

# Enhancing Ci3T Professional Learning Module Organizer

## Ci3T Implementation Manual Crosswalk

**Purpose & Description:** This resource is used as part of the Enhanced Ci3T Professional Learning Series and Delivery (E-Ci3T) of Project ENHANCE as part of approved research studies. It provides a guide to using ENHANCED Ci3T modules with your Ci3T Implementation Manual to support implementation efforts.

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# Ci3T Implementation Manual

## Ci3T Primary (Tier 1) Prevention Plan

<p><b>SAMPLE Elementary School Ci3T Primary (Tier 1) Plan: Hybrid Instruction</b></p> <p><b>Mission Statement</b> The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long-term life choices as citizens.</p> <p><b>Purpose Statement</b> The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities.</p> <p><b>2021 - 2023</b> The purpose of Sample Elementary School's Ci3T plan is to partner with families to fulfill the school's mission through in-person and continued learning experiences in academics and the arts, social and emotional development, and social behaviors in alignment with family and community priorities.</p> <p><b>School-Wide Expectations</b></p> <ol style="list-style-type: none"> <li>1. Be Respectful</li> <li>2. Be Responsible</li> <li>3. Give Best Effort</li> </ol> <p>*see Expectation Matrix</p> <p><b>Area I: Academics Responsibilities</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Arrive at school on time and stay all day</li> <li>• Complete and turn work in a timely manner</li> <li>• Communicate with teachers and parents</li> <li>• Participate in district core instruction and learning opportunities</li> <li>• Participate in class activities and be persistent in the face of challenge</li> <li>• Participate in:             <ul style="list-style-type: none"> <li>◦ 60 minutes of Math using <i>Math Expressions Common Core</i> (Singapore Math/Harcourt)</li> <li>◦ 90 minutes of English Language Arts using <i>Scott Foresman Reading</i></li> </ul> </li> </ul> <p><b>Area II: Behavior Responsibilities</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Meet school-wide expectations stated in the Expectation Matrix.</li> <li>• Use strategies learned in behavior expectations setting and Second Step® lessons to demonstrate prosocial and positive learning behaviors, minimize responses to potential triggers, and manage emotions and actions.</li> <li>• Take responsibility for own actions and the effect on others.</li> <li>• Tell an adult about any unsafe behaviors.</li> <li>• Ask an adult when you need help.</li> </ul> <p><b>Area III: Social Skills Responsibilities</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Follow the school-wide expectations listed in the Expectation Matrix.</li> <li>• Actively participate in daily Second Step® lessons.</li> <li>• Use positive social skills at school, at home and in the community and encourage peers to use these skills.</li> <li>• Cooperate with others, use kind words and actions.</li> <li>• Listen politely, and resolve conflicts peacefully by using <i>Stop, Think, Talk</i> (OSEP, PAC, PBIS.org)</li> <li>• Follow expectations to keep yourself and others safe.</li> </ul> <p><small>Adapted from Linn, S. L., Oakes, W. P., Curran, B. D., &amp; Bauer, D. L. (2018). Building and leading comprehensive, integrated, cross-curricular Ci3T models of prevention, promotion, and support in K-12 schools. In P. J. Dunlap, Ed. K-12 Education, Operations eBook. For additional information, please see Linn, Moore, Oakes, and Koberg (2020). Note: We do not endorse any specific commercial products. We encourage Ci3T Leadership Teams and District Decision Makers to review various resources to address each domain within the Ci3T framework - Elementary Tiered 1</small></p>		<h3>Ci3T Primary (Tier 1) Prevention Plan</h3>		
		<p>This section summarizes all Tier 1 efforts</p> <ul style="list-style-type: none"> <li>• mission statement</li> <li>• purpose statement</li> <li>• expectations</li> <li>• defined roles and responsibilities in academic, behavior, and social domains</li> <li>• procedures for teaching, reinforcing, and monitoring.</li> </ul>		
<b>Module</b> <b>Key Resources Materials</b>	<b>Additional Guidance</b>	<b>Interactive Resource Slides</b>	<b>eBook Section</b>	
<b>Module 3.1 Understanding Roles and Responsibilities</b>				
<b>Content:</b> Ci3T Leadership Team Responsibilities	Review to clarify and better understand Ci3T leadership team make-up, roles, and responsibilities	Slides 7-67	Section 3 - 6	
<b>Video:</b> Principal Experience Videos <ul style="list-style-type: none"> <li>• Ci3T Leadership Team - Committees</li> <li>• Ci3T Leadership Team - Team Leader</li> <li>• Distributed Leadership</li> </ul>	Experienced Ci3T principals discuss leadership role on Ci3T Leadership Team	Slides 30, 33, and 44	Section 6 Section 4 Section 5	
<b>Chart:</b> School Team Organization Chart Examples	Visual representation of how Ci3T Leadership Teams can work across committees to support effective and efficient teaming.	Slide 32	Section 6	

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<p><b>Ci3T Role Call: Roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Student</li> <li>• Faculty and staff</li> <li>• Parents and families</li> <li>• Administrators</li> </ul>	<p>Review to clarify and better understand roles and responsibilities across students, faculty and staff, parents and families, and administrators.</p>	<p>Slides 59-73</p>	<p>Sections 9 - 13</p>
<p><b>Interaction:</b> Ci3T Implementation Manual walkthrough videos <b>Interaction:</b> Ci3T Implementation Manual exemplars</p>	<p>Brief orientation (or refresher) to Ci3T Implementation Manual and full exemplar Ci3T Implementation Manuals for elementary, middle, and high schools.</p>	<p>Slides 60 and 54</p>	<p>Section 9 Section 9</p>
<p><b>Infographic:</b> Roles and responsibilities for all stakeholders</p>	<p>Visual representation of how the Ci3T Implementation Manual specifies roles and responsibilities in academic, behavior, and social domains for four stakeholder groups.</p>	<p>Slide 62</p>	<p>Section 9</p>
<p><b>Video:</b> Principal Experience Videos</p> <ul style="list-style-type: none"> <li>• Student roles and responsibilities</li> <li>• Ci3T Roles and Responsibilities</li> <li>• Supporting Stakeholders Roles and Responsibilities</li> </ul>	<p>Experienced Ci3T principals discuss supporting various Ci3T stakeholders, with connections to supporting various roles and responsibilities.</p>	<p>Slides 66, 78, and 72</p>	<p>Section 10 Section 11 Section 14</p>
<p><b>Module 3.2 Effective Onboarding Practices</b></p>			
<p><b>Content:</b> What do you mean, onboarding?</p>	<p>Review for description of onboarding procedures.</p>	<p>Slides 7-9</p>	<p>Section 2</p>

