Creating Positive, Productive School Environments: Data-Informed Instruction in Integrated Tiered Systems to Meet Students' Multiple Needs

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

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

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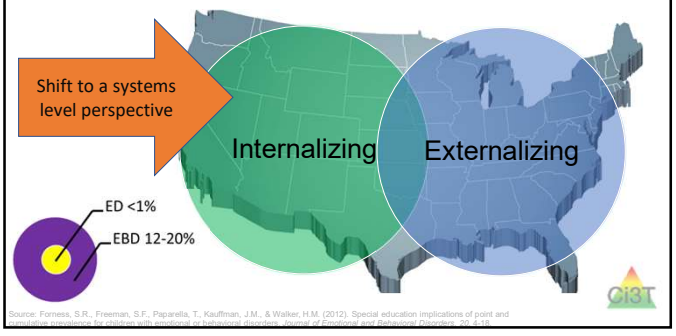
With sincere gratitude



The Ci3T Journey

2

Thank you for your commitment!



Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*, 4-18.

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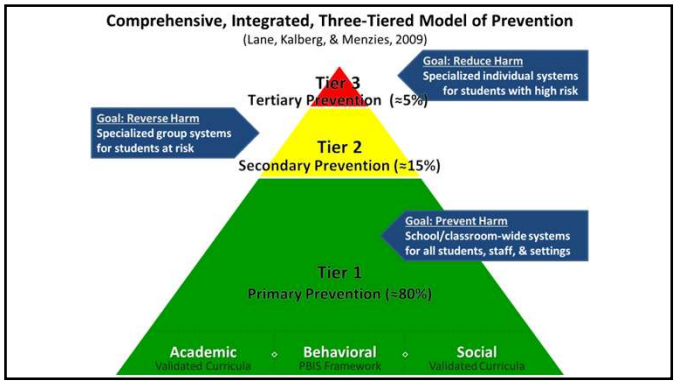
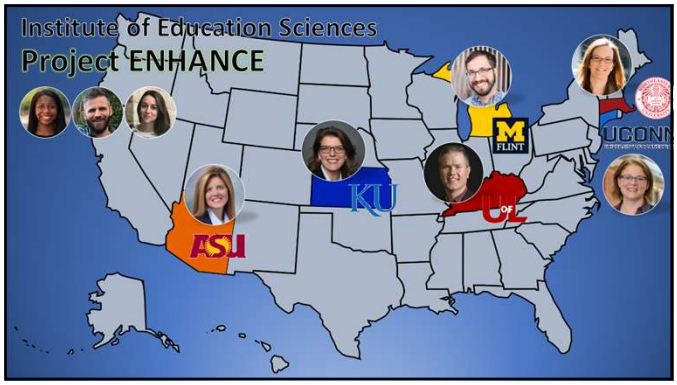

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Tier 3
Tertiary Prevention (≈5%)
Goal: Reverse Harm
Specialized group systems for students at risk
Tier 2
Secondary Prevention (≈15%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

4


Institute of Education Sciences
Project ENHANCE
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UCONN
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Ci3T Design and Implementation Journey
Ci3T Professional Learning Series
Ci3T IMPLEMENTATION
Professional Learning Series
0 1 2 3 4 5 6 7 8 9 10 11

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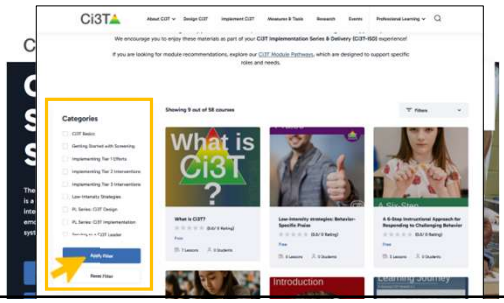
Enhancing Ci3T Modules



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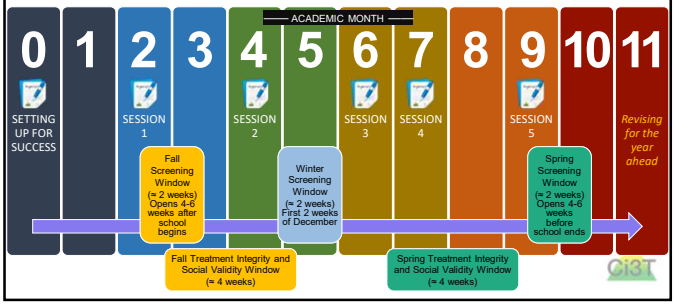
Ci3T Implementation Professional Learning Series



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Agenda

- Welcome
- Overview of Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: Data-informed Instruction
- Using Systematic Screening Data to:
  - Inform Instruction at Tier 1
  - Empower Educators with Low-Intensity Strategies
  - Connect Students with Tier 2 and Tier 3 Interventions
- Next Steps & Gratitude

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

Data Informed Instruction

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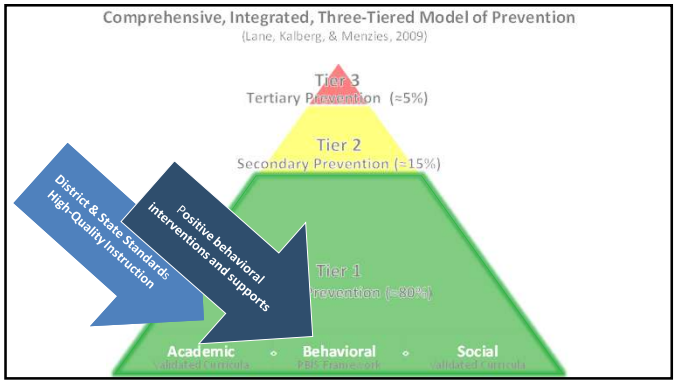

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Coolidge Middle School
Expectation Matrix

	Classroom	Hallway	Cafeteria	Restroom	Technology	Bus & Arrival/ Dismissal
Be **RESPECTFUL**	• Listen and wait your turn • Use kind words and actions • Cooperate with others • Use an inside voice • Use proactive conflict resolution skills	• Use proactive conflict resolution skills • Use kind words and actions • Use an inside voice • Respect classes in session	• Use good manners • Be inclusive • Use proactive conflict resolution skills • Use kind words	• Finish using electronic devices before entering the restroom • Respect personal space of others	• Only photograph others with their knowledge and consent • Be respectful of the opinions of others on social media • Take good care of school-provided equipment	• Follow staff instructions • Use kind words and actions • Use proactive conflict resolution skills
Be **RESPONSIBLE**	• Listen to and follow directions • Arrive on time • Bring required materials and completed homework • Attempt all assignments • Accept responsibility for your actions • Wear your mask • Maintain social distancing • Wash your hands when entering and leaving the classroom	• Walk in the halls on the right side • Be quick to move between classes • Be aware of your surroundings and people's personal space • Look up when walking down the halls • Wear your mask • Maintain social distancing	• Throw away trash • Help your neighbor clean up • Finish food and drink in the cafeteria • Wear your mask • Maintain social distancing	• Flush the toilet • Wash your hands • Keep the restroom clean • Throw away trash • Let an adult know if the restroom needs attention • Wear your mask • Maintain social distancing	• Use devices only at appropriate times and places • Listen for instruction or ask before using an electronic device during class • Accept responsibility for your actions • Wear your mask • Maintain social distancing	• Be on time to before and after school activities • Walk directly to class when the bell rings • Leave campus quickly at dismissal or head to supervised activity • Wear your mask • Maintain social distancing • Use an appropriate voice level
GIVE **BEST EFFORT**	• Participate in class activities • Give best effort on all tasks • Ask for help and be willing to help others every day	• Pick up any trash you see • Put trash in trash cans • Keep hall passes visible	• Be a role model for peers and younger students • Use lunch time efficiently and effectively	• Use the restroom before and after class • If you must use the restroom during class, return to class quickly	• Use social media positively • Use technology to complete assignments or enrich academic success	• Attend all before and after school commitments • Be a role model for peers and younger

