This is How We Do It! Practical Strategies for Enhancing Student Engagement and Limiting Challenging Behavior

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Maine PBIS
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We invite you to visit www.ci3t.org/all-modules to access modules and complete a one-time registration process!

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

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Agenda

- Welcome
- Ci3T: Data-informed Instruction
- Informing Instruction at Tier 1
- Empowering Educators with Low-Intensity Strategies
- Next Steps & Gratitude

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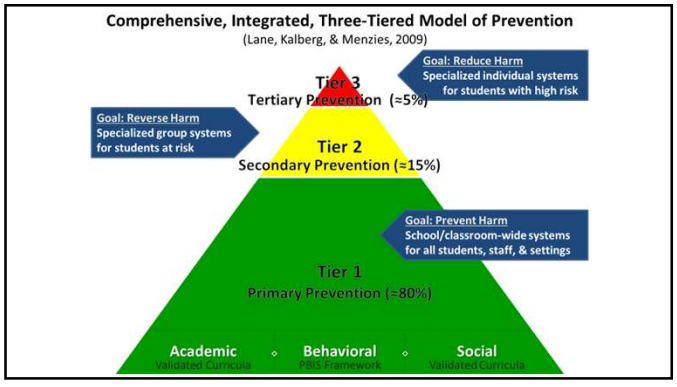

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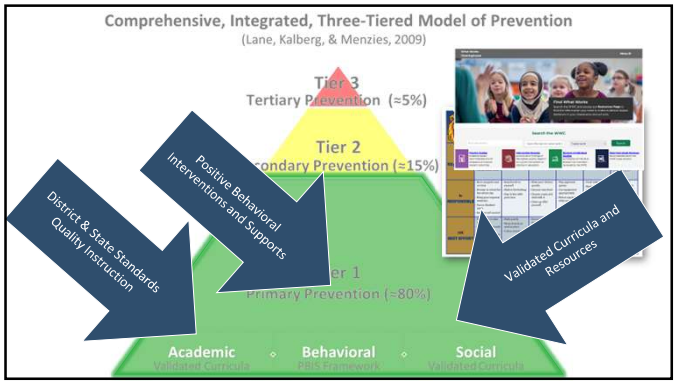
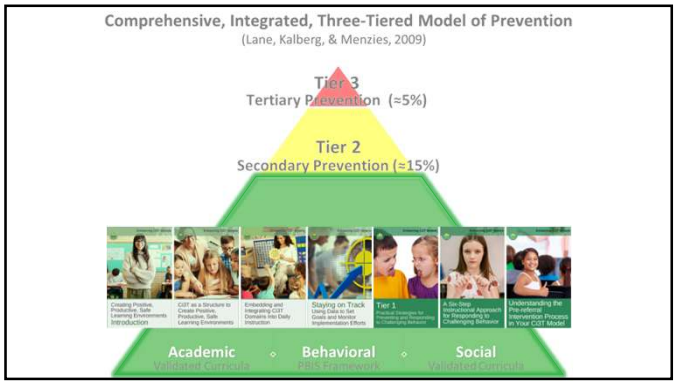

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Tier 1
Primary Prevention (≈80%)
District & State Standards Quality Instruction
Positive Behavioral Interventions and Supports
Validated Curricula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

4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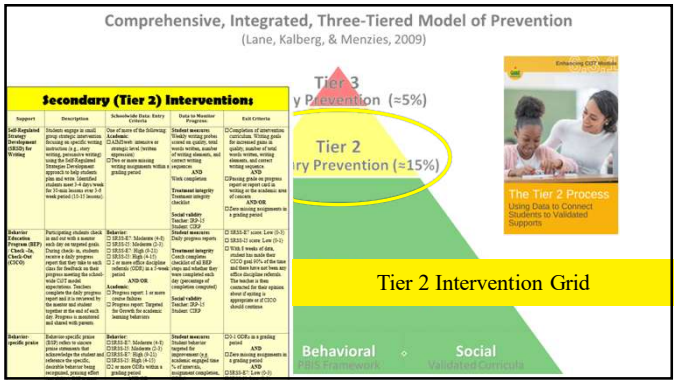
5


