

Topic			Active Supervision	Behavior-Specific Praise	High-P Request Sequence	Instructional Choice	Instructional Feedback	Opportunities to Respond	Precorrection
Standards									
Core Lesson Elements	Tier 1 (for All)	Equitable Access and Inclusion							
Academic Objective(s)		Differentiated Objectives							
Social Skills Objective(s)		Differentiated Objectives							
Behavioral Expectation(s)		Individually Targeted Expectations							
Materials and Technology		Adaptive or Assistive Technologies Instructional Choices							
Opening Activity (independent)		Instructional Choices							
Introduction 1. Activate prior knowledge 2. Rationale/purpose 3. Lesson vocabulary									
Practice Sequence 1. Modeling 2. Guided practice 3. Independent practice		Reteaching, Additional Instruction							
Closing Activity 1. Review/assessment 2. Connection to future learning		Differentiation (Content/Process)							

(continued)

FIGURE 2.1. Ci3T: Integrated Lesson Plan template. Available at www.ci3t.org.

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Teacher Reflection						
Implementation: 0 = <i>not at all</i> , 1 = <i>limited</i> , 2 = <i>partial</i> , 3 = <i>full</i>						
Active Supervision (AS)	Behavior-Specific Praise (BSP)	High-P Request Sequence (HPRS)	Instructional Choice (IC)	Instructional Feedback (IF)	Opportunities to Respond (OTR)	Precorrection (PC)
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Met individual student plan for academic, social skill, and behavioral supports.						0 1 2 3
What went well?						
What did not go as expected?						
What would I change in the future?						

FIGURE 2.1. *(continued)*

School _____ Date Completed _____
 Name _____ Grade Level or Department _____

The Ci3T Teacher Self-Report is a 38-item component checklist that includes the key features of the Ci3T plan’s procedures for teaching, reinforcing, and monitoring. Teachers and staff members rate themselves based on their implementation of the Ci3T plan. The rating is based on a Likert-type scale ranging from *no, not at all* (0); *yes, some of the time* (1); *yes, most of the time* (2); or *yes, all of the time* (3).

Please rate each item to evaluate your use of your school’s Ci3T primary plan in two ways. First, please consider if you have (yes) or have not (no) participated in each item from your plan in this school year prior to completing this form. If you have not, please select the 0 for the item. If your response is yes, select the frequency that best reflects the extent to which you have participated in that item during this present academic year (from the onset of this academic year until the date you are completing this form). *If you are not a classroom teacher, please consider your setting (e.g., office, bus, cafeteria) as your “classroom” as you answer each question.*

	About how often did you participate?			
	No ...	Yes, I did this ...		
	Not at all	Some of the time	Most of the time	All of the time
Procedures for Teaching				
T.1 Did I have our three to five schoolwide expectations posted and visible in my classroom (e.g., Be Respectful, Be Responsible, Give Best Effort)?	0	1	2	3
T.2 Did I have the setting expectations posted in my classroom (expectation matrix with all settings)?	0	1	2	3
T.3 Did my students receive instruction (e.g., videos, PowerPoints, formal lessons) about our schoolwide expectations for each setting (e.g., hallway, classroom, and cafeteria)?	0	1	2	3
T.4 Were my students taught (e.g., videos, PowerPoints, formal lessons) the social skills component of our primary plan (e.g., daily, weekly, monthly)?	0	1	2	3
T.5 Did I model the behaviors (expectations) stated in the schoolwide plan for my students?	0	1	2	3
T.6 Was my instruction linked to the district/state standards?	0	1	2	3
T.7 Did I differentiate instruction (academic tasks) as needed?	0	1	2	3
T.8 Did I make individual modifications to support students’ social or behavioral needs?	0	1	2	3

(continued)

FIGURE 4.2. Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR). Available at www.ci3t.org.

