Ci3T in Action at Tier 1:
Empowering Educators with Low-intensity Strategies & Integrated Lesson Planning for Optimal Instruction

Winchester Public Schools
Mark Buckman, Ph.D.
Kathleen Lynne Lane, Ph.D. BCBA-D, CF-L2
University of Kansas

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

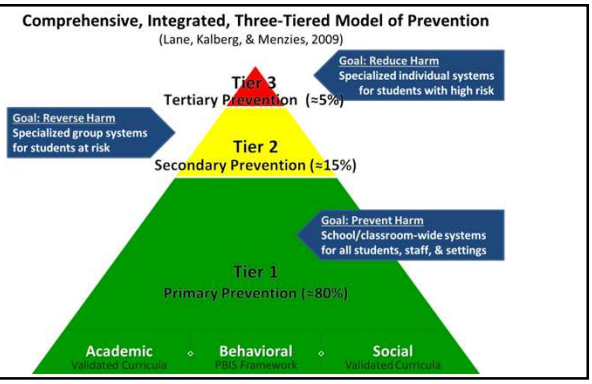
1

Turn & Talk | 60 seconds

What is something you could give a five-minute presentation on with absolutely no preparation?

Turn to someone near you and share your answer.

2



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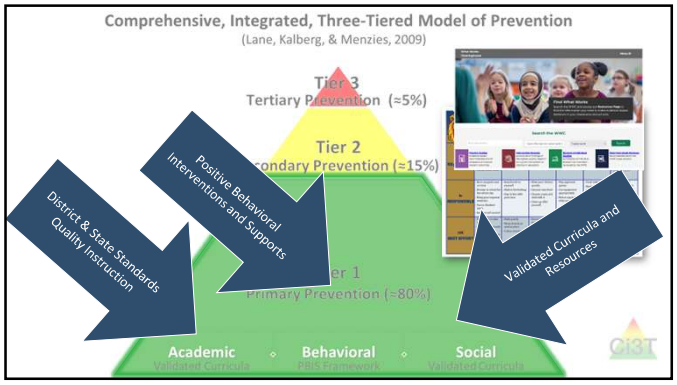
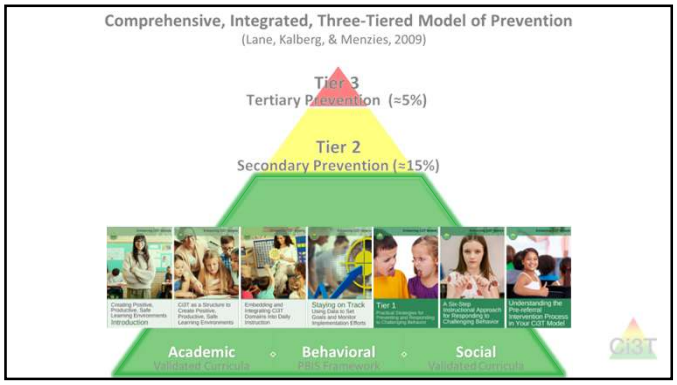

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
District & State Standards Quality Instruction
Positive Behavioral Interventions and Supports
Validated Curricula and Resources
Academic
Behavioral
Social
CI3T

4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CI3T

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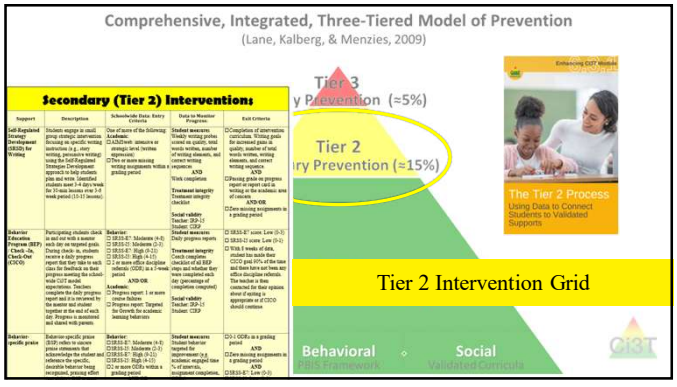
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Tier 2
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
Social
CI3T