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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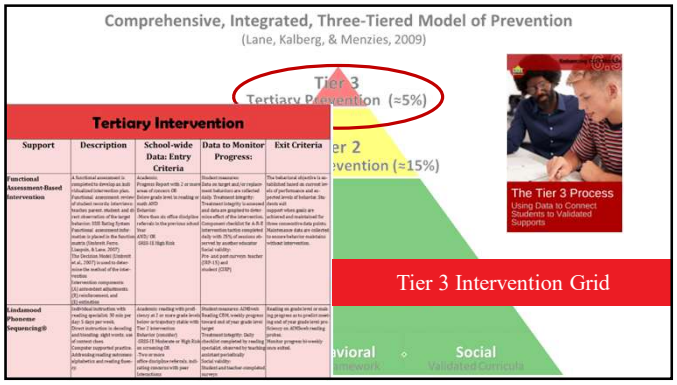

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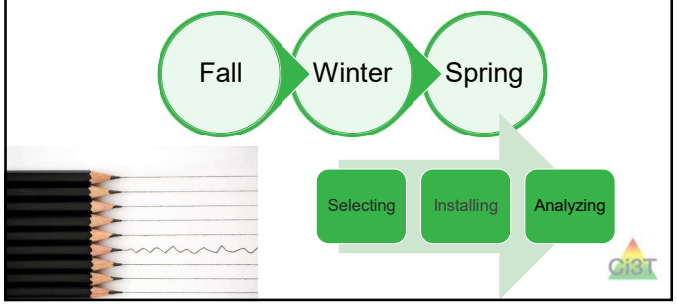
Systematic Screening … Logistics



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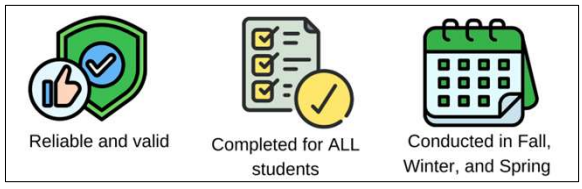
Academic and Behavior Screening



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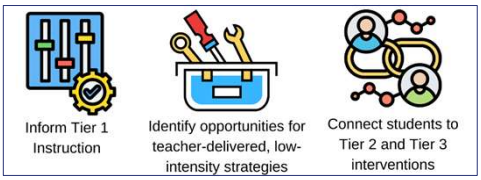
Using Academic and Behavior Screening Data

These academic and behavior screening data are then reviewed alongside other data collected as part of typical school practices (e.g., attendance, office discipline referrals, grades) to:



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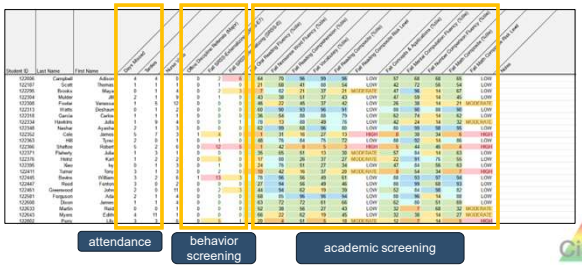
Reviewing Multiple Sources of Data in an Integrated Way



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Informing Instruction at Tier 1

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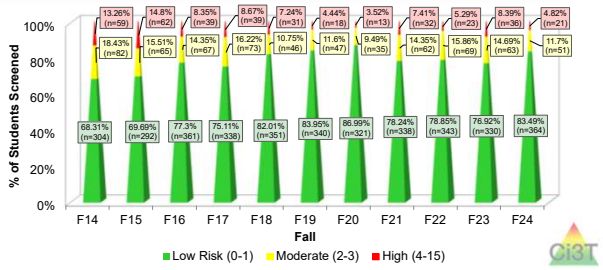
Fall Over Time Data