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	Not at all	Some of the time	Most of the time	All of the time
Procedures for Teaching <i>(continued)</i>				
T.9 Did I keep students engaged from the beginning to the end of class?	0	1	2	3
T.10 Did I conduct daily starting activities?	0	1	2	3
T.11 Did I conduct daily closing activities?	0	1	2	3
T.12 Did I consistently use a positive tone during student interactions?	0	1	2	3
T.13 Did my school have procedures in place that foster a safe environment (e.g., emergency or crisis response plan)?	0	1	2	3
T.14 Did I provide support to students who missed instruction?	0	1	2	3
T.15 Did I check for understanding when giving directions to students?	0	1	2	3
T.16 Did I use clear routines for classroom procedures?	0	1	2	3
Procedures for Reinforcing				
R.1 Did I deliver consequences according to my school's reactive plan (e.g., did I do what I am supposed to do when student behavior is problematic, such as complete an office discipline referral or phone a parent)?	0	1	2	3
R.2 Did I give tickets to students demonstrating schoolwide expectations (i.e., in academic, behavioral, and social domains)?	0	1	2	3
R.3 Did I use behavior-specific praise during student interactions?	0	1	2	3
R.4 Did I use behavior-specific praise when giving tickets to students?	0	1	2	3
R.5 Did I allow my students to exchange tickets for rewards (e.g., going to assemblies, going to the store)?	0	1	2	3
R.6 Did I allow my students to use tickets to participate in classroom or schoolwide drawings?	0	1	2	3
R.7 Did I refrain from taking away tickets from students who already received them?	0	1	2	3
R.8 Did I receive positive feedback from my colleagues or administrators about my school's Ci3T plan?	0	1	2	3
R.9 Is the perception of my school's Ci3T plan among my colleagues and administrators favorable or positive?	0	1	2	3
R.10 Did I use tickets to facilitate classroom routines (e.g., select a line leader, messenger)?	0	1	2	3

(continued)

FIGURE 4.2. *(continued)*

Procedures for Monitoring	Not at all	Some of the time	Most of the time	All of the time
M.1 Have I consistently filled out disciplinary referrals (e.g., office discipline referrals) according to my school's reactive plan?	0	1	2	3
M.2 Did I complete the behavior screeners at each time requested by my principal or Ci3T team?	0	1	2	3
M.3 Did I accurately complete daily attendance as specified by my school's procedures?	0	1	2	3
M.4 Did I accurately administer curriculum-based measures (e.g., AIMSweb, Dynamic Indicators of Basic Early Literacy Skills [DIBELS]) or other assessments to monitor my students' progress in the content I taught?	0	1	2	3
M.5 Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide behavior screening data with the faculty?	0	1	2	3
M.6 Did my school (e.g., Ci3T team, an administrator, grade-level team) share schoolwide academic data with the faculty?	0	1	2	3
M.7 Did I use the behavior data to inform my instruction for at-risk students?	0	1	2	3
M.8 Did I use academic data to inform my instruction?	0	1	2	3
M.9 Did I use behavior and academic data together (in conjunction with each other) to inform my instruction?	0	1	2	3
M.10 Did I make referrals for students who were struggling academically (prereferral intervention teams)?	0	1	2	3
M.11 Did I make referrals for students exhibiting acting-out behaviors?	0	1	2	3
M.12 Did I make referrals for students exhibiting shy or withdrawn behaviors?	0	1	2	3

Please include any other comments you would like to share about how you see your Ci3T plan being put in place at your school in terms of how you teach the skills, reinforce students, and monitor progress:

Comments:

FIGURE 4.2. *(continued)*

Name _____ Date _____

Role _____ School _____

A. Social Significance of Goals

1. What school-site concerns led your school to develop a three-tiered model of prevention?
2. Which of these concerns are most problematic?
3. How do these concerns influence student and teacher performance?
4. Describe how these concerns cause classroom problems.
5. What are your goals for this program?
6. If this primary prevention program meets the goals, how will that outcome influence your job or experience at the school?
7. Describe the short-term and long-term benefits of participating in the primary prevention plan.

B. Social Acceptability of Procedures

1. How do you feel about the procedures put in place for the primary plan?
 - a. Academic responsibilities: procedures for teaching and reinforcing
 - b. Behavioral responsibilities: procedures for teaching and reinforcing
 - c. Social responsibilities: procedures for teaching and reinforcing
2. Which components of the primary prevention plan do you like the most? Why?
3. Which components of the primary prevention plan do you like the least? Why?
4. Which components of the primary prevention plan would be the most difficult to implement? Why?
5. Which components of the primary prevention plan would be the least difficult to implement? Why?
6. What, if any, potential negative effects might this primary prevention plan have on students? Teachers? Other persons?
7. How do you feel about the procedures put in place for monitoring:
 - a. Student performance: Academically? Behaviorally? Socially?
 - b. Treatment integrity?
 - c. Social validity?

C. Social Importance of Effects

1. Describe how well you think the primary prevention will work (did work).
2. Are/were the costs (time, personnel, resources) required to implement the plan worth the effort? Explain.
3. How satisfied are you with the outcomes of this primary prevention? Why?
4. What aspects of the primary prevention plan would you change?
5. Would you recommend this type of primary prevention plan to other schools? Why or why not?

FIGURE 4.4. Modified Semistructured Interview for Social Validation.

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