Getting Started with Ci3T: A Closer Look at Tier 1

Winchester Public Schools
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University of Kansas

We invite you to visit ci3t.org/registration to create an account!



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

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Agenda

1. Welcome
2. Ci3T: Integrating Tier 1 Across Learning Domains
   1. Academic
   2. Behavioral
   3. Social and Emotional Well-being
3. Understanding Tier 1 Procedures
   1. Procedures for Teaching
   2. Procedures for Reinforcing
   3. Procedures for Monitoring
4. Wrapping Up and Moving Forward: Ci3T – What are you excited about?

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Ci3T Phased Roll Out

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Getting Started with Ci3T	x						
Ci3T Design		x					
Ci3T Implementation Year 1			x				
Ci3T Implementation Year 2				x			
Sustain and Develop Practices					x	x	x

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Getting Started with Ci3T (1 of 2)

2026–2027 School Year

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Shared Outcomes
Getting Started with Ci3T PL Series 4 Sessions	**Purpose:** Explore Ci3T and build shared knowledge, language, and vision. Aug. 27: Educational Leaders' Session Leading to Ci3T Systems (in-person) Aug. 31: Keynote + Breakouts Exploring Ci3T (in-person) Nov. 3: Keynote + Breakouts A Closer Look at Tier 1 (in-person) Mar. 2: Keynote + Breakouts A Closer Look at Tier 2 and 3 (virtual)										Districtwide activities to begin Ci3T Design and Implementation efforts, building upon: • Shared vision • Districtwide certainties • Strong practices already in place
District Leadership Team Meetings + Ci3T Research Team 10 one-hour meetings	**Purpose:** Establish district 'certainties' for Ci3T strategies, practices, programs, and assessments. 1 2 3 4 5 6 7 8 9 10										
School-Site Team Meetings + Ci3T Research Team 5 one-hour meetings with each school	**Purpose:** Reflect on each school's context, needs, and current practices, connecting them to Ci3T learning and districtwide planning. 1 2 3 4 5										

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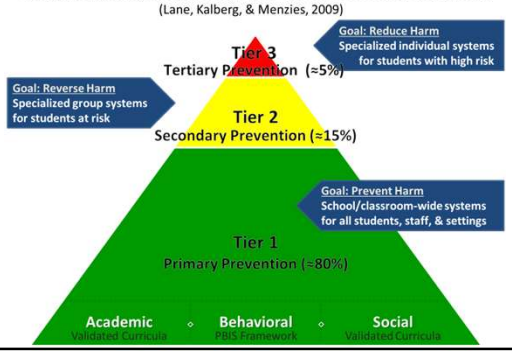
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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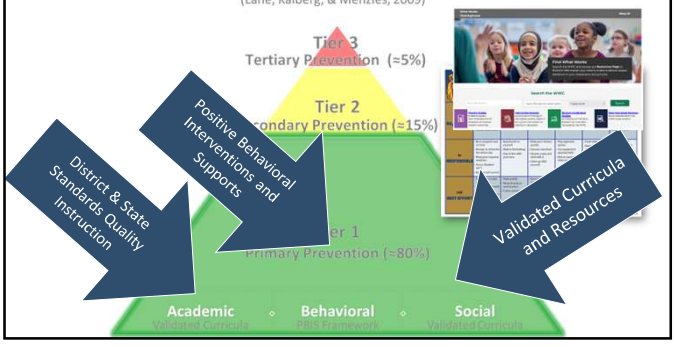
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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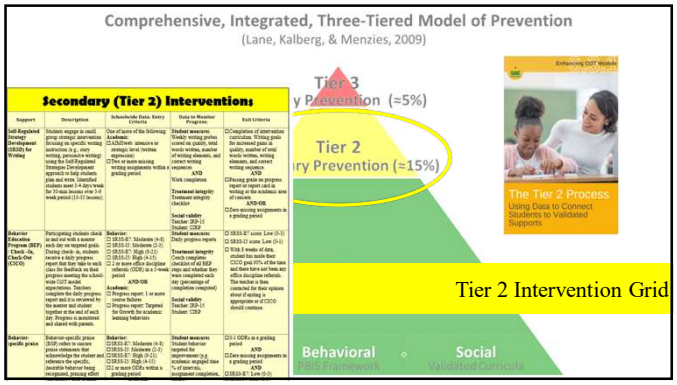
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Tier 2
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
Social

