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Ci3T Implementation Manual: High School Exemplar for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

Note: This adapted exemplar provides an illustration of using Ci3T to support in-person and remote instruction at the high school level.

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). Ci3T Implementation Manual: High School Exemplar for Hybrid (In-person and Remote) Learning (2020-2021). Available on www.ci3t.org

SAMPLE High School Ci3T Primary (Tier 1) Plan: Hybrid Instruction

Mission Statement	Our district and school mission is to educate and prepare all students for post-secondary options of continued education and employment and to increase experiences leading to students becoming responsible global citizens and life-long learners.	
Purpose Statement	The purpose of our Ci3T plan is to bring our community, administrators, faculty, staff, parents, and students with common language as we work together to meet the academic, behavior, and social needs of ALL students, enabling them to become self-determined, self-regulated learners at school and beyond.	
	Continued Learning (2020-2021) The purpose of our 2020-2021 Ci3T plan updates (shaded areas) is to fulfill Sample High School’s purpose (stated above) in close partnership with families through both in-person and continued learning instruction in academic, behavioral, and social skills aligned to family and community priorities.	
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Be Ready to Learn See behavior expectation matrix (in person and remote) for detailed behavior expectations in various school settings.	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students will: <ul style="list-style-type: none"> • Arrive on time and stay all day • Attempt all assignments • Do all work with best effort • Turn in all assignments, on time • Seek support for missing work, especially when absent • Be prepared with completed homework and all necessary materials 	Students will: <ul style="list-style-type: none"> • Meet school-wide expectations stated in the Expectation Matrix • Take responsibility for own actions • Participate in the Positive Behavioral Interventions and Supports (PBIS; OSEP-TAC; see pbis.org) program 	Students will: <ul style="list-style-type: none"> Actively engage in <i>Too Good for Drugs & Violence</i> (Mendez Foundation, 2000) social skills curriculum • Apply lessons from <i>Too Good for Drugs & Violence</i> to daily interactions with peers and adults

Comprehensive, Integrated, Three-Tiered Model of Prevention

<p style="text-align: center;">Continued Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create a home schedule with family for major events in the week, including when each teacher meets online for check-ins, synchronous instruction, and office hours • Join synchronous online classes following the school schedule • Notify teachers in advance when unable to attend synchronous events • Ask for technology support when needed • Take breaks at scheduled times • Have needed materials at hand to complete tasks • Attempt every task with best effort • Submit each task by the deadline 	<p style="text-align: center;">Continued Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate online behavior expectations at all times • Fulfill your online student job when it's your turn in each class • Follow home expectations set by family 	<p style="text-align: center;">Continued Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Watch your grade level's recorded <i>Too Good for Drugs & Violence</i> lessons by each due date • Demonstrate appropriate social interactions at all times online and at home with family • Talk about social skill lessons learned with family • Wear face mask over nose and mouth • Wash hands for 20 seconds when entering and leaving the classrooms
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Create and teach lesson plans that follow the effective elements of essential instruction: anticipatory set, daily objective, direct instruction, modeling, guided practice, and independent practice • Provide engaging lessons with starting (warm up) and closing activities daily, linked to district and state standards • Differentiate instruction • Provide accommodations for all students who need them 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Teach, model, and reinforce school-wide expectations with students and staff • Create clear routines in the classroom to establish predictability and use PBIS tickets to facilitate routines • Provide behavior-specific praise paired with PBIS tickets to reinforce students who meet schoolwide expectations 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Teach two 30 min <i>Too Good for Drugs & Violence</i> lessons each month • Document <i>Too Good for Drugs & Violence</i> components taught (treatment integrity) • Model the social skills taught in <i>Too Good for Drugs & Violence</i> with students and adults • Reinforce students who display social skills taught with <i>Too Good for Drugs & Violence</i> by using behavior-specific praise paired with a PBIS ticket

<ul style="list-style-type: none"> • If you assign homework, make it relevant and meaningful and used in the next day’s activities (high stakes) • Support students who miss instruction • Update grades online weekly • Use proactive evidence-based low-intensity strategies to support students being academically engaged: <ul style="list-style-type: none"> ○ Active supervision ○ Behavior-specific praise ○ Instructional choice ○ Instructional feedback ○ Opportunities to respond • Embed literacy strategies in ALL subjects taught (e.g., reading, writing, vocabulary development) • Communicate with parents for successes and concerns 	<ul style="list-style-type: none"> • Follow the six-step instructional approach to support students struggling to meet expectations: <ol style="list-style-type: none"> 1. Show empathy 2. Maintain flow of instruction 3. Acknowledge other students meeting expectations 4. Redirect and Reteach expected behavior 5. Allow time and space 6. Recognize/reinforce appropriate behavior when demonstrated • Use school-wide behavior data with academic data to determine students’ secondary (Tier 2) and tertiary (Tier 3) needs with the Intervention Grids to guide intervention selection • Complete the SRSS-IE 3x per year according to Assessment Schedule • Communicate with parents for successes and concerns 	<ul style="list-style-type: none"> • Communicate with parents for successes and concerns
<p style="text-align: center;">Continued Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Create a safe and respectful online classroom using the district approved platform • Maintain confidentiality of personally identifiable information • Offer appropriate high-quality learning activities to students in more than one format (e.g., synchronous, asynchronous, electronic, paper-and-pencil) • Provide students multiple ways to interact with materials and demonstrate mastery 	<p style="text-align: center;">Continued Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Take care of yourself first <ul style="list-style-type: none"> ○ Set a schedule and take breaks ○ Eat lunch at designated time ○ Schedule time for exercise • Teach, model, and reinforce behavior expectations during synchronous events with students • Integrate online behavior expectations into each lesson plan • Establish online student jobs to help monitor online behavior expectations (e.g., chat monitor, technology advisor, teleteacher notetaker, hand 	<p style="text-align: center;">Continued Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Record <i>Too Good for Drugs & Violence</i> lessons for students and families to view independently, following the schoolwide schedule • Integrate <i>Too Good for Drugs & Violence</i> language and lesson material into all online instruction • Provide a variety of opportunities for students to discuss and practice engaging in social skills taught • Deliver specific praise to students verbally and with written notes, publicly and privately as appropriate,

