



Data-Informed Professional Learning in Integrated Tiered Systems (5e)

Presenters:

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- **Topic:** Data-based Decision Making
- **Keywords:** Training, Fidelity, Sustainability



Learning Objectives

Participants will:

- 1. develop an understanding of a data-informed professional learning process for supporting school-site leadership teams, faculty and staff, and families in implementing integrated tiered systems to meet students' multiple needs;*
- 2. learn to access and use a wide-range of free-access, on-demand professional learning resources to support Ci3T implementation across the tiers;*
- 3. conceptualize how available resources can be used to construct a data-informed professional learning journey capable of meeting the learning needs of implementers and school leaders with varying needs and levels of experience (e.g., onboarding new faculty and staff, supporting experienced implementers).*

Institute of Education Sciences, U.S. Department of Education
R324N190002 University of Kansas
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Agenda

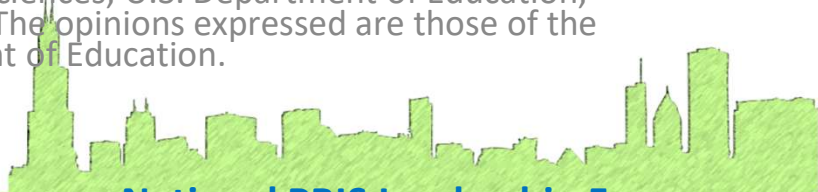
1. What is data-informed professional learning?
2. What resources are available to support data-informed professional learning?
3. How can my school / district / organization use available resources to create a data-informed professional learning journey?
 - ✓ Partner Spotlight
 - ✓ Enhanced Ci3T Implementation Series and Delivery
4. Evaluation + Q&A



What is data-informed professional learning?

A focus on integrated tiered systems

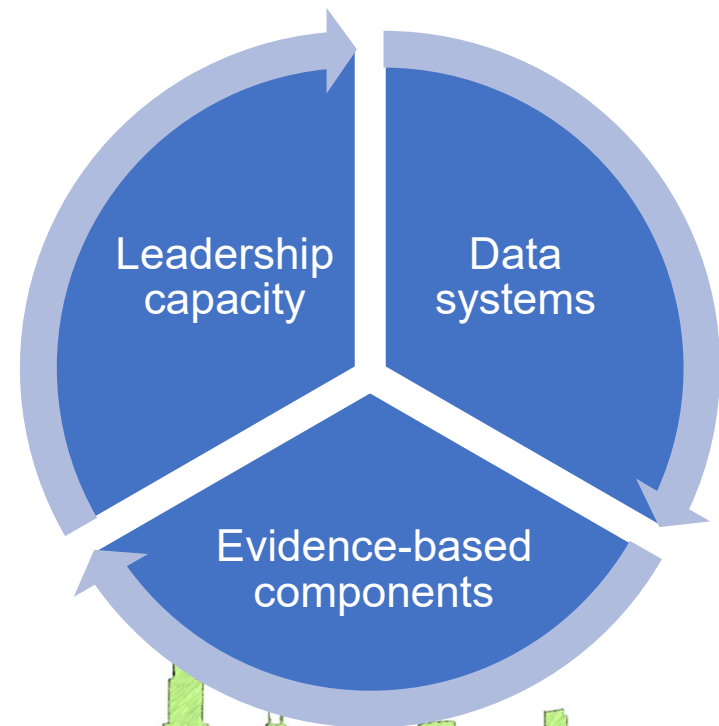
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Setting the Stage: Why Integrated Tiered Systems?

- “integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education.”
-McIntosh & Goodman (2016)



Setting the Stage:

What is the importance of professional learning? (1)

Top Leadership Needs

Onboarding and Training

Communicating the Vision of Ci3T

Providing Professional Learning for Faculty and Staff



Empirical

Ci3T Leadership Team Members' Perceived Facilitators and Barriers to Implementation

David James Royer, PhD, BCBA¹, Wendy Peia Oakes, PhD², Amy M. Briesch, PhD³, Sandra M. Chafouleas, PhD⁴, Kathleen Lynne Lane, PhD, BCBA-D, CF-LI⁵, Mark Matthew Buckman, PhD⁶, Rebecca Lee Sherod⁷, and Eric Alan Common, PhD, BCBA-D⁸

Abstract

In this qualitative study we sought to understand the experiences of K-12 school personnel serving on Comprehensive, Integrated, Three-Tiered (Ci3T) leadership teams. We conducted 22 semi-structured interviews and five focus groups across three states and five school districts to determine team members' perceptions regarding facilitators and barriers to Ci3T implementation. We determined from common themes three priority areas for continued professional learning to support Ci3T implementation: (a)

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Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2021). Ci3T Leadership Team Members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 32(6). <https://doi.org/10.1177/10526846221095753>

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Setting the Stage:

What is the importance of professional learning? (2)

TFI 1.13 Classroom Professional Development and Coaching

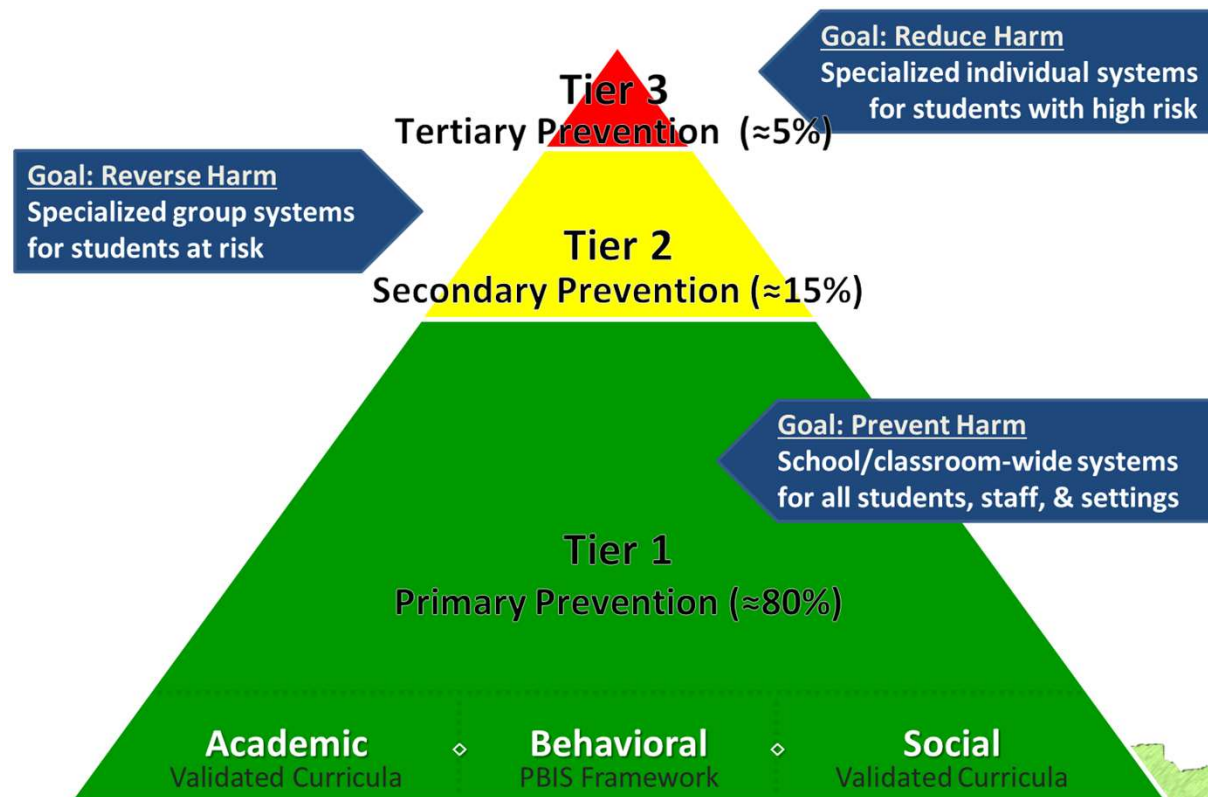
- Tier 1 leadership team develops, documents, and implements a comprehensive, data-driven, and differentiated professional development system (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices (described in item 1.10).

Score	Criteria
4	A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, and PD is aligned with other school initiatives and supports.

Center on PBIS. (February 2025). *Tiered Fidelity Inventory (TFI) Manual*. University of Oregon. www.pbis.org.

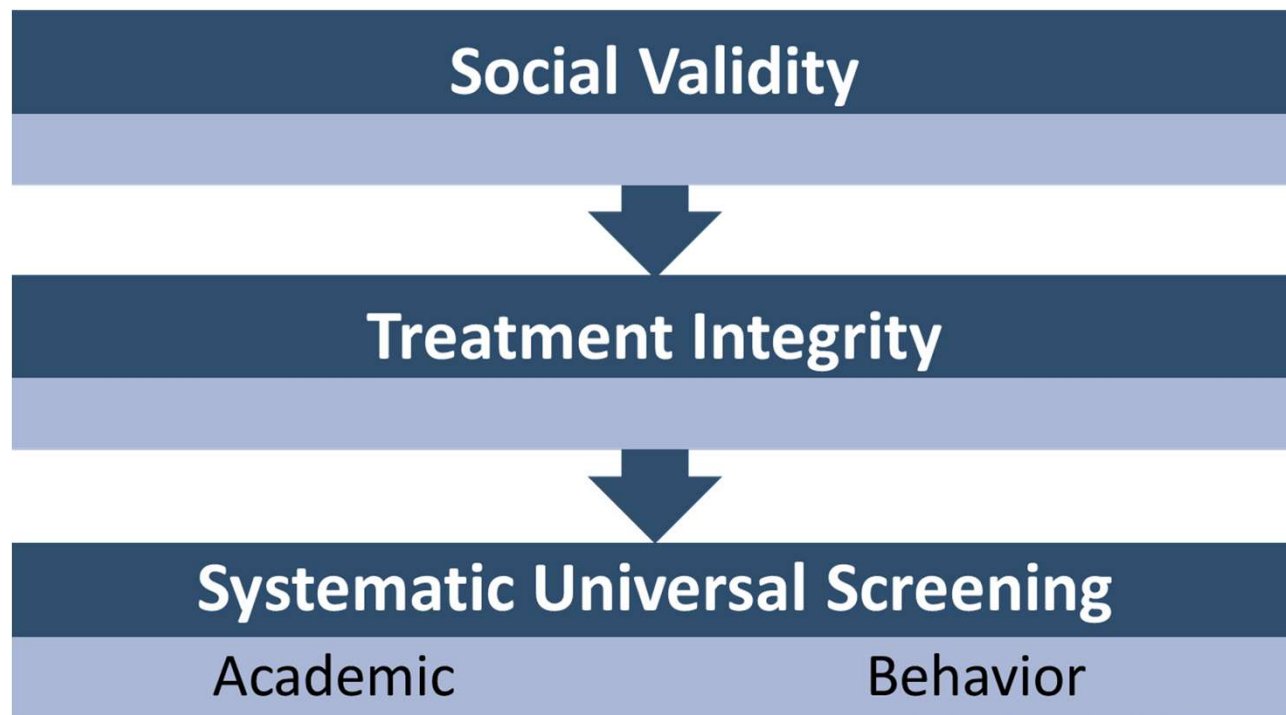


Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention



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What types of data can be used?