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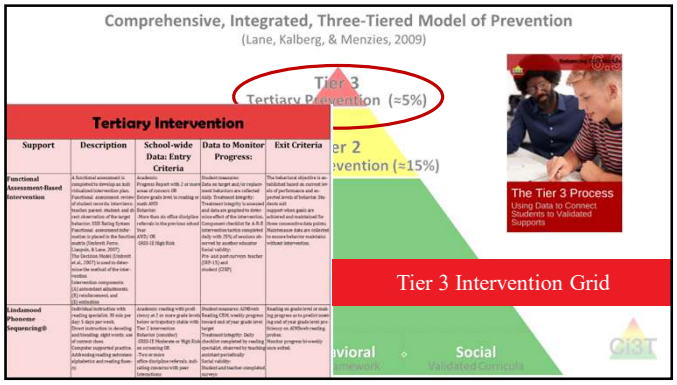

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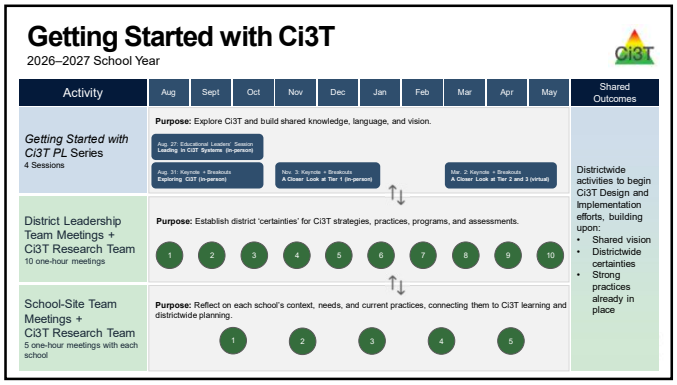

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Session Outcomes

1. Describe the key features and purpose of the Ci3T Integrated Lesson Plan.
2. Develop lesson objectives that intentionally address academic, behavioral, and social and emotional well-being learning domains.
3. Identify opportunities to embed evidence-based low-intensity strategies—including precorrection, instructional choice, and behavior-specific praise—throughout instruction to promote student engagement and positive learning environments.

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Agenda

1. Welcome
2. Effective Tier 1 Instruction
3. Low-Intensity Strategies
4. Integrated Lesson Planning
5. Wrapping Up and Moving Forward

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Effective Tier 1 Instruction

Across Academic, Behavioral, & Social Domains

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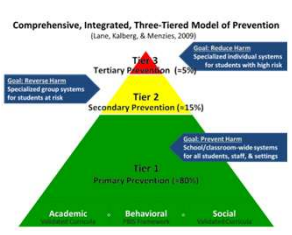
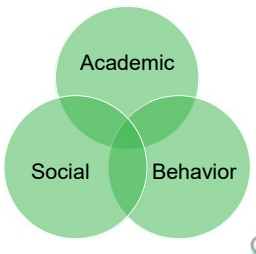
Ci3T: An Emphasis on Three Learning Domains





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How does Ci3T support effective instruction?

Roles & Responsibilities for Faculty and Staff

Area 1: Academic Responsibilities	Area 2: Behavior Responsibilities	Area 3: Social Skill Responsibilities

• Teach core programs according to district and state standards with fidelity.
• Use proactive evidence-based strategies to support students' active engagement. Examples:
  • Active supervision
  • Precorrection
  • Instructional feedback
  • Instructional choice
  • Increased opportunities to respond
  • Behavior specific praise
  • High-p requests
	• Implement Positive Behavioral Interventions and Supports (PBIS) with fidelity.
	• 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.
		• Teach schoolwide social skills/character education curricula with fidelity.
		• Provide tickets paired with behavior specific praise when students meet expectations.
		• Maintain communication with students and parents/guardians.
		• Seek ways to engage parents as partners in the school program.

