child.	1	2	3	4	5	6
9. This intervention would be appropriate for a variety of children.	1	2	3	4	5	6
10. This intervention was consistent with those I have used in classroom settings.	1	2	3	4	5	6
11. The intervention was a fair way to handle the child's needs.	1	2	3	4	5	6
12. This intervention was reasonable for the needs of the child.	1	2	3	4	5	6
13. I liked the procedures used in this intervention.	1	2	3	4	5	6
14. This intervention was a good way to handle this child's needs.	1	2	3	4	5	6
15. Overall, this intervention was beneficial for the child.	1	2	3	4	5	6

Total: (sum all points circled; higher scores indicate higher acceptability; range = 15-90)

Comments: _____

Source: Adapted from Witt, J. C. & Blair, S. L. (1989). Acceptability of classroom intervention strategies. In Kratochwill, T. R. (Ed.), *Advances in School Psychology*, Vol. 4, 257 – 266. Mahwah, NJ: Erlbaum.
 Reproduced under Fair Use of copyrighted materials for educational and research. 17 U.S.C. § 107

Teacher Interviews

- “At first I thought it was going to be a lot of work, but it worked seamlessly into our routine.”
- In this school we have a lot of trauma and students struggling. I think kids with anxiety are often overlooked-they have a need and now we have something to do for them for the first time.”

Comments: [REDACTED] was a great student for this program. He has always been very open in talking about his anxiety. This program really helped identify those feelings and how he could help himself. He thrived in the self-evaluation portion. I am excited for [REDACTED]

Project Staff Directions: Check the form for completeness and follow established procedures if any information is missing. Circle the group and time point. Add date received and your initials.

Comments: [REDACTED] was very receptive to this intervention. She quickly became accountable to the strategies and procedures required of her.

Comments: [REDACTED] has really grown to monitor himself through this program. He truly has grown to calm himself down with the breathing strategies. He really enjoyed the program.

Student Interviews

- “I got really mad at home and did some breathing.”
- It definitely made me improve on a bunch of stuff. Helped with my self-control.”
- “Helped when I couldn’t sleep at night.”
- “When I am frustrated, it helps me remember to take a breath.”
- “This would help my friends in math say, “I can do this”.”
- “When my brother makes me mad, I take deep breaths and visualize being somewhere calm.”

Tier 2: Recognize.Relax.Record



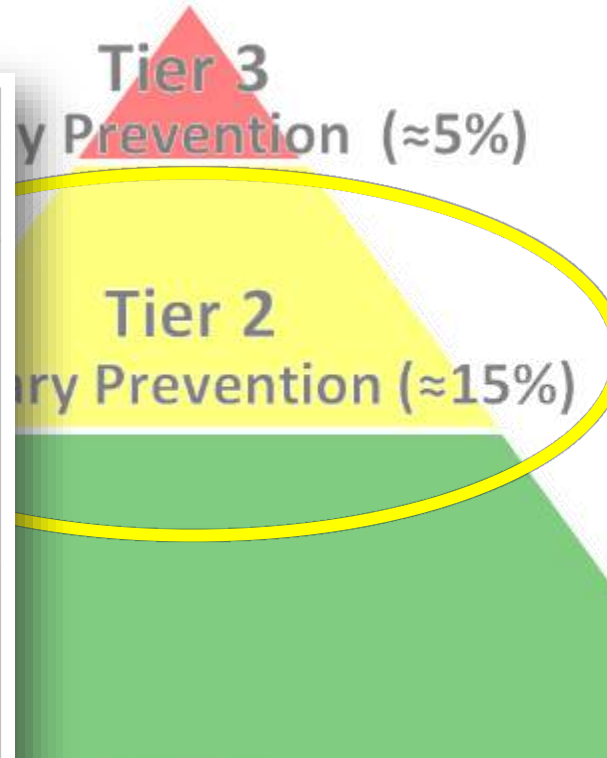
Elementary Secondary (Tier 2) Intervention Grid

Recognize. Relax. Record.

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Recognize. Relax. Record. (RRR) (Project ENGAGE)	<p>RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over the course of 15 lessons of 20-30 min each (RRR Instruction).</p> <ol style="list-style-type: none"> Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons). Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). RRR Ready-Go! After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson). Optional Review: This lesson can be used as a booster lesson or following an extended break or absences from school (1 lesson). <p>The teacher provides a self-monitoring form for the student to use, and selects a time of day (RRR Rating Period) when the student could benefit from self-monitoring (see Record). Teachers collect data to monitor progress throughout the intervention using Direct Behavior Rating.</p>	<p>Behavior*</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-I5 score: Moderate (2-3), or <input type="checkbox"/> SRSS-I5 score: High (4-15) <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. <p>Grade Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> Third-, fourth-, or fifth-grade <p>*Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion</p>	<p>Student Performance Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by:</p> <ul style="list-style-type: none"> • RRR Teacher Recoding Form to measure engagement and internalizing behaviors • RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <p>Social Validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment Integrity</p> <ul style="list-style-type: none"> • RRR Implementation Checklist • RRR Treatment Integrity Checklist 	<p>Reduced internalizing behaviors as measured by the SRSS-I5 score: Low (1-2)</p> <p>Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level).</p> <p>Increased Engagement consistently meeting goal set (as measured by the DBR)</p>

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



The Tier 2 Process
Using Data to Connect Students to Validated Supports

Secondary (Tier 2) Intervention Grid

Behavioral
PBIS Framework

Social
Validated Curricula

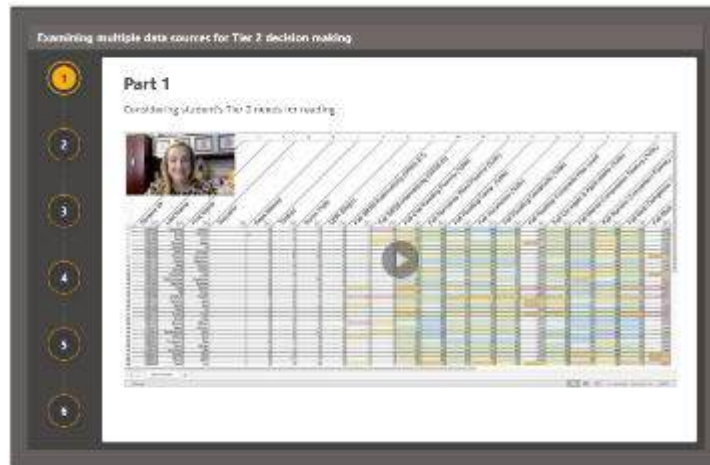


Secondary (Tier 2) Interventions

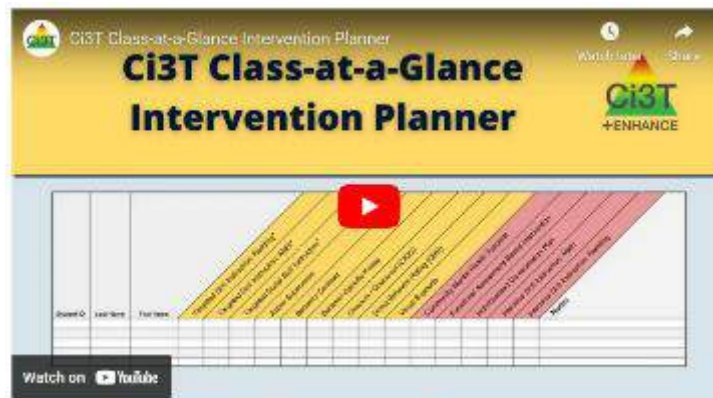
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-15 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-15: Low (0-1)

Module Connection!

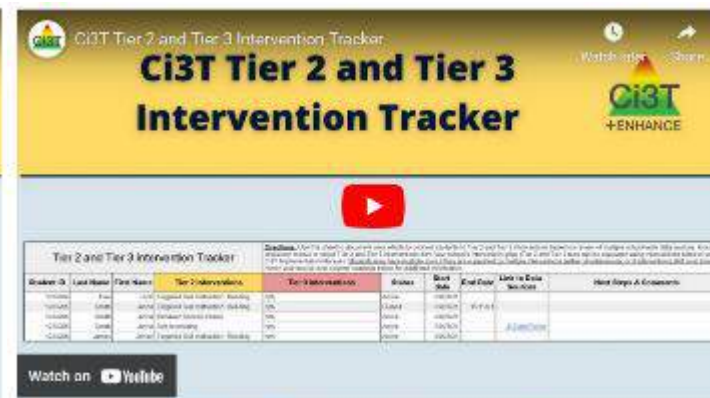
The Tier 2 Process: Using Data to Connect Students to Validated Supports



Full-screen version of the above simulation of an interactive data dashboard.



Spreadsheet Template: Ci3T Class-at-a-Glance Intervention Planner



Spreadsheet Template: Ci3T Tier 2 and Tier 3 Intervention Tracker (see tab 2)

Work Time: Tier 2 Interventions

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

Step 2: Select one Tier 2 Interventions module to explore



00:00

Step 3: Review the selected module's resources

- Download the intervention grid
- Edit the intervention grid for your context



Step 4: Create an action plan for:

- Sharing this intervention with one or more colleagues
- Using this intervention

Bio Break!

00:00



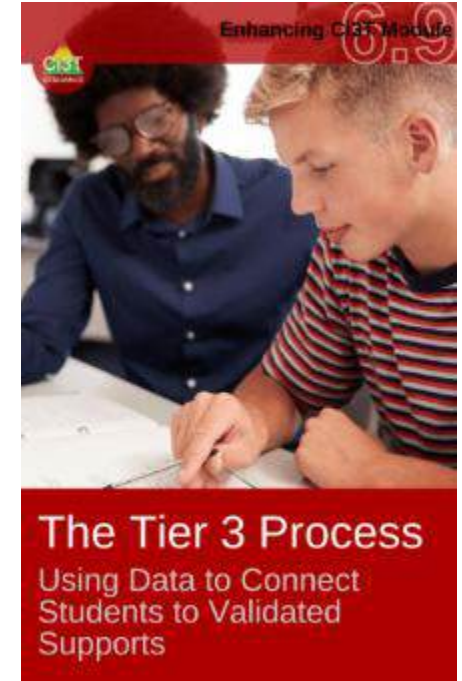
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System. Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007). The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention. Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction.	Academic: Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school year AND/OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabets and reading fluency.	Academic: reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target. Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically. Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.



Tertiary (Tier 3) Intervention Grid

Behavioral Framework

Social Validated Curricula



Tier 3: Functional Assessment-Based Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Assessment-Based Intervention	<p>FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix</i>. The <i>Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including:</p> <p>Method 1: Teach the replacement behavior; Method 2: Adjust the environment; Method 3: Shift the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including</p>	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> SSiS-PSG ranking of 1, 2, or 3 on Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period <p style="text-align: center;"><i>AND/OR</i></p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing assignments: 5 or 	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> <input type="checkbox"/> FABI step checklists <input type="checkbox"/> Treatment integrity checklist 	<p>The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., A-B-A-B withdrawal) and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior objective for the student is met (see behavior intervention plan).