Social Validity:

How do stakeholders view the plan?

Social validity refers to the level of:

- Social significance of intervention goals
- Social acceptability of intervention procedures
- Social importance of intervention outcomes

(Wolf, 1978)

Assessed using the Primary Intervention Rating Scale (PIRS)

Social Validity: [PIRS](#) Results

Year	Fall: <i>n</i>	Fall: % (<i>SD</i>)	Spring: <i>n</i>	Spring: % (<i>SD</i>)
2025-2026	32	85.39 (8.89)	TBD	TBD

Treatment Integrity:

Are we implementing our plan as intended?

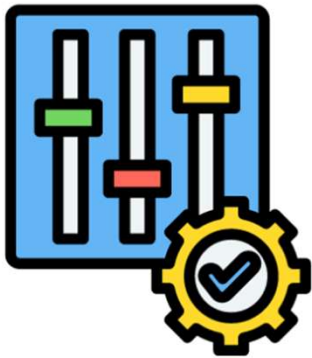
Treatment integrity can refer to:

- Adherence
- Dosage
- Quality

Method	Measure Name	Completed by: All Staff	Completed by: Randomly Selected Classrooms	Completed by: Ci3T Leadership Team
Survey	Ci3T Treatment Integrity: Teacher Self-Report and Primary Intervention Rating Scale	X		
Observation	Ci3T Treatment Integrity: Direct Observation		X	
Rubric	Tiered Fidelity Inventory (TFI)			X

Behavioral and Academic Screening

How are students responding?



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered, low-
intensity
strategies

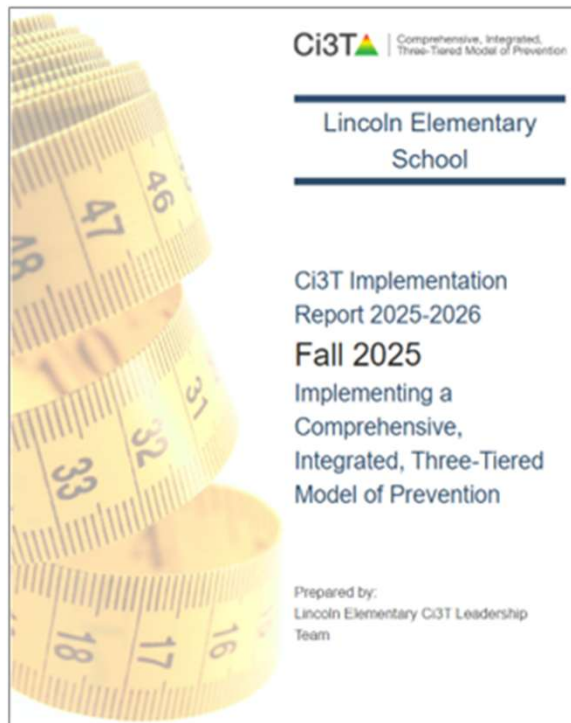


Connect
students to Tier
2 and Tier 3
interventions

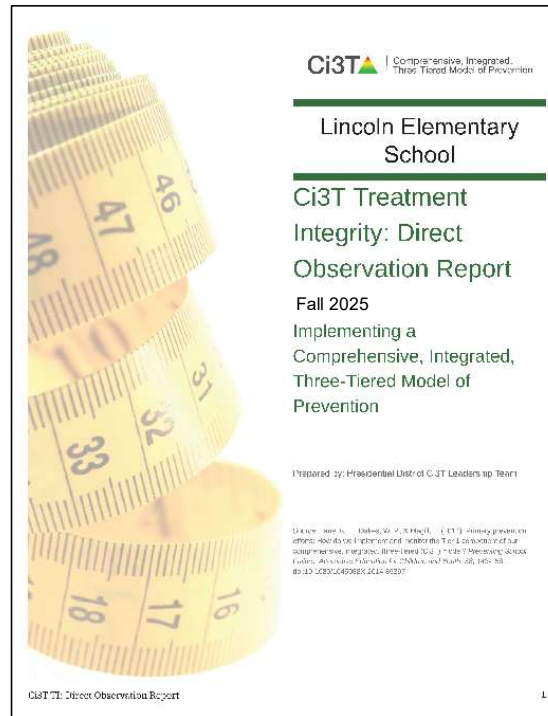
Data Reporting: Treatment Integrity and Social Validity

Primary Intervention Rating Scale (Social Validity)

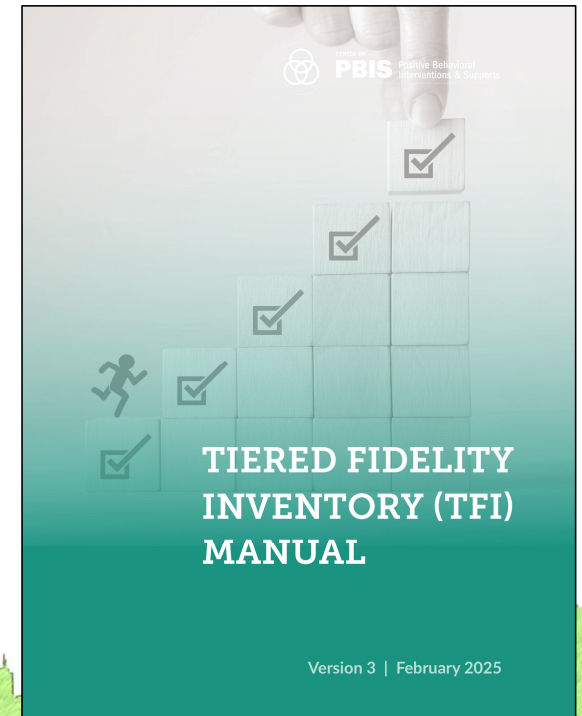
Ci3T Treatment Integrity: Teacher Self Report



Ci3T Treatment Integrity: Direct Observation

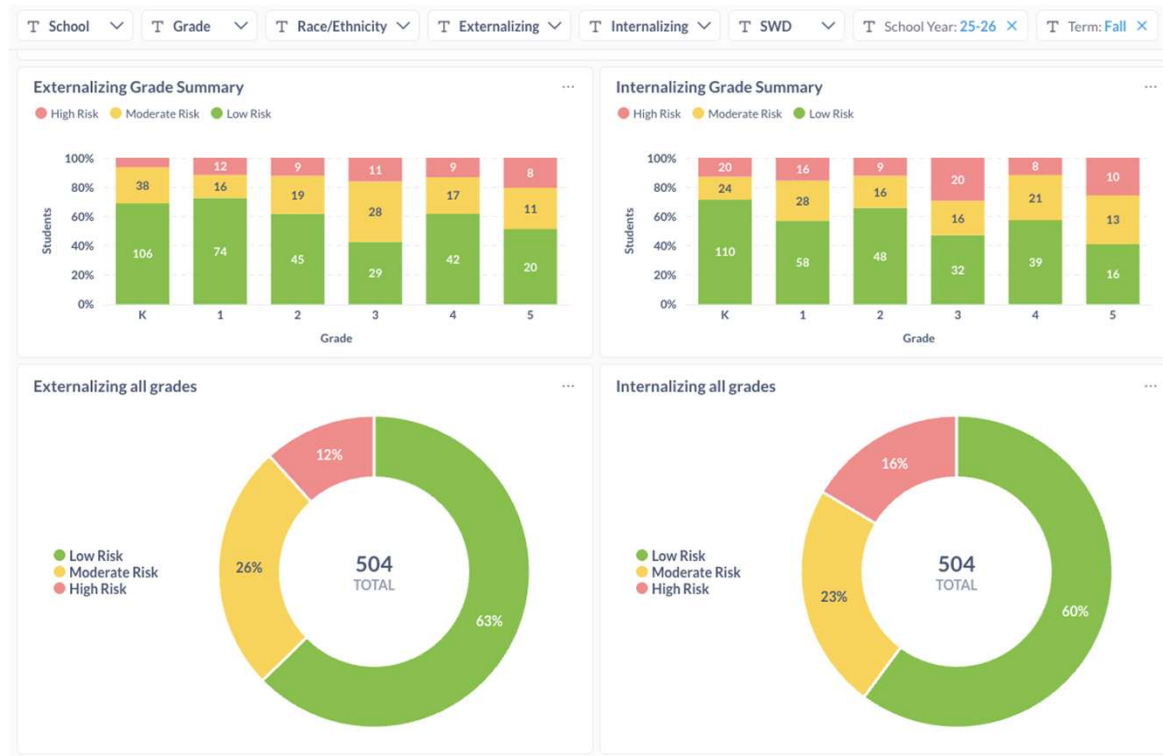


Tiered Fidelity Inventory



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Data Reporting: Systematic Screening



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Data Reporting: Integrated Data Dashboards (1)

Student ID	Last Name	First Name	Days Missed	Tardies	Nurse Visits	Office Discipline Referrals (Major)	Fall SRSS-Externalizing (SRSS-15)	Fall SRSS-Internalizing (SRSS-15)	Fall Oral Reading Fluency (%tile)	Fall Nonsense Word Fluency (%tile)	Fall Reading Comprehension (%tile)	Fall Vocabulary (%tile)	Fall Reading Composite (%tile)	Fall Reading Composite Risk Level	Fall Concepts & Applications (%tile)	Fall Mental Computation Fluency (%tile)	Fall Number Computation Fluency (%tile)	Fall Math Composite (%tile)	Fall Math Composite Risk Level	Notes
122006	Campbell	Adison	4	4	0	0	2	6	64	70	96	99	96	LOW	57	68	68	65	LOW	
122187	Scott	Thomas	1	1	1	0	1	0	21	68	41	88	54	LOW	42	72	56	54	LOW	
122295	Brooks	Maya	0	1	4	0	2	3	7	82	21	37	21	MODERATE	47	96	14	67	LOW	
122304	Mulder	Jill	2	1	9	0	1	0	43	38	51	37	43	LOW	47	59	14	45	LOW	
122308	Fowler	Vanessa	1	5	12	0	0	0	46	22	45	37	42	LOW	26	38	14	21	MODERATE	
122313	Watts	Deshaun	0	1	2	0	0	0	60	90	93	96	91	LOW	88	90	88	90	LOW	
122318	Garcia	Carlos	1	1	1	0	0	0	36	54	88	88	79	LOW	62	74	14	62	LOW	
122334	Hawkins	Julia	1	9	4	0	0	1	78	13	88	49	76	LOW	42	24	14	32	MODERATE	
122348	Nashar	Ayasha	2	1	3	0	0	0	62	99	68	96	80	LOW	80	99	98	95	LOW	
122352	Cole	James	5	7	3	1	4	0	1	31	16	27	13	HIGH	8	38	34	6	HIGH	
122363	Hill	Tyrez	2	0	1	0	1	0	48	76	84	75	72	LOW	88	92	14	86	LOW	
122366	Shaftoe	Robert	5	2	6	0	12	5	1	42	8	5	3	HIGH	5	44	46	4	HIGH	
122371	Flaherty	Julia	1	3	1	0	0	0	35	65	51	13	30	MODERATE	57	84	14	63	LOW	
122376	Heinz	Karl	1	2	2	0	5	0	17	88	26	37	27	MODERATE	22	91	76	55	LOW	
122395	Xiao	Ivy	0	1	3	0	1	0	24	76	51	27	34	LOW	47	84	56	63	LOW	
122411	Turner	Tony	3	1	3	0	2	0	10	42	16	37	20	MODERATE	8	54	34	7	HIGH	
122445	Bevins	William	3	2	6	1	13	3	78	96	56	49	61	LOW	88	93	97	94	LOW	
122447	Reed	Fenton	3	0	2	0	0	0	27	94	56	49	46	LOW	88	99	68	93	LOW	
122461	Greenwood	John	2	0	11	0	2	3	44	94	62	19	39	LOW	52	84	98	82	LOW	
122581	Ferguson	Ada	2	1	4	0	0	0	68	85	96	96	94	LOW	88	96	14	88	LOW	
122608	Dixon	James	1	1	4	0	0	0	63	72	72	61	66	LOW	62	80	51	69	LOW	
122633	Martin	Reid	0	0	1	0	0	0	52	38	56	27	43	LOW	32	7	68	32	MODERATE	
122643	Myers	Edith	4	11	1	0	0	0	66	22	62	19	45	LOW	32	38	14	27	MODERATE	
122802	Perry	Lily	3	3	6	0	5	1	20	4	51	5	18	MODERATE	12	7	14	5	HIGH	

