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)? |
| **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? |
| **Write any action items in your Ci3T Leadership Team Meeting Agenda** | | |

## Notes