For additional information, please see Lane, Kalberg, and Menzies (2009). *Note.* We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

<ul style="list-style-type: none"> • Check in at least weekly with students and families • Be available with consistent online office hours for students and families • Work with families to accommodate students who have unique learning needs • Continue to use high rates of low-intensity strategies online • Obtain additional professional learning as needed for continued learning and family supports 	<p>raising monitor, starter and closing activity leaders)</p> <ul style="list-style-type: none"> • Deliver a variety of public and private, verbal and written, behavior-specific praise to students meeting online expectations • When online expectations are not met, praise students meeting expectations first <ul style="list-style-type: none"> ○ Then provide additional instruction and support privately ○ Remember to show empathy and be understanding of all family circumstances ○ Follow reactive plan 	<p>for engaging in appropriate social skills taught from <i>Too Good for Drugs & Violence</i></p>
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Monitor student grades and attendance regularly through the online grading system • Provide a regular, appropriate study time and place to support studying, homework completion, and academic expectations • Encourage students to be on time daily • Schedule all student appointments (e.g., doctor, dentist) outside of school hours 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Help students to be on time daily • Review, support, and reinforce student expectations in the behavior matrix • Model behavior expectations at home with adults and children • Communicate any home or school behavior concerns with teachers and administrators 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Access the school newsletter, website, or ask school staff to learn what social skills are being taught each month with <i>Too Good for Drugs & Violence</i> • Support, model, and reinforce monthly social skills taught with <i>Too Good for Drugs & Violence</i> when demonstrated at home
<p style="text-align: center;">Continued Learning</p>	<p style="text-align: center;">Continued Learning</p>	<p style="text-align: center;">Continued Learning</p>

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<p>Parents will:</p> <ul style="list-style-type: none"> • Create a home schedule with major events in the week, including when each teacher meet online for student check-ins, synchronous instruction, and office hours • Designate a quiet learning space • Help children set alerts to follow the schedule and verbally remind them to join synchronous learning events following the school schedule 	<p>Parents will:</p> <ul style="list-style-type: none"> • Set and teach behavior expectations for continued learning at home and the variety of activities in the daily home schedule • Provide time for children to practice home routines and meeting home behavior expectations • Use behavior-specific praise when children demonstrate home expectations • Offer choices to children for completing continued learning tasks, chores, and other commitments • Use precorrection to remind children of desired behavior expectations and prevent challenging behavior • Attend teacher office hours to discuss any behavior challenges that may arise at home 	<p>Parents will:</p> <ul style="list-style-type: none"> • Watch recorded <i>Too Good for Drugs & Violence</i> lessons with your children • Discuss <i>Too Good for Drugs & Violence</i> social skill lessons with your children and how they apply to family and community life • Model appropriate social skills with adults and children at home • Provide behavior-specific praise to children when they demonstrate expected social skills taught in <i>Too Good for Drugs & Violence</i> lessons
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Ensure Ci3T Leadership Team reviews data to identify students in need of additional academic interventions • Provide necessary materials to teaching district curricula • Complete walk-throughs with fairness and fidelity, providing timely feedback • Support the identification of professional learning needs and provide time for staff to facilitate 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Periodically join student support teams to review data to identify students in need of additional behavior interventions, ensuring the fidelity of the process • Share school-wide aggregated data with faculty and staff 3-4 times per year • Model school-wide behavior expectations with adults and students • Reinforce faculty and staff who implement the Ci3T plan 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Ensure student support teams review data to identify students in need of additional social skills interventions • Model monthly social skills taught with <i>Too Good for Drugs & Violence</i> • Reinforce students, faculty, and staff meeting social skills expectations with behavior-specific praise paired with PBIS tickets • Provide professional learning opportunities for <i>Too Good for Drugs & Violence</i>, and time for teachers to