attendance

behavior
screening

academic
screening

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Data Reporting: Integrated Data Dashboards (2)

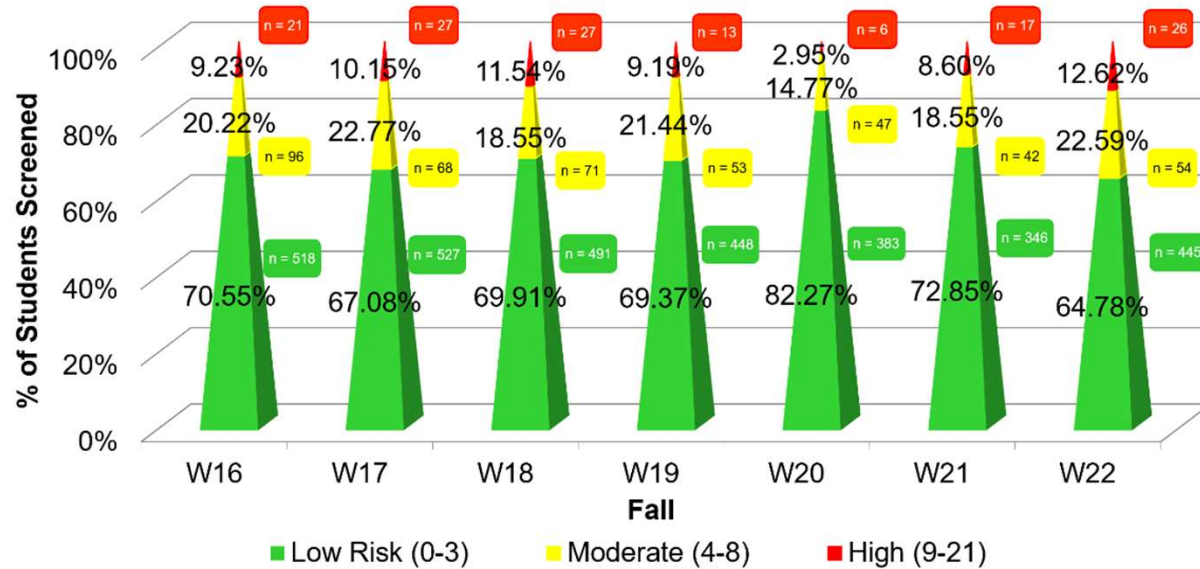
Student ID	Ext Cat	Int Cat	Chronically Absent	Attendance Rate	Grade	Race/Ethnicity	SWD	Disability	Section 504	E7	+
	Low Risk	Low Risk	No	100	K	Black	Continuing Student	Developmentally Delayed (age 3-9)	N	3	0
	Low Risk	Low Risk	No	100	K	Black	Continuing Student	Developmentally Delayed (age 3-9)	N	3	0
	Moderate Risk	Low Risk	Yes	87.88	K	White			N	6	0
	Moderate Risk	Low Risk	Yes	87.88	K	White			N	6	0
	Low Risk	High Risk	No	100	K	White			N	1	4
	Low Risk	High Risk	No	100	K	White			N	1	4
	Low Risk	Low Risk	No	100	K	Hispanic/Latino	Continuing Student	Speech / Language Disabilities	N	0	0
	Low Risk	Low Risk	No	100	K	Hispanic/Latino	Continuing Student	Speech / Language Disabilities	N	0	0
	Moderate Risk	High Risk	No	100	K	White	Continuing Student	Developmentally Delayed (age 3-9)	N	4	4
	Moderate Risk	High Risk	No	100	K	White	Continuing Student	Developmentally Delayed (age 3-9)	N	4	4
	Low Risk	Moderate Risk	No	100	1	White			N	0	2
	Moderate Risk	Moderate Risk	No	96.97	1	White	Entering From Ano...	Intellectual Disability	N	5	2
	Moderate Risk	Moderate Risk	No	96.97	1	Multi			N	6	3
	Moderate Risk	High Risk	No	90.91	1	White			N	7	6
	High Risk	Moderate Risk	Yes	69.7	1	Hispanic/Latino			N	11	2
	Low Risk	Moderate Risk	Yes	87.88	1	White			N	3	3
	High Risk	High Risk	No	93.94	1	Hispanic/Latino	Continuing Student	Developmentally Delayed (age 3-9)	N	12	7
	High Risk	High Risk	No	90.91	2	White			N	13	8
	Low Risk	Moderate Risk	Yes	81.82	2	White			N	2	3

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A Scenario (1)

Winter 2022 SRSS-Externalizing Results – Middle School Level



A Scenario (2)

Grade Level	<i>N</i> Screened	Low <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
6	96	68 (70.83%)	17 (17.71%)	11 (11.46%)
7	126	79 (62.70%)	32 (25.40%)	15 (11.90%)
8	79	48 (60.76%)	19 (24.05%)	12 (15.19%)

Field	Mean	Standard Deviation	Responses
Teaching %	66.16	17.31	38



Field	Mean	Standard Deviation	Responses
Reinforcing %	61.73	18.78	37



Field	Mean	Standard Deviation	Responses
Monitoring %	51.52	23.17	37



Field	Mean	Standard Deviation	Responses
Total	59.97	16.23	38





Ci3T Comprehensive, Integrated,
Three-Tiered Model of Prevention

**Lincoln Elementary
School**

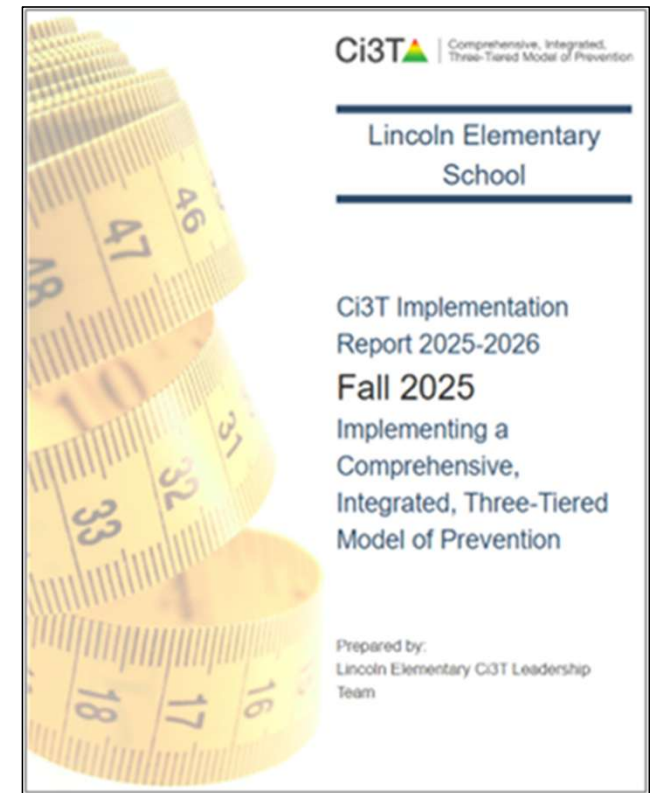
**Ci3T Implementation
Report 2025-2026
Fall 2025**

Implementing a
Comprehensive,
Integrated, Three-Tiered
Model of Prevention

Prepared by:
Lincoln Elementary Ci3T Leadership
Team

Procedures for Teaching

Field	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	1.32	1.43
2. Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)?	2.03	0.97
3. Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)?	1.63	1.02
4. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2.65	0.58
5. Did I differentiate instruction (academic tasks) as needed?	2.43	0.69
6. Did I make individual modifications to support students' social or behavioral needs?	2.51	0.60
7. Did I keep students engaged from the beginning to the end of class?	1.97	0.57
8. Did I conduct daily starting activities?	1.85	0.88
9. Did I conduct daily closing activities?	1.47	0.78
10. Did I consistently use a positive tone during student interactions?	2.43	0.55
11. Did I check for understanding when giving directions to students?	2.47	0.60
12. Did I use clear routines for classroom procedures?	2.49	0.65
13. Did I integrate social skill content into my instruction?	2.06	0.79
14. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.39	0.55
15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.85	0.97
16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.26	1.05
17. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.60	0.80
18. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	1.70	1.09
19. Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)?	1.13	1.18
20. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.28	0.87



Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

Lincoln Elementary School

Ci3T Implementation Report 2025-2026 Fall 2025

Implementing a Comprehensive, Integrated, Three-Tiered Model of Prevention

Prepared by:
Lincoln Elementary Ci3T Leadership Team

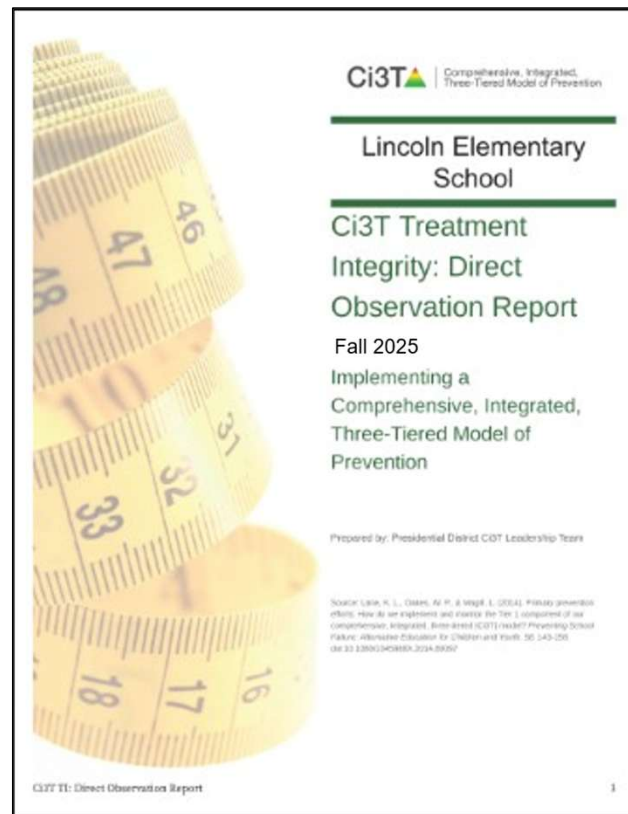
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9. Did I conduct daily closing activities?	1.47	0.78
10. Did I consistently use a positive tone during student interactions?	2.43	0.55
11. Did I check for understanding when giving directions to students?	2.47	0.60
12. Did I use clear routines for classroom procedures?	2.49	0.65
13. Did I integrate social skill content into my instruction?	2.06	0.79
14. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.39	0.55
15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	1.85	0.97
16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.26	1.05
17. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.60	0.80
18. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	1.70	1.09
19. Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)?	1.13	1.18
20. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.28	0.87