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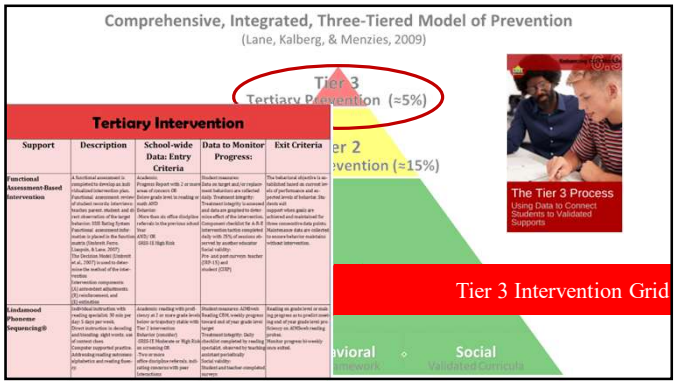
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Functional Assessment-Based Intervention
Tier 2
The Tier 3 Process
Using Data to Connect Students to Validated Supports
Tier 3 Intervention Grid
Social

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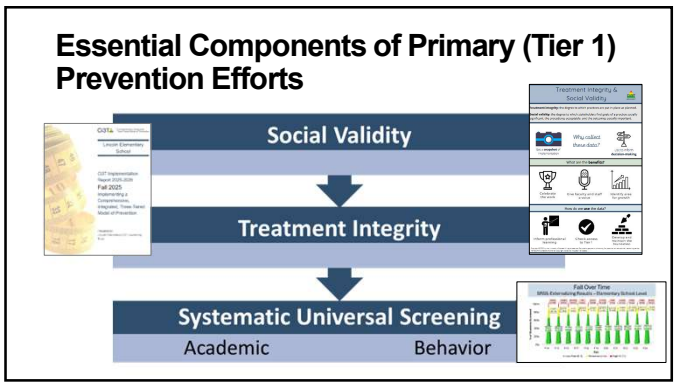
Essential Components of Primary (Tier 1) Prevention Efforts
Social Validity
Treatment Integrity
Systematic Universal Screening
Academic
Behavior

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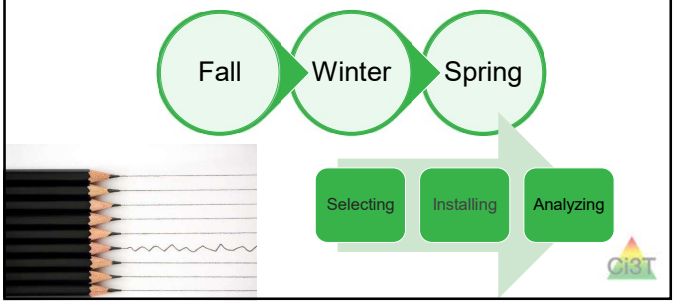
Systematic Screening … Logistics



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Session Outcomes

- Describe the roles of teaching, reinforcing, and monitoring procedures in supporting effective implementation of a Comprehensive, Integrated, Three-Tiered (Ci3T) model.
- Identify how faculty and staff, students, and families each contribute to successful implementation through coordinated teaching, reinforcement, and collaboration.
- Explain how implementation data—including treatment integrity, social validity, and universal screening—are used to monitor implementation, evaluate effectiveness, and guide continuous improvement.