Tier 3: Students with Internalizing Behaviors



Tier 3: Social Skills Intervention

Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Counselor-Led Social Skills Group + Individual Follow up	<p>In addition, to the counselor-led small groups of 3-5 students, the counselor meets once a week 1:1 for 30 min with a student to revisit the lessons taught during the week to re-visit lessons taught. The counselor sends a note home each week to share skills taught that week, with tips for using and acknowledging these skills at home. Instruction uses Positive Action materials (core and/or Positive Action Counselor’s Kit) and lasts for 30-40 min, 5 days per week. Individual instruction will supplement Tier 1 and Tier 2 Positive Action instruction by re-teaching skills taught in the classroom and small group</p>	<p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent permission <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rating scales (Social Skill Improvement System; Skills for Greatness) indicating student has specific social skill acquisition deficit (i.e., ‘can’t do’ the skill as opposed to ‘won’t do’ the skill) 	<p>Student Performance:</p> <p>Direct Behavior Rating (DBR) or progress monitoring of specific target skills</p> <p>Treatment Integrity:</p> <p>Treatment Integrity Checklist</p> <p>Social Validity:</p> <p>Teacher: IRP-15</p> <p>Student: CIRP</p>	<p>Behavior</p> <p>SRSS-E7: Low (0-3)</p> <p>SRSS-I5: Low (0-1)</p> <p style="text-align: center;"><i>or</i></p> <p>No office discipline referrals (ODRs) over 8 weeks</p> <p style="text-align: center;"><i>or</i></p> <p>Student DBR goals met for 10-12 weeks (team review of progress to determine)</p> <p>SRSS-E7 and I5 scores are in the</p>

Selecting an Intervention

How do I decide when the entry criteria are similar for multiple interventions?



Secondary (Tier 2) Intervention Grid
Self-monitoring

Elementary

Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Self-monitoring	Students learn to observe and record their own behavior. Self-monitors implement student or improve a performer (complete accuracy) enabling (e.g., eng study skill, or behaviors)	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-5)	Work completion and accuracy of the academic, behavioral, or social goal.	Behavior: <input type="checkbox"/> SRSS-E7 score: Low (0-3)

Copyright © 2020 by the University of Utah and the full copyright notice.

Behavior Contract Intervention Grid
Elementary School Example

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on-task), or social (e.g., participation in a group). Contract may involve a student member, a	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-5) <input type="checkbox"/> SRSS-E5 score: Moderate (2-3) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) or <input type="checkbox"/> 2 or more suspension per semester	Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) Pending grades or progress reports Social Validity	Successful completion of Behavior Contract SRSS-E7 score: Low (1-3) SRSS-E5 score: Low (1-2) Pending grades or progress reports

Direct Behavior Rating Intervention Grid
Elementary School Example

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Direct Behavior Rating (DBR)	DBR intervention offers flexibility to design the instrument and procedures to fit the need and context. For example, core behavioral competencies such as academically engaged or disruptive behaviors could be appropriate targets, or targets could be mapped to individual behavior expectations. The DBR scale includes a range from 0-10, with descriptors or pictures added to assist the rater. DBR procedures involve rating target behaviors following specified observation periods (e.g., math intervention, ELA core instruction). Typically, the teacher serves as the rater, although multiple informants including the student could be added. After each observation period, the rater uses the DBR form to indicate the degree to which the student displays each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behavior prior beginning the observation. The rater meets briefly with the student to share the DBR rating, providing behavior specific praise and instructional feedback. Additional components involving family school communication can be added as appropriate (e.g., daily ratings shared with caregiver, request for rater acknowledgement or possible consequences).	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-5) and/or SRSS-E5 score: Moderate (2-3) AND <input type="checkbox"/> Evidence of teacher implementation of DBR primary (Tier 1) plan [treatment integrity: direct observation] AND <input type="checkbox"/> Parent permission, in accordance with district policy	Student measures: • Direct Behavior Rating (DBR: daily) Social validity: • Teacher: IPA-10 • Student: DBR Student Social Validity Form/Interview Treatment integrity: • DBR treatment integrity measure	L Student goals met for 10-12 weeks (team review of progress to determine) <input type="checkbox"/> SRSS-E7 and E5 scores within the low risk category

Selecting an Intervention



- Collaborate with families, colleagues, and the student to review available options
- Consider what you know about the student
- Consider possible function of the behavior
- Consider your own strengths, support available (e.g., coach, professional learning), and feasibility of available options
- Adjust as needed based on pre-intervention social validity

Let's Practice Together!



Ci3T Data Dashboard Example

File Edit View Insert Format Data Tools Extensions Help

90% View only

A1 Student ID

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Student ID	Last Name	First Name	Days Missed	Tardies	Nurse Visits	Office Discipline Referrals (Major)	Fall SPSS-Externalizing (SPSS-E7)	Fall SPSS-Internalizing (SPSS-I6)	Fall Oral Reading Fluency (%tile)	Fall Nonsense Word Fluency (%tile)	Fall Reading Comprehension (%tile)	Fall Vocabulary (%tile)	Fall Reading Composite (%tile)	Fall Reading Composite Risk Level	Fall Concepts & Applications (%tile)	Fall Mental Computation Fluency (%tile)	Fall Number Comparison Fluency (%tile)	Fall Math Composite (%tile)	Fall Math Composite Risk Level	Notes	
2	122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	96	LOW	57	68	68	65	LOW		
3	122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	54	LOW	42	72	56	54	LOW		
4	122188	West	John	3	0	1	0	0	2	62	38	88	75	80	LOW	62	58	14	57	LOW		
5	122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	21	MODERATE	47	96	14	67	LOW		
8	122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	43	LOW	47	59	14	45	LOW		
7	122306	Betts	Amiyah	3	2	6	0	0	0	16	82	68	49	44	LOW	37	72	89	61	LOW		
8	122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	42	LOW	26	38	14	21	MODERATE		
9	122313	Watts	Deshaun	0	1	2	0	0	0	60	90	93	96	91	LOW	88	90	88	90	LOW		
10	122317	Wills	Delyon	1	4	8	0	2	0	13	84	31	61	33	LOW	37	91	56	62	LOW		
11	122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	79	LOW	62	74	14	62	LOW		
12	122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	76	LOW	42	24	14	32	MODERATE		
13	122345	Waterhouse	Lawrence	2	1	15	0	0	0	62	60	84	13	50	LOW	42	7	88	48	LOW		
14	122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	80	LOW	80	99	98	95	LOW		
15	122352	Cole	James	5	7	3	1	4	0	1	31	16	27	13	HIGH	8	38	34	6	HIGH		
16	122363	Hill	Tyroz	2	0	1	0	1	0	48	76	84	75	72	LOW	88	92	14	86	LOW		
17	122368	Sitafloe	Robert	5	2	6	0	12	5	1	42	8	5	3	HIGH	5	44	46	4	HIGH		
18	122371	Fisherly	Julia	1	3	1	0	0	0	35	65	51	13	30	MODERATE	57	84	14	63	LOW		
19	122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	27	MODERATE	22	91	76	55	LOW		
20	122395	Xiao	Ivy	0	1	3	0	1	0	24	76	51	27	34	LOW	47	84	56	63	LOW		
21	122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	20	MODERATE	8	54	34	7	HIGH		
22	122417	Seck	Amy	0	2	2	0	1	0	48	94	84	75	72	LOW	85	93	92	91	LOW		

Grade 2

Document Decisions and Plan for Next Steps



Ci3T Tier 2 and Tier 3 Intervention Tracker

File Edit View Insert Format Data Tools Extensions Help

75% View only

A34

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	Student ID	Last Name	First Name	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Targeted Skill Instruction: Reading*</p> <p>Targeted Skill Instruction: Math*</p> <p>Targeted Social Skill Instruction*</p> <p>Active Supervision</p> <p>Behavior Contract</p> <p>Behavior-Specific Praise</p> <p>Breaks and Berber</p> <p>Check-in / Check-out (CICO)</p> <p>Direct Behavior Rating (DBR)</p> <p>High-probability request sequences</p> <p>Increased Rates of Reinforcement</p> <p>Instructional Choice</p> <p>Instructional Feedback</p> <p>Opportunities to respond</p> <p>Precorrection</p> <p>Relaxation training</p> <p>Self-monitoring</p> <p>Visual Supports</p> </div> <div style="width: 45%;"> <p>Community Mental Health Supports</p> <p>Functional Assessment-Based Intervention</p> <p>Individualized De-escalation Plan</p> <p>Intensive Skill Instruction: Math</p> <p>Intensive Skill Instr</p> <p>Notes</p> </div> </div>																						
2																										
3																										
4																										
5																										
6																										
7																										
8																										
9																										
10																										
11																										
12																										
13																										
14																										
15																										
16																										
17																										
18																										
19																										
20																										

Class At-a-Glance Planner Tier 2 and Tier 3 Tracker Tier 2 Interventions Tier 3 Interventions



Document Decisions and Plan for Next Steps



Ci3T Tier 2 and Tier 3 Intervention Tracker

File Edit View Insert Format Data Tools Extensions Help

75% View only

A37

	A	B	C	D	E	F	G	H	I	J
1										
2	Tier 2 and Tier 3 Intervention Tracker				<p>Directions: Use this sheet to document your efforts to connect students to Tier 2 and Tier 3 interventions based on review of multiple school-wide data sources. Use the dropdown menus to select Tier 2 and Tier 3 interventions from your school's intervention grids (Tier 2 and Tier 3 tabs can be populated using interventions listed in your Ci3T Implementation Manual). <u>Students may have multiple rows if they are supported by multiple interventions (either simultaneously, or if interventions shift over time).</u> Hover your mouse over column headings below for additional information.</p>					
3	Student ID	Last Name	First Name	Tier 2 Interventions	Tier 3 Interventions	Status	Start Date	End Date	Link to Data Sources	Next Steps & Comments
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										

Class At-a-Glance Planner | Tier 2 and Tier 3 Tracker | Tier 2 Interventions | Tier 3 Interventions



Module Connection!