Procedures for Teaching

Procedures for Teaching - Outside observer perspective (descriptive statistics; maximum score for each item = 3)

Procedures for Teaching (outside observer perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	0.41	1.03
2. Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	2.61	0.92
3. Did I differentiate instruction (academic tasks) as needed?	2.45	0.84
4. Did I make individual modifications to support students' social or behavioral needs?	2.50	0.79
5. Did I keep students engaged from the beginning to the end of class?	2.68	0.63
6. Did I conduct a starting activity?	1.25	1.48
7. Did I conduct a closing activity?	0.60	1.20
8. Did I consistently use a positive tone during student interactions?	3.00	0.00
9. Did I check for understanding when giving directions to students?	2.32	1.10
10. Did I use clear routines for classroom procedures?	2.74	0.53
11. Did I integrate social skill content into my instruction?	0.47	0.78
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.26	0.85
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	0.50	1.12
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.00	0.00
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.32	0.73
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	2.83	0.38
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.68	0.70



4. Did I make individual modifications to support students' social or behavioral needs?	2.00	0.78
5. Did I keep students engaged from the beginning to the end of class?	2.68	0.63
6. Did I conduct a starting activity?	1.25	1.48
7. Did I conduct a closing activity?	0.60	1.20
8. Did I consistently use a positive tone during student interactions?	3.00	0.00
9. Did I check for understanding when giving directions to students?	2.32	1.10
10. Did I use clear routines for classroom procedures?	2.74	0.53
11. Did I integrate social skill content into my instruction?	0.47	0.78
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.26	0.85
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our Ci3T Implementation Manual?	0.50	1.12
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.00	0.00
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.32	0.73
16. Did I teach Tier 1 core content according to district and state standards as defined in our Ci3T Implementation Manual?	2.83	0.38
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.68	0.70



Staff Interview Questions

Interview at least 10% of staff or at least five staff members for smaller schools.

1. What are the schoolwide expectations or values (e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one)? *[Use to score TFI Item 1.3 Schoolwide Expectations]*
2. Have you taught the behavioral expectations defined in the schoolwide matrix this year? Y or N.
[Use to score TFI Item 1.4 Schoolwide Expectations Taught]

If staff person is a classroom teacher:

- a. Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)? Y or N. *[Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms]*
- b. Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum? Y or N. *[Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms]*

If yes, can you give an example of one way you have done this? Check any categories provided:

- ☐ embedding prompts for expectations during lesson introductions
 - ☐ highlighting examples and non-examples of expectations found in curricular materials
 - ☐ providing structured opportunities to demonstrate expectations within academic routines
 - ☐ delivering student feedback and acknowledgment for demonstrating expectations across instructional activities
3. Have you acknowledged students for demonstrating behaviors or skills reflected on the schoolwide matrix within the last week? Y or N. *[Use to score TFI Item 1.5 Schoolwide Acknowledgment]*



TIERED FIDELITY INVENTORY (TFI) MANUAL

Version 3 | February 2025



What now?

- Wouldn't it be nice if we had...
 - A bank of free-access, well-aligned professional learning materials?
 - A teaming structure capable of using data to inform professional learning decisions?
 - District support for creating opportunities for professional learning?



What resources are available to support data-informed professional learning?

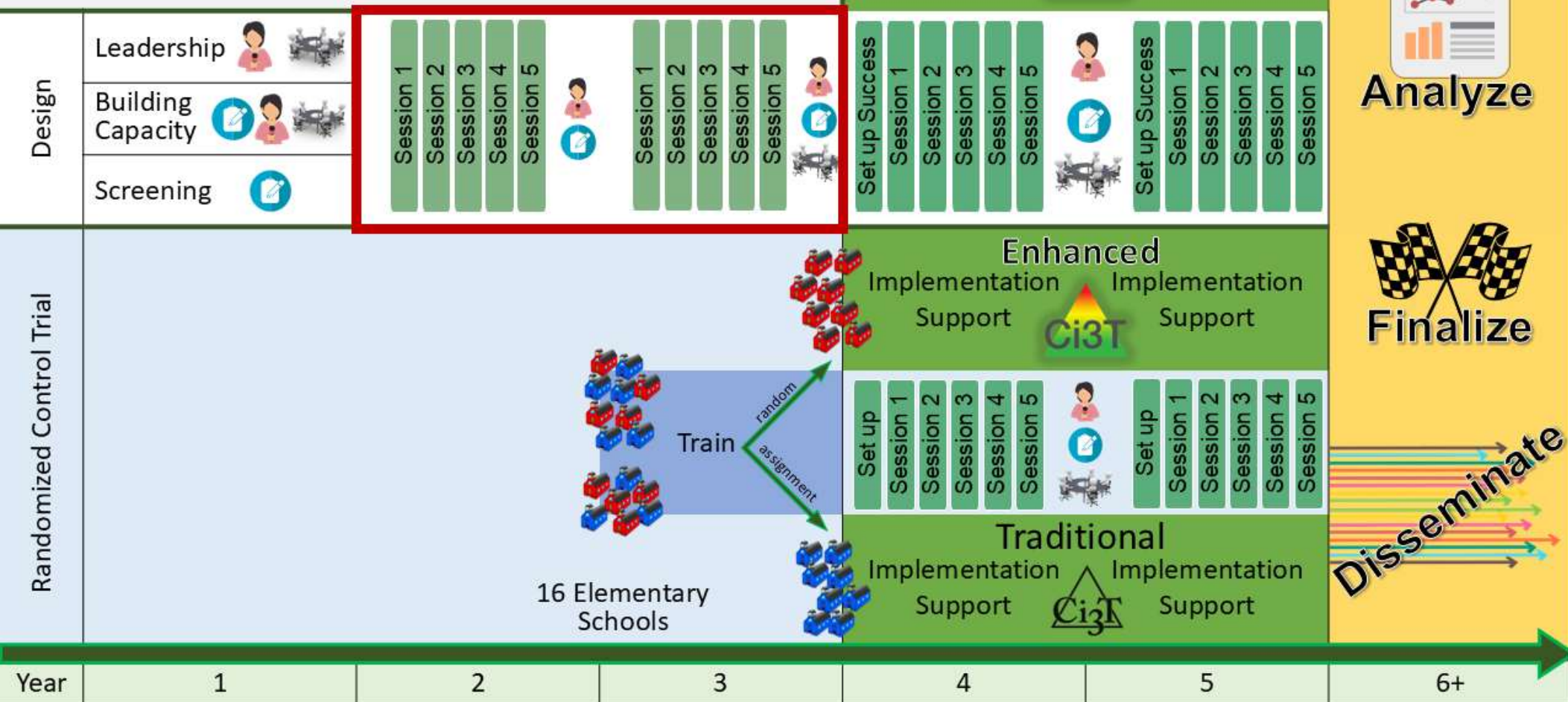


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Enhancing Ci3T Modules (1)

- 40+ free-access professional learning modules available at ci3t.org/enhance
- Topic areas:
 - Serving as a Ci3T Leader
 - Selecting and Installing Behavior Screeners
 - Primary (Tier 1) Prevention efforts
 - Low-intensity, Teacher-delivered Strategies
 - Implementing Secondary (Tier 2) Strategies
 - Implementing Tertiary (Tier 3) Strategies
 - Foundational Knowledge





Leadership:

Perceived facilitators and barriers to implementation

Top Leadership Needs

Onboarding and Training

Communicating the Vision of Ci3T

Providing Professional Learning for Faculty and Staff



Empirical

Ci3T Leadership Team Members' Perceived Facilitators and Barriers to Implementation

David James Royer, PhD, BCBA¹, Amy M. Briesch, PhD²,
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In this qualitative study we sought to understand the experiences of K-12 school personnel serving on Comprehensive, Integrated, Three-Tiered (Ci3T) leadership teams. We conducted 22 semi-structured interviews and five focus groups across three states and five school districts to determine team members' perceptions regarding facilitators and barriers to Ci3T implementation. We determined from common themes three priority areas for continued professional learning to support Ci3T implementation: (a)

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Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2021). Ci3T Leadership Team Members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 32(6). <https://doi.org/10.1177/10526846221095753>

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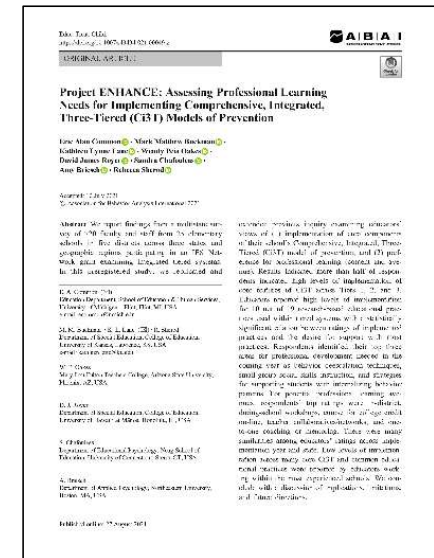
Building Capacity: Assessing Professional Learning Needs

Top Professional Learning Needs

De-escalation techniques

Social skill instruction

Supports for students with internalizing behavior patterns



Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chafouleas, S., Briesch, A., & Sherod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. *Education and Treatment of Children*. <https://doi.org/10.1007/s43494-021-00049-z>

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Building Capacity: Assessing Professional Learning Preferences

Preferred Professional Learning Avenues

In-district workshops
(during school hours)

Online courses for college credit

Teacher collaborative networks

Asynchronous opportunities
(e.g., web-based modules, webinars)



Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chafouleas, S., Briesch, A., & Sherod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. *Education and Treatment of Children*. <https://doi.org/10.1007/s43494-021-00049-z>

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Enhancing Ci3T Modules (2)



Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Measures Presentations Professional Learning **Enhancing Ci3T Modules**

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers

Project ENGAGE

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

Revising for the year ahead

Fall Screening Window (2 weeks) Opens 4-6 weeks after school begins

Winter Screening Window (2 weeks) First 2 weeks of December

Spring Screening Window (2 weeks) Opens 4-6 weeks before school ends

Fall Treatment Integrity and Social Validity Window (2 weeks)

Spring Treatment Integrity and Social Validity Window (2 weeks)

First time module users for 2024-2025 [view informational letter and register here!](#)

If you would like to share your thoughts and ideas related to usage (e.g., website usability, functionality) or Ci3T professional learning experiences and resources you engage with, we invite you to complete the [Ci3T Usage Rating Profile](#).