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	Onboarding procedures support procedures for teaching.		
<b>Content:</b> Knowledge and Skills	Review for topics and considerations to support procedures for teaching faculty and staff needed to understand and implement Ci3T.	Slide 10	Section 4
<b>Infographic:</b> School insiders	Visual representing key insiders within a building and new educators can maximize onboarding by forming relationships with key stakeholders within a building.	Slide 14	Section 6
<b>Infographic:</b> Mentoring new educators: Tips and Considerations	Visual representing tips for mentoring new educators.	Slide 15	Section 7
<b>Video:</b> Ci3T Leadership Team role in Onboarding	Experienced Ci3T principals discuss Ci3T Leadership team roll with onboarding as part of rolling out activities.	Slide 29	Section 11
<b>Content:</b> Be Clear on the Ci3T 'Why'	Review for understanding the importance of a clearly articulated vision, one that is in alignment with roles, responsibilities, and expectations of all stakeholders as part of your Ci3T systems change. Make connections to mission and purpose statement, and alignment within and across	Slides 40-49	Section 14

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	documents within Ci3T Implementation Manual.		
<b>Infographic:</b> The principal's role in onboarding new educators	Visual representing tips for how principals support new educators.	Slides 53-38	Section 15
<b>Template:</b> Ci3T formal onboarding process reflection	Documents to help guide reflective practices around current and future onboarding efforts.	Slide 59	Section 16
<b>Video:</b> The vision and purpose of Ci3T <b>Video:</b> What is your Ci3T why	Video reviewing vision and purpose of Ci3T. Make connections to mission and purpose statement, and alignment within and across documents within Ci3T Implementation Manual.	Slide 49	Section 14
<b>Infographic:</b> The principal's role in leading Ci3T	Visual representation of principal's role in leading and delegating leadership. Make connections to procedures for teaching faculty and staff.	Slides 53-55	Section 15
<b>Infographic:</b> The principal's role in onboarding new educators	Visual representation of principal's role in onboarding new Ci3T Leadership team members. Make connections to procedures for teaching faculty and staff.	Slides 56-58	Section 16
<b>Module 4.2: Aligning Strategic Goals and Initiatives with Ci3T</b>			
<b>Content:</b> District and School Initiatives	Review overview of school improvement efforts, including district and school initiatives and	Slides 7-8	Section 2

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	school improvement goal with exemplar focus areas. Make connections to program goals and mission and purpose statement.		
<b>Content:</b> Ci3T Implementation and Systems Approach	Review for the importance of and how to facilitate successful Ci3T implementation as a systems approach. Make connections to program goals and mission and purpose statement.	Slides 9-14	Sections 4-5
<b>Infographic:</b> Anatomy of a strategic plan <b>Infographic:</b> Presidential Unified School District sample strategic plan <b>Infographic:</b> Chesapeake County School District sample strategic plan	Visual representation of strategic plan components and exemplars. make connections to Ci3T Implementation Manual program goals.	Slides 16-18, 20	Sections 7 Section8  Section 8
<b>Content:</b> Where do district leaders begin to align strategic goals and initiatives with Ci3T?	Review for how to align district strategic goals and initiatives with your buildings Ci3T plan. Make connections to designing (Ci3T Blueprints) and revising (Ci3T Implementation Manual).	Slides 22-24	Section 9
<b>Infographic:</b> Writing SMART Ci3T goals	Visual representation of SMART Ci3T goals components. Make connections to Ci3T Implementation Manual program goals.	Slide 26	Section 10
<b>Simulation:</b> Making the connection visible between Ci3T and strategic goals and initiatives	Interaction simulation to practice making meaningful connections to new initiatives through	Slide 29	Section 11

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	professional learning and faculty and staff meetings.		
<p><b>Audio:</b> Elementary example of integrating comprehensive mental health services into Ci3T</p> <p><b>Video:</b> Using Ci3T structures to integrate district initiative for anti-bullying curriculum</p> <p><b>Video:</b> Integrating district initiative for flipped classroom instruction with 1-on-1 technology with Ci3T</p>	Example of integration	Slides 33, 35-36	<p>Sections 13</p> <p>Section 14</p> <p>Section 14</p>
<p><b>Video:</b> Principal think-aloud determining if a new curriculum would align with Ci3T</p> <p><b>Audio:</b> District decision maker uses Ci3T to meet strategic goal to reduce disproportionality</p> <p><b>Video:</b> District decision maker uses Ci3T structures to meet strategic goal in reading</p>	Example decision making process	Slides 37-39	<p>Section 14</p> <p>Section 14</p> <p>Section 14</p>
<b>Module 7.1 Ci3T as a Structure to Create Positive, Productive, and Safe Learning Environments</b>			
<p><b>Video:</b> What is your Ci3T why?</p> <p><b>Content:</b> The Relation between Academic, Behavioral, and Social Skills</p> <p><b>Video:</b> Chicken or Egg?</p> <p><b>Video:</b> Ci3T Domains Video</p> <p><b>Content:</b> Ci3T Domains</p> <p><b>Video:</b> Ci3T Domains</p>	Review to understand why Ci3T focuses on an integrated approach with attention to understanding relations between academic, behavior, and social learning domains.	Slides 10-17	<p>Sections</p> <p>Section 4</p> <p>Section 3</p> <p>Section 4</p> <p>Section 4</p> <p>Duplicate</p>