The Tier 3 Process: Using Data to Connect Students to Validated Supports

Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention

Clarifying Tier 3 Supports

- Language Matters**
How do we talk about students in need of Tier 3 supports?
There are no "Tier 3 kids" or "red zone students." Based on the data, there may be a student who needs Tier 3 supports.
- Various Locations**
Where do we provide Tier 3 supports to students?
Tier 3 supports can be provided in various locations. Students do not have to be sent out of the classroom to receive a Tier 3 support.
- Different Sizes**
Do we always provide Tier 3 supports 1:1?
Tier 3 support is not necessarily 1:1 support. For example, a Tier 3 reading intervention can be intensified by dosage (e.g., 100 min per day) while still delivered in small group format.
- For all Students**
Is Tier 3 special education?
Tier 3 is not special education. Any student who meets entry criteria may receive Tier 3 supports. Students receiving special education services may also receive Tier 3 supports.
- Supports vs. People**
Is Tier 3 the support? Or the person who provides it?
Tier 3 intervention grids list each strategy, practice, or program. Tier 3 supports may be provided by teachers, interventionists, counselors, staff, community agencies, or others. It is not who, but what they do.
- Supports are Integrated**
What is available to students in need of Tier 3 supports?
Your CI3T Implementation Manual has one comprehensive list of Tier 3 interventions to support the needs of students in academic, behavior, and social domains (not separate lists). Tier 3 supports are often integrated.

For more information visit o3l.org

Examining Multiple Data Sources for Tier 3 Decision Making

Part 1: Considering Student's Tier 3 Needs for Reading

CI3T Class-at-a-Glance Intervention Planner

CI3T Tier 2 and Tier 3 Intervention Tracker

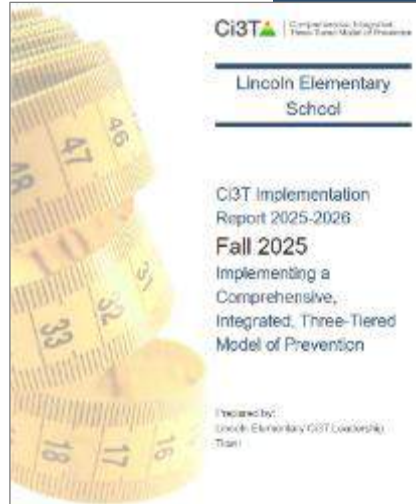
Enhancing CI3T Module 9

The Tier 3 Process

Using Data to Connect Students to Validated Supports

Wrapping Up and Moving Forward

Essential Components: Primary (Tier 1) Prevention Efforts



Social Validity



Treatment Integrity

Treatment Integrity & Social Validity

Treatment integrity: the degree to which practices are put in place as planned.

Social validity: the degree to which stakeholders find goals of a practice socially significant, the procedures acceptable, and the outcomes socially important.



Get a snapshot of implementation

Why collect these data?



Use to inform decision-making

What are the benefits?



Celebrate the work



Give faculty and staff a voice



Identify areas for growth

How do we use the data?



Inform professional learning



Check access to Tier 1



Develop and maintain the foundation

Systematic Universal Screening

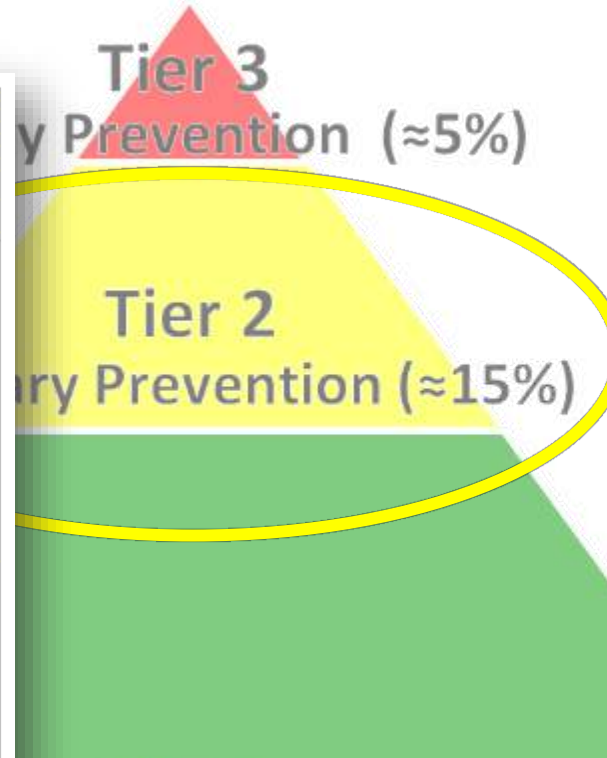
Academic

Behavior



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Secondary (Tier 2) Intervention Grid

Secondary (Tier 2) Interventions				
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	One of more of the following: Academic: <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period	Student measures Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequences AND Work completion Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Completion of intervention curriculum. Writing goals for increased gains in quality, number of total words written, writing elements, and correct writing sequence. AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Behavior Education Program (BEP) / Check-In, Check-Out (CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student measures Daily progress reports Treatment integrity Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed) Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-15 score: Low (0-1) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior-specific praise	Behavior-specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most	Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs)	<input type="checkbox"/> 0-1 ODRs in a grading period AND <input type="checkbox"/> Zero missing assignments in a grading period AND <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-15: Low (0-1)

Behavioral
PBIS Framework

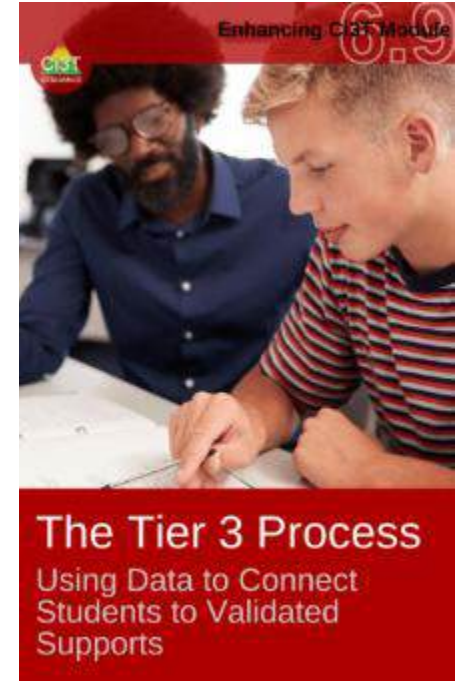
Social
Validated Curricula



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)



Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
Functional Assessment-Based Intervention	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior; SSIS Rating System. Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007). The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention. Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction.	Academic: Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: -More than six office discipline referrals in the previous school year AND/OR -SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
Lindamood Phoneme Sequencing®	Individual instruction with reading specialist; 30 min per day; 5 days per week. Direct instruction in decoding and blending; sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabets and reading fluency.	Academic: reading with proficiency at 2 or more grade levels below or trajectory stable with Tier 2 intervention Behavior (consider) -SRSS-IE Moderate or High Risk on screening OR -Two or more office discipline referrals, indicating concerns with peer interactions	Student measures: AIMSweb Reading CBM, weekly progress toward end of year grade level target. Treatment integrity: Daily checklist completed by reading specialist, observed by teaching assistant periodically. Social validity: Student and teacher-completed surveys	Reading on grade level or making progress as to predict meeting end of year grade level proficiency on AIMSweb reading probes. Monitor progress bi-weekly once exited.

Tier 2
Secondary Prevention (≈15%)

Tertiary (Tier 3) Intervention Grid

Behavioral Framework

Social Validated Curricula



Implementation Science (2 of 2)

Adapted from Fixsen & Blasé, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)



Teachers Well-Being in Ci3T Models

Three-Tiered Models of Prevention: Teacher Efficacy and Burnout

Wendy Peia Oakes
Arizona State University
Kathleen Lynne Lane
University of Kansas
Albie Jenkins
Florida University
Bella B. Booker
University of North Carolina at Chapel Hill

Abstract

Teacher self-efficacy, teacher efficacy, and burnout with a range of severe, integrated, three-tiered (Ci3T) models of prevention, as implemented in two middle schools in a southern state. Preparing schools completed a year-long training series on the Ci3T plus and over the first year of implementation as part of regular school practices. Participant teachers completed the Teachers' Sense of Efficacy Scale, Modern Long Form (TSEB) (Fakhoury-Munir & Wenzel, 2010) and the Model-B Form of Inventory (MBI, Maslach, Jackson, & Leiter, 1996) at the end of the school year. Teacher self ratings were examined to describe how teachers in schools with prevention models were rating three sets of variables: (a) teacher efficacy and burnout, (b) treatment strategy and social validity ratings of the Ci3T model of prevention, and (c) current behavioral use. Findings indicated both schools implemented the Ci3T model with high integrity and teachers rated their plans as high as of validity. Limitations and future directions are provided.

Keywords: Teacher Burnout, Teacher Efficacy, Three-Tiered Models of Prevention, Three-Tiered Models of Prevention, Teacher Efficacy, and Burnout

School systems and educators are charged with creating positive, safe, and orderly learning environments and offering instruction and experiences to individual students to meet rigorous educational

This research was supported by funding by Project Support and includes a technical assistance grant from the Institute for Learning & Education (2017-2018) for inquiries regarding this article, please contact Wendy Peia Oakes, PhD, at wpeia@asu.edu or Kathleen Lynne Lane, PhD, at kllane@ku.edu or lanek@unc.edu.

Article

Elementary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models of Prevention

Wendy Peia Oakes, PhD¹, Kathleen Lynne Lane, PhD, BCBA-D, CFL-1^{2,3},
David James Royer, PhD, BCBA¹, Holly M. Menzies, PhD¹,
Mark Matthew Buckman, MS, Ed.⁴, Nelson Brunsting, PhD⁵,
Emily D. Cantwell, MEd¹, Christopher Schatschneider, PhD¹,
and Nathan Allen Lane, BS⁶

Abstract

This study investigated elementary teachers' ratings of comprehensive, integrated, three-tiered (Ci3T) models of prevention, as implemented in 14 elementary schools in a Midwestern state. Participating schools completed a year-long training series to design their Ci3T plan and were in their second year of implementation as part of a districtwide initiative. We examined teachers' year-end self-ratings to describe how teachers in schools with prevention models were rating (a) key sets of variables for self-reported Ci3T treatment integrity, (b) social validity ratings of the Ci3T model of prevention, and (c) teachers' sense of efficacy and burnout. Results indicated teachers' year-end ratings of efficacy, self-efficacy, and personal responsibility for success increased positive and line ratings of efficacy increased, with a significant sample. Moreover, teachers reported that a sense of efficacy related to implementation strategies, classroom management, and a teacher's sense of self-efficacy related to efficacy was associated with increased levels of efficacy related to student engagement. We discuss implications for future research.

Keywords

teacher self-efficacy, standards and metrics, schools

Contemporary educators face many challenges including increased accountability for student achievement (Ryan et al., 2012), increased working conditions (McCarthy, 2016), and changing working conditions (Cochran et al., 2014). Receipts are essential to the charge of the state's general working experience to students exhibiting a wide range of academic, behavioral, and social-emotional needs. To meet these needs, schools have begun to adopt more prevention models, such as schools with Positive Behavioral Interventions and Supports (PBIS; Swadlow & Cooper, 2019), Response to Intervention (RtI; Henggeler, 2000), Multi-Tiered System of Supports (MTSS; Kameenuik, Barton, Kameenuik, OHS, Hattie, et al., 2013), and Comprehensive, Integrated, Three-Tiered Models of Prevention (Ci3T; Oakes, Jenkins, & Menzies, 2014). To maximize teacher effectiveness, it is critical educators are empowered in their classrooms, provided with positive, safe learning environments, differentiated instruction, and personal support interventions

relating to multiple educational issues (Lane, Oakes, & Menzies, 2014; Swadlow, 2014).