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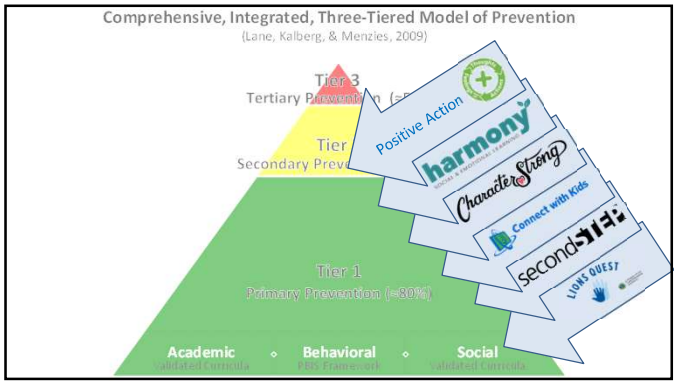

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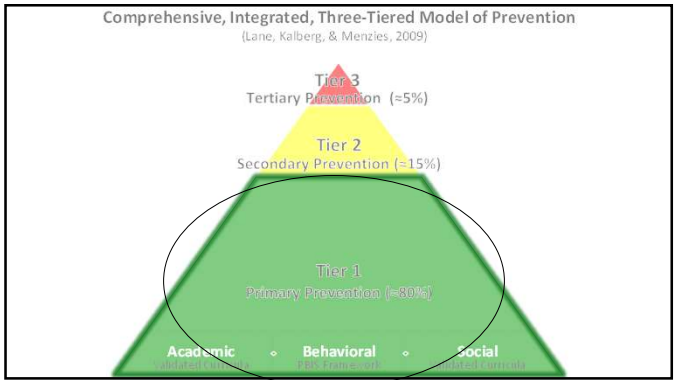

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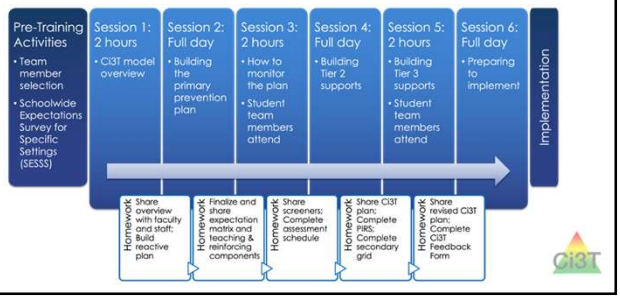
Ci3T Design Professional Learning Series



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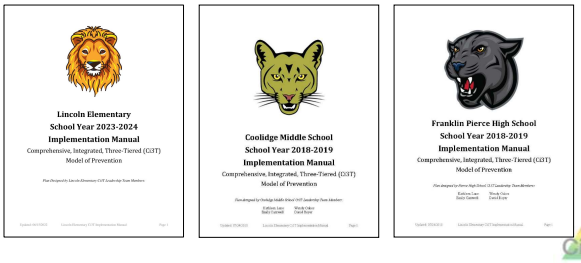
Ci3T Implementation Manual



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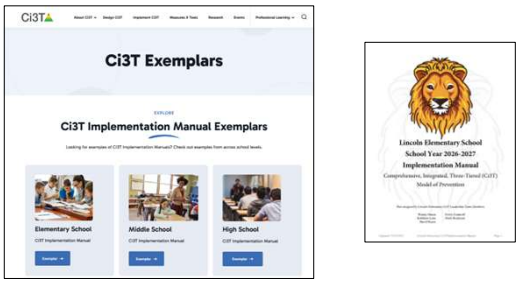
Exemplar Ci3T Implementation Manuals



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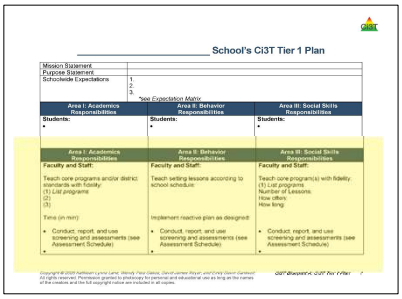
Ci3T Tier 1 Plan



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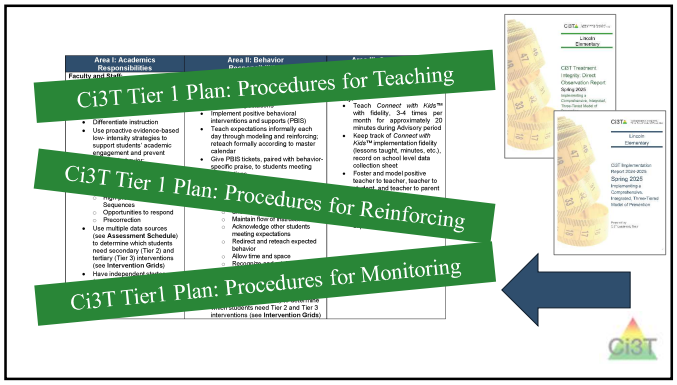
Ci3T Tier 1 Plan: Procedures for Teaching
Ci3T Tier 1 Plan: Procedures for Reinforcing
Ci3T Tier1 Plan: Procedures for Monitoring

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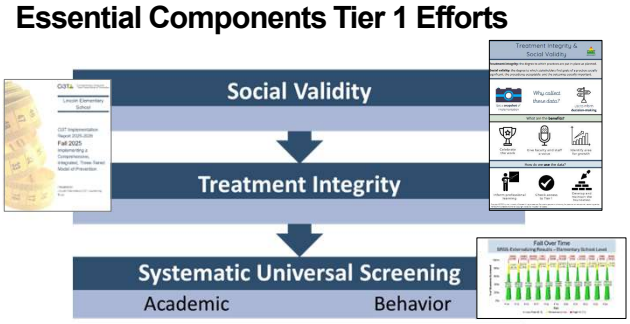
Essential Components Tier 1 Efforts



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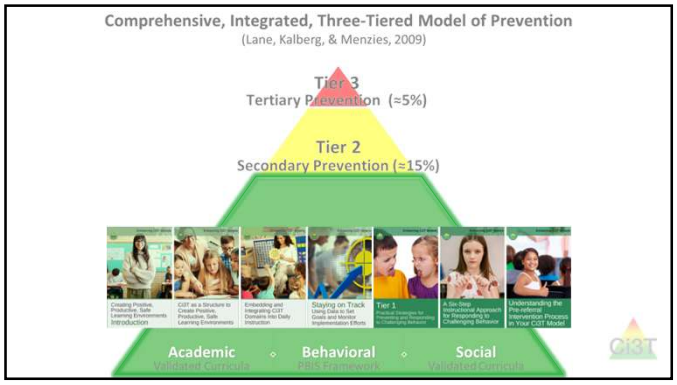
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Secondary Prevention (≈15%)
Academic
Behavioral
Social
Validated Curricula
PBIS Framework
Validated Curricula
CI3T

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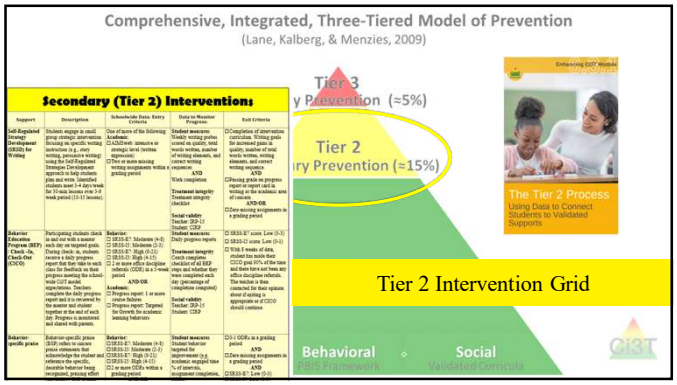
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Prevention (≈5%)
Tier 2
Prevention (≈15%)
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
Social
Validated Curricula
CI3T