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Effective Academic Instruction

Low-Intensity strategies

- Research demonstrating effectiveness
- Work alongside existing district curricula
- Can be 'customized' to work in various contexts and to address various needs
- Can be intensified to work at Tier 2 and Tier 3
- Implementation supported by professional learning available at ci3t.org

- Opportunities to Respond
- Behavior-specific Praise
- Active Supervision
- Instructional Feedback
- High-P Requests
- Precorrection
- Instructional Choice

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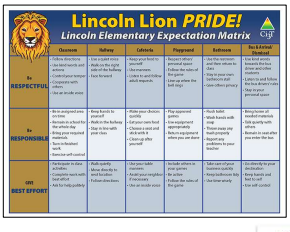
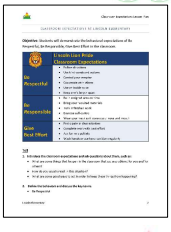
Teaching and Reinforcing Behaviors Important for School Success









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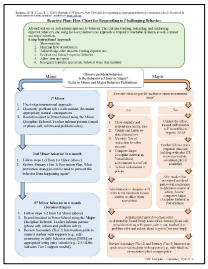
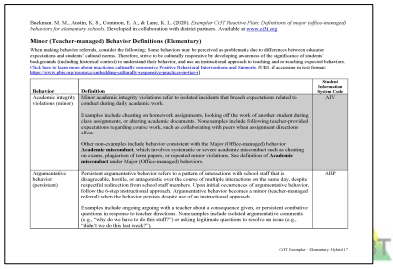
Responding to Challenging Behavior

A 6-step Approach for Responding to Challenging Behavior





Bankman, M. M., Austin, K. S., Common, E. A., & Lane, K. L. (2020). *Exemplar CiT Reactive Plan: Definitions of major (office-managed) behaviors for elementary schools.* Developed in collaboration with district partners. Available at www.ci3t.org

Minor (Teacher-managed) Behavior Definitions (Elementary)

When making behavior referrals, consider the following: Some behaviors may be perceived as problematic due to differences between educator expectations and students' cultural norms. Therefore, strive to be culturally responsive by developing awareness of the significance of students' backgrounds (including historical context) to understand their behavior, and use an instructional approach to teaching and re-teaching expected behaviors. Click here to learn more about musicians culturally responsive Positive Behavioral Interventions and Supports. IUBS. (Accessible in text format: https://www.pbis.org/resource/embedding-culturally-responsive-practices-in-tier-1)

Behavior	Definition	Student Information System Code
Academic integrity violations (minor)	Minor academic integrity violations refer to isolated incidents that breach expectations related to conduct during daily academic work. Examples include cheating on homework assignments, looking off the work of another student during class assignments, or sharing academic documents. Nonexamples include following teacher-provided expectations regarding course work, such as collaborating with peers when assignment directions allow. Other non-examples include behavior consistent with the Major (Office-managed) behavior **Academic misconduct**, which involves systematic or severe academic misconduct such as cheating on exams, plagiarism of term papers, or repeated minor violations. See definition of **Academic misconduct** under Major (Office-managed) behaviors.	AIV
Argumentative behavior (persistent)	Persistent argumentative behavior refers to a pattern of interactions with school staff that is disagreeable, hostile, or antagonistic over the course of multiple interactions on the same day, despite respectful redirection from school staff members. Upon initial occurrences of argumentative behavior, follow the 6-step instructional approach. Argumentative behavior becomes a minor (teacher-managed) referral when the behavior persists despite use of an instructional approach. Examples include ongoing arguing with a teacher about a consequence given, or persistent combative questions in response to teacher directions. Nonexamples include isolated argumentative comments (e.g., "why do we have to do this staff?") or asking legitimate questions to resolve an issue (e.g., "didn't we do this last week?").	AIIP

CiT Exemplar – Elementary Hybrid 17

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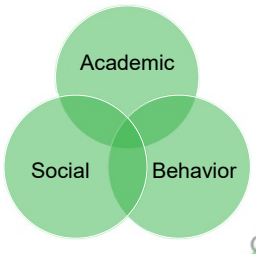
Teaching and Reinforcing Social Skills Important for School Success

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Other



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What Supports Learning? What Gets in the Way?

Assets
- Clear goals and effective instructional strategies
- Student interest, motivation, and opportunities to participate
- Explicitly taught expectations and predictable routines
- Social skills that support collaboration and help-seeking
- Healthy teacher-student relationships

Barriers
- Instruction that does not yet meet the range of learning needs
- Difficulty getting started or sustaining engagement
- Behavior that interrupts learning
- Unclear expectations or unfamiliar routines
- Challenging teacher-student relationships

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Talk Time: Reflect

Think of a recent lesson: What was one asset that helped students engage OR one barrier that made engagement harder?

Share with a shoulder partner—30 seconds each.