Ci3T

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Ci3T

Integrating Tier 1 Across Learning Domains

Academic
Behavioral
Social and Emotional Well-being

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Ci3T Implementation Manual



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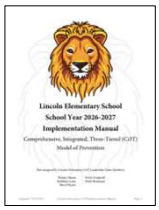
Exemplar Ci3T Implementation Manuals





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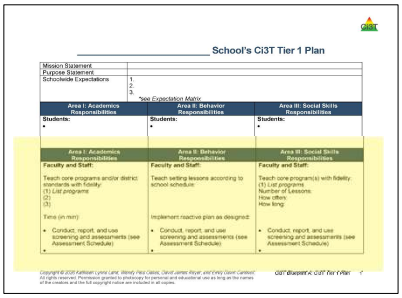
Ci3T Tier 1 Plan



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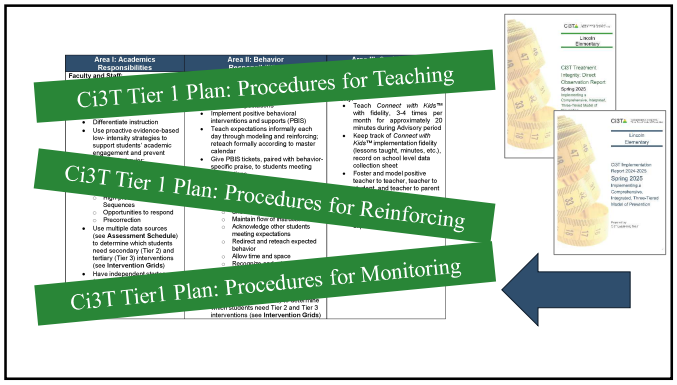

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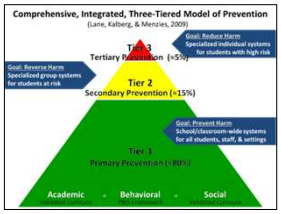
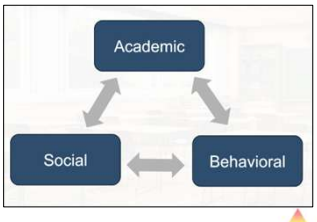
Integration





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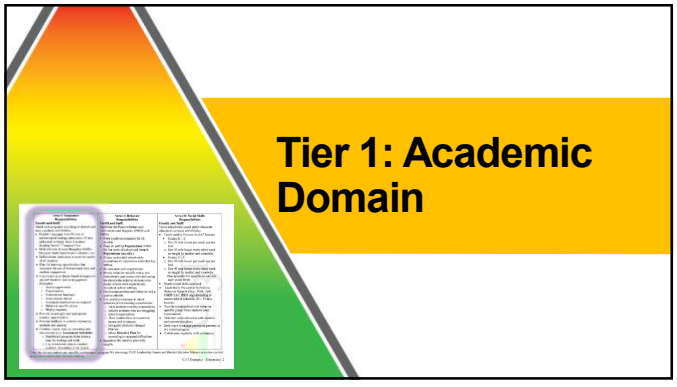

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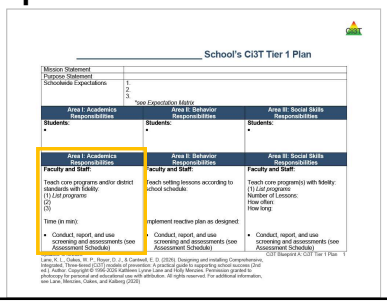
Ci3T Tier 1 Plan: Faculty and Staff Roles and Responsibilities - Academics



_____ School's Ci3T Tier 1 Plan

Mission Statement	
Purpose Statement	
Schoolwide Expectations	1. 2. 3. *see Expectation Matrix

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: •	Students: •	Students: •

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Faculty and Staff: Teach core programs and/or district standards with fidelity: (1) *List programs:* (2) (3) Time (in min): • Conduct, report, and use screening and assessments (see Assessment Schedule)	**Faculty and Staff:** Teach setting lessons according to school schedule. Implement reactive plan as designed: • Conduct, report, and use screening and assessments (see Assessment Schedule)	**Faculty and Staff:** Teach core program(s) with fidelity: (1) *List programs:* Number of Lessons: How often: How long: • Conduct, report, and use screening and assessments (see Assessment Schedule)

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-Tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 1995-2026 Kathleen Lane Consulting, Inc. Permission granted for photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2026).

