



# Ci3T Blueprint Definitions

Name	Modified	Shared with
Ci3T Blueprint A Primary (Tier 1) Plan.doc		--
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## **Ci3T Blueprint A Primary (Tier 1) Plan**

The Primary (Tier 1) Plan offers a structure for organizing all Tier 1 efforts for all students, including: (a) a mission statement; (b) a purpose statement linked to objectives for change; (d) defined roles and responsibilities for students, faculty and staff, parents, and administrators for academic, behavioral, and social domains; (e) procedures for teaching and reinforcing all components (academic, behavior, and social) to students, faculty and staff, parents and community members; (h) procedures for monitoring efforts at the primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) levels (e.g., student outcomes, plan implementation [treatment integrity], and stakeholders views about the goals, procedures, and outcomes [social validity]).

### **For additional information see:**

Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure*, 58, 129-142. DOI: 10.1080/1045988X.2014.893976

## **Ci3T Blueprint B Reactive Plan**

This portion of the blueprint provides schools with transparency and consistency on reactive procedures for when challenges occur using three documents: (a) flowchart of procedures, (b) behavior definitions (to promote a common language for clarity and consistency), and (c) behavior referral forms. The flow chart often guides teachers and staff with clear procedures for how to initially respond to challenging behavior (e.g., show empathy, prompt first, re-teach expectation, reinforce appropriate behavior when shown). Then there are clearly defined

procedures for differentiating teacher-managed and office-managed behaviors and how and when to document behaviors as minor (teacher-managed) or major (office-managed).

**For additional information see:**

Positive Behavior Interventions and Supports (PBIS) National Technical Assistance Center resources: <http://www.pbis.org/training/staff> >Data>Developing Data System (ppt)  
<http://www.pbis.org/common/cms/files/newteam/data/referralformexamples.pdf>

**Ci3T Blueprint C Expectation Matrix**

This section of the blueprint serves to establish 3-5 core expectations for schoolwide behavior and specifically define each expectation for key school settings (e.g., classroom, hallway, bathroom, cafeteria, bus, arrival and dismissal, playground/common area). This matrix is created using input from all faculty and staff using data from the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes, & Menzies, 2010; available at [ci3t.org](http://ci3t.org)) which is distributed to all stakeholders for completion before the first Ci3T professional learning session.

**For additional information see:**

Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure*, 58, 129-142. DOI: 10.1080/1045988X.2014.893976

Positive Behavior Interventions and Supports (PBIS) National Technical Assistance Center examples: <https://www.pbis.org/school/primary-level> > Behavioral Expectations > Behavioral Expectations Samples (link) > Sample Matrices and Guidelines

Comprehensive Integrated Three-tiered (Ci3T) Model of Prevention website: Measures > SESSS. Direct link: <http://www.ci3t.org/measures#sesss>

**Ci3T Blueprint D Assessment Schedule**

This document within the blueprint is a one page, at-a-glance illustration of all assessments conducted to monitor primary (Tier1), secondary (Tier 2), and tertiary (Tier 3) prevention efforts and the time points at which they occur (usually documented by month). These data are used to establish entry criteria for the **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** and the **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**.

**For additional information see:**

Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure*, 58, 129-142. DOI: 10.1080/1045988X.2014.893976

**Ci3T Blueprint E Secondary (Tier 2) Intervention Grid**

This portion within the blueprint documents all available secondary (Tier 2, low-intensity) supports to facilitate communication among all stakeholders, making the availability of extra supports transparent, and facilitates efficient decision making. Secondary (Tier 2) interventions are offered according to students' individual needs and are additive – meaning they do not replace Primary (Tier 1) efforts but are offered in addition to primary prevention. Grids include: (a) a clear description of the support (including the logistics of who [indicated by position, not

individual names] provides the support, time, and location); (b) available data sources used to define inclusion criteria (e.g., screening data); (c) data to progress-monitor performance – student-level progress monitoring data, treatment integrity and social validity data; and (d) exit criteria to determine when this extra support should be faded or replaced with another secondary support or with a more intense or individualized, tertiary (Tier 3) support. While schools begin by coordinating all currently existing secondary (Tier 2) supports, the goal is to refine offerings to focus resources on evidence-based and promising strategies, practices, and programs with enough evidence to suggest that if implemented with integrity they will yield the desired outcomes. Again, although a student may enter or exit secondary (Tier 2) or tertiary (Tier 3) supports, he or she will continue to participate in the core components of the primary plan.

**For additional information see:**

Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure*, 58, 121-128, DOI: 10.1080/1045988X.2014.893977

**Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**

This portion within the blueprint lists all available tertiary (Tier 3, intensive and individualized) interventions available to students. The Tertiary (Tier 3) Intervention Grids include: (a) a clear description of the support; (b) available data sources used to define inclusion criteria; (c) data to progress-monitor performance, which includes both student-level progress monitoring data and treatment integrity and social validity data; and (d) exit criteria to determine when this extra support should be faded or another intervention selected. While schools begin by coordinating all currently existing tertiary (Tier 3) supports, the goal is to refine offerings over time to selectively feature evidence-based and promising strategies, practices, and programs with enough evidence to suggest that if implemented with integrity they will yield the desired outcomes.

**For additional information see:**

Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure*, 58, 121-128, DOI: 10.1080/1045988X.2014.893977