00:00

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Low-Intensity Strategies

Promoting Engagement & Reducing Disruption

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How does Ci3T support effective instruction?

Roles & Responsibilities for Faculty and Staff- Low-intensity strategies

Area 1: Academic Responsibilities	Area 2: Behavior Responsibilities	Area 3: Social Skill Responsibilities

• Teach core programs according to district and state standards with fidelity.
• **Use proactive evidence-based strategies to support students' active engagement. Examples:**
  • **Active supervision**
  • **Precorrection**
  • **Instructional feedback**
  • **Instructional choice**
  • **Increased opportunities to respond**
  • **Behavior specific praise**
  • **High-p requests**
	• Implement Positive Behavioral Interventions and Supports (PBIS) with fidelity.
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		• Provide tickets paired with behavior specific praise when students meet expectations.
		• Maintain communication with students and parents/guardians.
		• Seek ways to engage parents as partners in the school program.

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How does Ci3T support effective instruction?

Procedures for Teaching (Professional Learning)

Procedures for Teaching the Ci3T Plan to:
Faculty and Staff • Provide faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan. • Provide training of plan and expectation to staff at the beginning of each school year, with attention to academic, behavior, and social domains. • **Professional learning opportunities at the district level to support implementation and sustainability of Ci3T, with attention to academic, behavior, and social domains.** • Weekly tips for teachers and challenges for PBIS.

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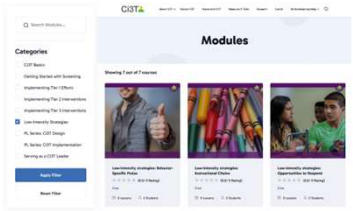
A Focus on Low-intensity Strategies

Tier 1 Building Blocks



- Opportunities to Respond
- Behavior-specific Praise
- Active Supervision
- Instructional Feedback
- High-P Requests
- Precorrection
- Instructional Choice

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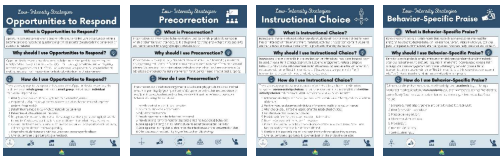
A Focus on Low-intensity Strategies

Ci3T Modules





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Low-Intensity Strategies

Opportunities to Respond

What is Opportunities to Respond?

Opportunities to respond is when a teacher offers students frequent opportunities within a set time period to respond to questions or prompts about targeted academic, behavioral, or social skills material.

Why should I use Opportunities to Respond?

Opportunities to respond was developed to help students respond to teacher inquiries rapidly and accurately. It can be used as (1) a Tier 1 strategy to make instruction engaging, increase engagement, commit information to memory, and prevent challenging behavior; and (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions.

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Opportunities to Respond

Check Your Understanding

What is one way you already embed opportunities for students to respond during a lesson?

Share with a shoulder partner—30 seconds each.

00:00

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Low-Intensity Strategies

Precorrection

What is Precorrection?

Precorrection is a preventative behavior strategy used to identify predictable context in which problem behavior often occurs. It is the providing of students with prompts, supports, and reinforcement for engaging in appropriate behavior.

Why should I use Precorrection?

Precorrection is an easy-to-use, antecedent-based strategy. It can be used: (1) as a Tier 1 strategy during instruction, to facilitate transitions, and even in a range of non-instructional settings; (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions; or (3) added as a component of a Tier 3 intervention for students in need of additional supports.

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Precorrection
Check Your Understanding

What is one activity or transition where your students could benefit from a reminder of expectations before they begin?

Share with a shoulder partner—30 seconds each.

00:00

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Low- Intensity Strategies

Instructional Choice

What is Instructional Choice?

Instructional choice is when a teacher provides students with two or more options for ways they can interact with the environment, materials, activities, or classroom content. Students are then allowed to make a choice, which is provided to them by the teacher.

Why should I use Instructional Choice?

Instructional choice is versatile in choices that can be offered and how it can be used. It can be used: (1) as a Tier 1 strategy to promote academic engagement, reduce disruptive behavior, and promote self-determination for all students; (2) used as a Tier 2 intervention, embedded with other Tier 2 interventions; or (3) added as a component of a Tier 3 intervention for students in need of additional supports.

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Instructional Choice
Check Your Understanding

What is one choice you already offer—or could offer—students during a learning activity?