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Academics: Core Programs

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social 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	**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.	**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

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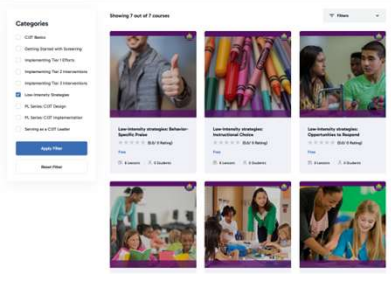
Academics: Low-Intensity Strategies

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



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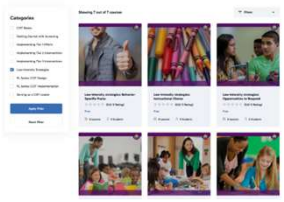
Let's Chat: Integration

Where do you already see academic, behavioral, and social learning coming together in your classroom or role?

OR

Think of an academic activity you teach. What behavioral or social skills help students succeed during that activity?



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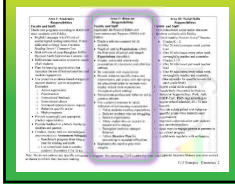
Tier 1: Behavioral Domain



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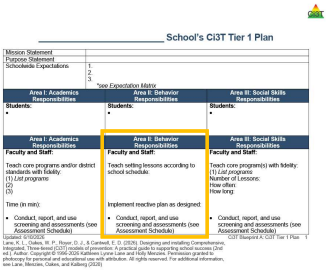
Ci3T Tier 1 Plan: Faculty and Staff Roles and Responsibilities - Behavior



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Schoolwide Expectations	1. 2. 3. *see Expectation Matrix*

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Updated: 5/10/2024

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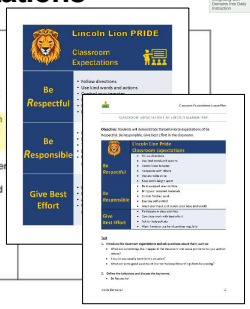
Behavioral: Setting Expectations

Area I: Academics Responsibilities	Area II: Behavior 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	**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.



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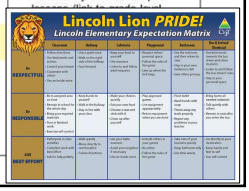
Behavioral: Model Expectations

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social 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	**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.	**Faculty and Staff:** Teach schoolwide social skills/ character education curricula with integrity: • Teach daily Second Step ®



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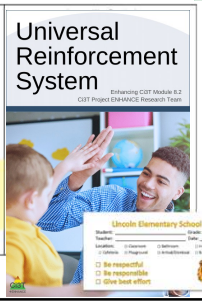
Behavioral: Behavior Specific Praise

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.





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Behavioral: Flow Chart



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social 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	**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.	**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

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Buckman, M. M. & Lane, K. L. (2020). *Exemplar CI3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

1. Show empathy
2. Maintain flow of instruction
3. Acknowledge other students meeting expectations
4. Redirect and Reteach expected behavior
5. Allow time and space
6. Recognize/reinforce appropriate behavior when demonstrated

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

Minor

1st Minor

1. Use 6-step instructional approach:
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor Discipline Referral. Teacher informs parents (email

Major

Does the behavior put the student or others in imminent harm?

No

1. Show empathy and

Yes

Contact the office,

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6-Step Instructional Approach for Responding to Challenging Behavior

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



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Let's Chat: Behavioral

Think of a classroom routine that works well. What helps students understand and follow the expectations?