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<p>professional learning based on their strengths</p> <ul style="list-style-type: none"> Review team data on academic interventions with staff to ensure tiered supports are implemented with fidelity 	<ul style="list-style-type: none"> Use the positive behavioral interventions and supports (PBIS) framework by providing behavior-specific praise paired with the PBIS ticket reinforcers to students, faculty, and staff who display expectations Provide professional learning opportunities for behavior interventions and low-intensity strategies for preventing problem behavior Review team data on interventions with staff to ensure tiered supports are implemented with fidelity Provide time to complete the SRSS-IE screener three times a year 	<p>collaborate on teaching lessons together</p> <ul style="list-style-type: none"> Monitor teacher implementation of <i>Too Good for Drugs & Violence</i> to ensure fidelity Provide teachers time to log <i>Too Good for Drugs & Violence</i> treatment integrity data
<p style="text-align: center;">Continued Learning</p> <p>Administrators will:</p> <ul style="list-style-type: none"> Provide resources for faculty and staff to develop skills with continued learning <ul style="list-style-type: none"> Share links to upcoming webinars Share links to on-demand resources Have faculty and staff provide schoolwide professional learning utilizing existing expertise through recorded or synchronous sessions Provide resources for faculty and staff to develop skills to support students with Tier 2 and Tier 3 intervention needs synchronously and asynchronously (family support) Check in with faculty and staff at least weekly; determine needs, provide 	<p style="text-align: center;">Continued Learning</p> <p>Administrators will:</p> <ul style="list-style-type: none"> Support faculty and staff to be able to implement the continued learning school-wide plan Model continued learning expectations with the district designated platform Model behavior-specific praise to faculty and staff during continued learning meetings publicly and privately, verbally and written, group and individually Attend continued learning team and committee meetings to help determine what resources are needed 	<p style="text-align: center;">Continued Learning</p> <p>Administrators will:</p> <ul style="list-style-type: none"> Reinforce the importance of (the “why” behind) teaching and integrating social-emotional learning into all lesson plans during continued learning time periods Support teachers in recording <i>Too Good for Drugs & Violence</i> lessons Model and reinforce social interactions during continued learning individual, small group, and faculty and staff meetings

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<p>resources, feedback, praise, and encouragement</p> <ul style="list-style-type: none"> • Provide time for faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention (see Intervention Grids) needs for students 		
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Procedures for Teaching

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Beginning and middle of the year professional learning day: full faculty presentations, skits, videos, and breakout groups led by Ci3T Leadership Team members, with attention to academic, behavior, and social domains
- Presentations given in small group meetings (e.g., departments), with attention to academic, behavior, and social domains
- Professional development opportunities to learn and improve low-intensity teaching strategies, classroom instruction, and classroom management
- Monthly professional development at staff meetings on Tier 2 and Tier 3 strategies for academics, behavior, and social skills
- Ci3T Implementation Manual posted on school website, shared teacher drive, and paper copy for all teachers
- Behavior expectation posters
- Ci3T bookmarks with **Expectation Matrix** for bus drivers, cafeteria staff, office staff, custodial staff, volunteers, and substitutes
- Ci3T updates, tips, and strategies during monthly faculty meetings
- New staff training: Ci3T overview video, Implementation Manual, meeting with Ci3T Leadership Team leader or principal
- District professional learning offerings throughout the year for Ci3T related topics in academic, behavior, and social domains

Continued Learning

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

Procedures for teaching the Ci3T plan for continued learning environments to all faculty and staff include:

- Updated Ci3T Implementation Manual posted on the school website and shared teacher drive
- Narrated slideshow recording overviewing updates to the Ci3T Implementation Manual for continued learning, etc.
- Beginning of year online meeting small-group breakout rooms for faculty and staff to review Ci3T Implementation Manual updates, get questions answered, and share ideas
- Booster professional learning sessions on how to design integrated lesson plans for continued learning that include behavior and social skills matched to academic content
- Narrated slideshows reviewing continued learning low-intensity strategy implementation across the tiers of instruction
- New staff one-on-one meetings with principal, plus group meetings with Ci3T Leadership Team members to review roles and responsibilities in academic, behavior, and social domains
- Monthly professional learning based on continued learning needs of faculty and staff
- Videos and podcasts on academic, behavior, and social expectations, available on the school website, school social media sites, and shared teacher drive

Students: Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

- Beginning of the year kick-off assembly
- Teacher-delivered lesson plans on setting expectations and social skills delivered daily first two weeks of school staggered across periods
- Student-made videos (student council and as a raffle prize to star in the next videos) showing examples and non-examples of expectations shown in classes as needed, such as before holiday breaks, after returning from breaks, and toward the end of the year
- **Expectation Matrix** posters and setting expectation posters
- Announcements

Continued Learning

Students: Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

Procedures for teaching the Ci3T plan for continued learning environments to students include:

- Updated setting lesson plans with continued learning expectations, made by students in media class and A/V club
- Narrated slideshow recording overviews of continued learning expectations
- Faculty and staff videos showing examples and nonexamples of continued learning expectations using district supported platform
- **Expectation Matrix** and continued learning setting posters shared electronically
- Teachers use high-resolution graphic files of behavior **Expectation Matrix**, continued learning setting expectations, and *Too Good for Drugs & Violence* tenets as virtual background ‘posters’
- Videos and podcasts on the academic, behavior, and social expectations available on the school website and social media sites