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Navigating Ci3T Modules

Access module content by reading page by page (like a book), watching the interactive resource, or using the table of resources to locate specific items (e.g., infographic, video)

The screenshot shows the 'Enhancing Ci3T' module interface. A sidebar on the left lists the table of contents, including 'Objectives', 'Overview', 'USING TEAMS TO GUIDE Ci3T', and various steps. The main content area features a title 'Enhancing Ci3T' with a subtitle 'Leading in a Ci3T System' and a section 'Understanding Roles and Responsibilities'. Below this is a table of authors, designers, and contributors. At the bottom, there is a section for an interactive resource. Annotations with arrows point to specific features: 'Search and accessibility features' at the top, 'Click "overview" for the table of resources' pointing to the sidebar, 'Click the arrow to go to the next page' pointing to a right arrow, 'Use the sidebar to navigate chapters' pointing to the sidebar, and 'Access the interactive resource version of the module' pointing to the interactive resource section.

Search and accessibility features

Click "overview" for the table of resources

Click the arrow to go to the next page

Use the sidebar to navigate chapters

Access the interactive resource version of the module

Enhancing Ci3T
Leading in a Ci3T System
Understanding Roles and Responsibilities
Ci3T Project ENHANCE Research Team

To cite this module:
Ci3T Project ENHANCE Research Team. (2021, August). *Leading in a Ci3T system: Understanding roles and responsibilities*. Author. <https://www.ci3t.org/enhance>

Authors	Designers	Contributors
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David James Royer		

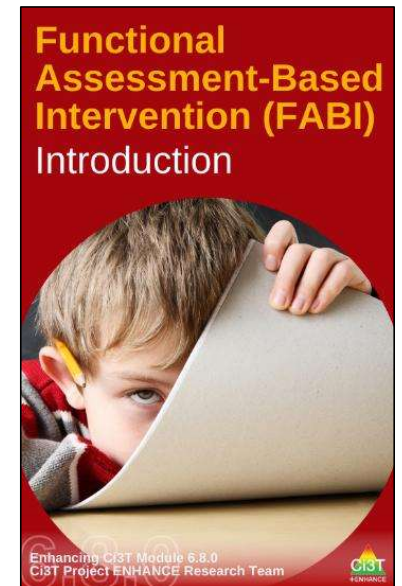
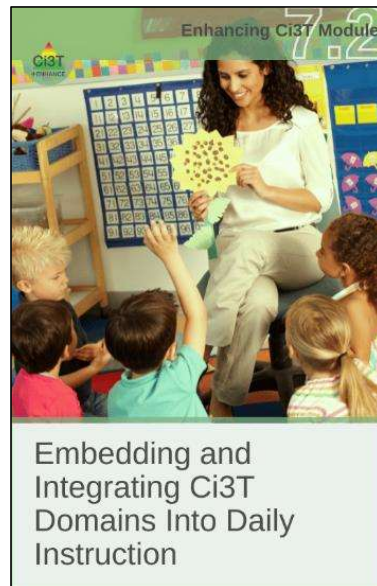
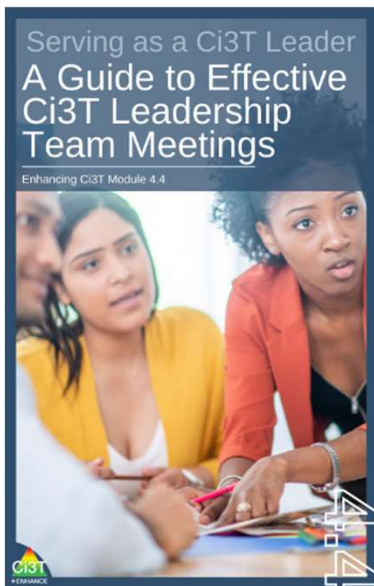
Note. Names listed in alphabetical order.

View this module's interactive resource that can be used as a stand alone tool or in conjunction with this eBook text!

- All modules available as eBook or Interactive Resource
- Include downloadable resources (e.g., infographic, templates), multimedia (e.g., videos) and interactive activities



Exploring Enhancing Ci3T Modules: Examples Across Tiers & Users



Exploring Enhancing Ci3T Modules:

Ci3T Leadership Team Members



6 Introduction

With characteristics of effective Ci3T Leadership Teams considered, the team can now engage in a process called TIPS to make data-informed decisions efficiently and effectively (Newton et al., 2009; Gage & McDaniel, 2012). Though there are many problem-solving models (Bransford & Stein, 1984; Deno, 1989, 2005; Gage & McDaniel, 2012) most agree problem solving involves the following elements:

- Identify problem(s)
- Develop and refine hypotheses to the reasons why problem(s) are occurring
- Generate ideas with discussion towards possible solutions
- Select solution
- Develop action plan
- Implement action plan
- Evaluate and revise action plan as needed

TIPS Process Overview

with Rob Horner

The elegance of these recommendations for engaging in TIPS is that it allows Ci3T Leadership Team members to partition potential bias (e.g., inherent values and beliefs influencing our judgement) by using

Objectives

Overview

1 Introduction

SETTING UP STRUCTURES FOR EFFECTIVE TEAM MEETINGS: FOUR EASY STEPS

2 Introduction

Step 1: Update your Ci3T Leadership ...

Step 2: Schedule Monthly Ci3T Leade...

Step 3: Identify Subcommittees and R...

Step 4: Set Up a Digital Workspace

3 Summary

CHARACTERISTICS OF EFFECTIVE Ci3T LEADERSHIP TEAM MEETINGS

4 Introduction

Characteristic 1: Predictable Commun...

Characteristic 2: Comfortable Environ...

Characteristic 3: Punctuality

Characteristic 4: Well-defined Roles

Ci3T Leadership Team Meeting Agendas and Minutes

07/xx/21 Meeting

Meeting Information

Time: Room: Zoom link: Data sources to review: Agenda topics to be discussed today and additional discussion topics as needed:

Primary Title 1: Prevention Considerations when planning:

- Assessments, Evaluation, and Social Skills
- Notes and Recommendations
- Proposed Plan for Teaching
- Assessments for Monitoring
- Proposed Plan for Monitoring

Topic/Issue	Time Allocated	Lead	Next Steps
Secondary Title 2: Remediation (see a third Considerations when planning:			
- What interventions are being utilized? - How many students are working directly? - What supports do teachers need to implement interventions with integrity? - Are students receiving the "if support" being necessary?			
Primary Title 3: Prevention (see a third Considerations when planning:			
- What interventions are being utilized? - What supports do teachers need to implement interventions with integrity? - Are students receiving the "if support" being necessary?			
Topic/Issue	Time Allocated	Lead	Next Steps

This presentation was developed as part of the U.S. Department of Education IES-funded Grant ED04M0062 to Educational Community Supports at the University of Oregon. © Educational Community Supports, University of Oregon, 2022

Action Steps

Logistics Action Items

Use for planning steps for supporting implementation (e.g., supporting Procedures for Teaching, Reinforcing, and Monitoring).

Action Item	Person(s) Responsible	Planned Completion Date	Date Completed
Completed Items			

Problem-solving Action Plan

Use for Team-Initiated Problem Solving (TIPS), which involves using school-wide data to identify challenges and make action plans

Problem Statement	Hypothesis (why)	Solutions/Tasks	Who?	By when?	Goal, Timeline, & Decision Rules

Exploring Enhancing Ci3T Modules: Tier 1

Embedding and Integrating Ci3T Domains Into Daily Instruction

Marker Tools Presenter Info Notes Outline Resources

Integrated Lesson Plan

A Flexible Tool to Organize Ingredients of Tier 1 Instruction

Date: _____ Class: _____ Unit: _____

Topic: _____

Standards: _____

Core Lesson Elements	Tier 1 (for all)	Equitable Access and Inclusion Differentiated Objectives	Active Supervision	Behavior Specific Praise	High-Priority Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Academic Objective(s)									
Social Skills Objective(s)									
Behavioral Expectation(s)									
Materials & Technology		Adapted or Assistive Technologies							
Opening Activity (independent)		Instructional Choices							

50 of 68 < PREV NEXT >

Perspective Taking and Roll of Thunder, Hear my Cry (Taylor, 1926)

Watch on

Integrating Academic, Behavior, and Social Domains
Linguini, Masking Tape, and a Ping-Pong Ball

Watch on

Working Together: Listening, Asking, Sharing, Compromising

Watch on



Embedding and Integrating Ci3T Domains Into Daily Instruction

Exploring Enhancing Ci3T Modules: Tier 2

Tips for Effective RRR Instruction

As you prepare to implement RRR lessons, make a mental note of which materials (e.g., strategy cards) you will need to implement the lesson. Become familiar with the location of specific resources (e.g., *Story Cards: Caveman Carl*) as you read over the lesson plan. You might consider bookmarking our online resources to your web-browser for quick access. We suggest reading over the prompts where students are asked to share personal information or provide examples. You may consider brainstorming your own examples during your preparation in case students are initially hesitant to respond during the discussion. This helps lessen lulls in conversation which may occur. You can situate these examples as relevant to the student as possible by providing an in-class example of a situation that recently occurred (e.g., fire drill). As you become familiar with the lessons and their format over time, we believe it will take you less time to prepare for individual lessons. When getting started, we recommend setting aside 5-10 minutes to prepare for each lesson.

Quotes from Teachers who have implemented RRR:

"It took 2-5 minutes to prep for lessons." – 3rd Grade Teacher

"Prep was easy." – 5th Grade Teacher

During lesson instruction, we have provided a pacing guide of time estimates. We encourage you to spend more or less time as you see fit, depending on the needs of your students. For example, the section on setting expectations for the session aligned with your school's expectations (i.e., Be responsible) should be a quick 1-2 minute section. If you find yourself taking more time than we allotted, reflect on this as you prepare for the next lesson. While we want to provide space for student input and sharing, consider the sections where this may be most impactful when allotting time. Additionally, effective instruction should include low-intensity strategies interwoven throughout the lesson, just as you would when teaching academics! Check out the Interaction below for more tips and tricks to integrating these strategies not only during RRR, but throughout your entire school day.

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

The big idea of this Record lesson is to provide new tools to students that will help them become more aware of times when they may be having anxious thoughts and feelings and prompt them to use strategies that can help them manage those feelings and increase their academic engagement. Students will learn content-related vocabulary and practice recording their thoughts and feelings, academic engagement, and use of strategies. The **Student Materials: Self-Monitoring Sheet** that you will introduce to them can be used in any school setting.