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<b>Infographic:</b> Roles and Responsibilities of Stakeholders	Review to make connections across roles and responsibilities in an integrated system.	Slide 22	Section 4
<b>Module 7.2 Embedding and Integrating the Ci3T Domains During Daily Instruction</b>			
<b>Content:</b> Ingredients of Tier 1 Instruction <b>Infographic:</b> Ci3T_Integration_Dimensions_of_Differentiation <b>Interaction:</b> Low-Intensity Strategies Definitions and Examples <b>Video:</b> Ci3T Daily Social Skills at Elementary	Review to understand the continuum of supports at Tier 1 and Tier 2. Make connections to roles and responsibilities in academic, behavior, and social learning domains.	Slides 12-46	Sections 2-4  Section 2  Section 4
<b>Content: Integrated Lesson Planning</b> <b>Insert Template:</b> Ci3T_Integrated_Lesson_Plan.docx <b>Insert Exemplar:</b> Ci3T_Integrated_Lesson_Plan_Example_G6.docx Insert Exemplar: Ci3T_Integration_Lesson_Plan_Example_PK.docx	Review considerations around integrating instruction across academic, behavior, and social learning domains within a given lesson plan.	Slides 50-63	Sections 6-8 Section 6  Section 6
<b>Module 7.3 Staying on Track: Using Data to Set Goals and Monitor Implementation Efforts</b>			
<b>Content:</b> Treatment Integrity and Social Validity: What, Why, and How? <b>Interaction:</b> Definitions of Treatment Integrity and Social Validity <b>Interaction:</b> Relation Between Social Validity, Treatment Integrity, and Student Outcomes <b>Video:</b> The Why of Treatment Integrity and Social Validity Data <b>Interaction:</b> Tier 1 TI and SV Measure Descriptions <b>Interaction</b> Sample Treatment Integrity Checklists for Tier 2 Interventions	Define treatment integrity and social validity; and explain why they are important and how they are used.	Slides 8-21	Sections 2-5 Section 2  Section 3  Section 3  Section 2?? Section 4  Section 4

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<b>Interaction</b> Sample Social Validity Checklists for Tier 2 Interventions			
<b>Content:</b> Using Data to Inform School-wide Implementation	Review how to inform Tier 1 implementation using multiple sources of data.	Slides 23-29	Sections 6-9
<b>Infographic:</b> SMART <b>PowerPoint:</b> SMART Goal Template <b>PowerPoint:</b> SMART Goal Example <b>Document:</b> Ci3T_TI_Smart_Goal_Data_Sheet_Example <b>Document:</b> Ci3T_TI_Smart_Goal_Data_Sheet_Template	Review how to develop SMART goals to support and inform progress monitoring at building-level.	Slides 31-44	Section 12 Section 12 Section 12  Section 13 Section 13
<b>Module 6.2: Tier I: Practical Strategies for Preventing &amp; Responding to Challenging Behavior</b>			
<b>Content:</b> Tier 1 Building Blocks	Review three main domains of Ci3T (academics, behavior, and social). Make connections to responsibilities across these three big areas.	Slides 8-11	Section 2
<b>Interaction:</b> Low-intensity strategies definitions and examples	Consider adding proactive evidence-based strategies to support students' engagement under faculty and staff academic responsibilities.	Slide 10	Section 2
<b>Video:</b> Low intensity supports as intervention building blocks <b>Video:</b> Embedding low-intensity supports in daily instruction	Consider adding proactive evidence-based strategies to support students' engagement under faculty and staff academic responsibilities.	Slides 14 and 17	Section 3  Section 5

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<b>Interaction:</b> Resources for teaching school-wide expectations	Resources to support procedures for teaching school-wide expectations.	Slides 18-19	Section 5
<b>Table:</b> I can exchange tickets for individual and group opportunities  <b>Template:</b> Reinforcer menus for in-person and remote instruction	Implementation materials to support procedures for reinforcing.	Slides 20-24	Section 5  Section 5
<b>Content:</b> Responding to Challenges in the Classroom	Review how your Ci3T Implementation manual provides guidance for how to respond when challenging behavior occurs.	Slides 25-29	Section 4
<b>Module 6.2.8: A 6-Step Instructional Approach to Responding to Challenging Behavior</b>			
<b>Content:</b> Proactive and Reactive Elements at Tier 1	Review proactive and reactive elements at Tier 1 and the emphasis on instructional, respectful approaches for promoting positive, productive interactions between students and educators. Make connections to responsibilities across academic, behavior, and social domains.	Slides 8-12	Section 2
<b>Infographic:</b> Integration at Tier 1	Visual representation highlighting integration at Tier 1. Make connections and ensure alignment and emphasis on	Slides 9-11	Section 2

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	instruction across proactive and reactive alignment.		
<b>Module 6.6: Understanding the Pre-referral Intervention Process in Your Ci3T Model</b>			
<p><b>Sections:</b> Using Ci3T structures meet students' multiple needs</p> <p><b>Infographic:</b> Ci3T structures meet students' multiple needs</p>	Review overview of meeting student's multiple needs, beginning with high level of treatment integrity at Tier 1 and a continuum of support across the tiers. Makes connections to special education, including referral and pre-referral intervention teams. Make connections to responsibilities across academic, behavior, and social domains.	Slides 6-34	Section 2 –8 Section 2
<b>Module 8.2: Universal Reinforcement System</b>			
<p><b>Sections:</b> Universal Reinforcement System big ideas</p> <p><b>Video:</b> Using your universal reinforcement system across the grades</p>	Review sections (9-14) to better understand implementation of your schools' procedures for reinforcing through a universal reinforcement system.	Slides 29-33	Sections 9-14  Section 10
<p><b>Sections:</b> Reinforcement Tips and FAQs</p> <p><b>Stimulation:</b> Knowledge practice with Universal Reinforcement</p>	Review sections (15.1-15.4) to facilitate successful implementation of your school's universal reinforcement system with attention to facilitating reinforcement of behavior.	Slides 52-57	Sections 15-15.4
<p><b>Sections:</b> Frequently Asked Questions (FAQ)</p>	Review frequently asked questions about universal	Slide 58	Sections 16-16.8