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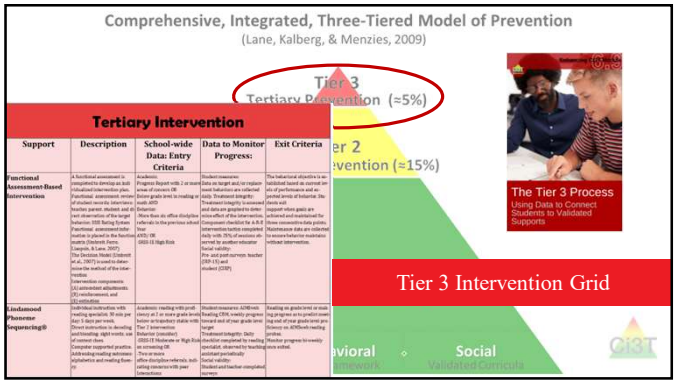
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Tier 3
Tertiary Prevention (≈5%)
The Tier 3 Process
Using Data to Connect Students to Validated Supports
Tier 3 Intervention Grid
Social
Validated Curricula
CI3T

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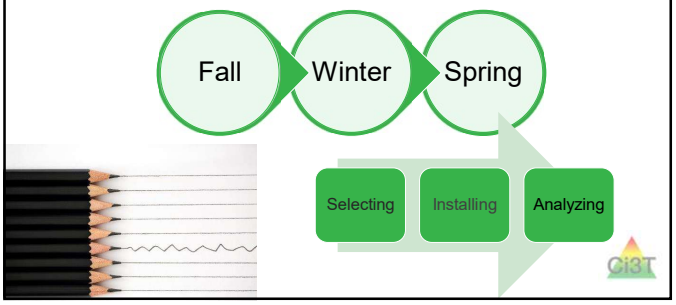
Systematic Screening … Logistics



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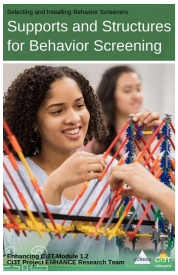
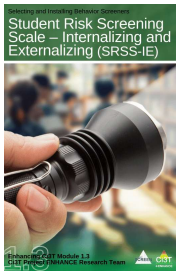
Systematic Behavior Screening Modules





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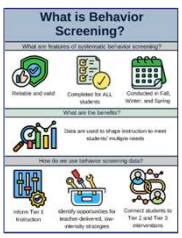
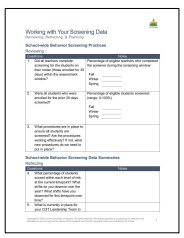
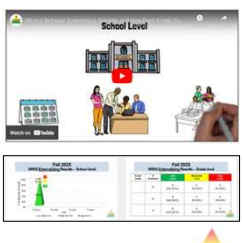
Systematic Behavior Screening Module Resources









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Selecting a Systematic Screener





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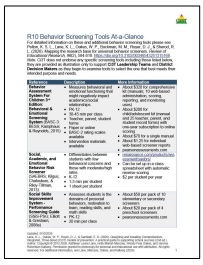
Learn More About Options





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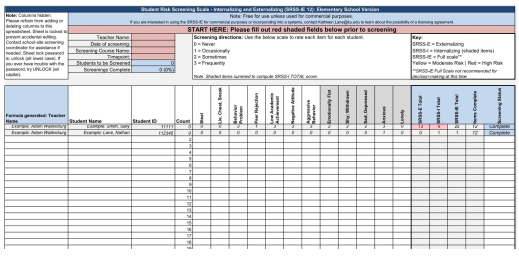
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Elementary



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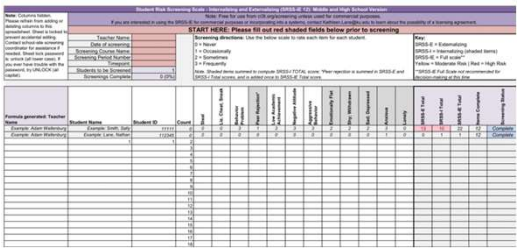
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009)

Secondary



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SRSS-IE: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

Elementary School Level:
Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284.

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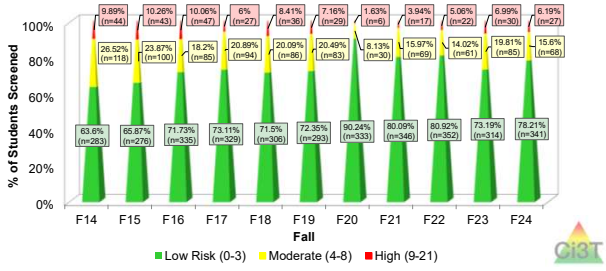
Fall Over Time
SRSS-Externalizing Results – Elementary School Level



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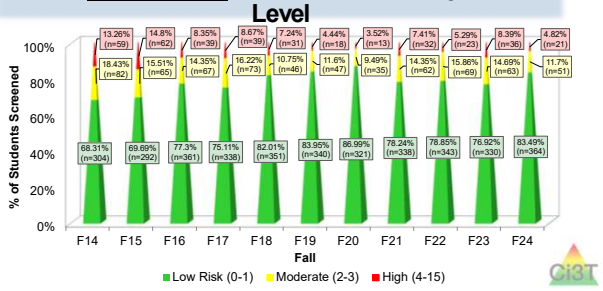
Fall Over Time
SRSS-Internalizing Results – Elementary School Level



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Fall 2024
SRSS-Internalizing Results – Elementary School Grade Level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
K	46	26 (56.52)	9 (19.57)	11 (23.91)
1	60	41 (68.33)	9 (15.00)	10 (16.67)
2	85	66 (77.65)	15 (17.65)	4 (4.71)

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Student Risk Screening Scale
Fall 2004-2012 • Middle School



Source: Lane, K. L., Oakes, W. P., & Magill, L. M. (2014). Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered model of prevention? *Preventing School Failure, 58*, 143-158. doi: 10.1080/1045988X.2014.895978 [*Figure 4.* Middle school behavior screening data over time at the fall time point. Adapted from Figure 4.6 p. 127 Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press.]

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Behavior & Academic Characteristics of SRSS Risk Groups (Middle School)

Variable	Risk			
	Low (*n* = 422) *M (SD)*	Moderate (*n* = 51) *M (SD)*	High (*n* = 12) *M (SD)*	Significance Testing
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

(Lane, Parks, Kalberg, & Carter, 2007)

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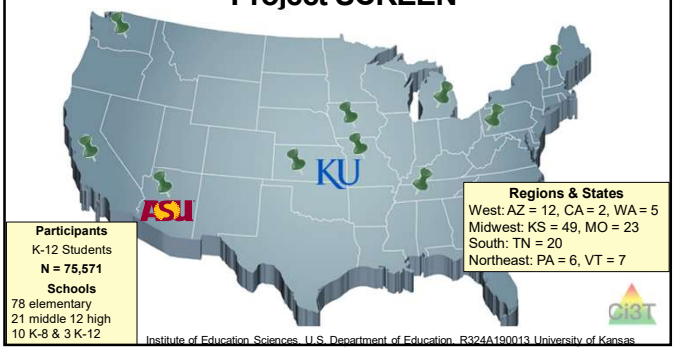
Project SCREEN



Participants
K-12 Students
N = 75,571
Schools
78 elementary
21 middle 12 high
10 K-8 & 3 K-12