Lesson Materials

This table previews all the materials that you will need for this lesson. You can access the full size of each material in the RRR Instruction Hub (look for the Materials tab in the accordion for each lesson). Feel free to either present these materials digitally or print paper copies, whichever you prefer.

Name	Preview
Visual Cue Cards: Engaged or Distracted Activity (20)	
Student Materials: Feelings Recording Card (laminated)	

Materials were initially developed as part of Project ENHANCE, an Institute of Education Sciences (IES) funded research grant (R224H100002, H2017J00149000), and are currently being tested as part of IES-funded Project ENHANCE (R224H100002, H2017J00149000). Please do not reproduce or share any materials contained herein.

Enhancing Ci3T Modules
6.3.2.6



Recognize. Relax. Record.
An intervention package for students struggling with anxious feelings

Guided Imagery Steps



-  Sit or lie down.
-  Close eyes, take deep breaths.
-  Think of a safe or calm place.
-  What sounds and scents do you experience?
-  Think of a path to walk down. What do you see?
-  Just be in the safe, calm space. Breathe.
-  After two minutes, open your eyes slowly.

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Exploring Enhancing CizT Modules: Tier 3



5 Steps to Design, Implement, and Evaluate FABI

Functional Assessment-Based Intervention (FABI) is a five-step manualized process, grounded in applied behavior analytic (ABA) principles, to build an intervention personalized for each student based on the reasons why a particular concerning behavior is occurring.

- 1 Identify Students Who May Need a Functional Assessment-Based Intervention**
Teams use schoolwide data (e.g., behavior and academic screening, office discipline referrals, academic data) to determine which students may benefit from this intensive Tier 3 intervention.
- 2 Conducting the Functional Assessment**
 - Data are collected through informal classroom observations, teacher interviews, family and student interviews, rating scales, and direct observation (A-B-C data collection).
 - Target and replacement behaviors are operationally defined.
 - Data from the functional assessment are organized using the Function Matrix and a hypothesis statement is written to clarify the function of the student's behavior (e.g., access or avoid attention, tangibles, activities, or sensory).
- 3 Collecting Baseline Data**
 - Teams select a behavior measurement system (e.g., momentary time sampling).
 - Baseline data (about 5 observations) are graphed and monitored to inform phase change decisions.
- 4 Designing the Functional Assessment-Based Intervention**
Use the Function-Based Intervention Decision Model to select an intervention method.
 - Method 1: Teach the Replacement Behavior
 - Method 2: Adjust the Environment
 - Method 3: Shift the Contingencies
 - Method 1 and 2: Teach the Replacement Behavior and Adjust the Environment
- 5 Testing the Intervention**
Implement and evaluate the intervention with an emphasis on:
 - Student outcomes
 - Treatment integrity
 - Social validity

For more information visit cizt.org/fabi

Completion Checklist

Step 1: Identifying Students Who May Need a Functional Assessment-Based Intervention (FABI)

School: _____ District: _____ Date: _____

Team Members:

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

Coach: _____

Checklist – Step 1: Identifying Students Who May Need a Functional Assessment-Based Intervention (FABI)

Estimated Time: _____ week Start Date: _____ End Date: _____

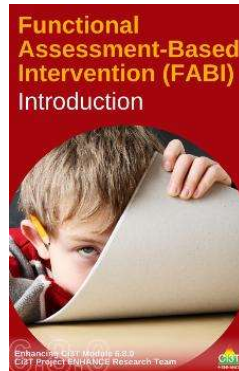
Check when completed	Item
☐	Communicate with parents (or guardians) and secure permission to conduct the Functional Assessment-based Intervention (use your district procedures and forms for subsequent students).
☐	Talk to the student to answer questions (assent according to your district procedures).
☐	Complete, confirm, and turn in Referral Checklist: Functional Assessment-Based Interventions (Handout 1 [HO1] on cizt.org/fabi)

Considerations for Need

☐ Does the student's behavior interfere with their learning or the learning of others? Or does the student pose a threat to themselves or others? (Dunlap & Yell, 2007)

☐ Has the student been nonresponsive to other intervention efforts?

*Form modified with permission of the University of Illinois at Chicago (UIC) and the University of Minnesota (UMN) Center for the Study of Ethical Development (CSED) and the University of Minnesota (UMN) Center for the Study of Ethical Development (CSED).



Enhancing Ci3T Modules: An Invitation to Explore and Share!



- We invite you to visit ci3t.org/enhance to explore all Enhancing Ci3T Modules
- You are welcome to use them yourself, and to share with colleagues



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How can my school / district / organization use available resources to create a data-informed professional learning journey?



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Partner Spotlight!

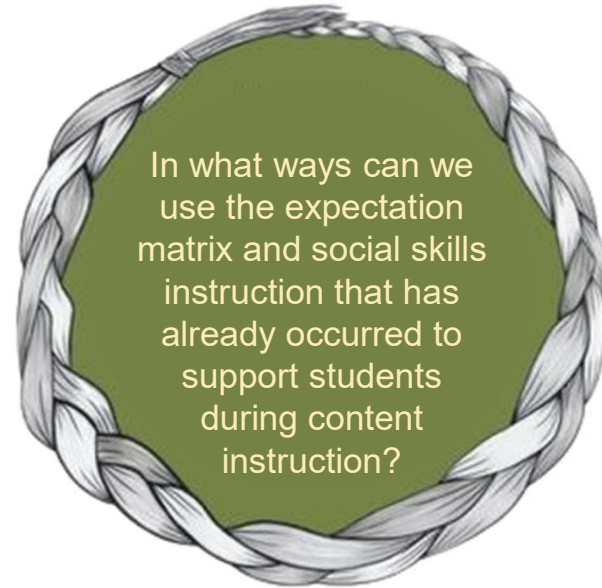
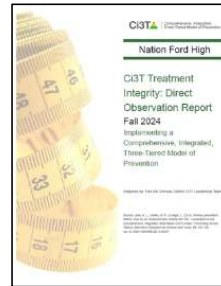
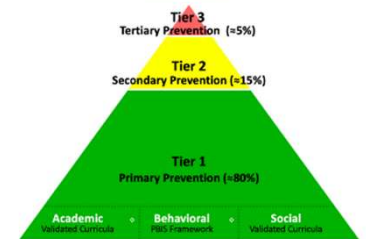
Amber Smith

- Director of Academic Intervention
- Fort Mill Schools
- South Carolina



Ci3T support (1)

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kolberg, & Meneses, 2009)



Fall 2024 Ci3T Survey Data: District-Wide

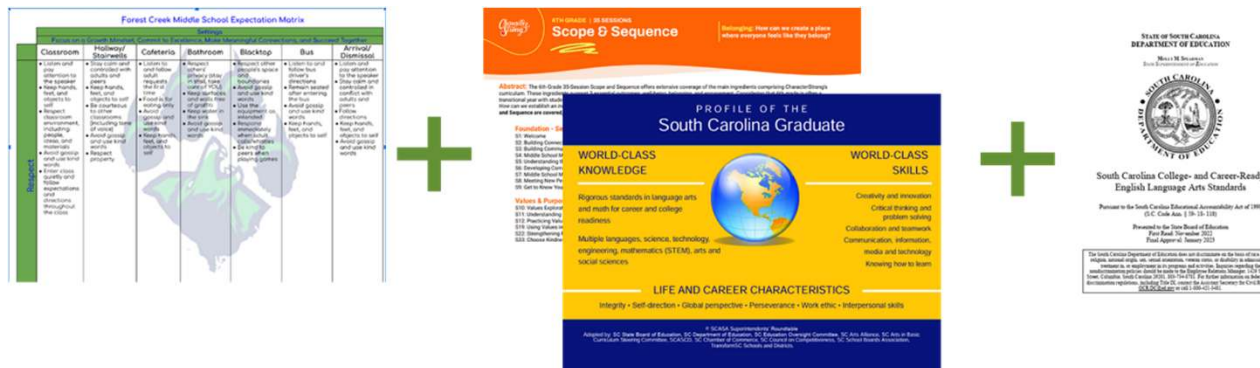
16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	2.13	0.92
17. Did I prompt or remind students of the social skills that would help them engage in the lesson?	2.31	0.81

Fall 2024 Ci3T Observation Data: District-Wide

14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.59	1.01
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.93	1.16

Ci3T support (2)

- In what ways can we use the expectation matrix and social skills instruction that has already occurred to support students during content instruction?



- Knowing the task you have presented to students, what from the expectation matrix and social skills will be helpful for the students to use to engage most effectively in the lesson?

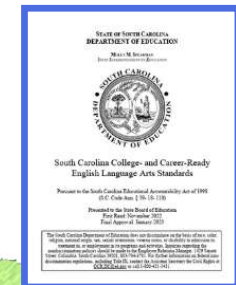
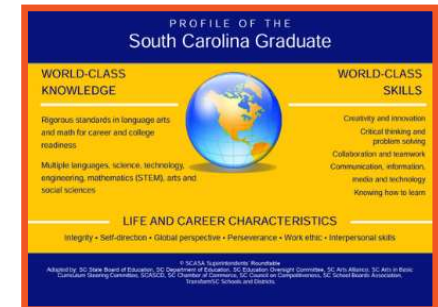
Ci3T support (3)

Low Intensity Supports: Precorrection

- Given at the beginning of the lesson

“Our school expectation is to give our best effort. That means staying positive and not giving up. That is an example of perseverance, one of our life & career characteristics. Today you will be working on some tasks that may frustrate you, but we will still want to give our best effort. What will that look like for you and your group?” 🌱

Forest Creek Middle School Expectation Matrix						
Settings						
Environments: Classroom, Cafeteria, Corridor, to Environments: Multi-Subject Connections and Support Together						
	Classroom	Hallway/ Stairwells	Cafeteria	Bathroom	Blockpat	Bus Arrival/ Dismissal
Respect	- Listen and pay attention to the speaker - Keep hands, feet, and objects to self - Respect classroom environment, of visiting people, and materials - Follow directions and use kind words - Enter class quietly and follow expectations and directions throughout the class	- Stay calm and controlled with adults and peers - Keep hands, feet, and objects to self - Be courteous to all students (including those who are visiting) - Avoid gossip and use kind words - Respect property	- Listen to and follow adult requests the first time - Food is for eating only - Be courteous to all students (including those who are visiting) - Keep hands, feet, and objects to self	- Respect other's privacy (stay out of lockers, stalls, etc.) - Keep surfaces and walls free of graffiti - Be courteous to all students (including those who are visiting) - Avoid gossip and use kind words	- Respect other's space and boundaries - Avoid gossip and use kind words - Use the equipment as intended - Respond appropriately when asked to play games - Be kind to others when playing games	- Listen to and follow bus driver's directions - Remain seated after entering the bus - Avoid gossip and use kind words - Follow directions - Keep hands, feet, and objects to self - Be kind to others and use kind words



Ci3T support (4)

Low Intensity Supports: Behavior-specific Praise

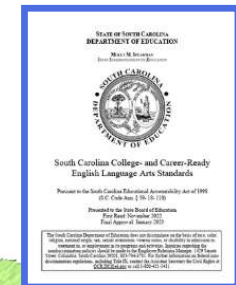
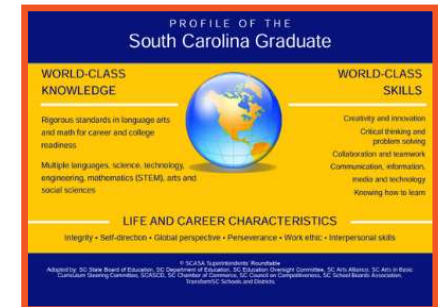
- Given during the lesson. Can be behavior, academic or both

"I noticed that when you and your partner had trouble getting your model organized, you took a deep breath and then said "what if we tried it this way" instead of giving up. Way to persevere and give it your best."