Parents/ Community: Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

- Parent Ci3T brochure and bookmarks sent home and posted on the school website
- Monthly newsletters with Ci3T updates, including *Too Good for Drugs & Violence* lessons for the month
- Back to school night presentation and sharing of the Ci3T Implementation Manual
- School website area for Ci3T reviewing current social skills being taught and other highlights (e.g., upcoming assemblies, spotlight on a teacher’s use of PBIS in his or her classroom, academic initiatives)
- Window signs for businesses that support Ci3T

Continued Learning

Parents/ Community: Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

Procedures for teaching the Ci3T plan for continued learning environments to parents/community include:

- Narrated slideshow recording overviewing continued learning expectations
- Faculty and staff videos showing examples and nonexamples of continued learning expectations
- Asynchronous back to school night with faculty and staff recording videos about their continued learning expectations and other elements of Ci3T specific to their classroom procedures
- Videos and podcasts on the academic, behavior, and social expectations available on the school website and social media sites
- Share electronically on school website and mail the behavior **Expectation Matrix** to families (e.g., in updated Ci3T brochure with continued learning setting expectations column)



Procedures for Reinforcing

Faculty and Staff: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- When students win raffle drawings, every fifth teacher whose name is on the ticket wins a prize also, AND staff who implement Ci3T academic, behavior, and social domain components with fidelity are also reinforced:
- Reserved press box seating for sporting events
- Ci3T front row parking spot (drawing of student tickets – awarded to teacher who gave ticket)
- Extra planning period (administrator covers class)
- Catered lunch for all staff after 100% of students are screened and after 90% of faculty and staff complete program measures
- School pride apparel
- Casual dress on a Monday-Thursday
- Auto service from school auto department
- Shout-outs in announcements, newsletter, and on website

Continued Learning

Faculty and Staff: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- Administrators, faculty, and staff will recognize fellow adults meeting continued learning expectations with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during faculty staff meetings
 - during recorded announcements teachers play for class meetings or send to families
 - in school newsletters
 - on school website and social media posts
 - privately
 - using the online system chat feature
 - email
 - virtual postcard emailed
- At monthly faculty and staff meetings each adult submits one or more praise note on a shared Google Sheet and a random number generator will select faculty and staff to recognize with a meal delivery service, community donated gift card, etc.

Students: Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:

School store (purchase materials with PBIS tickets)

- Classroom stores at teacher discretion
- Teachers use tickets to facilitate classroom procedures (run an errand, first to be dismissed, sit in teacher chair, use beanbag, sit on the couch, sit on medicine / exercise ball, work on floor, pick a preferred work partner, answer questions, demonstrate understanding, be teacher for _____ minutes, etc.)

Drawings from PBIS tickets entered:

- Lunch with a faculty or staff member of choice (with option to bring a friend)
- Catered lunch (student and their selected friend)
- Preferred lunch seating – “fine dining”
- Ci3T front row parking spaces selected monthly
- Football sports package, including velvet rope sideline seats, food, and drink
- Concession stand credit at sports games
- Free yearbook
- Winter formal package (e.g., tickets, florist gift card, dinner gift card)
- Prom package (e.g., tickets, florist gift card, dinner gift card, tuxedo rental)
- Other weekly drawings for small prizes, candy, school supplies, recognition)
- Star in a Ci3T video production or work with Ci3T Leadership Team on special events

Continued Learning

Students: Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:

- Students video recorded online (with family permission) being praised by adult for meeting continued learning expectations, with 1-min video clip shared in online newsletter and/or weekly praise collage video
- Teachers will recognize students meeting continued learning expectations with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during class meetings
 - in classroom newsletter and/or school newsletter with parent permission
 - on school website and social media posts with parent permission
 - privately
 - using the online system chat feature
 - email
 - phone call or 1:1 online
- Virtual postcard emailed to family with behavior-specific praise of continued learning expectation(s) met by student

Continued Learning

Parents/ Community: Ci3T Leadership Teams and District Leaders will provide reinforcement to parents and community members by:

- Ci3T business of the month – school website announcement, newsletter thank you, and sign for business to post in window
- Window signs for supporting Ci3T with time, talent, or donations
- Free yearbook ad for businesses that donate prizes for Ci3T assemblies and drawings

- Free fine arts show tickets or sporting event tickets
- Reserved VIP seating at fine arts show or sporting event
- Graduation package, including reserved VIP shaded seating, baby ad in the yearbook, announcement cards, cap and gown, and thank you cards
- School pride apparel
- Senior photo, graduation, or family photo shoot
- Shout-out recognition on the website with video or photo if desired

Continued Learning

Parents/ Community: Ci3T Leadership Teams and District Leaders will provide reinforcement to parents and community members by:

- Recognition for actively supporting continued learning through donations or time with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during family support sessions
 - in school newsletters (with video recording if desired)
 - on school website and social media posts
 - privately
 - using the online system chat feature during family support sessions
 - email
 - phone call or 1:1 online
- virtual postcard emailed

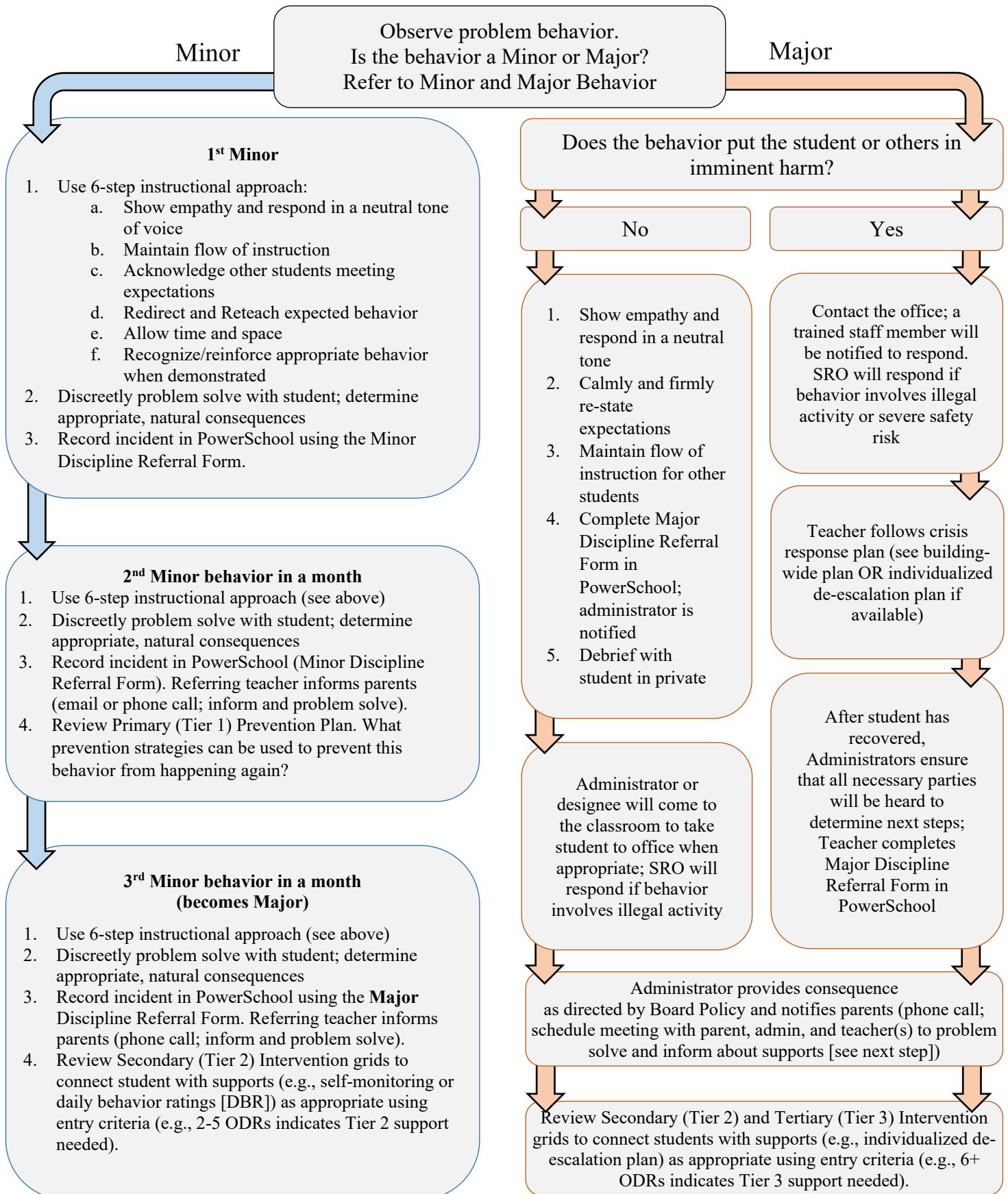
Procedures for Monitoring

Student Measures	<p>Academic:</p> <ul style="list-style-type: none"> • Graduation progress • Advanced placement course enrollment and test results • Grade point average • Course failures • Progress reports • ACT and SAT scores • End of course exams • Statewide assessments 	<p>Behavior:</p> <p>Student risk screening scale – internalizing and externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid)</p> <ul style="list-style-type: none"> • Office discipline referrals (ODR; majors and minors) *see examples of office discipline referral forms on www.PBIS.org and www.SWIS.org • Attendance and tardies • Mental health team referrals • In-school suspensions • Out-of-school suspensions 	<p>Social Skills:</p> <p>Student risk screening scale – internalizing and externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid)</p> <ul style="list-style-type: none"> • Office discipline referrals for social infractions • Referrals to counselor • Referrals to mental health team
	<p style="text-align: center;">Continued Learning</p> <ul style="list-style-type: none"> • Assignment completion rate • Progress reports • Quarterly course grades 	<p style="text-align: center;">Continued Learning</p> <ul style="list-style-type: none"> • Attendance at synchronous events • SRSS-IE fall (at 6 weeks), winter, spring *note instructional method selected (e.g., in-person, remote, or hybrid) 	<p style="text-align: center;">Continued Learning</p> <ul style="list-style-type: none"> • Attendance at synchronous social skills lessons and/or • Completion of asynchronous social skills activities • SRSS-IE *note instructional method selected (e.g., in-person, remote, or hybrid)
Program Measures (school-level)	<p>Social Validity:</p> <ul style="list-style-type: none"> • Primary intervention rating scale (PIRS) • Student survey 	<p>Treatment Integrity:</p> <ul style="list-style-type: none"> • Ci3T teacher self-report (TSR) • Tiered fidelity inventory (TFI) • <i>Too Good for Drugs & Violence</i> treatment integrity and dosage (number of lessons and time taught) data 	<p>Program Goals:</p> <p>Year 1 Implementation</p> <ol style="list-style-type: none"> 1. 100% of students screened on SRSS-IE 2. High implementation: Staff score an 80% average on the Ci3T teacher self-report (TSR) form 3. High social validity: Staff demonstrate at least 80% agreement with the primary plan on the primary intervention rating scale (PIRS) 4. Have at least 80% of students in the low-risk category on the student risk

			screening scale – internalizing & externalizing (SRSS-IE) 5. Improve academic progress by reducing gaps on statewide assessments between student subgroups by 10% annually
	Continued Learning • Same	Continued Learning • Same	Continued Learning • Same



Sample High School Reactive Plan: Flowchart for Responding to Challenging Behavior



Buckman, M. M., Austin, K. S., Common, E. A., & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Definitions of minor (teacher-managed) behaviors for middle and high schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Minor (Teacher-managed) Behavior Definitions (High School)

When making behavior referrals, remember that context matters. Additionally, consider that some behaviors may be perceived as problematic due to differences between educator expectations and students’ cultural norms. Therefore, strive to be culturally responsive by developing awareness of the significance of students’ backgrounds (including historical context) to understand their behavior, and use an instructional approach to teaching and re-teaching expected behaviors. [Click here to learn more about practicing culturally responsive Positive Behavioral Interventions and Supports](#). [URL if accessing in text format: <https://www.pbis.org/resource/embedding-culturally-responsive-practices-in-tier-i>]