These systems may not provide the support teachers need by creating a consistent, clear, and objective structure for general and special education practitioners to

Wendy Peia Oakes, Texas, USA
Kathleen Lynne Lane, Texas, USA
David James Royer, Illinois, USA
Holly M. Menzies, Illinois, USA
Mark Matthew Buckman, Texas, USA
Nelson Brunsting, North Carolina, USA
Emily D. Cantwell, Illinois, USA
Christopher Schatschneider, Illinois, USA
Nathan Allen Lane, Illinois, USA

Corresponding Author:
Wendy Peia Oakes, Peia, 10101 E. Irving Blvd., Suite 100,
Dallas, TX 75244, USA; Email: wpeia@asu.edu

Corresponding Author:
Kathleen Lynne Lane, Department of Special Education, University of
Kansas, 1015 West 16th Street, Lawrence, KS 66044, USA;
Email: kllane@ku.edu

Author Note: See text

Original Research

Secondary Teachers' Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models

Kathleen Lynne Lane, PhD, BCBA-D, CFL-1¹, Wendy Peia Oakes, PhD²,
David James Royer, PhD, BCBA¹, Holly M. Menzies, PhD¹,
Nelson C. Brunsting, PhD¹, Mark Matthew Buckman, MEd³,
Eric Alan Common, PhD, BCBA-D¹, Nathan Allen Lane, MS⁴,
Christopher Schatschneider, PhD¹, and Katie Scarlett Lane⁵

Abstract

We examined elementary teachers' self-efficacy and burnout with comprehensive, integrated, three-tiered (Ci3T) models of prevention implemented in 14 elementary schools in a Midwestern state. At the time of this study, schools had completed 1 year of implementing Ci3T models as part of a districtwide initiative. We examined how teachers were rating the social validity of the model being implemented, key sets of variables for self-reported Ci3T treatment integrity, Ci3T social validity ratings of efficacy and feelings related to the model. Results indicated teachers' year-end ratings of efficacy, self-efficacy, and personal responsibility for success increased positive and line ratings of efficacy increased, with a significant sample. Moreover, teachers reported that a sense of efficacy related to implementation strategies, classroom management, and a teacher's sense of self-efficacy related to efficacy was associated with increased levels of efficacy related to student engagement. Implications for future research are discussed.

Keywords

Ci3T, three-tiered models of prevention, burnout

Elementary and high school teachers experience a range of challenges, such as demands and time difficulties, working conditions, reduced autonomy, and decreased teacher efficacy (Buckman, et al., 2012). Negative social-emotional consequences can also affect children, leading to increased mental health issues, impacting the educational needs of a diverse range of students, including children with academic or behavioral needs, leading to a significant social-emotional disadvantage (Skowron & Reddy, 2017). These systems can meet educators by offering clearly defined roles, when being positive and proactive, and a consistent structure for general and special education practitioners to effectively support students' learning and well-being as well as their own well-being (Skowron, 2016; Lane, Schatschneider, et al., 2017). To address these challenges, schools have adopted various systems such as Positive Behavioral Interventions and Supports (PBIS; Swadlow, 2019), Response to Intervention (RtI; Hattie, et al., 2013), Multi-Tiered System of Supports (MTSS; Kameenuik & OHS, 2014), and Comprehensive, Integrated, Three-Tiered Models of Prevention (Ci3T; Oakes, Jenkins, & Menzies, 2014).

These systems may not provide the support teachers need by creating a consistent, clear, and objective structure for general and special education practitioners to effectively support students' learning and well-being as well as their own well-being (Skowron, 2016; Lane, Schatschneider, et al., 2017). To address these challenges, schools have adopted various systems such as Positive Behavioral Interventions and Supports (PBIS; Swadlow, 2019), Response to Intervention (RtI; Hattie, et al., 2013), Multi-Tiered System of Supports (MTSS; Kameenuik & OHS, 2014), and Comprehensive, Integrated, Three-Tiered Models of Prevention (Ci3T; Oakes, Jenkins, & Menzies, 2014).

To maximize teacher effectiveness, it is critical educators are empowered in their classrooms, provided with positive, safe learning environments, differentiated instruction, and personal support interventions

Wendy Peia Oakes, Texas, USA
Kathleen Lynne Lane, Texas, USA
David James Royer, Illinois, USA
Holly M. Menzies, Illinois, USA
Mark Matthew Buckman, Texas, USA
Nelson Brunsting, North Carolina, USA
Eric Alan Common, Illinois, USA
Christopher Schatschneider, Illinois, USA
Nathan Allen Lane, Illinois, USA

Corresponding Author:
Wendy Peia Oakes, Peia, 10101 E. Irving Blvd., Suite 100,
Dallas, TX 75244, USA; Email: wpeia@asu.edu

Author Note: See text

Onboarding

Check for updates

Special Series: Implementing Practices Within I/MTSS

HAMMILL INSTITUTE ON DISABILITIES
Intervention in School and Clinic 2024, Vol. 60(1) 29-52
© Hammill Institute on Disabilities 2024
Article reuse guidelines: sagepub.com/journalsPermissions
DOI: 10.1177/106342692312423464
icj.sagepub.com
SAGE

Data-Informed Professional Learning and Instruction in Integrated Tiered Systems

Mark Matthew Buckman, PhD¹, Wendy Peia Oakes, PhD²,
Kathleen Lynne Lane, PhD, BCBA-D, CF-L², David James Royer, PhD, BCBA³,
Eric Alan Common, PhD, BCBA-D⁴, Amy Briesch, PhD⁵,
and Grant Edmund Allen, PhD⁶

Abstract
There are many integrated Multi-tiered Systems of Support (MTSS), which we refer to as integrated-tiered systems. These systems hold benefits for students with disabilities, as such systems have the potential to facilitate inclusion and focus the collective expertise of educators committed to meeting students' multiple needs. The Comprehensive, Integrated Three-Tiered (CI3T) prevention model was designed to meet students' academic, behavioral, and social and emotional well-being needs within one integrated system. Using lessons learned over decades of research, we present a step-by-step approach to building educators' capacity to implement integrated tiered systems through data-informed professional learning. We illustrate how school leaders can use this approach to onboard new faculty, plan coordinated ongoing professional learning for all educators, and facilitate the use of data to inform instruction—all of which are intertwined through the design, implementation, and evaluation of CI3T models.

Keywords
integrated tiered systems, CI3T, data-informed professional learning

Ms. Rabahl is very excited about starting her new position at Lincoln Elementary School. She and her family were recently transferred to a military base in Kansas. Ms. Rabahl interviewed for a fifth-grade general education teaching position at a local district that prioritized inclusive programming for students with disabilities. The job posting description said it was a Comprehensive, Integrated Three-Tiered (CI3T) model of prevention district with all 21 schools implementing CI3T. She followed the link to the district and school website, where she read more about CI3T, which she learned was a type of integrated tiered system. Her previous district implemented schoolwide positive behavioral interventions and supports (PBIS), so she was familiar with tiered systems and was interested in learning more about a comprehensive, integrated framework.

Behavioral, and social and emotional learning domains. Ms. Rabahl was relieved that the CI3T Implementation Manual clearly listed everyone's responsibilities. She also felt she had a good sense of how to support students with diverse learning needs using available Tier 2 and Tier 3 interventions. The interview went well, and she was offered the position, which

¹University of Kansas, Lawrence, KS, USA
²Arizona State University, Tempe, AZ, USA
³University of Louisville, Louisville, KY, USA
⁴University of Michigan, Flint, MI, USA
⁵Northwestern University, Boston, MA, USA
⁶University of Wisconsin-Stout, Menomonie, WI, USA

Corresponding Author:
Mark Matthew Buckman, Department of Special Education, University of Kansas, 1122 West Campus Road, Lawrence, KS 66045, USA.
Email: buckman@ku.edu

Kathleen Lynne Lane, Department of Special Education, University of Kansas, 1122 West Campus Road, Lawrence, KS 66045, USA.
Email: kathleen.lane@ku.edu


Before Ms. Rabahl's interview at Lincoln Elementary School, the principal, Mr. MacMillan, sent her a copy of the school's CI3T Implementation Manual. He asked her to read through the entire plan and come to the interview with any questions about faculty and staff roles and responsibilities in academics,

INTERVENTION

IN SCHOOL AND CLINIC

VOLUME 60, NUMBER 1

Integrated Multi-Tiered Systems of Support: A Special Series



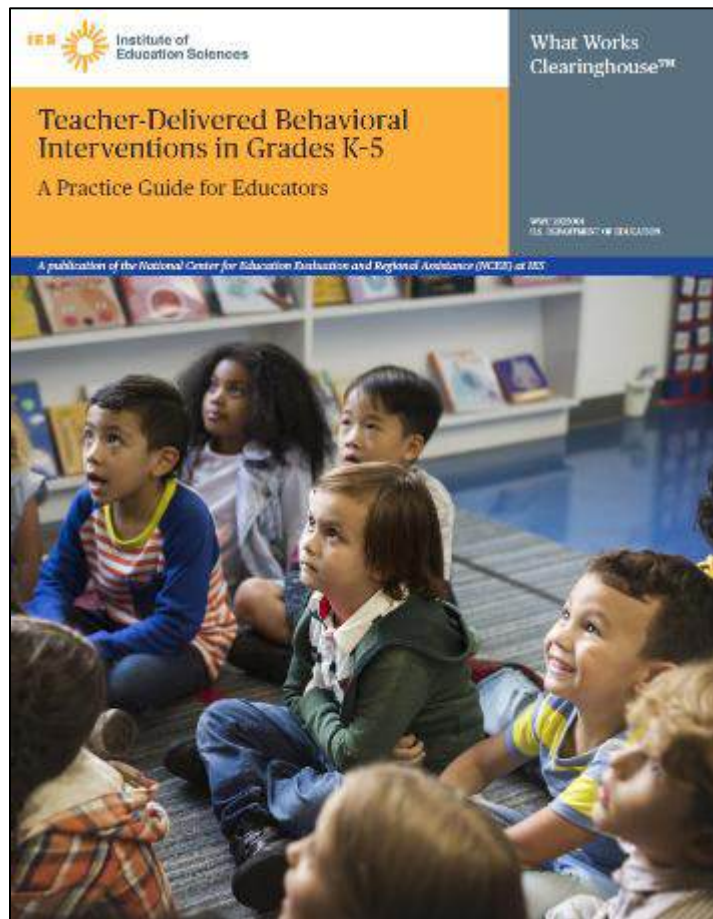
HAMMILL INSTITUTE ON DISABILITIES

Published by The Hammill Institute on Disabilities
4102462 (Publication)
<http://journals.sagepub.com/home/icc>
ISSN: 1063-4269

SEPTEMBER 2024



Resource Spotlight! (2 of 2)



IES WWC What Works Clearinghouse

SEARCH

PRACTICE GUIDE

Teacher-Delivered Behavioral Interventions in Grades K-5

Released: December 2024

- Introduction document (160 KB)
- Summary document (479 KB)
- Full Guide (5.7 MB)

Recommendations Details Panel

This practice guide provides teachers with seven recommendations for implementing low-intensity behavioral interventions in grade K-5 classrooms to support students in demonstrating expected behaviors in the classroom so that students and their classmates can engage in learning.