Regions & States
West: AZ = 12, CA = 2, WA = 5
Midwest: KS = 49, MO = 23
South: TN = 20
Northeast: PA = 6, VT = 7

Institute of Education Sciences, U.S. Department of Education, R324A190013 University of Kansas

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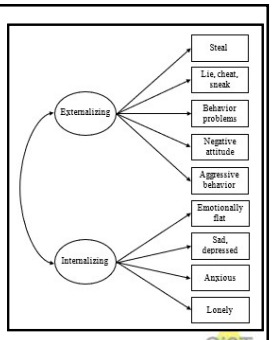
Measurement Invariance

Established strict invariance across groups & time suggesting the SRSS-IE functions in the same way for these groups of students:

- Male & Female
- White & Students of Color
- White & Black
- Hispanic & non-Hispanic
- Sped & non-Sped
- Overtime: Fall – Winter – Spring



Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S, Fleming, K., Swinburne Romine, R., Sherod, R., Chang, C., Jones, J., Cantwell, E., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education*, 45(3), 152-172. https://doi.org/10.1177/07419325231193147

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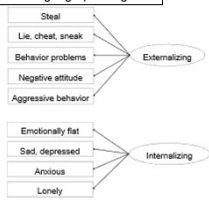
SRSS-IE 9 Predictive Validity

Elementary School

24,535 students in grades K-6
64 schools in **4** geographic regions



		Elementary School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals			
Internalizing	ODRs			
	Suspensions			0.0011
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals			

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024) Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*. 49(3), 189-204. https://doi.org/10.1177/01987429231222890

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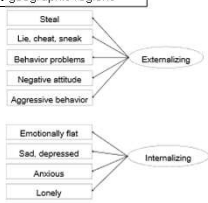
SRSS-IE 9 Predictive Validity

Middle School

11,773 students in grades 6-8
4 geographic regions



		Middle School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits		0.0250	
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.0010	0.001	
Internalizing	ODRs			
	Suspensions			
	Nurse Visits	0.0200	0.3100	0.2560
	Reading			
	Math			
	Course Failures			
	SPED Referrals			

Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8:1251063. https://doi.org/10.3389/feduc.2023.1251063

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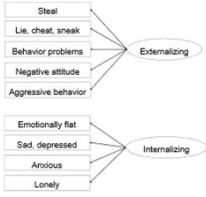
SRSS-IE 9 Predictive Validity

High School

7,244 students in grades 9-12
3 geographic regions



		High School		
		SRSS-IE 9		SRSS-IE 12
Predictor	Outcome	Latent	Subscale	Subscale
Externalizing	ODRs			
	Suspensions			
	Nurse Visits			
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.3150	0.3090	0.1360
Internalizing	ODRs	0.0010	0.0010	
	Suspensions			
	Nurse Visits		0.0010	0.0010
	Reading			
	Math			
	Course Failures			
	SPED Referrals	0.0540	0.0210	0.0430

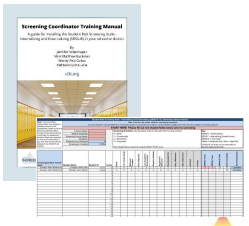
Green shading indicates the predictive relationship was statistically significant at $p \leq .0001$. Gray indicates a test was not conducted.

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D & Chang, C. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8:1251063. https://doi.org/10.3389/feduc.2023.1251063

42

SRSS-IE Resources



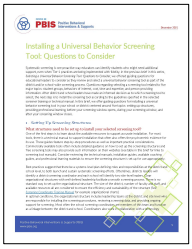


43

Installing a Universal Behavior Screening Tool: Questions to Consider

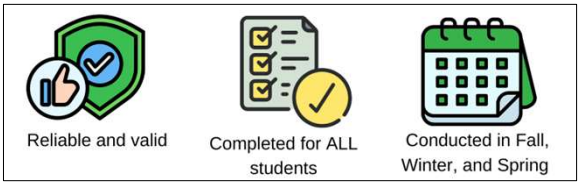
Guiding questions for:

- setting up screening structures
- professional learning
- Considerations for before, during, and after screening window



44

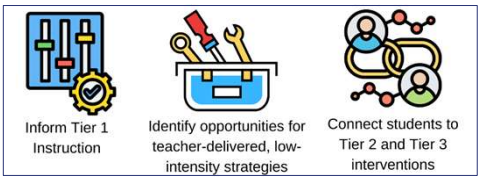
Academic and Behavior Screening



45

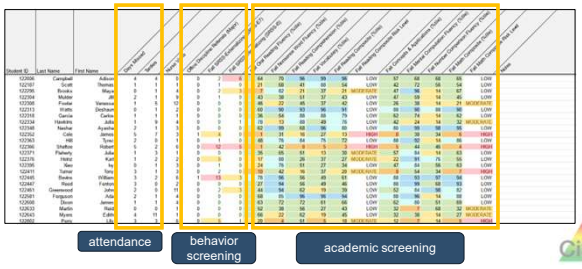
Using Academic and Behavior Screening Data

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:



46

Reviewing Multiple Sources of Data in an Integrated Way



47

Implementation Science

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)

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Ci3T

Transparency, Access, & Collaboration

Benefits of Ci3T Models

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Talk Time: Systematic Screening

- What are some of the potential benefits of systematic screening?
- What are some of the potential challenges of systematic screening?
- What questions do you have about systematic screening?

00:00



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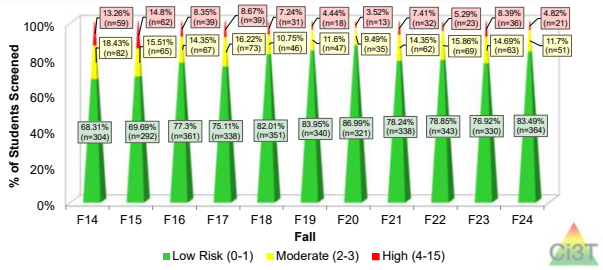
Ci3T

Using Systematic Screening Data to … Inform Instruction at Tier 1

51

Fall Over Time Data

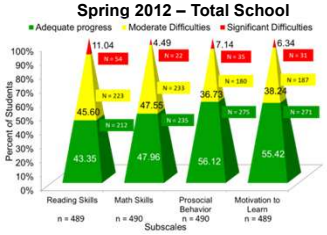
SRSS-Internalizing Results – Elementary School Level



52

Data to Indicate a Focus on Tier 1: School Level

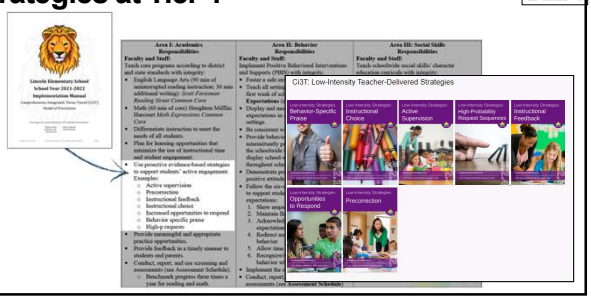
Social Skills Improvement System – Performance Screening Guide Spring 2012 – Total School



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 (CiST) Model?, *Preventing School Failure, 58*(1), 143-158.