Behavior	Definition	Student Information System Code
Academic integrity violations (minor)	<p>Minor academic integrity violations refer to isolated incidents that breach expectations related to conduct during daily academic work.</p> <p>Examples include cheating on homework assignments, looking off the work of another student during class assignments, or altering academic documents. Nonexamples include following teacher-provided expectations regarding course work, such as collaborating with peers when assignment directions allow.</p> <p>Other non-examples include behavior consistent with the Major (Office-managed) behavior Academic misconduct, which involves systematic or severe academic misconduct such as cheating on exams, plagiarism of term papers, or repeated minor violations. See definition of Academic misconduct under Major (Office-managed) behaviors.</p>	AIV
Argumentative behavior (persistent)	<p>Persistent argumentative behavior refers to a pattern of interactions with school staff that is disagreeable, disrespectful, hostile, or antagonistic over the course of multiple interactions on the same day, despite respectful redirection from school staff members. Upon initial occurrences of argumentative behavior, follow the 6-step instructional approach. Argumentative behavior becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p> <p>Examples include ongoing arguing with a teacher about a consequence given, or persistent combative questions in response to teacher directions. Nonexamples include isolated argumentative comments (e.g., “why do we have to do this stuff?”) or asking legitimate questions to resolve an issue (e.g., “didn’t we do this last week?”).</p>	ABP
Disruptive behavior (persistent)	Disruptive behavior refers to a pattern of behavior that causes an ongoing disruption to conditions in the classroom or other school environment. Upon initial occurrences of disruptive	DBP

	<p>behavior, follow the 6-step instructional approach. Disruptive behavior becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p> <p>Examples of disruptive behavior include persistent occurrences of shouting or slamming materials, or moving about the classroom and interacting with peers in a manner that disturbs or distracts others. Non-examples include talking with peers in a conversational tone, accidentally dropping materials or making other unintentionally disruptive noises, or isolated incident of disruptive behavior (e.g., student is disruptive but responds to the 6-step instructional approach).</p> <p>Other non-examples of disruptive behavior (persistent) include behaviors consistent with the Major (office-managed) behavior Disruptive behavior (severe), which is so intense or serious that class cannot continue or jeopardizes the safety and/or security of the student, their classmates, or their teacher. Minor disruptive behavior becomes a major once three minor referrals for these behaviors are logged in PowerSchool.</p>	
<p>Excluding peers / name calling / gossiping</p>	<p>These behaviors (excluding peers, name calling, gossiping, etc.) refer to unkind actions toward peers that may be precursors to bullying behaviors.</p> <p>Examples include excluding targeted peers from school activities or groups in a persistent fashion, using hurtful language toward peers, or using gossip to put down another student.</p> <p>Non-examples include behaviors that meet the definition of Bullying, which includes physically harming a student or damaging a student’s property; threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property or causing 8 substantial inconvenience; or, taunting, teasing or intimidation that is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or it substantially disrupts the orderly operations of the district (see definition in Major Behaviors).</p>	<p>EP</p>
<p>Inappropriate gestures, language, noises</p>	<p>This behavior refers to usage of rude language (written or verbal), gestures, or noises in conversation with staff or peers not meeting expectations of school context, during daily classroom activities, or during passing periods.</p>	<p>IGLN</p>