Share with a shoulder partner—30 seconds each.

00:00

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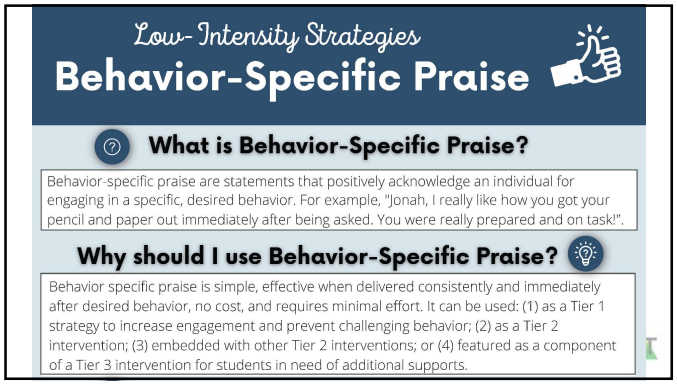
Low-Intensity Strategies
Behavior-Specific Praise
What is Behavior-Specific Praise?
Behavior-specific praise are statements that positively acknowledge an individual for engaging in a specific, desired behavior. For example, "Jonah, I really like how you got your pencil and paper out immediately after 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.

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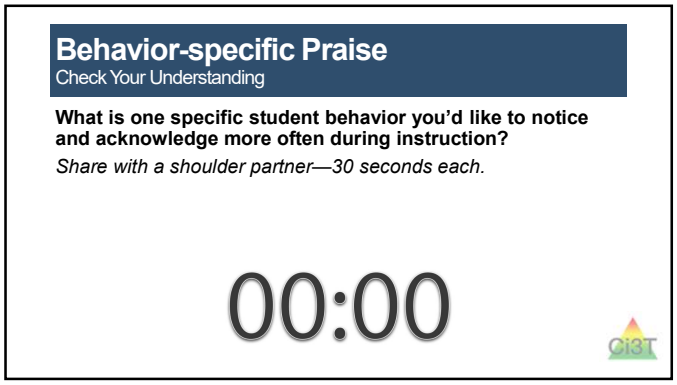
Behavior-specific Praise
Check Your Understanding
What is one specific student behavior you'd like to notice and acknowledge more often during instruction?
Share with a shoulder partner—30 seconds each.
00:00
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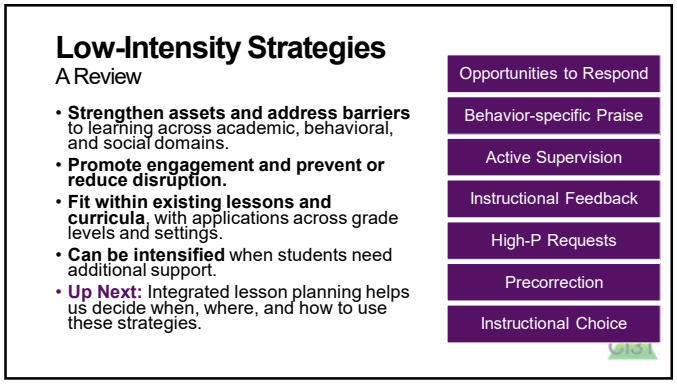
Low-Intensity Strategies
A Review
Strengthen assets and address barriers to learning across academic, behavioral, and social domains.
Promote engagement and prevent or reduce disruption.
Fit within existing lessons and curricula, with applications across grade levels and settings.
Can be intensified when students need additional support.
Up Next: Integrated lesson planning helps us decide when, where, and how to use these strategies.
Opportunities to Respond
Behavior-specific Praise
Active Supervision
Instructional Feedback
High-P Requests
Precorrection
Instructional Choice
Ci3T

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Ci3T

Integrated Lesson Planning

Embedding and Integrating Ci3T Domains Into Daily Instruction

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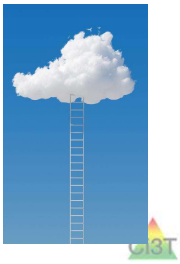
The Challenge

- Academic, behavioral, and social learning are interconnected—but often taught and supported **separately**.
- Teaching a skill in one setting does not automatically mean students will use it in another.
- How can we intentionally create opportunities to **practice, apply, and reinforce skills across all three domains** during everyday lessons?