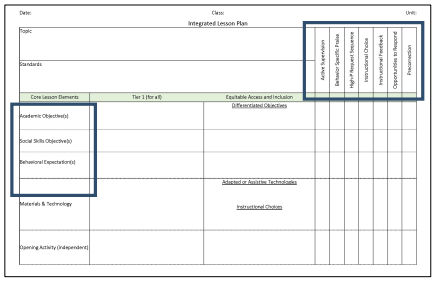
53

Low-Intensity, Teacher-Delivered Strategies at Tier 1



54

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

55

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

Using Systematic Screening Data to:
Empower Teachers with Low-Intensity Strategies

57

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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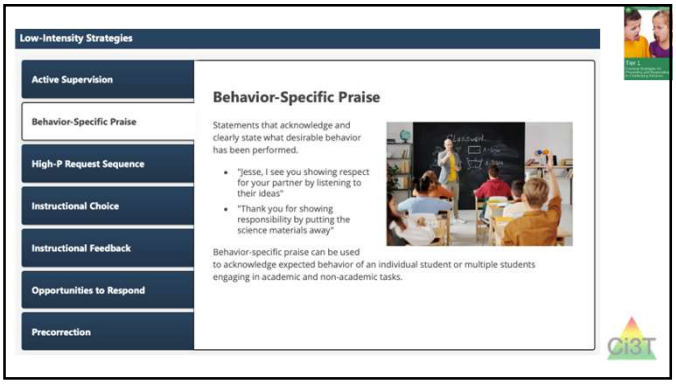

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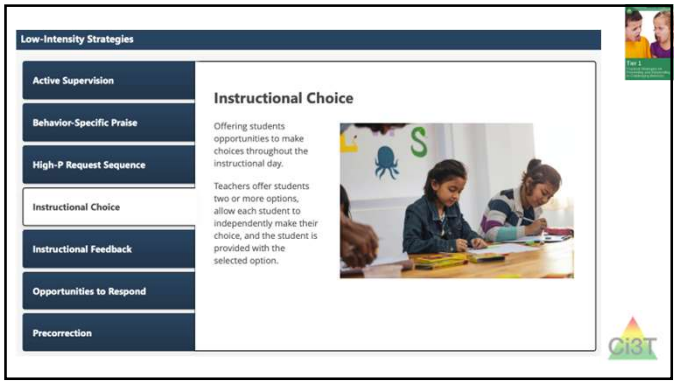

61

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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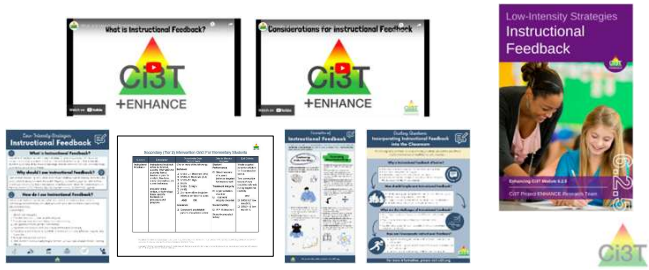
Module Connection!
Instructional Feedback



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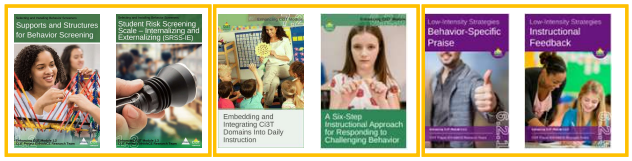
Take a Moment to Consider .

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?

00:00

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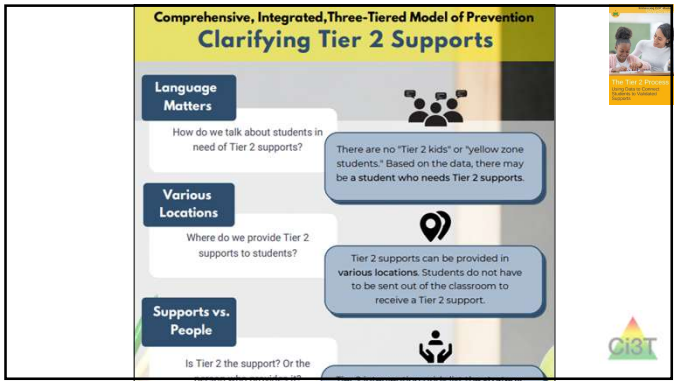
Ci3T

Using Systematic Screening Data to Connect Students to: Validated Tier 2 and Tier 3 Interventions

66


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
Ci3T

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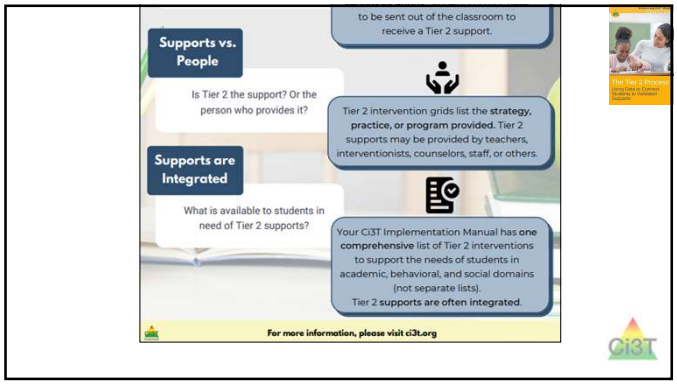
to be sent out of the classroom to receive a Tier 2 support.
Supports vs. People
Is Tier 2 the support? Or the person who provides it?
Tier 2 intervention grids list the strategy, practice, or program provided. Tier 2 supports may be provided by teachers, interventionists, counselors, staff, or others.
Supports are Integrated
What is available to students in need of Tier 2 supports?
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
Ci3T

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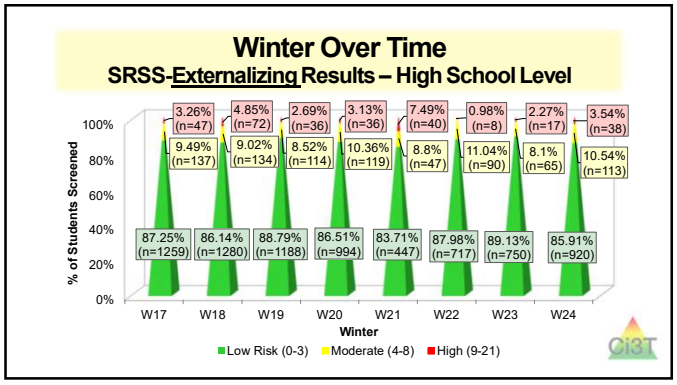
Winter Over Time
SRSS-Externalizing Results – High School Level
% of Students Screened
100%
80%
60%
40%
20%
0%
3.26% (n=47)
4.85% (n=72)
2.69% (n=36)
3.13% (n=36)
7.49% (n=40)
0.98% (n=8)
2.27% (n=17)
3.54% (n=38)
9.49% (n=137)
9.02% (n=134)
8.52% (n=114)
10.36% (n=119)
8.8% (n=47)
11.04% (n=90)
8.1% (n=65)
10.54% (n=113)
87.25% (n=1259)
86.14% (n=1280)
88.79% (n=1188)
86.51% (n=994)
83.71% (n=447)
87.98% (n=717)
89.13% (n=750)
85.91% (n=920)
W17
W18
W19
W20
W21
W22
W23
W24
Winter
Low Risk (0-3)
Moderate (4-8)
High (9-21)
Ci3T

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Winter 2024
SRSS-Externalizing Results – High School Grade Level

Grade Level	*N* Screened	Low *n (%)*	Moderate *n (%)*	High *n (%)*
9	349	276 (79.08)	46 (13.18)	27 (7.74)
10	353	298 (84.42)	40 (11.33)	15 (4.25)
11	363	335 (92.29)	21 (5.79)	7 (1.93)
12	354	328 (92.66)	24 (6.78)	2 (0.56)