“I can see you giving your best effort when you annotated the article, so you could use it for text evidence later.”

Ask students to acknowledge peers and group members for meeting expectations and using social skills.

Forest Creek Middle School Expectation Matrix						
Settings						
Environments: Classroom, Cafeteria, Corridor, to Environments: Multi-Subject Connections and Support Together						
	Classroom	Hallway/ Stairwells	Cafeteria	Bathroom	Blockpat	Bus Arrival/ Dismissal
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Ci3T support (5)

- **Low Intensity Supports Tips**
 - Stick to the language of your matrix and the language of your social skills curriculum
 - Limiting your focus to one word from the expectation matrix is fine
 - Meeting expectations is the goal--not exceeding. This is how we encourage all students.
 - This can feel like a word salad to come up with spontaneously. It's okay to craft statements ahead of time.
 - Consider where this might fit in a PLT agenda



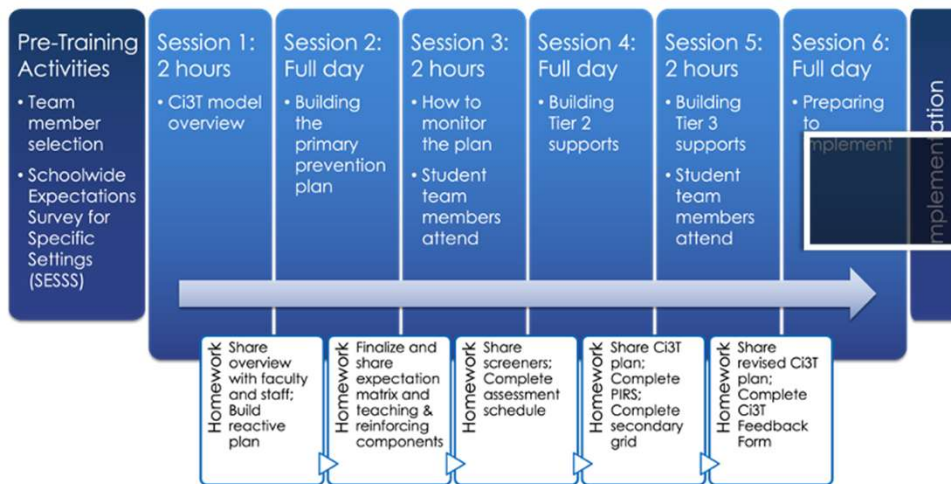
Ci3T support (6)

- **Tickets & Additional Resources**
 - If you are looking for ways to expand your use of tickets:
 - **Precorrection:** consider giving tickets to students who share examples of focused expectation or social skill (best effort & perseverance in our example) and acknowledge their contribution.
 - **Behavior-Specific Praise:** consider pairing this praise with tickets, focusing on students that are meeting the focused expectation or social skill (best effort & perseverance in our example) during the work time.

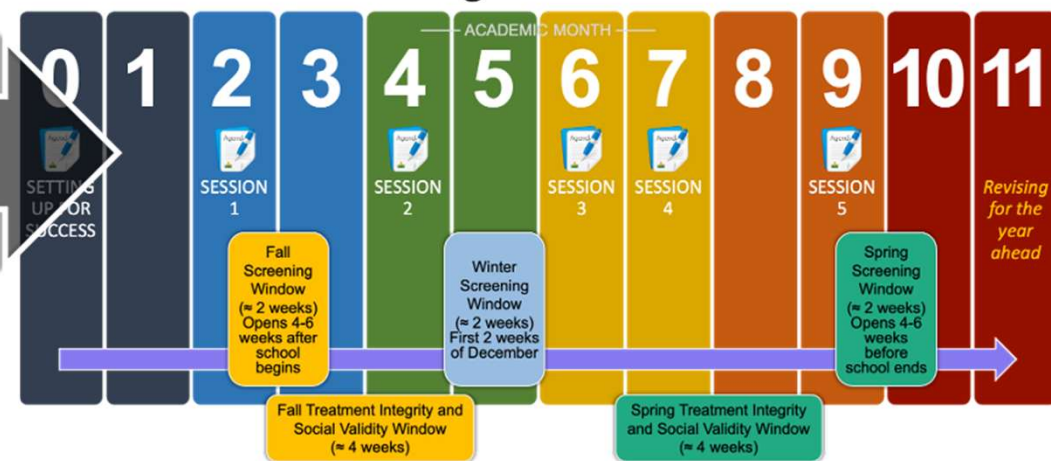


Ci3T Comprehensive Professional Learning Plan

Ci3T Professional Learning Series



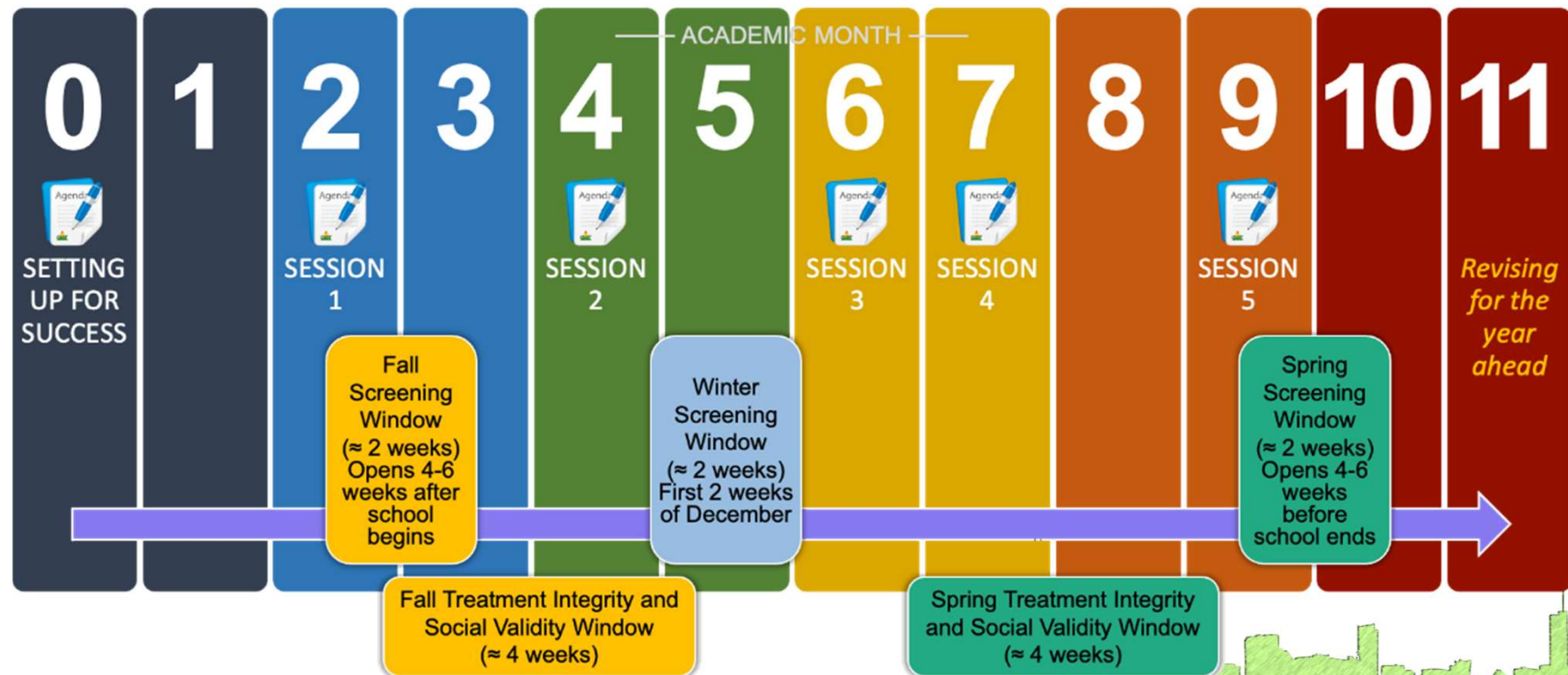
Ci3T IMPLEMENTATION Professional Learning Series



Enhanced Ci3T Implementation Series and Delivery

			Month												
		Activities	Designed for	0	1	2	3	4	5	6	7	8	9	10	11
Implementation & Professional Learning Activities	Communication and Meeting Structures	District Ci3T Leadership Team meetings	District Ci3T Leadership Teams												
		Principals meetings	Principals												
		District Ci3T Trainers and Coaches monthly meetings	Ci3T Trainers Ci3T Coaches												
		Ci3T Leadership Team monthly meetings	Ci3T Leadership Teams Ci3T Coaches												
		Faculty and staff monthly meetings	Faculty and staff												
		Professional learning community meetings	Faculty												
		Families and community connections (e.g., newsletters, open houses)	Families and community												
Foundational Ci3T Implementation Activities	Professional Learning Activities	Ci3T Implementation Professional Learning Series (6 sessions)	Ci3T Leadership Teams Ci3T Coaches												
		Ci3T EMPOWER Sessions	Faculty and staff Families and community												
		Ci3T Trainers and Coaches Calls	District Leaders and Principals Ci3T Trainers and Coaches												
		District-selected Tier 2 interventions	Faculty and staff												
		District-selected Tier 3 interventions	Faculty and staff												
		Onboarding series for classified and certified staff	New employees												
		Data Collection & Data-Informed Decision Making: Professional Learning Activities	Professional Learning Activities	Academic and behavior screening data collection training	Ci3T Leadership Teams										
Ci3T Treatment Integrity & Social Validity data collection training	Ci3T treatment integrity and social validity team leaders														
Using data to connect students to supports training	Ci3T Leadership Teams Ci3T Trainers and Coaches														
Analyzing and using end of year data training	Ci3T Leadership Teams Ci3T Trainers and Coaches														
Ci3T District Decision Makers and School Principals Professional Learning Activities	Professional Learning Activities	Orienting principal and district leaders	District & principal leaders (E-Ci3T)												
		Module: Mapping your professional learning journey	District & principal leaders (E-Ci3T)												
		Module: Effective onboarding processes	District & principal leaders (E-Ci3T)												
		Module: Understanding roles and responsibilities	District & principal leaders (E-Ci3T)												
		Module: A guide to effective Ci3T Leadership Team meetings	District & principal leaders (E-Ci3T)												
		Module: Aligning strategic goals and initiatives with Ci3T	District & principal leaders (E-Ci3T)												

Ci3T Implementation Professional Learning Series



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Enhancing Ci3T Modules (3)