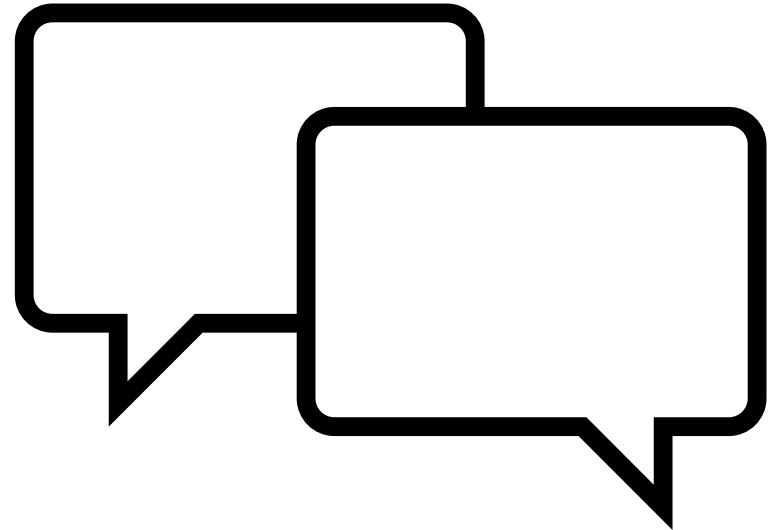
1	Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations.	STRONG EVIDENCE	TIER 1 STRONG
2	Remind students to engage in expected behaviors.	STRONG EVIDENCE	TIER 1 STRONG
3	Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards.	STRONG EVIDENCE	TIER 1 STRONG
4	Offer instructional choices to students to increase engagement and agency.	MODERATE EVIDENCE	TIER 2 MODERATE
5	Provide students frequent and varying opportunities to respond to and engage in activities.	MODERATE EVIDENCE	TIER 2 MODERATE
6	Teach students to monitor and reflect on their own behavior.	MODERATE EVIDENCE	TIER 2 MODERATE

Action Items

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Locate my school's Reactive Plan: Is the 6-step instructional approach for responding to challenging behavior included?	Kathleen		
Print out the infographic, email to grade level and department team, post in my classroom	Kathleen & Amy		

Talk Time: Revisiting Initial Impressions: Potential Benefit of Integrated Tiered Systems

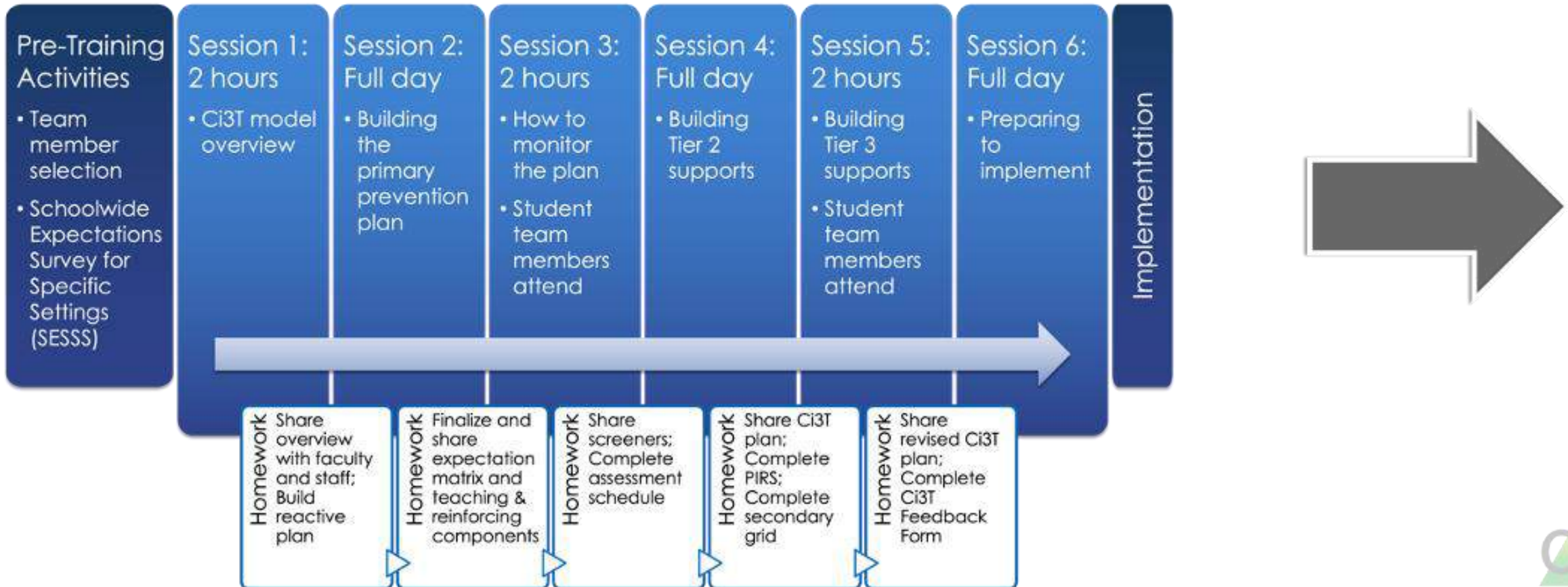
- What would be beneficial about Ci3T models of prevention for your district and each Pre-K-12 school?
- How might systematic screening be used to inform Tier 1 practices?



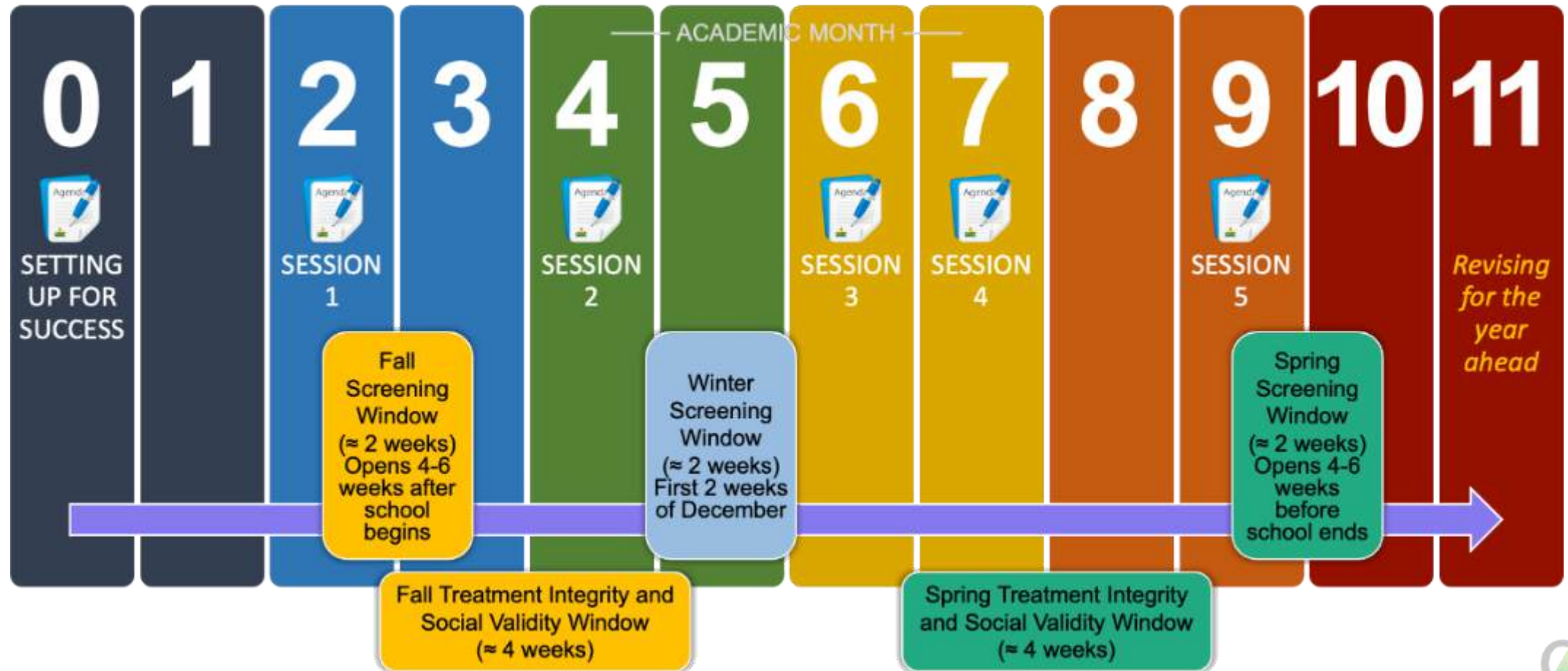
00:00

Ci3T Comprehensive Professional Learning Plan (1 of 2)