SRSS-Internalizing Results – Elementary School Level



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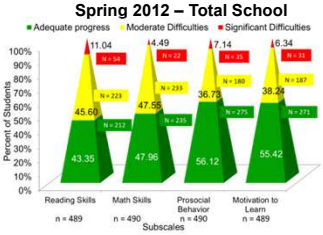
Data to Indicate a Focus on Tier 1: School Level

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



Lane, K. L., Oakes, W. P., & Magill, L. (2013). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (Ci3T) Model?, *Preventing School Failure, 58*(1), 143-158.

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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**
	Ci3T: Low-Intensity Teacher-Delivered Strategies
		

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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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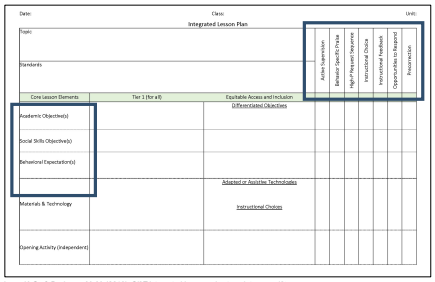
Planning for Integrated Instruction





Embedding and Integrating Ci3T Domains Into Daily Instruction

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

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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



A Six-Step Instructional Approach for Responding to Challenging Behavior

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Step 1: Show empathy- What to do

What to do

- Connect privately
- Strategically pause instruction
- Body language
- Verbally acknowledge & validate emotions

Why to do it

What to avoid



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Step 1: Show empathy- Why to do it

What to do

Why to do it

- Builds relationships
- Less likely to lead to escalation

What to avoid



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Step 1: Show empathy- What to avoid

What to do

Why to do it

What to avoid

- Harsh & public communication
- Overbearing
- Long winded



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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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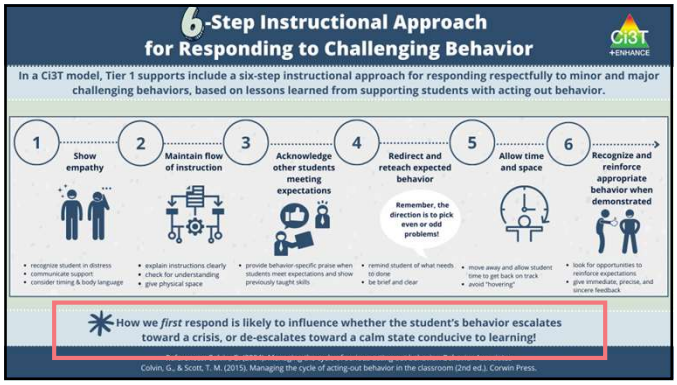

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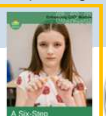
Talk Time: Proactive Approaches

- What are your initial thoughts on integrated lesson planning? What could some of the benefits be for students' learning?
- 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 would like to use more intentionally when responding to challenging behavior?





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Empowering Teachers with Low-Intensity Strategies

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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

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies.* Guilford Press.

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Ci3T Tier 1 Plan: Low-Intensity Teacher-Delivered Strategies

Area II: Academics Responsibilities	Area II: Behavior Responsibilities	Area II: 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 Behavi... Interventions and Support... integrity. • Teach all setting Expec... the first week of school... Expectations (monthly) • Display and model sch... expectations in classro... other key settings. • Implement the reactive... integrity.	