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<b>Interaction:</b> Frequently asked questions (FAQ)	reinforcement systems. Make connections to procedures for reinforcing.		Section 16
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## Reactive Plan

<p><b>Reactive Plan: Flow Chart for Responding to Challenging Behavior</b></p> <p>All staff will use an instructional approach to behavior. This includes teaching, modeling, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to challenging incidents as well as minor and major behaviors.</p> <p><b>6-step Instructional Approach</b></p> <ol style="list-style-type: none"> <li>Show empathy</li> <li>Monitor level of instruction</li> <li>Acknowledge other students meeting expectations</li> <li>Reinforce and verbally expect behavior</li> <li>Allow time and space</li> <li>Intervene/monitor appropriate behavior when demonstrated</li> </ol> <p><b>Minor</b></p> <p>Observe problem behavior. Is the behavior a Minor or Major? Refer to Minor and Major Behavior Definitions.</p> <p><b>1<sup>st</sup> Minor</b></p> <ol style="list-style-type: none"> <li>Use 6-step instructional approach</li> <li>Discreetly problem solve with student; determine appropriate, natural consequences</li> <li>Record incident in PowerSchool using the Major Discipline Referral. Teacher informs parents (email or phone call; inform and problem solve)</li> </ol> <p><b>2<sup>nd</sup> Minor behavior in a month</b></p> <ol style="list-style-type: none"> <li>Follow steps 1-3 from 1<sup>st</sup> Minor (above)</li> <li>Review Primary (Tier 1) Prevention Plan. What prevention strategies can be used to prevent this behavior from happening again?</li> </ol> <p><b>3<sup>rd</sup> Minor behavior in a month (becomes Major)</b></p> <ol style="list-style-type: none"> <li>Follow steps 1-2 from 1<sup>st</sup> Minor (above)</li> <li>Record incident in PowerSchool using the Major Discipline Referral. Teacher informs parents (phone call; inform and problem solve)</li> <li>Review Secondary (Tier 2) Intervention grids to connect student with supports (e.g., self-monitoring or dual behavior ratings (DBR)) as appropriate using entry criteria (e.g., 5-4 OERs indicates Tier 2 support needed).</li> </ol> <p><b>Major</b></p> <p>Does the behavior put the student or others in imminent harm?</p> <p><b>No</b></p> <ol style="list-style-type: none"> <li>Show empathy and respond in a neutral tone</li> <li>Clearly and firmly re-state expectations</li> <li>Maintain flow of instruction for other students</li> <li>Complete Major Discipline Referral in PowerSchool; administrator is notified</li> <li>Discard with students in private</li> </ol> <p>Administrator or designee will come to the classroom to take student to office when appropriate</p> <p>Administrator provides consequence as directed by Board Policy and notifies parent (phone call, scheduled meeting with parent, admin, and teacher(s) or problem solve and inform about supports (see next page))</p> <p>Review Secondary (Tier 2) and Tertiary (Tier 3) Intervention grids to connect students with supports (e.g., individualized accommodations plan) as appropriate</p> <p><b>Yes</b></p> <p>Contact the office; trained staff member will be needed to respond to OER</p> <p>Teacher follows crisis response plan (see building-wide plan OER, handbook, etc. if available)</p> <p>After student has recovered, involved parties will conference to determine course of action; teacher completes Major Discipline Referral in PowerSchool</p> <p><small>Ci3T Exemplar - Elementary 11/2019 14</small></p>	<h3>Reactive Plan</h3> <p>This section summarizes the reactive procedures for when challenging occurs (i.e., flow chart, behavior definitions, behavior referral form).</p>		
<p><b>Module Key Resources Materials</b></p>	<p><b>Additional Guidance</b></p>	<p><b>Interactive Resource Slides</b></p>	<p><b>eBook Section</b></p>
<p><b>Module 6.2: Tier I: Practical Strategies for Preventing &amp; Responding to Challenging Behavior</b></p>			
<p><b>Content:</b> Responding to Challenges in the Classroom</p>	<p>Review how your Ci3T Implementation Manual provides guidance for how to respond when challenging behavior occurs</p>	<p>Slides 25-29</p>	<p>Section 4</p>
<p><b>Sample Reactive Plan</b> <b>Sample Reactive Plan Language: 6-step Instructional Approach</b></p>	<p>Exemplar reactive plan, including flow-chart and behavior definitions, emphasizing 6-step instructional approach.</p>	<p>Slides 26-29</p>	<p>Section 4</p>
<p><b>Module 6.2.8: A 6-Step Instructional Approach to Responding to Challenging Behavior</b></p>			
<p><b>Content:</b> Proactive and Reactive Elements at Tier 1</p>	<p>Review proactive and reactive elements at Tier 1 and the emphasis on instructional, respectful approaches for promoting positive, productive interactions between students and educators.</p>	<p>Slides 8-12</p>	<p>Section 2</p>