Ci3T Professional Learning Series

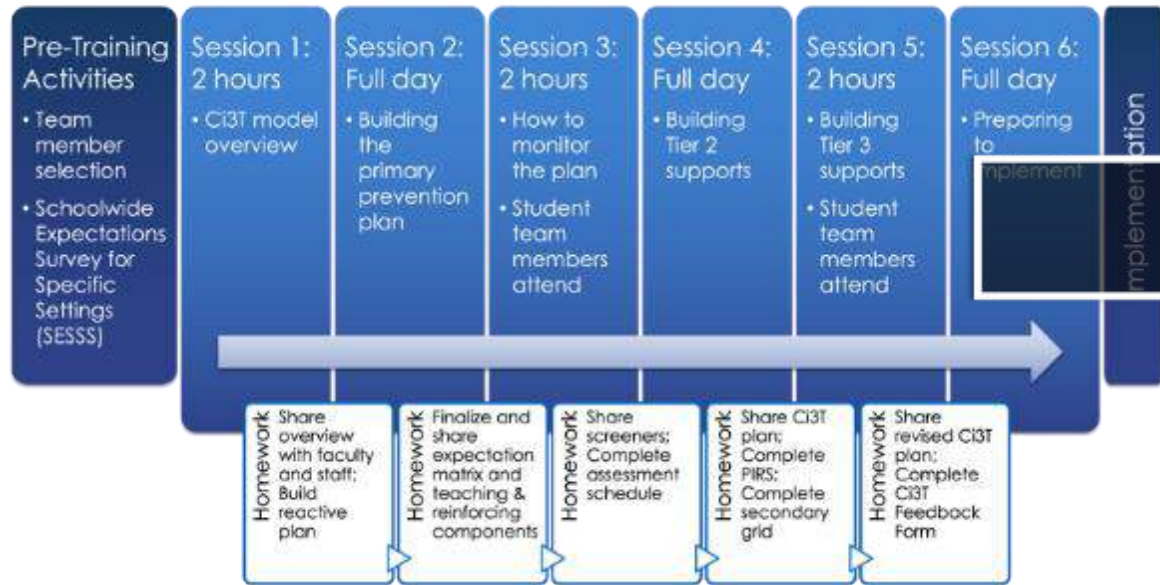


Ci3T Implementation Professional Learning Series

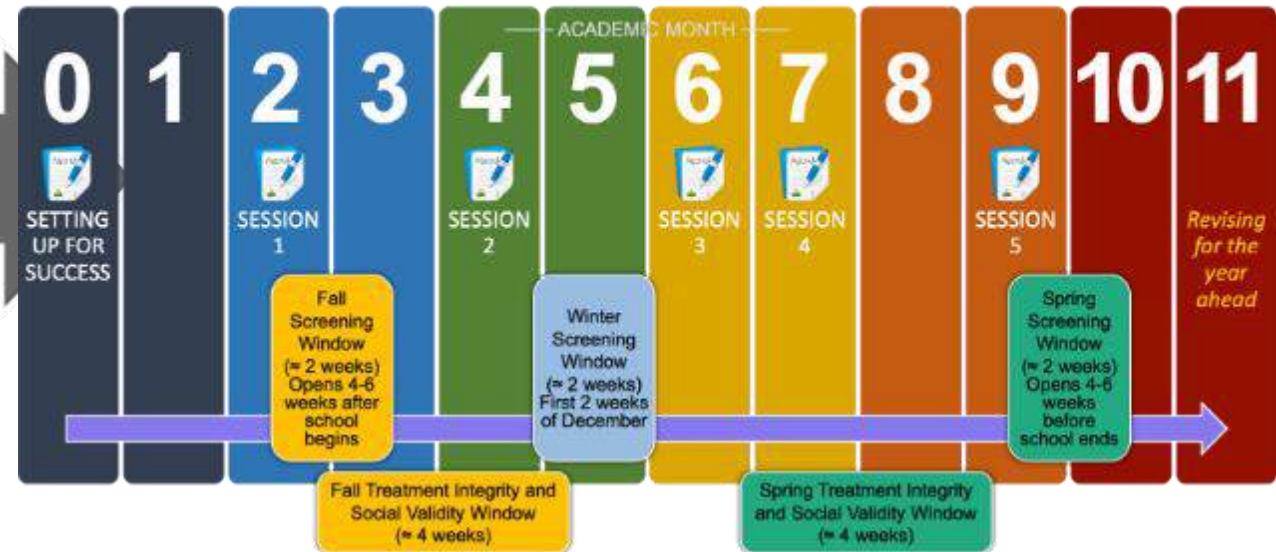


Ci3T Comprehensive Professional Learning Plan

Ci3T Professional Learning Series

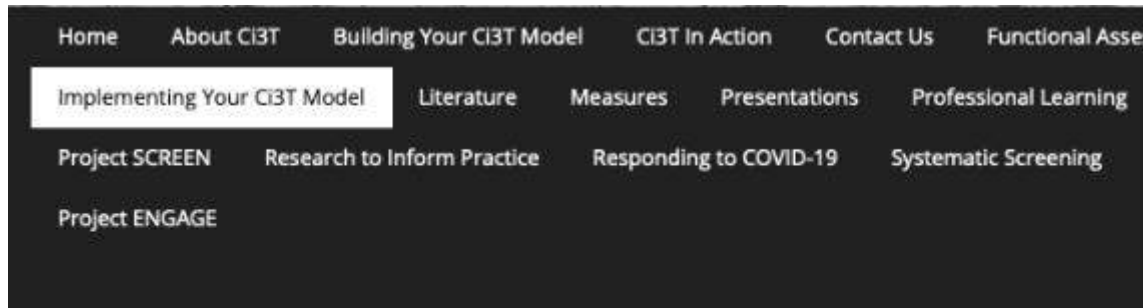


Ci3T IMPLEMENTATION Professional Learning Series



Accessing Professional Learning Materials

ci3t.org/imp



Implementing Your Ci3T Model

Ci3T IMPLEMENTATION Professional Learning Series



Ci3T Implementation Professional Learning Series Companion eBooks



2025-2026 Ci3T Implementation Professional Learning Series Resources

- Implementers Symposium +
- Session 1 +
- Session 2 +
- Session 3 +
- Session 4 +
- Session 5 +
- Ci3T Implementation Support: Resources +
- Ci3T Coaches Corner +

Module Pathways

Ci3T + ENHANCE

Enhancing Ci3T Module Pathway

Orienting Principal Leaders to Ci3T

1 Ci3T as a Structure to Create Positive, Productive, Safe Learning Environments

2 Understanding Roles and Responsibilities

3 Effective Collaborating Processes

This pathway is for principals interested in building familiarity with and refreshing understanding of what Ci3T is and how to support faculty and staff high-fidelity Ci3T implementation.

ci3t.org/enhance

Ci3T Project ENHANCE Research Team, (2025, August). Orienting principal leaders to Ci3T: Enhancing Ci3T module pathway. Author.

Ci3T + ENHANCE

Enhancing Ci3T Module Pathway

General Education Teachers

1 Ci3T as a Structure to Create Positive, Productive, Safe Learning Environments

2 Understanding and Applying Ci3T Beyond Daily Instruction

3 A Go-Stop Framework Approach for Responding to Challenging Behavior

This pathway is for educators interested in building familiarity with and refreshing understanding of what Ci3T is and what it looks like implemented in a classroom.

ci3t.org/enhance

Ci3T Project ENHANCE Research Team, (2025, August). General education teachers: Enhancing Ci3T module pathway. Author.

Ci3T + ENHANCE

Enhancing Ci3T Module Pathway

Paraprofessionals

1 Ci3T as a Structure to Create Positive, Productive, Safe Learning Environments

2 Universal Reinforcement System

3 A Go-Stop Framework Approach for Responding to Challenging Behavior

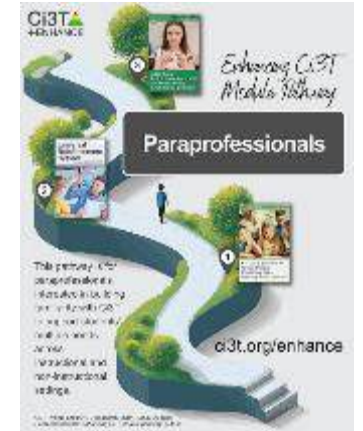
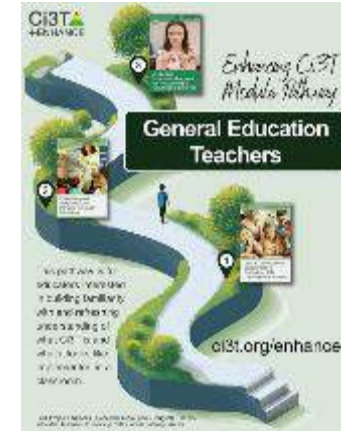
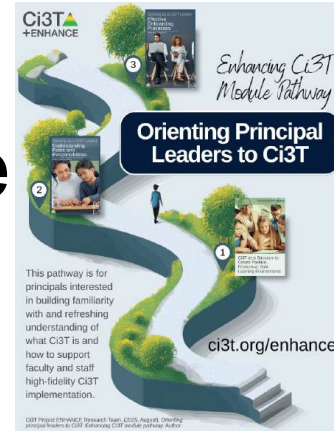
This pathway is for paraprofessionals interested in building familiarity with Ci3T to support students' multiple needs across instructional and non-instructional settings.

ci3t.org/enhance

Ci3T Project ENHANCE Research Team, (2025, August). Paraprofessionals: Enhancing Ci3T module pathway. Author.

Exploring Resources

- Pick one module pathway
- Look over content and explore activities:
- How might you use this information?



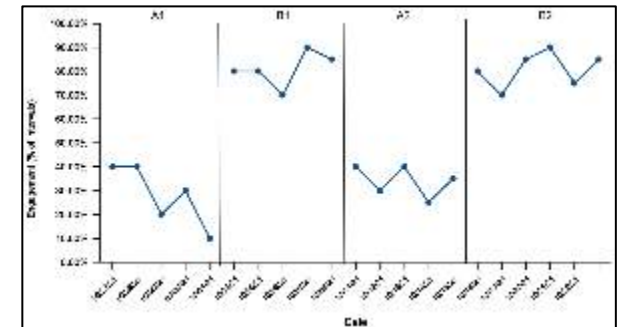
00:00

Knowledge, Application, and Impact



Date	Time	Behavior	Frequency
10/10/2014	10:00	Hand raised	1
10/10/2014	10:05	Hand raised	1
10/10/2014	10:10	Hand raised	1
10/10/2014	10:15	Hand raised	1
10/10/2014	10:20	Hand raised	1
10/10/2014	10:25	Hand raised	1
10/10/2014	10:30	Hand raised	1
10/10/2014	10:35	Hand raised	1
10/10/2014	10:40	Hand raised	1
10/10/2014	10:45	Hand raised	1
10/10/2014	10:50	Hand raised	1
10/10/2014	10:55	Hand raised	1
10/10/2014	11:00	Hand raised	1

Date	Time	Behavior	Frequency
10/10/2014	10:00	Hand raised	1
10/10/2014	10:05	Hand raised	1
10/10/2014	10:10	Hand raised	1
10/10/2014	10:15	Hand raised	1
10/10/2014	10:20	Hand raised	1
10/10/2014	10:25	Hand raised	1
10/10/2014	10:30	Hand raised	1
10/10/2014	10:35	Hand raised	1
10/10/2014	10:40	Hand raised	1
10/10/2014	10:45	Hand raised	1
10/10/2014	10:50	Hand raised	1
10/10/2014	10:55	Hand raised	1
10/10/2014	11:00	Hand raised	1




Project EMPOWER+

Ci3T Project EMPOWER +
Professional Learning Series 2025-2026

Presenters: Kathleen Lynna Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team

Audience: This professional learning series is offered at no charge to preK-12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic methods of looking for and assisting students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being learning needs in the context of a Comprehensive, Integrated, Three-tiered (CI3T) Model of Prevention.



[Register here](#) or scan the QR code →

In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can also register them to earn professional learning credits.