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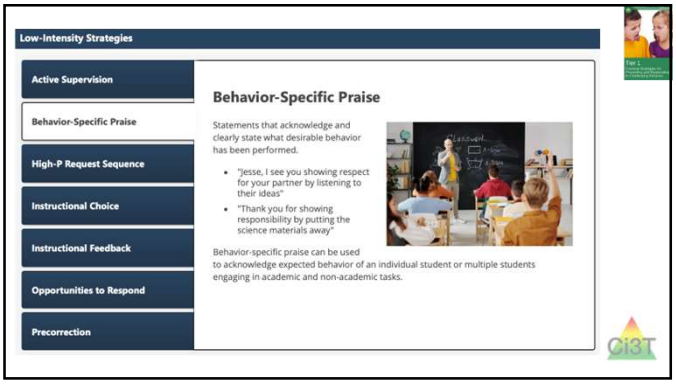

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Low-Intensity Strategies

- 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.



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Low-Intensity Strategy	Franklin High School On-Site Expert
Behavior-Specific Praise: Identifying the specific expectation the student met. ○ "Niama, I noticed you outlined your paper and used the graphic organizer to draft your essay. Well done!" ○ "Justice, thank you for pushing in your chair to keep the walkway safe."	• Eric Common, Behavior Specialist • Mark Buckman, Special Education • Grant Allen, Parent Volunteer • Paloma Pérez-Clark, School Psychologist
Opportunities to Respond: Providing 4-6 opportunities per minute for students to respond individually, choral, verbal, written, gesture, or symbol. ○ "Show me thumbs or thumbs down if…" ○ "Show me on your white board what…" ○ "Turn to your elbow partner and say…" ○ "All together now, what is…"	• David Royer, Administration • Emily Cantwell, 12th Grade • Scarlett Lane, 11rd Grade • Mallory Messenger, Counselor
Instructional Choice: Providing within-task or between task choices to increase academic engaged time and motivation. ○ "Ronaldo, our of our 3 learning objectives today, which would you like to work on first?" ○ "Suzy, do you want to work on the laptop, or handwrite your answers for this assignment?"	• Abbie Jenkins, 10th Grade • Scarlett Lane, 11th Grade • José Sousa, PE • Liane Johl, 9th Grade

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Module Connection!
Instructional Feedback















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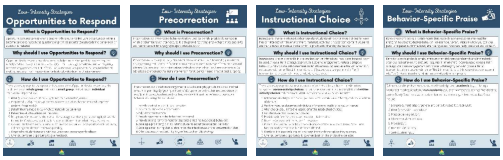
A Focus on Low-intensity Strategies

Ci3T Modules





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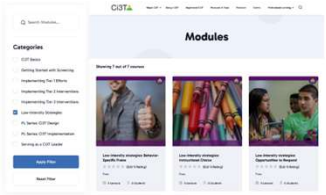
Take a Moment to Consider .

If you would like to, we invite you to visit www.ci3t.org/enhance to access modules and complete a one-time registration process!





Which low-intensity teacher-delivered strategy do you use most often?

Which low-intensity teacher-delivered strategy are you most interested in trying? How might you build it into your lessons or daily routines?

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Wrapping Up and Moving Forward

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Learn More At Ci3T EMPOWER Sessions!

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

All Ci3T EMPOWER sessions are hosted 4:30-6:30 CST on Zoom!

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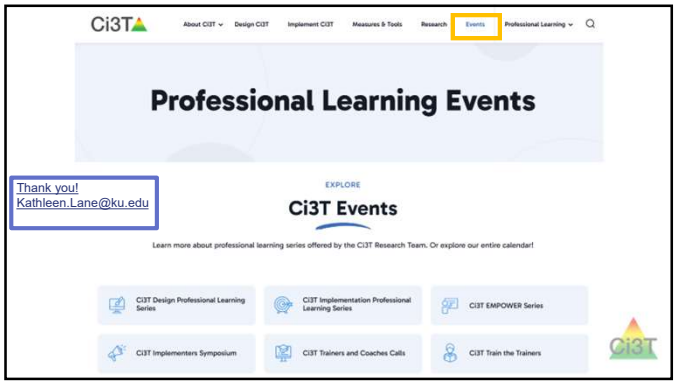

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