OR

What works well in your class for responding to challenging behvavior?



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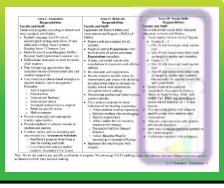
Tier 1: Social and Emotional Well-being Domain



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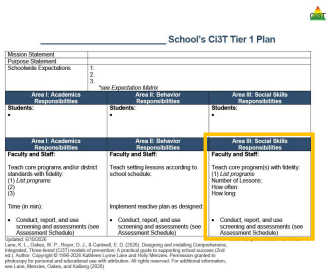
Ci3T Tier 1 Plan: Faculty and Staff Roles and Responsibilities – Social Skills



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Social: Teach Schoolwide



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social 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	**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.	**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

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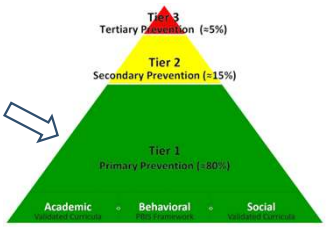
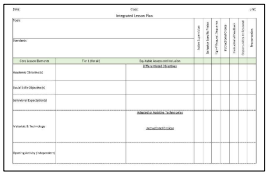
A Focus on: Integrated Lesson Planning







Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *CI3T integrated lessons plan template.* www.ci3t.org.
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.42680

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Date: Class: Unit:

Integrated Lesson Plan

Topic

Standards

Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion: Differentiated Objectives	Active Supervision	Behavior Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
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?

Citation. Oakes, W. P., Lane, K. L., Lane, K. S., & Buckman, M. M. (2019). *CI3T integrated lessons plan template.* www.ci3t.org.

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Let's Chat: Integrated Instruction

- What social skills help your students succeed in school?
- Which of these skills do your students need more instruction and support to develop?



Embedding and Integrating Ci3T Domains Into Daily Instruction

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Ci3T

Understanding Tier 1 Procedures

Procedures for Teaching
Procedures for Reinforcing
Procedures for Monitoring

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Procedures for Teaching

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Procedures for Teaching the Ci3T Plan to:

Faculty and Staff •
Students •
Families / Community •



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Faculty and Staff

- Implementation manual
- Expectation matrix
- Bookmarks
- Posters
- Ticket tip sheet
- Professional learning
  - Onboarding new staff
  - Consider opportunities to reach all staff (e.g., bus drivers, substitute teachers, cafeteria staff)









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Students

- Lessons
- Posters
- Videos
- Announcements
- Assemblies







Shared with permission.

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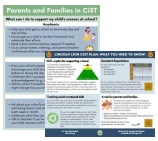
Families and Community

- Sending communication to families
  - Letters
  - Brochures
  - Infographics
- School website
- Contacts with community businesses







CiST

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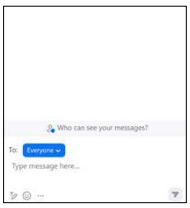
Let's Chat: Procedures for Teaching

What resources or materials are offered at your school for teaching procedures?

OR

How do you teach procedures to students?





CiST

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Procedures for Reinforcing

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Procedures for Reinforcing

Faculty and Staff • • •
Students • • •
Families / Community • • •

Locate in your Ci3T Implementation Manual

Updated: 6/10/2026 Ci3T Blueprint A: Ci3T Tier 1 Plan 4

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Reinforcement

Universal Reinforcement System

re • in • force • ment

/ ˌri ɪnˈfɔrs mənt / • *noun*

1. the action of strengthening or encouraging something; the state of being reinforced

Merriam Webster

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Understanding Consequences: The Power of Reinforcement

Universal Reinforcement System

Consequences are simply what occurs after the behavior. They do not have to be good or bad. Some consequences of behavior are natural, and others can be planned to support more positive behavior. We can use reinforcement intentionally as a consequence to increase the future probability of desirable behavior occurring. It is important to first identify what types of things students find reinforcing, depending on the function of their behavior, or why it happens and why it continues to occur.