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	Make connections to responsibilities across academic, behavior, and social domains.		
<b>Infographic:</b> Integration at Tier 1	Visual representation highlighting integration at Tier 1. Make connections and ensure alignment and emphasis on instruction across proactive and reactive alignment.	Slides 9-11	Section 2
<b>Content:</b> A 6-Step Instructional Approach for Responding to Challenging Behavior	Review step-by-step overview of 6-step instructional approach. Make connections and ensure alignment and emphasis on instruction across proactive and reactive alignment.	Slides 15-39	Sections 6 - 7
<b>Infographic:</b> 6-step instructional approach for responding to challenging behavior <b>Infographic:</b> 6-step instructional approach: Effectively showing empathy	Visual representation, 6-step instructional approach to responding to challenging behavior, and an emphasis on showing empathy. Make connections and ensure alignment and emphasis on instruction across proactive and reactive alignment.	Slide 12 and 20-21	Sections 2  Section 6.1
<b>Videos:</b> How to use the 6-step approach effectively (case study and overview)	A video case-study demonstrating 6-step approach. A video overview of 6-step approach.	Slide 40	Section 6.6
<b>Simulation:</b> Mrs. Green and Jack <b>Simulation:</b> Mrs. Lopez and Jack <b>Simulation</b> discussion guide	Make connections and ensure alignment and emphasis on instruction across proactive and reactive alignment.	Slides 43-44	Section 7.1. Section 7.2 Section 8
<b>Module 8.3 Understanding Consequences in the Ci3T Module</b>			
Section: What is a Consequence? Exemplar: Sample reactive plan with major and minor behavior definitions Section: What is Punishment?	Review how your Ci3T Implementation Manual provides consequences for students' less-than-desirable behaviors in the Reactive Plan, and the role consequences have in student learning.	Slides 8, 9, 19-27	Sections 2, Section 2  Section 3-4 Section 5

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Section: How do Consequences Fit into our Ci3T Module?			
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# Expectation Matrix

Sample Elementary School Expectation Matrix – In person						Expectation Matrix			
	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal	This section includes 3-5 core expectations defined for key school settings (e.g., classroom, hallway, bathroom, cafeteria, bus, arrival and dismissal, playground/common area).		
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of the hallway</li> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Keep your food to yourself</li> <li>Use manners</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' personal space</li> <li>Follow the rules of the game</li> <li>Lane up when the ball stops</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom and then return to class</li> <li>Stay in your own bathroom stall</li> <li>Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words towards the bus driver and other students</li> <li>Listen to and follow the bus driver's rules</li> <li>Stay in your personal space</li> </ul>			
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Be in assigned area on time</li> <li>Remain in school for the whole day</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Exercise self-control</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> <li>Wash your hands when entering and leaving the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Walk in the hallway</li> <li>Stay in line with your class</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Make your choices quickly</li> <li>Eat your own food</li> <li>Choose a seat and stick with it</li> <li>Clean up after yourself</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Play appropriate games</li> <li>Use equipment appropriately</li> <li>Return equipment when you are done</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Think twice</li> <li>Wash hands with soap for at least 20 seconds</li> <li>Throw away any trash properly</li> <li>Report any problems to your teacher</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Bring home all needed materials</li> <li>Talk quietly with others</li> <li>Remain in seat after you enter the bus</li> <li>Wear your mask so it covers your nose and mouth</li> <li>Maintain social distancing</li> </ul>			
<b>Get Best Effort</b>	<ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Move directly to and location</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Use your table manners</li> <li>Assist your neighbor if necessary</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Include others in your games</li> <li>Be active</li> <li>Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Take care of your business quickly</li> <li>Keep bathroom tidy</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Keep hands and feet to self</li> <li>Use self-control</li> </ul>			

Adapted from Lusk, K. L., O'Brien, W. P., Casper, E. D., & Roney, D. J. (2018). Building and teaching comprehensive, integrated, three-need (Ci3T) models of generative, a practical guide to supporting school success. P.12. Denver, AZ: Ci3T Educators. (https://www.cis3t.org/). For additional information, please see Lusk, O'Brien, Casper, and Roney (2018). "You're It" an evidence-based, specific curriculum program. For a complete Ci3T Leadership Team and District Decision-Making to secure your students to address their decision-making. Ci3T Example – Elementary 20

Module Key Resources Materials	Additional Guidance	Interactive Resource Slides	eBook Section
<b>Module 7.2 Embedding and Integrating the Ci3T Domains During Daily Instruction</b>			
<b>Content:</b> Behavior: School-wide Expectations, Routines, and Procedures	Review and make connections to your expectation matrix; roles and responsibilities for academic, behavior, and social learning domains; procedures for teaching.	Slides 31-36	Section 3

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## Assessment Schedule

<table border="1"> <caption>Sample Elementary Assessment Schedule</caption> <thead> <tr> <th>Measure</th> <th>Aug</th> <th>Sep</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> </tr> </thead> <tbody> <tr> <td colspan="11"><b>School Demographics</b></td> </tr> <tr> <td>Student Demographic Information</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td colspan="11"><b>Screening Measures</b></td> </tr> <tr> <td>Behavior Screeners: SRSS-IE</td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Academic Screeners: AIMSweb (reading and math)</td> <td>X</td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td colspan="11"><b>Student Outcome Measures - Academic</b></td> </tr> <tr> <td>Unit assessments</td> <td>X</td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>State &amp; District assessment</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Progress reports</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td colspan="11"><b>Student Outcome Measures - Behavior</b></td> </tr> <tr> <td>Absences</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Tardies</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Office discipline referrals (ODR)</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Counselor referrals</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Nurse visits</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Discipline referrals</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td colspan="11"><b>Program Measures</b></td> </tr> <tr> <td>Primary Intervention Rating Scale (PIRS)</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Tiered Fidelity Inventory (TFI)</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Ci3T Treatment Integrity (TSR)</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Direct observations</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Second Step® Treatment Integrity</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Remote learning parent surveys</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table> <p><small>Adapted from Lane, K. L., Oakes, W. P., Cartwell, E. D., &amp; Rojew, D. J. (2018). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) model of prevention: A practical guide to supporting school success</i>. Ft. J. Phoenix, AZ: KOI Education. (Interactive eBook) For additional information, please see Lane, Oakes, and Kolberg (2019). Note: We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making. Ci3T Example - Elementary Hybrid 28</small></p>	Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	<b>School Demographics</b>											Student Demographic Information	X	X	X	X	X	X	X	X	X	X	<b>Screening Measures</b>											Behavior Screeners: SRSS-IE		X			X				X		Academic Screeners: AIMSweb (reading and math)	X	X			X				X		<b>Student Outcome Measures - Academic</b>											Unit assessments	X	X			X				X	X	State & District assessment				X			X			X	Progress reports							X			X	<b>Student Outcome Measures - Behavior</b>											Absences	X	X	X	X	X	X	X	X	X	X	Tardies	X	X	X	X	X	X	X	X	X	X	Office discipline referrals (ODR)		X		X					X		Counselor referrals	X	X	X	X	X	X	X	X	X	X	Nurse visits	X	X	X	X	X	X	X	X	X	X	Discipline referrals	X	X	X	X	X	X	X	X	X	X	<b>Program Measures</b>											Primary Intervention Rating Scale (PIRS)			X						X		Tiered Fidelity Inventory (TFI)			X						X		Ci3T Treatment Integrity (TSR)			X						X		Direct observations			X						X		Second Step® Treatment Integrity			X						X		Remote learning parent surveys			X						X		Assessment schedule		
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<p><b>Content:</b> Getting Familiar with your Ci3T Implementation Manual</p> <p><b>Interaction:</b> Implementation Manual</p> <p><b>Activity:</b> Scavenger Hunt: Becoming Familiar with your Ci3T Manual</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	<p>Slides 10-13</p>	<p>Sections</p> <p>Section 3</p> <p>Section 3</p>																																																																																																																																																																																																																																																																								
<p><b>Content</b> The Role of Tier 2 in Ci3T</p>	<p>Review Tier 2 systems in place to support Tier 2. Review alignment</p>	<p>Slides 18-22</p>	<p>Sections 6-9</p>																																																																																																																																																																																																																																																																								