	<p>Examples include using curse words conversationally (e.g., not directed at another staff or student). Non-examples include using euphemisms (e.g., “darn” or “crap”).</p> <p>Other non-examples include behaviors consistent with the Major (office managed) behavior Profanity, which involves using of severe profanity (e.g., the ‘f’ word) directed toward staff or students, or Sexual Misconduct, which includes but is not limited to making obscene gestures of an overt sexual nature toward staff or students. See definitions of Profanity and Sexual Misconduct under Major (Office-managed) behaviors.</p>	
Inappropriate use of school or other’s property	<p>Inappropriate use of school or others’ property refers to any behavior in which school or others’ property is/are not used for its intended purposes or with little respect for property/facilities.</p> <p>Examples include climbing in bathrooms, looking under stalls, using a space where there is no adult or without adult permission, using a friends’ notebook for yourself without permission, or using the whiteboard markers without teacher permission. Nonexamples include approved club gatherings or indoor recess activities.</p>	IUSP
Inappropriate use of technology	<p>Inappropriate use of technology refers to any behavior in which computers, phones, tablets, music devices, or other electronic devices are used in a manner or at a time incompatible with school expectations.</p> <p>Examples include texting during class, listening to music during instruction, or posting on social media, or using a computer to watch YouTube unless teacher directed or specified in instructional programming. Nonexamples include using the computer during yearbook club to edit a page or listening to appropriate music during lunch or before school.</p> <p>Other non-examples include behavior consistent with the Major (office managed) behavior Technology Policy Violations which involves severe violations including accessing sexually explicit material on the school premises or using a school-owned device, or sending sexually explicit electronic communication. See definition of Technology Policy Violations under Major (Office-managed) behaviors.</p>	IUT
Lying	<p>Lying refers to any behavior in which one intentionally withholds the truth or expresses dishonesty.</p> <p>Examples include telling a teacher you are going to the restroom and instead meeting your friends in the hallway or stating your parents have seen your progress report when you have</p>	LY

	not given it to them. Non-examples include missing a factual question on an assessment, or being honest about potential infractions (e.g., telling the truth when problems occur).	
Non-compliance (persistent)	<p>Persistent non-compliance refers to repeated or ongoing incidents in which a student willfully disregards reasonable instructions provided by a school staff member. Upon initial occurrences of non-compliance, follow the 6-step instructional approach. Non-compliance becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p> <p>Examples include disregarding stated expectations about beginning bell work upon entry despite the teacher following the 6-step instructional approach, ignoring the bell for class and staying in the hall even after two staff members come by and remind you to move to class. Non-examples include an incident of non-compliance that is resolved in a timely manner after using the 6-step instructional approach.</p>	NCP
Play fighting / Horseplay / Roughhousing	<p>Play fighting/ horseplay/ roughhousing refers to any behavior in which individuals engage in aggression-like behavior that is playful, inappropriate, or potentially unsafe, but not so intense that it is likely to cause physical or emotional harm.</p> <p>Examples include brief pushing and shoving in the hallway, pulling on a peer’s clothes during a game during gym, or other instances in which students put hands on each other but without the intent to harm. Nonexamples include engaging in rule-abiding physical activity during sport events.</p> <p>Other non-examples of play fighting / horseplay / roughhousing include behaviors consistent with Violence toward other students or Violence against staff, both of which result in Major (office-managed) referrals. These behaviors are characterized by physical aggression that is sufficiently intense or intended to cause potential physical or emotional pain. Additionally, instances in which Bullying / Harassment occurs are also non-examples. Instances of Bullying / Harassment result in Major (office-managed referrals).</p> <p>See definitions for Bullying / Harassment, Violence against other students, and Violence against other staff under Major (Office-managed) behaviors.</p>	PFHR
Tardiness	Tardies refer to arriving any time after the start of class. Examples include: arriving to Spanish class after the start of class, arriving to school after the start of the school day. Non-examples	TRD

Buckman, M. M., Austin, K. S., Common, E. A., & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Definitions of minor (teacher-managed) behaviors for middle and high schools*. Developed in collaboration with district partners. Available at www.ci3t.org

	<p>include: taking an approved restroom break during class, arriving late to school with an approved doctor's note.</p> <p>Tardiness becomes a major (Office-managed) after the 2nd instance of tardiness over a two-week period.</p>	
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Buckman, M. M., Austin, K. S., Common, E. A., & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Definitions of major (office-managed) behaviors for elementary schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Major (Office-managed) Behavior Definitions (High School)

Behaviors with redacted definitions utilized school district-specific school board policies. Consider utilizing any board-approved language relevant to those behaviors or creating district-specific definitions as necessary.