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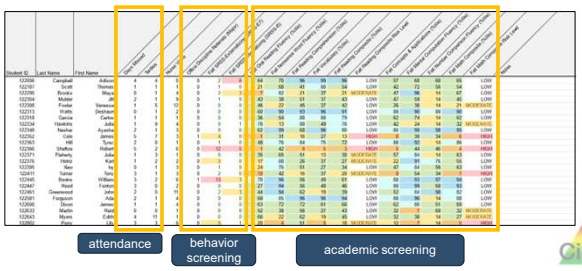
Illustration: Reviewing Multiple Sources of Data in an Integrated Way



attendance | behavior screening | academic screening

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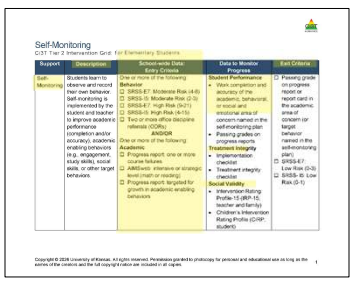
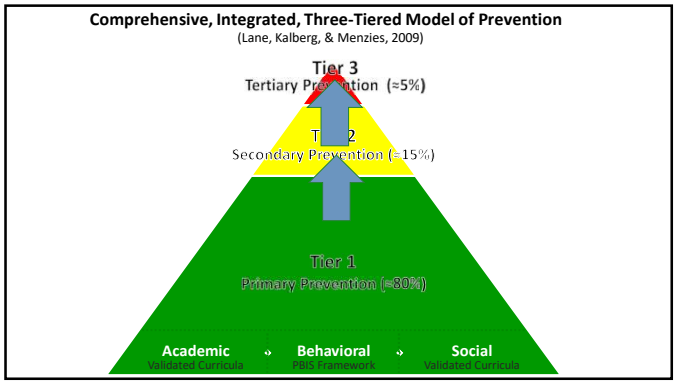
Tier 2 and Tier 3 Intervention Grids



72


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%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

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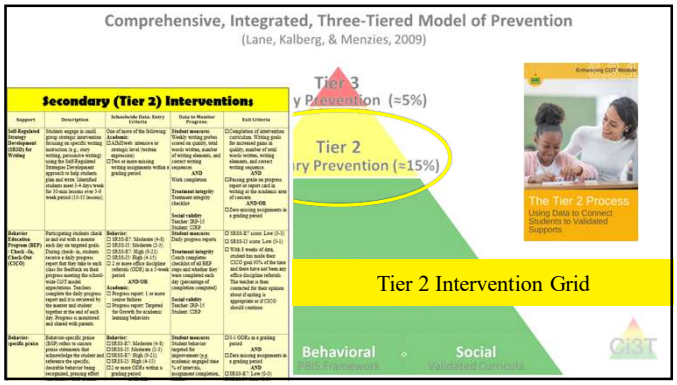
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Secondary (Tier 2) Interventions
Tier 3
Tier 2
The Tier 2 Process
Using Data to Connect Students to Validated Supports
Tier 2 Intervention Grid
Behavioral
PBIS Framework
Social
Validated Curricula
CI3T

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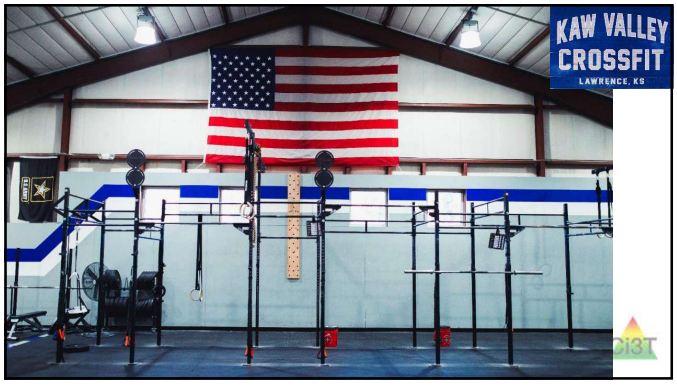
KAW VALLEY
CROSSFIT
LAWRENCE, KS
CI3T

75



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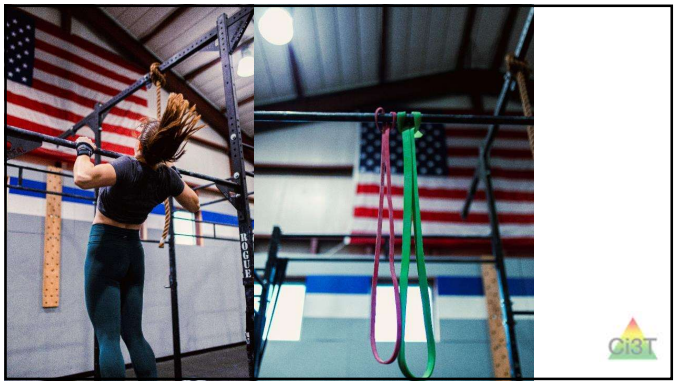

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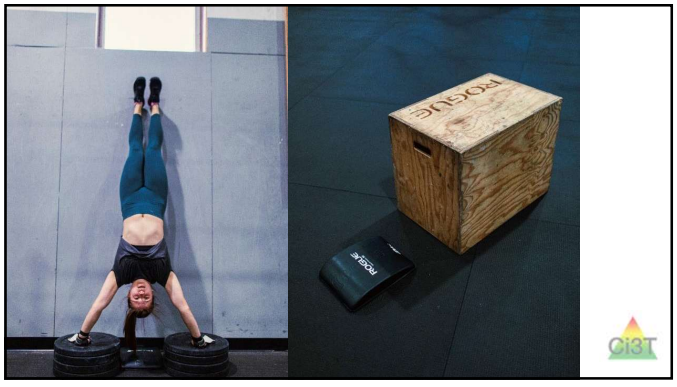

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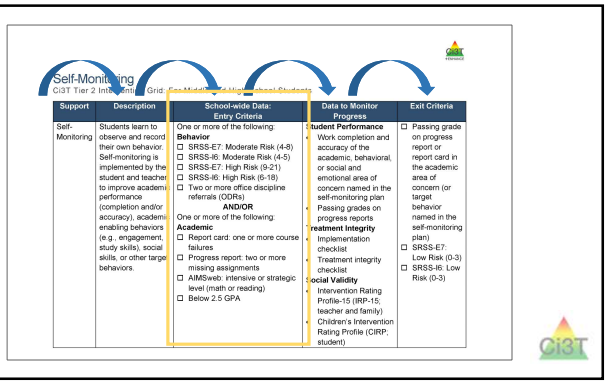

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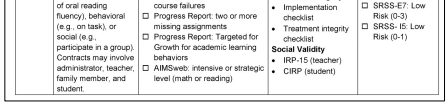
Tier 2: Behavior Contract



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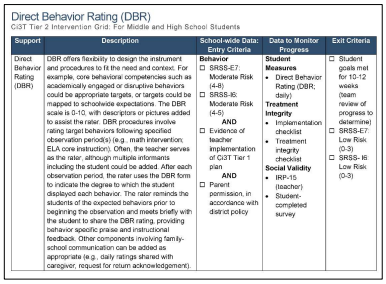
Tier 2: Direct Behavior Rating



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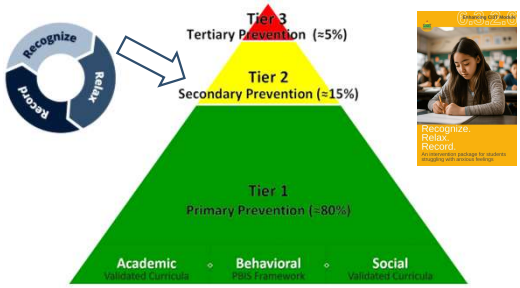
Tier 2: Recognize.Relax.Record.