Consequences

Effect on Future Behavior	Adds or Increases Stimulus (+)	Removes or Decreases Stimulus (−)
Increase	**Positive Reinforcement:** Introduces something desirable	**Negative Reinforcement:** Takes away something undesirable
Decrease	**Positive Punishment:** Introduces something aversive	**Negative Punishment:** Takes away something desirable

Reinforcement

Function Matrix (Umbreit et al., 2007)

	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangible/ Activities		
Sensory		

✱ Remember *all learning happens through consequences!*

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Prentice Hall.

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Faculty and Staff Reinforcement

Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention
Faculty & Staff Recognition





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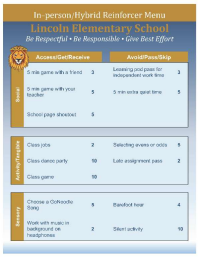
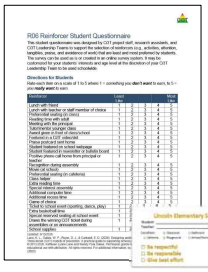
Student Reinforcement







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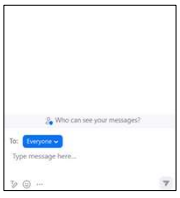
Let's Chat: Procedures for Reinforcing

What types of items do your students like to access or avoid?

What is the most popular reinforcer on your menu?

What reinforcers do you like to receive?





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Procedures for Monitoring

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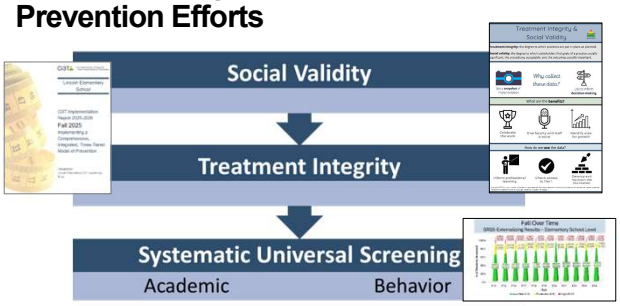
Essential Components of Tier 1 Prevention Efforts



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Procedures for Monitoring

Student Measures	Academic: • •	Behavior: • •	Social Skills: • •
Program Measures (school-level)	Social Validity: • •	Treatment Integrity: • •	Program Goals: 1. Goal (data source) 2. Goal (data source)

Locate in your Ci3T Implementation Manual

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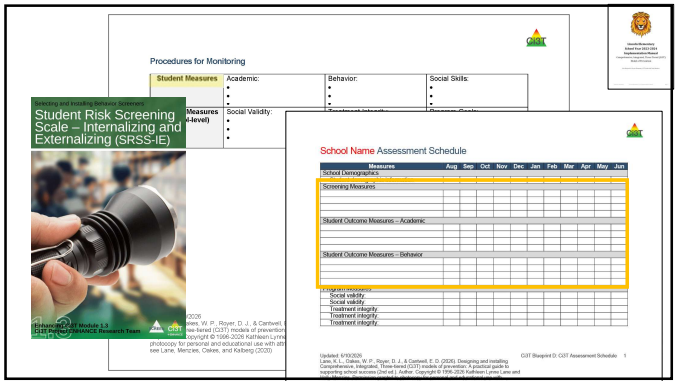
Procedures for Monitoring
Student Measures
Academic:
Behavior:
Social Skills:
Program Measures (school-level)
Social Validity:
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
School Name Assessment Schedule
Screening Measures
Student Outcome Measures – Academic
Student Outcome Measures – Behavior
Social validity
Treatment integrity
Treatment integrity
Treatment integrity