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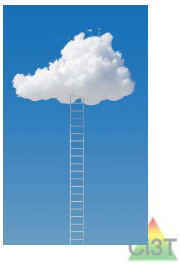
An Intentional Approach

Integrated Lesson Planning

- **Plan connected goals:** Identify academic objectives, behavioral expectations, and social skills relevant to the lesson.
- **Embed instruction and reinforcement:** Plan when to teach, prompt, practice, and acknowledge these skills throughout lesson activities.
- **Support participation:** Embed low-intensity strategies to promote engagement and prevent or reduce disruption.



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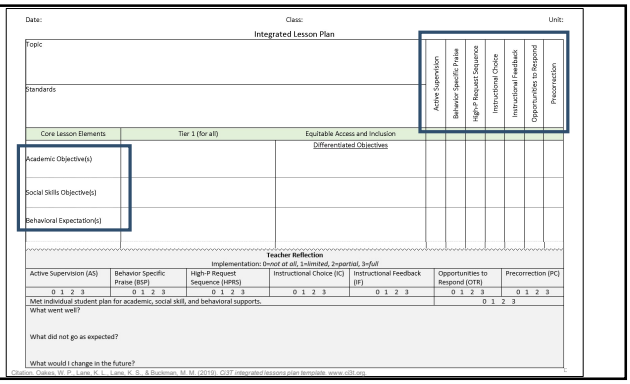
Date: Class: Unit:

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?

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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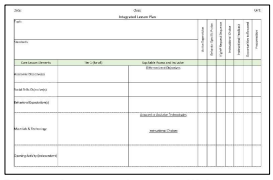
Integrated Lesson Plan

A 6th Grade Example

Standard:

CCSS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



Plan what students will learn—and the skills and behaviors that support their participation.

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Integrated Lesson Plan

Lesson Objectives

- **Academic Objective(s):** Use pronouns accurately in sentences.
- **Social Objective(s):** Express ideas clearly and take turns talking with and listening to peers.
- **Behavioral Objective(s):** Give Best Effort by remaining active in classroom activities.



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Integrated Lesson Plan
Opening Activity

- **The activity:** Write 2–3 sentences and underline the pronouns. Choose to write with a dry erase marker on your desk or with a pencil on paper.
- **Equitable Access & Inclusion:**
  - Offer sentence strips so students can circle or highlight pronouns.
  - Opportunities to participate in Spanish
- **Low-intensity strategies:**
  - Instructional choice
  - Behavior-specific praise

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Integrated Lesson Plan
Instruction Introduction

OTR Example: Response Cards

1. Give each student three cards: **subjective**, **objective**, and **possessive**.
2. After explaining and modeling each case, display: **"She helped him find his notebook."**
3. Point to one bolded pronoun at a time:
   "What case is **him**? Think first. On my signal, hold up your card."
4. Scan responses, then confirm or reteach:
   "**Objective.** *Him* receives the action—she helped him."
5. Repeat with **she** and **his**, then use a new sentence so all students have several opportunities to respond

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Integrated Lesson Plan
Practice Sequence

- **Model:** Construct a sentence and explain how you select the correct pronoun case.
- **Guided practice:** Students catch a ball labeled with pronouns and create a sentence using the pronoun nearest their right thumb. Provide feedback to confirm or correct its use.
- **Independent practice:** Students write a paragraph on a topic of their choice and underline the pronouns they use.
- **Low-intensity strategies:**
  - Precorrection
  - Instructional choice
  - Behavior-specific Praise

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Your Turn—Plan for Integration

Think of an upcoming lesson. Choose **one part**: opening activity, introduction, or practice sequence.

- **Identify the academic learning:** What will students learn or practice?
- **Connect a behavioral expectation or social skill:** What will help students participate successfully?
- **Embed one low-intensity strategy:** Specify when you'll use it and exactly what you'll say or do.