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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)	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). 1. **Recognize**: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). 2. **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). 3. **Record**: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 4. **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). 5. **Optional Review**: This lesson can be used as a booster lesson or following an extended break or absences from school (1 lesson). 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.	**Behavior*** ☐ SRSS-IS score: Moderate (2-3), or ☐ SRSS-IS score: High (4-15) **Attendance** ☐ Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. **Grade Level** ☐ Third-, fourth-, or fifth-grade *Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion	**Student Performance** Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by: • RRR Teacher Recoding Form to measure engagement and internalizing behaviors • RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) **Social Validity** • Teacher: IRP-15 • Student: CIRP **Treatment Integrity** • RRR Implementation Checklist • RRR Treatment Integrity Checklist	Reduced internalizing behaviors as measured by the SRSS-IS score: Low (1-2) Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level). Increased Engagement consistently meeting goal set (as measured by the DBR)

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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)

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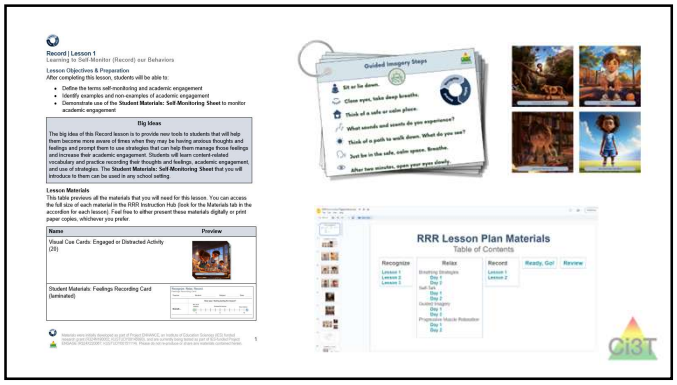
Record | Lesson 1
Learning to Self-Monitor (Record) our Behaviors
Lesson Objectives & Preparation
After completing this lesson, students will be able to:
Define the terms self-monitoring and academic engagement
Identify examples and non-examples of academic engagement
Demonstrate use of the Student Materials: Self-Monitoring Sheet to monitor academic engagement
Big Ideas
Lesson Materials
Name
Preview
Visual Cue Cards: Engaged or Distracted Activity (2ft)
Student Materials: Feelings Recording Card (laminated)
Guided Imagery Steps
RRR Lesson Plan Materials
Table of Contents
Recognize
Relax
Record
Review
Ready, Go!
Ci3T

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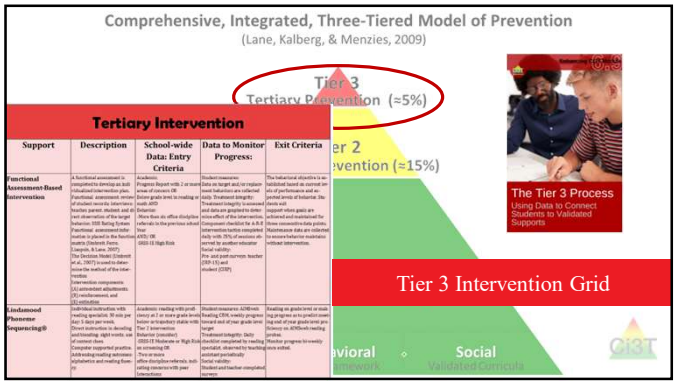
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tertiary Intervention
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress:
Exit Criteria
Functional Assessment-Based Intervention
Tier 2
Secondary Prevention (≈15%)
The Tier 3 Process
Using Data to Connect Students to Validated Supports
Tier 3 Intervention Grid
Social
Validated Curricula
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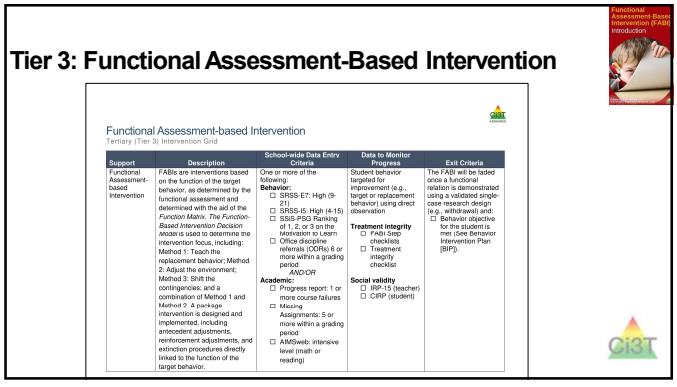
Tier 3: Functional Assessment-Based Intervention
Functional Assessment-Based Intervention Introduction
Functional Assessment-based Intervention
Tertiary (Tier 3) Intervention Grid
Support
Description
School-wide Data Entry Criteria
Data to Monitor Progress
Exit Criteria
Functional Assessment-based Intervention
FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the Function Matrix. The Function-Based Intervention Decision Model is used to determine the intervention focus, including: 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 antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.
One or more of the following:
Behavior:
SRSS-E7: High (9-21)
SRSS-IS: High (4-15)
SSIS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn
Office discipline referrals (ODRs) 6 or more within a grading period
AND/OR
Academic:
Progress report: 1 or more course failures
Missing Assignments: 5 or more within a grading period
AIMSweb: intensive level (math or reading)
Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation
Treatment integrity
FABI Step checklists
Treatment integrity checklist
Social validity
IRP-15 (teacher)
CIRP (student)
The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:
Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).
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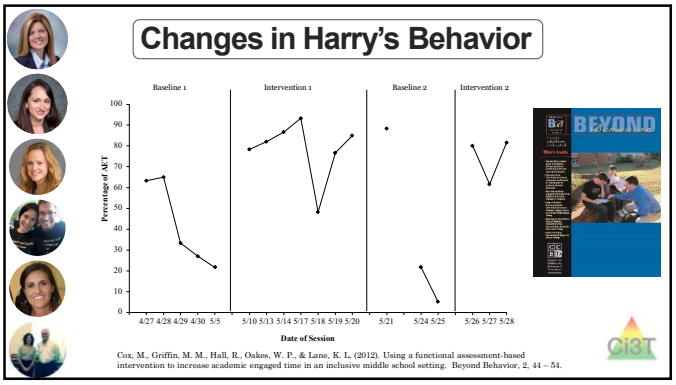
Changes in Harry's Behavior
Baseline 1
Intervention 1
Baseline 2
Intervention 2
Percentage of ΔET
Date of Session
4/27 4/28 4/29 4/30 5/5
5/10 5/13 5/14 5/17 5/18 5/19 5/20
5/21
5/24 5/25
5/26 5/27 5/28
BEYOND
Ci3T
Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. Beyond Behavior, 2, 44 – 54.

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To learn more please visit ci3t.org!
Ci3T
Functional Assessment-Based Intervention
What is FABI?
Functional Assessment-Based Intervention
Effective Individualized Support for Students
John Umbreit
Jolenea B. Ferro
Kathleen Lynne Lane
Carl J. Liaupsin
Ci3T