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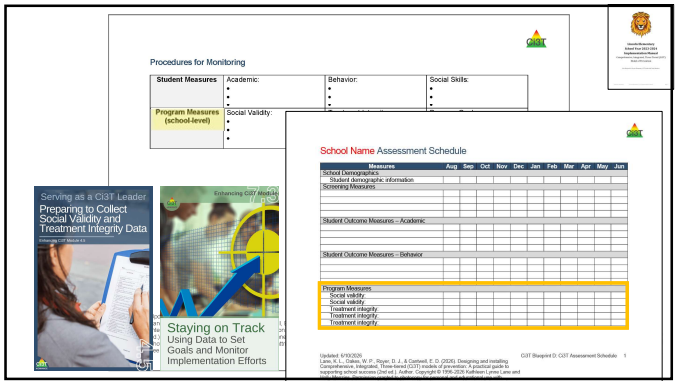
Procedures for Monitoring
Student Measures
Academic:
Behavior:
Social Skills:
Program Measures (school-level)
Social Validity:
Serving as a Ci3T Leader
Preparing to Collect Social Validity and Treatment Integrity Data
Staying on Track
Using Data to Set Goals and Monitor Implementation Efforts
School Name Assessment Schedule
Screening Measures
Student Outcome Measures – Academic
Student Outcome Measures – Behavior
Program Measures
Social validity
Social validity
Treatment integrity
Treatment integrity
Treatment integrity

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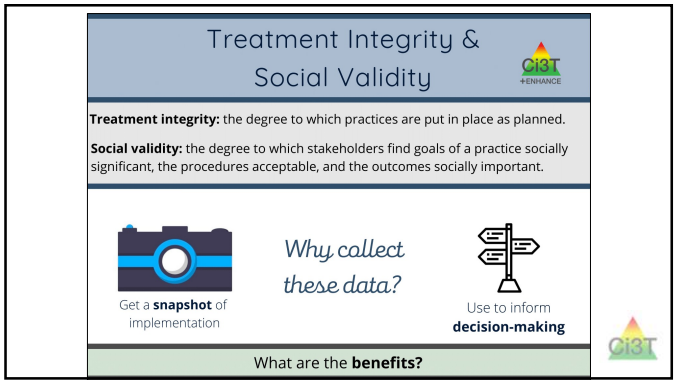
Treatment Integrity & Social Validity
Ci3T +ENHANCE
Treatment integrity: the degree to which practices are put in place as planned.
Social validity: the degree to which stakeholders find goals of a practice socially significant, the procedures acceptable, and the outcomes socially important.
Why collect these data?
Get a snapshot of implementation
Use to inform decision-making
What are the benefits?

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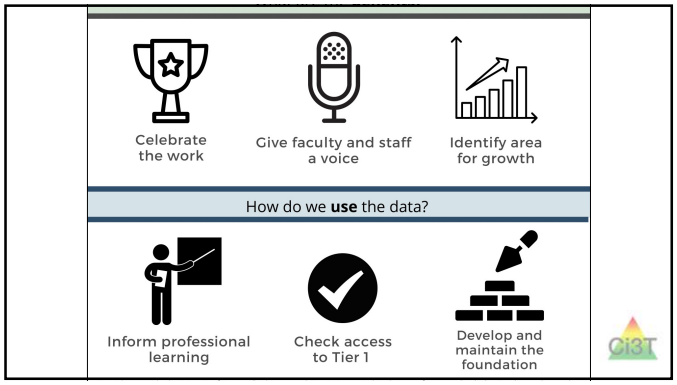

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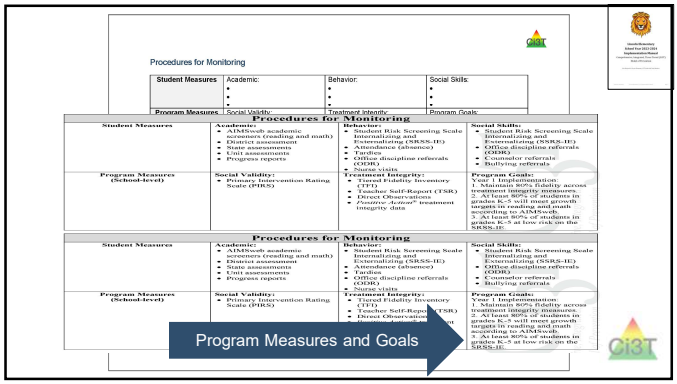