00:00

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Responding to Challenging Behavior

A 6-step Instructional Approach

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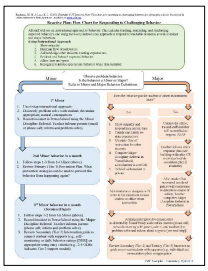
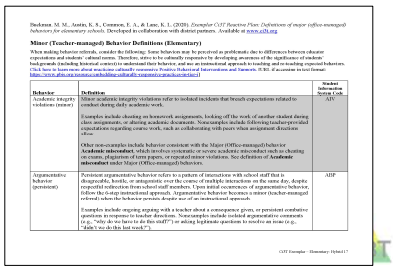
Reactive Plan

A playbook for responding to challenging behavior





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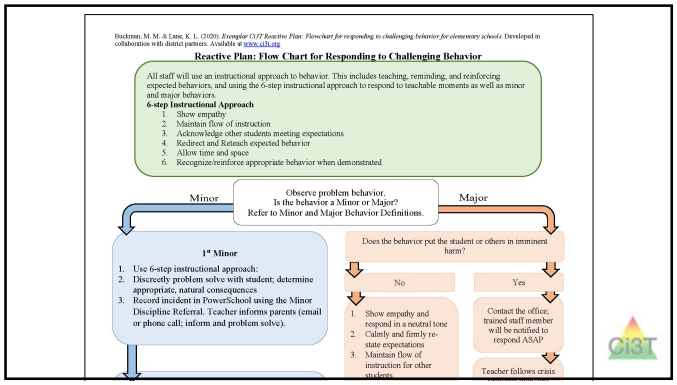

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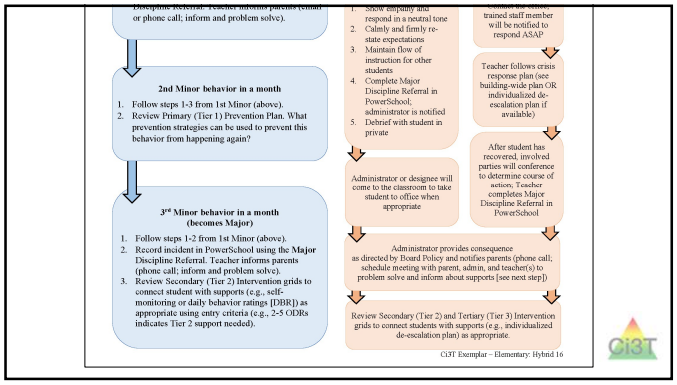

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How Do I Implement a 6-Step Instructional Approach

How we first respond is likely to influence whether a student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning

- **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

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Step 2: Maintain the flow of instruction- What to do

What to do

- Repeat instructions in a positive, friendly tone
- Physical movement

Why to do it

What to avoid



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Step 2: Maintain the flow of instruction- Why to do it

What to do

Why to do it

Creates solutions-based environments

What to avoid



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Step 2: Maintain the flow of instruction- What to avoid

What to do

Why to do it

What to avoid

- Engaging in arguments
- Providing too much attention



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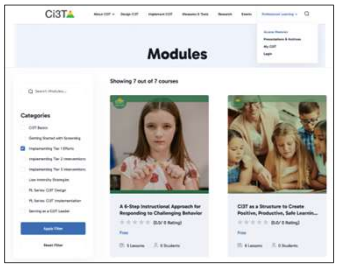
Want to Learn More?
ci3t.org





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Talk Time: Proactive Approaches

- Think of a time you responded to challenging behavior and it went well. What helped you support the student and keep learning moving?
- What is one idea from this section you'd like to use more intentionally when responding to challenging behavior?

Share with a shoulder partner or as a team

00:00

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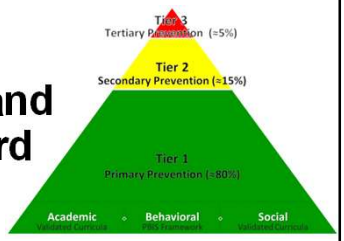
Wrapping Up and Moving Forward



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Project EMPOWER


CiST Project EMPOWER
Professional Learning Series 2026-2027

EMPOWER Session	Date
Effective Tier 1 Practices for Positive, Productive Classrooms	September 15, 2026
Let the Data Drive: Using Systematic Screening to Shape Instruction	October 27, 2026
CI3T in Action: Integrated Lesson Planning for Optimal Instruction	November 17, 2026
A 6-Step Instructional Approach for Responding to Challenging Behavior in Schools	January 20, 2027
A Tier 2 Intervention for Managing Anxious Feelings: Recognize. Relax. Record.	March 23, 2027
A Tier 3 Intervention: Functional Assessment-Based Intervention	April 28, 2027

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