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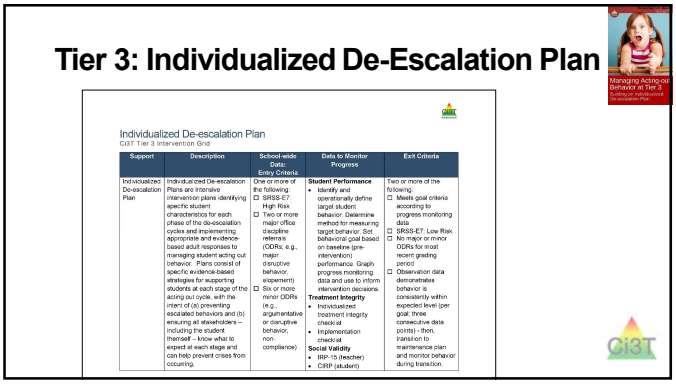
Tier 3: Individualized De-Escalation Plan
Managing Acting-out Behavior at Tier 3
Individualized De-escalation Plan
CI3T Tier 3 Intervention Grid
Support
Description
School-wide Data: Entry Criteria
Data to Monitor Progress
Exit Criteria
Individualized De-escalation Plan
Individualized De-escalation Plans are intensive intervention plans identifying specific student characteristics for each phase of the de-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior. Plans consist of specific evidence-based strategies for supporting students at each stage of the acting out cycle, with the intent of (a) preventing escalated behaviors and (b) ensuring all stakeholders – including the student themself – know what to expect at each stage and can help prevent crises from occurring.
One or more of the following:
☐ SRSS-E7: High Risk
☐ Two or more major office discipline referrals (ODRs; e.g., major disruptive behavior, elopement)
☐ Six or more minor ODRs (e.g., argumentative or disruptive behavior, non-compliance)
Student Performance
• Identify and operationally define target student behavior. Determine method for measuring target behavior. Set behavioral goal based on baseline (pre-intervention) performance. Graph progress monitoring data and use to inform intervention decisions.
Treatment Integrity
• Individualized treatment integrity checklist
• Implementation checklist
Social Validity
• BIP-15 (teacher)
• CIRP (student)
Two or more of the following:
☐ Meets goal criteria according to progress monitoring data
☐ SRSS-E7: Low Risk
☐ No major or minor ODRs for most recent grading period
☐ Observation data demonstrates behavior is consistently within expected level (per goal; three consecutive data points) - then, transition to maintenance plan and monitor behavior during transition.
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Tier 3: Reading Intervention



Read 180®

Tertiary (Tier 3) Intervention Grid: Middle School Example

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Read 180®	Daily 90 min reading course consisting of 20 min whole group instruction and 60 min of rotations (small group instruction, independent reading, individualized learning via Student App) conducted 5 days per week during Study Hall and advisory periods (45 min each). Instruction includes explicit instruction in academic vocabulary, comprehension, and academic writing organized in 4- to 6-week workshops. Practice includes high interest book options for students to select.	One or more of the following: ☐ Insufficient progress to meet exit criteria on secondary (Tier 2) intervention ☐ AIMSweb intensive level (reading) ☐ State assessment at basic or below basic level (English language arts) **AND** One or more of the following: ☐ Evidence of Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR), Tiered Fidelity Inventory (TFI), and Tier 1 reading instruction (according to reading curriculum implementation measures) implemented with 75% fidelity or higher	**Academic Measures** • AIMSweb reading probes **Treatment Integrity** • Treatment integrity checklist **Social Validity** • IRP-15 (teacher and family) • CIRP (student)	☐ Completed 1 semester of intervention ☐ AIMSweb reading progress monitoring probes at or above the aim line for 3 consecutive assessment opportunities If, following 2 semesters, a student is consistently performing below the aim line of AIMSweb reading progress monitoring probes, consider shifting to a different Tier 3 intervention and/or making a special education referral.

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

Wrapping Up and Moving Forward

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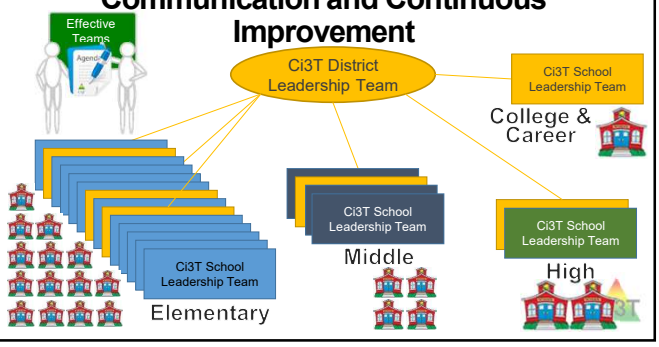
Communication and Continuous Improvement



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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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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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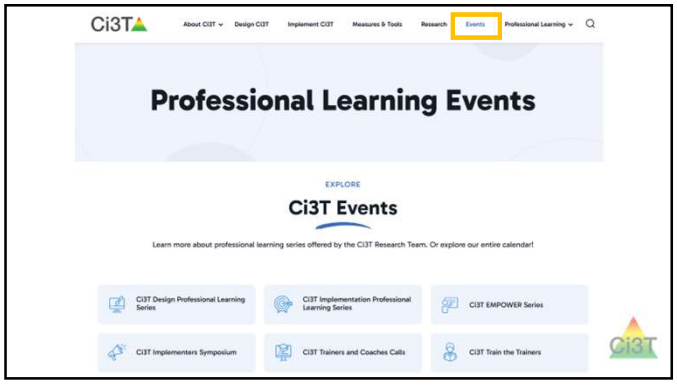

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Teachers Well-Being in Ci3T Models


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

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

Elementary Educators' Well-Being in Ci3T: Longitudinal Analyses of Experienced Implementers

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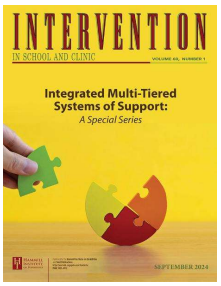
Onboarding




Data-Informed Professional Learning and Instruction in Integrated Tiered Systems

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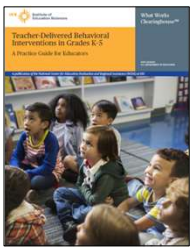
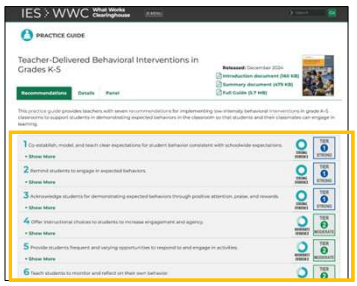
Resource Spotlight!





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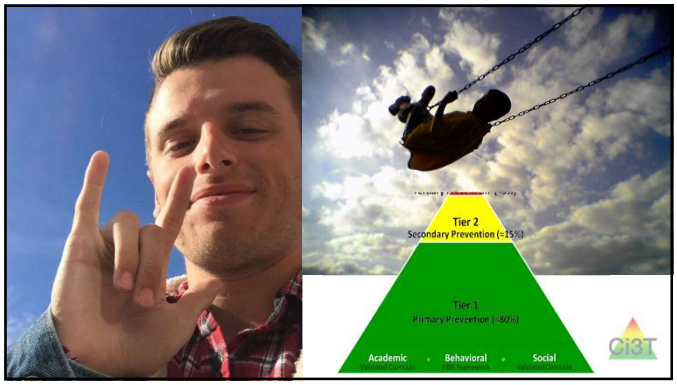
Tier 2
Secondary Prevention (~15%)
Tier 1
Primary Prevention (~80%)
Academic
Behavioral
Social
Ci3T

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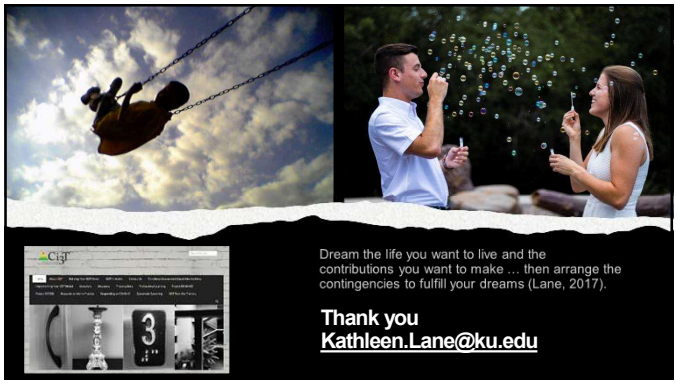
Dream the life you want to live and the contributions you want to make … then arrange the contingencies to fulfill your dreams (Lane, 2017).
Thank you
Kathleen.Lane@ku.edu

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