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	between procedures for monitoring and assessment schedule.		
<b>Video:</b> CrossFit Analogy <b>Video:</b> Clarifying Best Practices at Tier 2	Review videos to better understand conceptually and in practice Tier 2 efforts as part of integrated interventions and supports.	Slides 20 and 21	Section 6 Section 7
<b>Infographic:</b> Clarifying Tier 2 Supports	Review Tier 2 considerations: Tier 2 language matters, occurs across various locations, involves various supports (not people), and how supports are integrated. Review alignment between procedures for monitoring and assessment schedule.	Slide 21	Section 7
<b>Content:</b> Exploring your School-wide Data Sources <b>Interaction:</b> Schoolwide-data sources	Review schoolwide data sources and how to collect and use. Review alignment between procedures for monitoring and assessment schedule.	Slides 25-30	Sections 10-15 Section 11
<b>Interaction:</b> Getting Started with Data-informed Decision making	Explore process for getting started with data-informed decision making to support and clarify roles and expectations.	Slide 39	Section 12
<b>Video:</b> Ci3T Data Dashboard	Video illustration of using multiple sources of data with a Ci3T Data Dashboard accessible in google drive.	Slide 35	Section 13.1
<b>Video:</b> Ci3T Class-at-a-Glance Intervention Planner <b>Spreadsheet:</b> Ci3T Class-at-a-Glance Intervention Planner	Video overview and spreadsheet tool to support at-a-glance views of the supports available and map which students are receiving what supports.	Slides 36-38	Section 13.2 Section 13.2

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<p><b>Video:</b> Ci3T Tier 2 and Tier 3 Intervention Tracker</p> <p><b>Spreadsheet:</b> Ci3T Tier 2 and Tier 3 Intervention Tracker</p>			<p>Section 13.3</p> <p>Section 13.3</p>
<p><b>Module 1.2: Using the Student Risk Screening Scale for Internalizing and Externalizing Behaviors in K-12 schools</b></p>			
<p><b>Content:</b> How's and Why's of behavior Screening, Explaining what Behavior Screening Is, Defining Criteria of Universal Screening, Purpose of Behavior Screening</p> <p><b>Videos:</b> Behavior &amp; Academics-The Chicken or the Egg (2:42)</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	<p>Slides 7-27</p>	<p>Section 2-6</p>
<p><b>Content: Misconceptions Around Screening Infographic:</b> What is behavior Screening</p> <p><b>Video:</b> What is Behavior Screening in Schools, and How Does It Help Connect Students to Support? (4:41)</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> </ul>	<p>Slides 28-39</p>	<p>Section 7</p>

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	<ul style="list-style-type: none"> <li>Connecting students to Tier 2 and Tier 3 interventions</li> </ul>		
<p><b>Content:</b> Installing and Implementing Screening</p> <p><b>Resource:</b> Screening Coordinator Training Manual for SRSS-IE, SRSS-IE Setting Up to Screen in Your District or School, SRSS-IE Site Level Coaching Protocol</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>Implementing Tier 1 efforts</li> <li>Using low-intensity, teacher-delivered strategies</li> <li>Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	Slides 41-54	Sections 10-14
<p><b>Content:</b> Reviewing and Responding to Screening Data</p> <p><b>Resource:</b> Working With Screening Data</p> <p><b>Resource:</b> SRSS-IE Screening Report Template</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>Implementing Tier 1 efforts</li> <li>Using low-intensity, teacher-delivered strategies</li> <li>Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	Slides 55-70	Sections 16-20
<p><b>Module 1.2: Using the Student Risk Screening Scale for Internalizing and Externalizing Behaviors in K-12 schools.</b></p>			

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<p><b>Infographic: What is a Behavior Screener?</b>  <b>Video:</b> What is Behavior Screening in Schools?  <b>Image:</b> Key Features Screening  <b>Resource:</b> Selecting a Universal Behavior Screening Tool: Questions to Consider</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	<p>Slides 2-10</p>	<p>Sections 2-4</p>
<p><b>Image:</b> Key Features SRSS-IE  <b>Resource:</b> Psychometric Properties of Behavior Screening Tools  <b>Infographic:</b> SRSS-IE Fact Sheet  <b>Interaction:</b> SRSS-IE FAQ</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	<p>Slides 22-28</p>	<p>Sections 6-10</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Setting up to Screen in Your District or School</li> <li>• The Whys and Hows of Screening: Frequently Asked Questions for Families.</li> </ul>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these</p>	<p>Slides 36-44</p>	<p>Sections 16-28</p>

