Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success

Session 1 Talk Time Slides

# Team Time #1

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| **Team Time!** |
| **Implementation Calendar**Does our central calendar include:* Ci3T Leadership Team Meeting Dates
* Faculty and Staff Meeting Dates
* Fall, Winter, and Spring screening dates: academic & behavior
* Treatment integrity & social validity data collection
* Dates to share data and updates with stakeholders (including families)
* Master instructional schedule for your school’s social and emotional well-being resource
* Structures / routines to communicate with stakeholders (e.g., weekly email, newsletter, calendar invites)
 | **Ci3T Leadership Meeting** **Agenda**Set up Ci3T Leadership Team Meeting agenda * Ensure agendas are accessible to all Ci3T Leadership Team members (e.g., Google Drive)
* Specify team roles
* Consider what data sources our team will review during monthly Ci3T Leadership Meetings
* Consider how to include our parent member in monthly meetings
 | **Professional Learning**How will faculty and staff access Ci3T professional learning?* Enhanced Ci3T Professional Learning
* EMPOWER Sessions
* Trainers & Coaches Calls
* Be sure to add professional learning into the implementation calendar
* How can we connect our families and community members to professional learning on Ci3T
 |
| **Write any action items in your Ci3T Leadership Team Meeting Agenda** |

## Notes

# Team Time #2

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| **Team Time!** |
| **Academic****(Tier 1)*** How are we doing with teaching core academic curricula?
* How are we doing with using low-intensity supports?
* How are we doing with procedures for monitoring?
* Do faculty & staff need further professional learning?
* What have we communicated to families (e.g., curricula, home / school connections)?
 | **Behavior****(Tier 1)*** How are we doing with teaching expectations for specific settings?
* How have we been reinforcing students for meeting expectations?
* How are we doing with using low-intensity supports?
* To what extent are we implementing the reactive plan with integrity?
* How are we doing with procedures for monitoring?
* Do faculty & staff need further professional learning?
* What have we communicated to families (e.g., screening, expectations)?
 | **Social Skills****(Tier 1)*** How are we doing with teaching the validated social skills curriculum?
* How are we doing with procedures for monitoring?
* Do faculty & staff need further professional learning?
* What have we communicated to families (e.g., curriculum, home / school connections)?
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| **Write any action items in your Ci3T Leadership Team Meeting Agenda** |

## Notes

# Team Time #3

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| **Team Time!** |
| **Procedures for Teaching*** Do faculty and staff have access to the Ci3T implementation plan?
* How did we teach roles and responsibilities to each stakeholder group (students; faculty & staff; parents, families, and community members)?
* How will we review and reteach the plan?
* How do we plan to teach and re-teach expectations to students?
 | **Procedures for Reinforcing*** How are behavior-specific praise and tickets being used in our school?
* What types of reinforcers are most meaningful to our students?
* How do we plan to adjust reinforcement rates?
* How will we involve our student and parent leaders?
* How are we reinforcing faculty and staff behaviors?
 | **Procedures for Monitoring*** How will we know what faculty and staff think about Tier 1 efforts?
* How will we know if Tier 1 is happening?
* How will we know how students are responding?
* What resources are needed to support our faculty and staff in Tier 1 implementation?
* What can our Ci3T leadership team provide?
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| **Write any action items in your Ci3T Leadership Team Meeting Agenda** |

## Notes