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Talk Time: Tier 1 Procedures

- What strengths did you notice as a school or within your own classroom for:
  - Procedures for Teaching?
  - Procedures for Reinforcing?
  - Procedures for Monitoring?
- What is one way you currently collaborate, or could collaborate, to better support faculty/staff, students, or families?
- What are some new ideas or new resources you might explore?

00:00

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Ci3T

Ci3T Professional Learning Journey

Getting Started with Ci3T
Ci3T Design
Ci3T Implementation

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Preview: Ci3T Phased Roll Out

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Getting Started with Ci3T	x						
Ci3T Design		x					
Ci3T Implementation Year 1			x				
Ci3T Implementation Year 2				x			
Sustain and Develop Practices					x	x	x

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Getting Started with Ci3T (2 of 2)

2026–2027 School Year

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Shared Outcomes
Getting Started with Ci3T PL Series 4 Sessions	**Purpose:** Explore Ci3T and build shared knowledge, language, and vision. Aug. 27: Educational Leaders' Session **Leading in Ci3T Systems (in-person)** Aug. 31: Keynote + Breakouts **Exploring Ci3T (in-person)** Nov. 3: Keynote + Breakouts **A Closer Look at Tier 1 (in-person)** Mar. 2: Keynote + Breakouts **A Closer Look at Tier 2 and 3 (virtual)**										Districtwide activities to begin Ci3T Design and Implementation efforts, building upon: • Shared vision • Districtwide certainties • Strong practices already in place
District Leadership Team Meetings + Ci3T Research Team 10 one-hour meetings	**Purpose:** Establish district 'certainties' for Ci3T strategies, practices, programs, and assessments. 1 2 3 4 5 6 7 8 9 10										
School-Site Team Meetings + Ci3T Research Team 5 one-hour meetings with each school	**Purpose:** Reflect on each school's context, needs, and current practices, connecting them to Ci3T learning and districtwide planning. 1 2 3 4 5										

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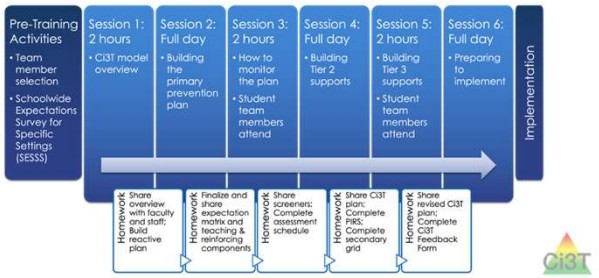
2027-2026: Ci3T Design



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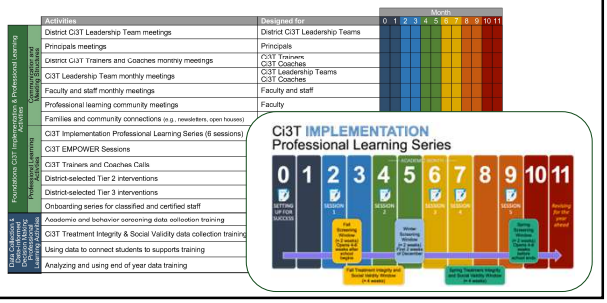
2028-2029: Ci3T Implementation Begins!



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Ci3T

Wrapping Up and Moving Forward

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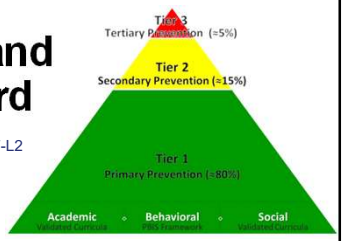

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