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<ul style="list-style-type: none"> <li>• SRSS-IE Screening Report Template</li> </ul>	<p>data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Working with Your Screening Data</li> </ul> <p><b>Interaction:</b> Annotated Secondary (Tier 2) Intervention Grid</p>	<p>Review how the Ci3T Assessment Schedule organizes visually program measures and student-level data (e.g., when collected and available for decision-making). Collectively, these data are used to inform instructional decisions including:</p> <ul style="list-style-type: none"> <li>• Implementing Tier 1 efforts</li> <li>• Using low-intensity, teacher-delivered strategies</li> <li>• Connecting students to Tier 2 and Tier 3 interventions</li> </ul>	<p>Slides 66-71</p>	<p>Sections 30-33</p>

## Secondary (Tier 2) Intervention Grid

		<b>Secondary (Tier 2) Intervention Grid</b> This section lists all available secondary (Tier 2) interventions.		
Module Key Resources Materials	Additional Guidance	Interactive Resource Slides	eBook Section	
<b>Module 6.6: Understanding the Pre-referral Intervention Process in Your Ci3T Model</b>				
<b>Section:</b> Ci3T Tier 1 with Tier 2 Supports <b>Section:</b> Ci3T Tier 1 with Tier 2 Supports + Input from Colleagues <b>Infographic:</b> Ci3T structures meet students' multiple needs	Review overview of meeting student's multiple needs, with attention to Tier 2 systems.	Slides 15-24	Section 4 Section 5 Section 2	
<b>Module 6.3.1: The Tier 2 Process: Using Data to Connect Students to Validated Supports</b>				
<b>Content:</b> 4 Focusing on your Tier 2 Intervention Grid <b>Content:</b> The Role of Tier 2 in Ci3T <b>Content:</b> School-wide Data: The Key to Connecting Students to Tier 2 Supports	Review Tier 2 systems in place to support Tier 2 intervention efforts, including the role of Tier 2, and getting started with Tier 2 and Tier 3 data-informed decision making.	Slides 14-15, 18-19, 24-30	Sections 4 Section 6-9 Section 10-15	
<b>Video:</b> CrossFit Analogy <b>Video:</b> Clarifying Best Practices at Tier 2	Review videos to better understand conceptually and in practice Tier 2 efforts as part of integrated interventions and supports.	Slides 20 and 21	Section 6 Section 7	

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<b>Infographic:</b> Clarifying Tier 2 Supports	Visual representation of how at Tier 2 language matters, occurs across various locations, involves various supports (not people), and how supports are integrated. Make connections to your Tier 2 intervention grids and Tier 2 decision-making process.	Slide 21	Section 7
<b>Interaction:</b> Tier 2	Make connections and view various locations Tier 2 instruction and supports might occur. Make connections to your Tier 2 intervention grids and Tier 2 decision-making process.	Slide 22	Section 4
<b>Module 6.3.2.7: Social skills interventions: Supports to enhance students' social and emotional well-being.</b>			
<b>Spreadsheet:</b> Tiered Intervention Data Manager	Tiered Intervention Data Manager as a customizable resource to support data management across social validity, treatment integrity, and student outcomes.	Slides 70-72	Section 19
<b>Tier 2 Supports: Additional Modules</b>			
<b>Module 6.2.1 Low-Intensity Strategies Behavior Specific Praise</b>			
<b>Module 6.2.2 Low-Intensity Strategies Instructional Choice</b>			
<b>Module 6.2.3 Low-Intensity Strategies Active Supervision</b>			
<b>Module 6.2.4 Low-Intensity Strategies High-probability Request Sequence</b>			
<b>Module 6.2.5 Low-Intensity Strategies Instructional Feedback</b>			
<b>Module 6.2.6 Low-Intensity Strategies Opportunities to Respond</b>			
<b>Module 6.2.7 Low-Intensity Strategies Precorrection</b>			
<b>Module 6.3.2.1: Set a Goal, Select a Strategy, Record Progress: A Tier 2 Intervention Package for Self-Monitoring During Reading</b>			
<b>Module 6.3.2.2: Direct Behavior Rating to Support Classroom Behavior and Engagement</b>			
<b>Module 6.3.2.3: Behavior Contracts to Support Classroom Behavior and Engagement</b>			

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**Module 6.3.2.4: Self-regulated strategy development (SRSD) for writing in tiered systems: Strategies to enhance students' written expression**

**Module 6.3.2.7: Social skills interventions: Supports to enhance students' social and emotional well-being.**

**Module 6.3.2.8 Self-monitoring Interventions: Supports to Promote Students' Academic, Social, Emotional, and Behavioral Success**