Home About Ci3T Building Your Ci3T Model Ci3T In Action Contact Us Functional Assessment-Based Interventions

Implementing Your Ci3T Model Literature Measures Presentations Professional Learning **Enhancing Ci3T Modules**

Project SCREEN Research to Inform Practice Responding to COVID-19 Systematic Screening Ci3T Train the Trainers

Project ENGAGE

Enhancing Ci3T Modules

0 1 2 3 4 5 6 7 8 9 10 11

SETTING UP FOR SUCCESS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9

SESSION 10

SESSION 11

Revising for the year ahead

Fall Screening Window (2 weeks) Opens 4-6 weeks after school begins

Winter Screening Window (2 weeks) First 2 weeks of December

Spring Screening Window (2 weeks) Opens 4-6 weeks before school ends

Fall Treatment Integrity and Social Validity Window (2 weeks)

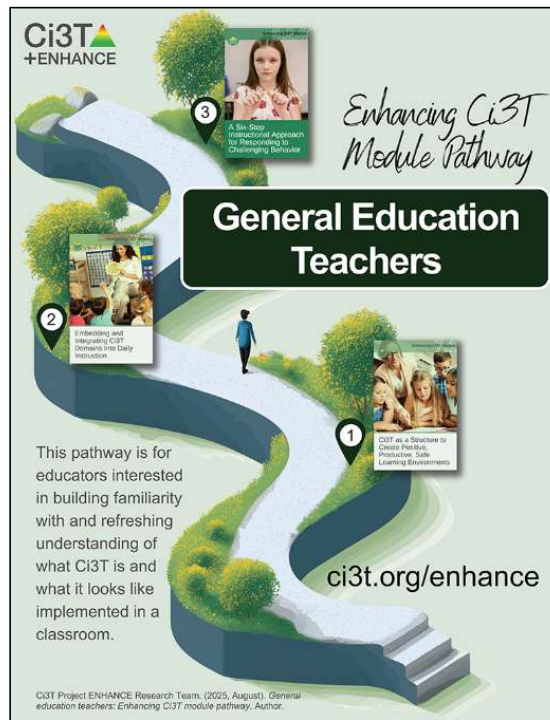
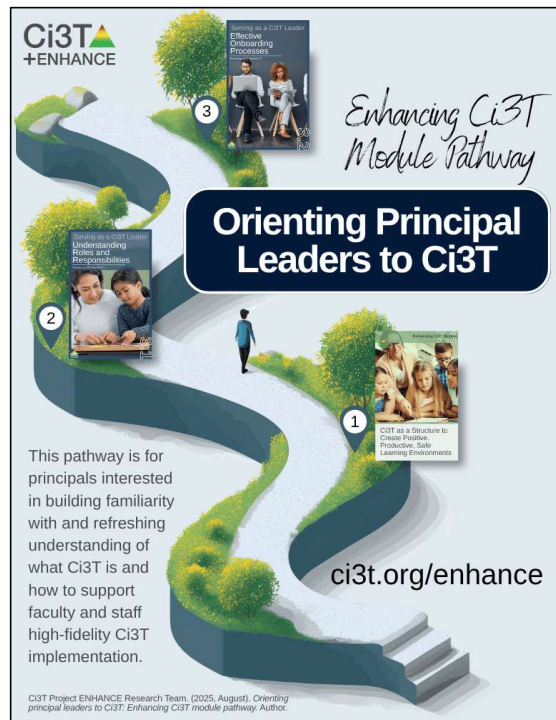
Spring Treatment Integrity and Social Validity Window (2 weeks)

First time module users for 2024-2025 [view informational letter and register here!](#)

If you would like to share your thoughts and ideas related to usage (e.g., website, training, resources) or Ci3T professional learning experiences and resources you engage with, we invite you to complete the [Ci3T Usage Rating Profile](#).

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Module Pathways (1)



Module Pathways (2)

Recommended series of Enhancing Ci3T Modules based on role and/or need

Effective Onboarding Processes



Read the [module](#) in full, completing embedded activities, interactions, checks for understanding, and the Knowledge Check at the end. When the Knowledge Check is passed $\geq 90\%$ accuracy, you will receive an automated email providing you with a line item for your CV or résumé.

Estimated time to complete: 60-90 minutes

Why is this of interest?

Whether you are focused on being onboarded yourself as a new principal, or how to onboard new faculty and staff, this module has many great insights about how to build a strong school culture around your Ci3T work.

☐ Check when complete
(completed Knowledge Check > 90% accuracy)

Recommended Module Materials

Building Ci3T Buy-In (infographic)

Chapter 10: Cautions ahead!

- ✓ Anticipate some challenges that may come up, and ways to plan ahead to meet these challenges through transparency, planning, and positivity.

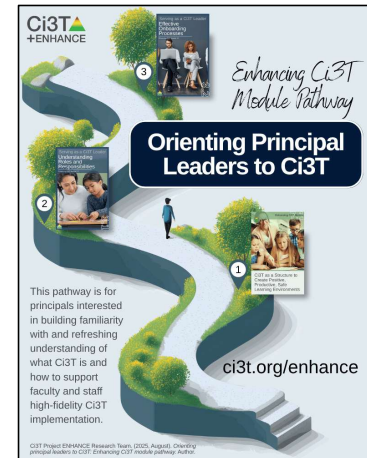
Ci3T Distributed Leadership (video)

Chapter 13: Distributed Leadership

- ✓ Learn how a principal leading Ci3T in her school uses her Ci3T Leadership Team to increase investment and ownership across school personnel.



Recommended module-based activities and materials



BUILDING Ci3T BUY-IN

with faculty and staff

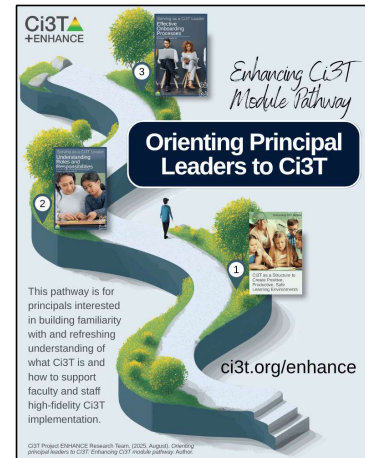


SHARE THE Ci3T VISION & PROCESS

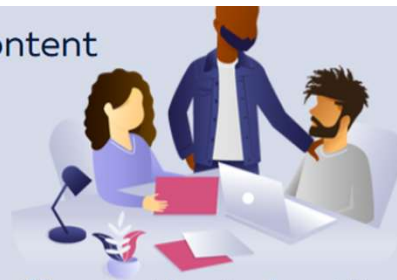
- Be transparent
- Share Ci3T Implementation Manual
- Use data
- Build excitement through branding
- Share videos of people impacted by Ci3T

ENGAGE AND SUPPORT STAFF

- Create opportunities for input, decision-making, and feedback
- Respond to feedback
- Start meetings with Ci3T triangle to contextualize content
- Make connections to Ci3T Implementation Manual
- Provide time for data collection, analysis, and use
- Share data at every meeting
- Model all Ci3T practices throughout each day
- Offer choice of professional learning and leverage staff expertise to lead it



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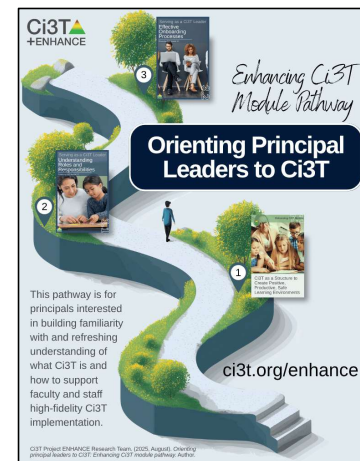
CELEBRATE!



- Celebrate school-wide successes
- Acknowledge and reinforce staff for Ci3T implementation efforts
- Publicly recognize individual Ci3T successes and contributions
 - Shout out staff on morning announcements
 - Staff who give winning student tickets win too
 - Spotlight strong Ci3T implementors in newsletters, emails, website, social media



For more information visit ci3t.org



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Ci3T EMPOWER Sessions

- Free-access, standalone professional learning sessions for any interested person (implementers, community members)
- Content focused on building knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being needs

Ci3T Project EMPOWER + Professional Learning Series 2025-2026



Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., David James Royer, Ph.D., BCBA, & Ci3T Research Team

Audience: This professional learning series is offered at no charge to preK-12 educators, administrators, related service providers, paraprofessionals, and families interested in learning more about proactive, systematic methods of looking for and assisting students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skills, and confidence to implement effective practices to support students' multiple academic, behavioral, and social and emotional well-being learning needs in the context of a Comprehensive, Integrated, Three-tiered (Ci3T) Model of Prevention.



Register here or scan the QR code —>

In addition to registering with the Ci3T Research Team, check with your district's professional development management system to see if you can also register there to earn professional learning credits.

Expectations: Each online 2-hr session includes interactive whole-group instruction and small-group breakout discussion time. Please come prepared to engage with presenters and fellow educators via Zoom chat and working audio/video technology (e.g., able to have your webcam on, type in Zoom chat, join small-group discussions with microphone).

BCBAs: This professional learning series also covers behavior analytic content to meet requirements for Board Certified Behavior Analysts (BCBAs) seeking continuing education units (CEUs). Attendees must be present the entire 2-hr and meet expectations above to earn two (2) learning CEUs per session, at no cost.

Location: Zoom **Cost:** Free **Learn more information about Ci3T:** ci3t.org

Date	Session Description
September 24, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	Starting Strong: Effective Tier 1 Practices for Educators We focus on Tier 1 strategies to start the year strong, including how to provide integrated instruction across academic, behavior (positive behavioral interventions and supports), and social and emotional well-being learning domains. We review procedures for teaching, reinforcing, and monitoring at Tier 1, using input from faculty and staff including treatment integrity (how well the plan is in place) and social validity (views about the plan's goals, procedures, and outcomes). Learn how to begin the year headed toward sustainable, high-fidelity implementation of your schoolwide plan!
October 08, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	From Data to Action: Using Systematic Screening to Inform Instruction We describe how systematic academic and behavior screening occurs within tiered models of prevention to inform instruction for students and professional learning for adults. Learn how to use systematic screening data alongside other data collected as part of regular school practices to (a) inform instruction at Tier 1, (b) empower teachers with low-intensity strategies (e.g., instructional choice), and (c) connect students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional assessment-based interventions) supports.
November 18, 2025 2:30 – 4:30 PM (pacific) 4:30 – 6:30 PM (central) 5:30 – 7:30 PM (eastern)	Ci3T in Action: Integrated Lesson Planning for Enhanced Instruction We introduce a practical tool—the Ci3T Integrated Lesson Plan—designed to support teachers in setting the stage for students to be productively engaged across academic, behavior, and social domains. We will move from planning to practice,

[Sign-up at ci3t.org/pl](https://ci3t.org/pl)

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Please Complete this Session's Evaluation

10/23

5E – Data-Informed Professional Learning in Integrated Tiered Systems

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

Evaluations are **anonymous!** We send reminder emails to all participants.

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