Expectations: Each online 2-hr session includes interactive whole-group instruction and small-group breakout discussion time. Please come prepared to engage with presenters and fellow educators via Zoom chat and working audio-video technology (e.g., able to have your webcam on, type in Zoom chat, join small-group discussions with microphone).

BCBAs: This professional learning series also covers behavior analytic content to meet requirements for Board Certified Behavior Analysts (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr and meet expectations above to earn two (2) learning CEUs per session, at no cost.

Location: Zoom **Cost:** Free [Learn more information about CI3T: ci3t.org](#)

Date	Session Description
September 24, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 5:30 PM (Central) 5:30 – 7:30 PM (Mountain)	Starting Strong: Effective Tier 1 Practices for Educators We focus on Tier 1 strategies to start the year strong, including how to provide integrated instruction across academic, behavior (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from faculty and staff including treatment integrity (how well the plan is in place) and social validity (views about the plan's goals, procedures, and outcomes). Learn how to begin the year headed towards sustainable, high-fidelity implementation of your schoolwide plan!
October 08, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 5:30 PM (Central) 5:30 – 7:30 PM (Mountain)	From Data to Action: Using Systematic Screening to Inform Instruction We describe how systematic academic and behavior screening occurs within tiered models of prevention to inform instruction for students and professional learning for adults. Learn how to use systematic screening data alongside other data collected as part of regular school practices to (a) inform instruction at Tier 1, (b) empower teachers with low-intensity strategies (e.g., instructional choice), and (c) connect students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional assessment-based interventions) supports.
November 18, 2025 2:30 – 4:30 PM (Pacific) 4:30 – 5:30 PM (Central) 5:30 – 7:30 PM (Mountain)	CI3T In Action: Integrated Lesson Planning for Enhanced Instruction We introduce a practical tool—the CI3T Integrated Lesson Plan—designed to support teachers in setting the stage for students to be productively engaged across academic, behavior, and social domains. We will move from planning to practice,

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)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior 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)

Join us at future EMPOWER+ to learn more!

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)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior 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)



Ci3T Trainers and Coaches Calls

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 Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention.

Offered remotely via Zoom


4:00-5:00 PM Central

Please email Stacie Williams (stacie.w@ku.edu) for more information

2025-2026 Dates

Aug. 20, 2025 (Wed)
Sept. 03, 2025 (Wed)
Oct. 01, 2025 (Wed)
Nov. 05, 2025 (Wed)
Dec. 02, 2025 (Tues)
Jan. 22, 2026 (Thurs)
Feb. 17, 2026 (Tues)
Mar. 10, 2026 (Tues)
Apr. 15, 2026 (Wed)
May 13, 2026 (Wed)

Scan the QR code or register here!




Ci3T Trainers and Coaches Calls Session	Date
Ci3T Trainers and Coaches Call 1	August 20, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 2	September 3, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 3	October 1, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 4	November 5, 2025 (Wednesday)
Ci3T Trainers and Coaches Call 5	December 2, 2025 (Tuesday)
Ci3T Trainers and Coaches Call 6	January 22, 2026 (Thursday)
Ci3T Trainers and Coaches Call 7	February 17, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 8	March 10, 2026 (Tuesday)
Ci3T Trainers and Coaches Call 9	April 15, 2026 (Wednesday)
Ci3T Trainers and Coaches Call 10	May 13, 2026 (Wednesday)

Enhancing Ci3T Modules



ci3t.org/enhance

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

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9

SESSION 10

SESSION 11

Getting ready for the next school year

Fall Screening Window (in 2 weeks) Opens 4-2 weeks after school begins

Winter Screening Window (in 2 weeks) First 2 weeks of December

Spring Screening Window (in 2 weeks) Opens 4-2 weeks before school ends

Fall Treatment Integrity and Social Validity Window

Spring Treatment Integrity and Social Validity Window

1st First time module users for 2024-2025 [view informational letter and register here!](#)

Ci3T professional learning experiences and resources you engage with. We invite you to complete the [Ci3T Usage Rating Profile](#).

Kathleen.Lane@ku.edu



Resources for screening: PBIS.org...

Resources to Support Systematic Screening in K-12 Schools

Systematic screening is a proactive way to identify students in a school who might be in need of additional support beyond what is offered at Tier 1 and to assess overall levels of student performance at the school. Resources have been developed for district leaders, educators, communities, and families who are involved in the screening process. Check out the comprehensive list of resources available on pbis.org below!

Resources about universal behavior screening

<p>Systematic Screening Tools: Universal Behavior Screeners</p> <p>A compilation of various screening tools used to assess behavior, social, and/or academic risk</p>	<p>Screening Resources</p> <p>A list of presentations, videos, webinars, articles and webites</p>
<p>Psychometric Properties of Behavior Screeners</p> <p>A list of presentations, videos, webinars, articles and webites</p>	<p>Guidance for Systematic Screening: Lessons Learned from Practitioners</p> <p>5 lessons learned from district leaders are shared for those already involved and new to the systematic screening process</p>
<p>Lessons Learned from District- and School-site Leaders Coordinating Systematic Screening</p> <p>Results of an online survey from three geographic regions across the United States</p>	

Resources to inform the screening process

- 1**

Selecting a Universal Behavior Screening Tool
- 2**

Installing a Universal Behavior Screening Tool
- 3**

Interpreting Universal Behavior Screening Data

Resources for families and communities

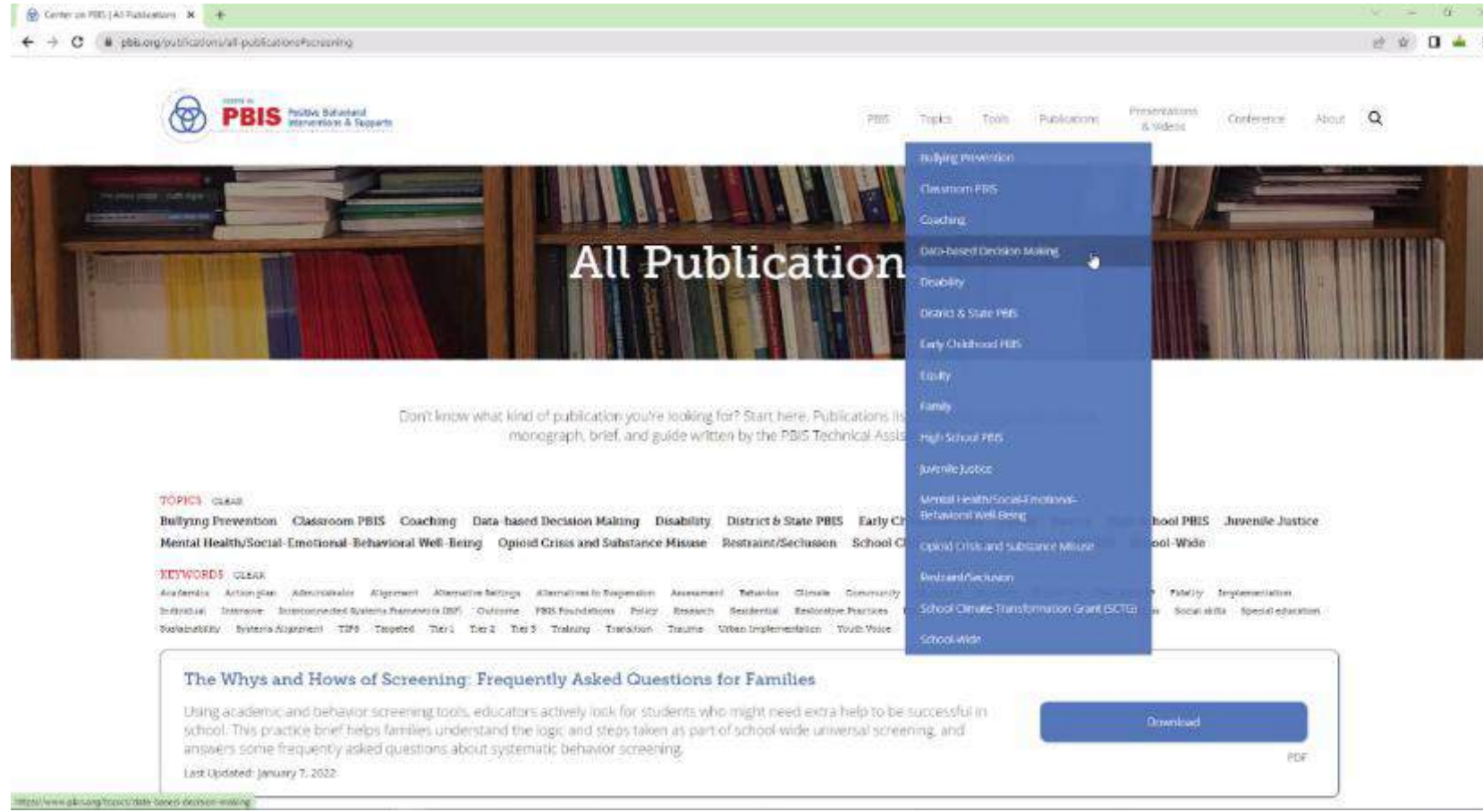
<p>Communicating with Your Community</p> <p>What does your district and school leadership team need to know?</p>	<p>The Whys and Hows of Screening: Frequently Asked Questions for Families</p>
---	---

Lessons learned from implementing screening

<p>Systematic Screening in Tiered Systems: Lessons Learned at the Elementary School Level</p>	<p>Systematic Screening in Tiered Systems: Lessons Learned at the Middle and High School Level</p>
--	---

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports, a grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H261210002). Matthew Nelson, MA, RRT serves on the project effort. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or proprietary interest is intended or should be inferred.

Suggested Citation for this Publication:
 Ma, S., Steiner, E. L., Latta, K. L., & Oakes, W. P. (July, 2022). Resources to Support Systematic Screening. Center on PBIS, University of Oregon. www.pbis.org



The screenshot shows the PBIS.org website with a navigation menu open over the 'All Publications' section. The menu includes categories such as Bullying Prevention, Classroom PBIS, Coaching, Data-based Decision Making, Disability, District & State PBIS, Early Childhood PBIS, Equity, Family, High School PBIS, Juvenile Justice, Mental Health/Social-Emotional/Behavioral Well-Being, Opioid Crisis and Substance Misuse, Restraint/Seclusion, School PBIS, School-Wide, and Juvenile Justice. Below the menu, there are sections for 'TOPICS' and 'KEYWORDS' with various search filters. A featured article titled 'The Whys and Hows of Screening: Frequently Asked Questions for Families' is visible, with a 'Download PDF' button.

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?

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Materials:

Download

Word Doc

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

Rebecca Sherod, University of Kansas, Wendy Peia Dakes, Arizona State University, Katie Scarlett Lane, Vanderbilt University, and Kathleen Lynne Lane, University of Kansas

Share information about universal behavior screening to keep your community informed.