## Tertiary (Tier 3) Intervention Grid

Sample Elementary Tertiary (Tier 3) Intervention Grid		Tertiary (Tier 3) Intervention Grid		
<p><b>Support</b></p> <p><b>Description</b></p> <p>Individual or small group (1-5 students) reading instruction with reading specialist, 30 minutes per day, 5 days per week. Direct instruction in decoding, blending, sight words, use of context clues. Computer supported practice. Addressing reading outcomes: alphabetic and reading fluency.</p> <p><b>School-wide Data: Entry Criteria</b></p> <p><b>Academic:</b>  <input type="checkbox"/> ADE/Lev benchmark scores (improving targeted for growth) level.  <b>Grade: K-1</b>  <input type="checkbox"/> Letter Naming Fluency (LNF) K Fall and Check Phonological Skills  <input type="checkbox"/> Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word  <input type="checkbox"/> Nonsense Word Fluency (NWF) 1<sup>st</sup> Fall winter.  <b>Grade: 2-5</b>  <input type="checkbox"/> ADE/Lev Oral Reading (ORF)</p> <p><b>AD/Lev/BCBM scores consider Accuracy % and rate of WCPM. Meet criteria for Intervention and Slow</b></p> <p><input type="checkbox"/> SSSS II: Moderate or High  <input type="checkbox"/> Low or none  <input type="checkbox"/> office discipline referrals, including incidents with peer interactions.</p> <p><b>Data to Monitor Progress</b></p> <p><b>Student measure:</b>            ADE/Lev reading progress monitoring probes            Program component mastery checklist (e.g., consonant sounds, vowel circle, digraph)            Attendance and tardies            Treatment integrity            Treatment integrity checklist            Running records (blue sheets)            Social validity            Teacher: SEP 1.5            Student: CIEP</p> <p><b>Exit Criteria</b></p> <p><input type="checkbox"/> ADE/Lev progress monitoring above targeted cut line for grade level for 3 consecutive assessment opportunities.  <input type="checkbox"/> Continue progress monitoring until exit benchmark and discontinue once student meets scores for accuracy and fluency criteria.  <input type="checkbox"/> Monitor progress bi-monthly once exited.</p> <p><small>Adapted from Lou, E. L., Oakes, W. P., Galloway, E. D., &amp; Bower, D. J. (2010). Building and meeting comprehensive, integrated, three-level (Ci3T) models of prevention, a practical guide to supporting at-risk readers. P. J. Pearson, AC 2010 Education. Retrieved from: For additional information, please see Lou, Meason, Oakes, and Edging. Copyright. This file is not intended for specific distribution or printing. This document is © 2010 University of Kansas and Eastern District of Kansas. All rights reserved. Contact us at: ed@ednet.org</small></p>		<p>This section lists all available tertiary (Tier 3) interventions.</p>		
Module Key Resources Materials	Additional Guidance	Interactive Resource Slides	eBook Section	
<b>Module 6.6: Understanding the Pre-referral Intervention Process in Your Ci3T Model</b>				
<p><b>Section:</b> Ci3T Tier 1 with Tier 3 Supports + Input from Colleagues</p> <p><b>Section:</b> Ci3T Tier 3 and Referral to the Pre-referral Intervention Team</p> <p><b>Section:</b> Ci3T Tier 3 and Referral to Special Education</p> <p><b>Infographic:</b> Ci3T structures meet students' multiple needs</p>	Review overview of meeting students' multiple needs, with attention to Tier 3 systems.	Slides 25-35	Section 6 Section 7 Section 8 Section 2	
<b>Module 6.4 Managing Acting-Out Behaviors at Tier 3: Building an Individualized De-escalation Plan</b>				
<p><b>Content:</b> Where are Individualized De-escalation Plans Situated in a Ci3T Model?</p>	Review to better understand what makes Tier 3 interventions intensive (e.g., require training, collaboration, time, and effort) and individualized (e.g., data-informed customization).	Slide 69	Section 18	

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<p><b>Content:</b> Three Important Data Sources</p> <p><b>Content:</b> Social Validity</p> <p><b>Content:</b> Treatment Integrity</p> <p><b>Content:</b> Student Outcomes</p> <p><b>Content:</b> Data Collection Tools</p>	<p>Review treatment integrity and sociality validity (same program measures at Tier 1) within the context of Tier 3.</p>	<p>Slides 110-117</p>	<p>Section 24</p> <p>Section 25</p> <p>Section 27</p> <p>Section 28</p>
<p><b>Infographic:</b> Defining Behaviors</p>	<p>Review key components of an operational definition, a critical component of measuring student outcomes pertaining to behavior.</p>	<p>Slide 114</p>	<p>Section 27</p>
<p><b>Spreadsheet:</b> Tiered Intervention Data Manager</p>	<p>Tiered Intervention Data Manager as a customizable resource to support data management across social validity, treatment integrity, and student outcomes.</p>	<p>Slide 117</p>	<p>Section 28</p>
<b>Module 6.5 Supporting Students with Internalizing Concerns at Tier 3</b>			
<p><b>Content:</b> When is Tier 3 necessary?</p> <p><b>Content:</b> Narrowing to the Need</p>	<p>Review to better understand internalizing concerns with attention connecting students to Tier 3 supports in a data-informed, integrated process.</p>	<p>Slides 7-17</p>	<p>Section 3</p> <p>Section 4</p>
<p><b>Content:</b> Three Important Data Sources</p> <p><b>Content:</b> Social Validity</p> <p><b>Content:</b> Treatment Integrity</p> <p><b>Content:</b> Student Outcomes</p> <p><b>Content:</b> Data Collection Tools</p>	<p>Review treatment integrity and sociality validity of Tier 3 interventions.</p>	<p>Slides 95-100</p>	<p>Section 19</p> <p>Section 20</p> <p>Section 21</p>
<b>Module 6.7 Strengthening Reading Skills with Tier 3 Interventions.</b>			

<p><b>Content:</b> When Are Tier 3 Reading Supports Necessary?  <b>Content:</b> Should Students Always Have Tier 2 Supports Before Tier 3?  <b>Infographic:</b> Scheduling Tier 3 reading intervention</p>	<p>Review to better understand reading challenges with attention connecting students to Tier 3 supports in a data-informed, integrated process.</p>	<p>Slides 24-59</p>	<p>Section 3 Section 4 Section 8</p>
<p><b>Content:</b> Three Important Data Sources  <b>Content:</b> Social Validity  <b>Content:</b> Treatment Integrity  <b>Content:</b> Student Outcomes  <b>Content:</b> Data Collection Tools</p>	<p>Review treatment integrity and sociality validity of Tier 3 interventions.</p>	<p>Slides 60-71</p>	<p>Section 14 Section 15 Section 16 Section 17 Section 18</p>
<b>Tier 3 Supports: Low-intensity Strategies</b>			
<b>Module 6.2.1 Low-Intensity Strategies Behavior Specific Praise</b>			
<b>Module 6.2.2 Low-Intensity Strategies Instructional Choice</b>			
<b>Module 6.2.3 Low-Intensity Strategies Active Supervision</b>			
<b>Module 6.2.4 Low-Intensity Strategies High-probability Request Sequence</b>			
<b>Module 6.2.5 Low-Intensity Strategies Instructional Feedback</b>			
<b>Module 6.2.6 Low-Intensity Strategies Opportunities to Respond</b>			
<b>Module 6.2.7 Low-Intensity Strategies Precorrection</b>			