A central feature of any tiered system of support is accurate detection of which students might need more than Tier 1 efforts have to offer, even when universal components are implemented with adequate levels of treatment integrity. Systematic screening is a proactive way to examine overall levels of risk in a school and determine which students might benefit from Tier 2 or Tier 3 support. Ideally, psychometrically sound, practical screening tools are selected and installed to detect students with externalizing (e.g., aggressive, disruptive, and noncompliant) and internalizing (e.g., painfully shy, socially withdrawn, and anxious) behaviors at the first sign of concern. When a student's screening scores indicate an increased level of risk, screening data can be analyzed with other data (e.g., attendance, fidelity of Tier 1 practices) to make informed decisions about which supports or adjustments to instruction that students might benefit from. It is important to note that this brief focuses on systematic screening designed to inform instruction for students, using screening data with other data collected as part of regular school practices. Screening data are not intended for use to identify students who may benefit from special education services nor are these data intended to exclude students (e.g., this student is screening in as high-risk and will therefore not go on the field trip).

Screening data are intended for use in informing daily instructional practices with a goal of supporting students in learning – and using – behaviors needed to meet school expectations and facilitate positive, productive learning environments. Sharing information about this process can help the community feel confident that systematic screening is a beneficial process that is in place to support all students. In this practice brief, we provide tips that can be considered when your district and school leadership teams plan for sharing information about systematic screening with the community. As part of tips for communicating with your community about systematic screening, we provide your district and school leaders with considerations regarding confidentiality.

The Whys and Hows of Screening: Frequently Asked Questions for Families

The Whys and Hows of Screening: Frequently Asked Questions for Families

Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. This practice brief helps families understand the logic and steps taken as part of school-wide universal screening, and answers some frequently asked questions about systematic behavior screening.

Topic(s): Data-based Decision Making Family School-Wide

Published: January 7, 2022

Revised: January 7, 2022

Keywords: PBIS Foundations Screening Tier 1

Suggested Citation: Schonoun, S. D., Lane, K. L., Oakes, W. F., Sherrod, R. L. & Buckman, M. M. (November 2021). The Whys and Hows of Screening: Frequently Asked Questions for Families. Center on PBIS, University of Oregon. www.pbis.org

Download Resource

Share

Tweet

Practice Briefs: PDF



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

November 2021

The Whys and Hows of Screening: Frequently Asked Questions for Families

Educational systems continually grow and improve to meet the educational needs of students. Student learning is based on strengths and academic needs, and the assumption is that some students will need more instruction or support than others. [Tiered systems of support](#) are designed to meet students' individual needs in the areas of academics, behavior, and social and emotional well-being. Using academic and behavior screening tools, educators actively look for students who might need extra help to be successful in school. Screening data are used by teachers for promoting positive, productive, and safe school environments. While there are many approaches to screening, one approach is for teachers to systematically complete a screening tool for all students within their classroom. Teachers may use other information (e.g., attendance, nurse notes, office discipline referrals) so teachers can efficiently and effectively examine multiple sources of information to prevent learning and behavioral challenges from occurring and then respond effectively when difficulties do arise. Below are often-frequently asked questions from parents to some common questions about systematic behavior screening.

What is Systematic Behavior Screening?

Answer:

Systematic behavior screening is a proactive process of identifying students who are struggling and educators use screening data to inform decisions about appropriate supports for students at the greatest risk of concern. This process is similar to screening your child for potential hearing and vision concerns.

What is the purpose of systematic behavior screening?

Answer:

Screening data are one source of information to help teachers understand how well they are meeting students' educational needs—academically, behaviorally, and socially—through their tiered system of support. Educators use screening data along with other school data (e.g., nurse visits, attendance) to aid in the selection of additional academic, behavioral, or social supports for students.

How will behavior screening impact my child's instructional time?

Answer:

Your child's instructional time won't be impacted by the use of behavior screening. Teacher and student questions are based on the teacher's observations with your child. The teacher completes the screening tool independently based on their current knowledge of each student. Student time is not required, unless your child is not using a student-completed screening tool. In this case, you would receive additional information from your child's school about your child's participation. Your child's school might also be using

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

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:
<https://ldbbase.org/projects/0a153f89-2424-449f-8aea-d4d82cae9805>

Review of Educational Research
OnlineFirst, February 27, 2025
© 2025 AERA, Article Reuse Guidelines
<https://doi.org/10.3102/00346543251315168>

Sage Journals

Manuscript

Mapping the Research Base for Universal Behavior Screeners

Katie Scarlett Lane Pelton ¹, Kathleen Lynne Lane ², Wendy Peia Oakes ³, Mark M. Buckman ⁴, David James Royer ⁵, and Rebecca Lee Sherod ⁶

Abstract

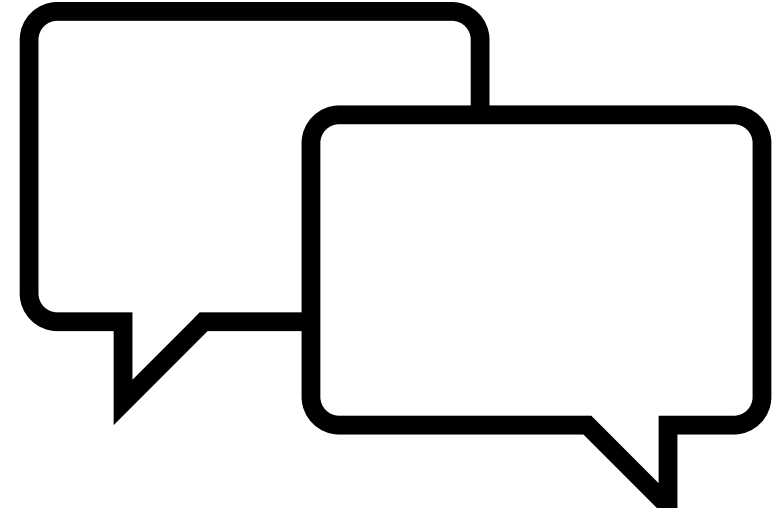
Universal behavior screening is used in schools worldwide to detect students with and at risk for behavioral challenges. A plethora of instruments is available for this purpose, though little metascience has been conducted to review and synthesize methods used to study these instruments in educational settings, nor is there a comprehensive list of instruments to support educators in selecting an appropriate tool. We conducted this review to provide a rigorous—and accessible—overview of the research base for universal behavior screening instruments to facilitate educators' decision-making process when selecting a systematic screening tool for the students they serve and identify areas of further refinement for the research community. This scoping review includes an extensive list of behavior screening instruments, an examination of how these tools have been studied, and areas for future research. We identified 56 behavior screening instruments. The most common psychometric analyses included coefficient alpha for internal consistency, correlations between theoretically related variables, and confirmatory factor analysis. We discuss other methods currently employed as well as methods and complexities for consideration in future research.

Keywords

at-risk students, behavior screening, decision making, instrument validation, psychometrics, research methodology, scoping review, special education, student behavior/attitude, validity/reliability

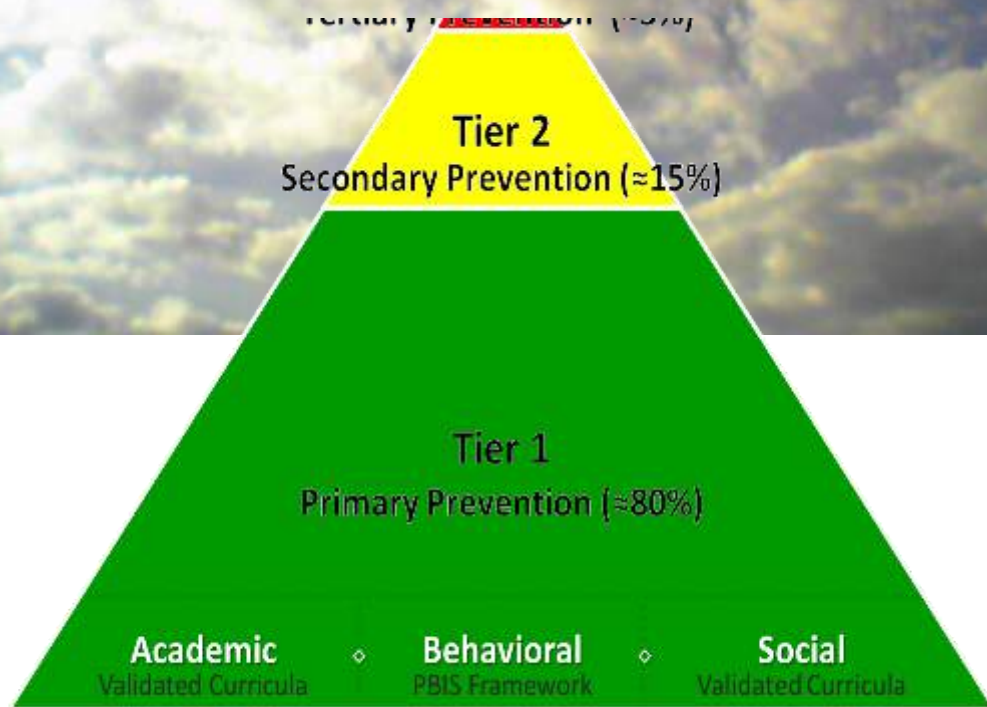
Exploring Resources: Choose your own professional learning journey

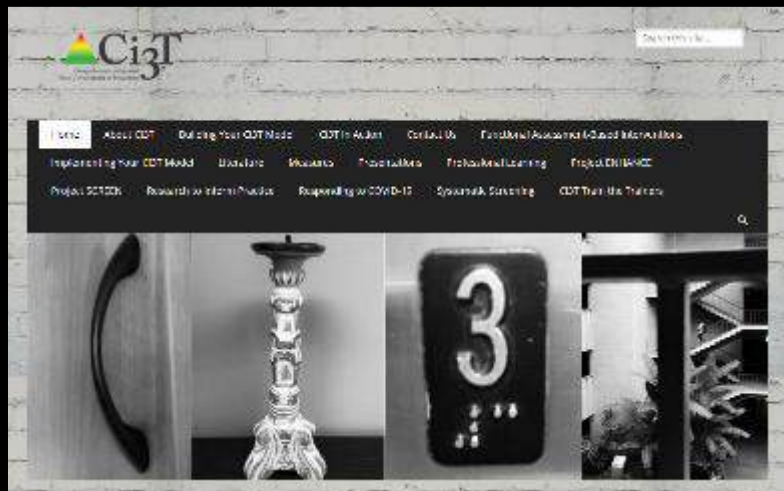
- Consider 1 topic you would like to explore further
- Identify professional learning resources to explore
- Create 2-3 actionable items
- Calendar your proposed plans



00:00







Dream the life you want to live and the contributions you want to make ... then arrange the contingencies to fulfill your dreams (Lane, 2017).

Thank you
Kathleen.Lane@ku.edu

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