Behavior	Definition	Student Information System Code
Academic misconduct (Major)	<p>Major academic misconduct violations refer to persistent or severe incidents that breach expectations related to academic work.</p> <p>Examples include cheating on exams, plagiarism of major assignments, or repeated minor violations. Non-examples include behavior consistent with expectations for class, such as carrying out teacher-directed large group projects.</p> <p>Other non-examples include behavior consistent with the Minor (Teacher-managed) behavior Academic integrity violations, which refer to isolated incidents that breach expectations related to conduct during daily academic work, such as cheating on homework, or altering academic documents. See definition of Academic integrity violations under Minor (Teacher-managed) behaviors.</p>	AM
Bullying / Cyberbullying / Harassment	[redacted]	BCHM
Disruptive behavior (severe)	<p>Disruptive behavior (severe) refers to behavior so intense or serious that class cannot continue or jeopardizes the safety and/or security the student, their classmates, or their teacher.</p> <p>Examples include persistent screaming of inappropriate words in the hallway during an instructional period, using technology (e.g., social media or texting) to incite disruption of class activities, or willfully knocking over classroom furniture.</p> <p>Non-examples include speaking up in class when you have a question, yelling to a peer in the hallway, or accidentally creating loud noises in the classroom (e.g., dropping books).</p> <p>Other non-examples include behavior consistent with the Minor (Teacher-managed) behavior Disruptive behavior (persistent), which involves persistent but less severe disruptions such as slamming materials on a desk. See definition of Disruptive behavior (persistent) under Minor (Teacher-managed) behaviors.</p>	DBS

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Failure to serve	<p>Failure to serve refers to any behavior in which a student is absent from detention or ISS (In School Suspension) or otherwise consequence on the date and time directed to serve without permission for change of date/ time.</p> <p>Examples include leaving school on the bus at the normal time without notifying or inquiring about a change in detention time or going to class instead of assigned ISS. Non-examples include being sick from school the day of detention or leaving detention for a family or otherwise emergency.</p>	FTS
Fighting	<p>Fighting refers to engaging in mutual physical aggression.</p> <p>Examples include punching between two or more individuals, hair pulling, or using weapons. Non-examples include name-calling, threatening to fight, or being assaulted (attacked) and blocking or running away.</p>	FIG
Hazing	[redacted]	HAZ
Illegal drugs / alcohol distribution or manufacturing	[redacted]	IDDM
Illegal drugs / alcohol possession	[redacted]	IDAP
Illegal drugs / alcohol use	[redacted]	IDAU
Profanity (severe)	<p>Profanity refers to any behavior emitting an intensely profane or obscene gesture, word, or symbol directed toward staff or students.</p> <p>Examples include using the ‘f’ word (see administrator if unfamiliar), non-dress code photos with profanity attached either in-person or through technology. Non-examples include graffiti without profane words or images.</p> <p>Other non-examples include behaviors consistent with the Minor behavior Inappropriate gestures, language, noises. The minor behavior refers to usage of rude language (written or verbal), gestures, or noises in conversation with staff or peers not meeting expectations of school context, during daily classroom activities, or during passing periods such as using curse words conversationally, writing lewd language on desks, or using the middle finger (flipping off) in a playful or casual manner.</p>	PROS
Sexual harassment	[redacted]	SH

Sexual misconduct	<p>Sexual misconduct refers to any sexually explicit verbal or physical behavior.</p> <p>Examples of sexual misconduct include exposing oneself or others in-person or on social media, sending sexually explicit electronic communications (email, text messages), using sexually profane language verbally or in written expression, or engaging in sexual acts on school property or at school events. Nonexamples include handholding, graffiti that is not sexually explicit.</p>	SM
Tardies (Excessive)	<p>Tardies refer to arriving any time after the start of class. Examples include: arriving to Spanish class after the start of class, arriving to school after the start of the school day. Non-examples include: taking an approved restroom break during class, arriving late to school with an approved doctor’s note.</p> <p>Tardiness becomes a major (Office-managed) after the 3rd instance of tardiness over a two-week period.</p>	TAE
Skipping class	[redacted]	SKI
Technology policy violations	<p>Technology policy violations refers to any behavior in which computers, phones, tablets, music devices, or other electronic devices are used in a manner that is severe, bullying, or explicit.</p> <p>Examples include accessing sexually explicit material on the school premises, while on school transportation, or using a school-owned device, sending sexually explicit electronic communication (e.g., sexting), or communicating bullying messages through text message or social media (see definition of cyberbullying under “Bullying / Harassment” major definition). Nonexamples include using technology or social media at appropriate times to speak up peacefully about current issues.</p> <p>Other non-examples include behavior consistent with the Minor behavior Inappropriate Use of Technology which includes any use of technology for inappropriate reasons or at inappropriate times, such as texting during class, listening to music during instruction, or posting on social media. See definition of Inappropriate Use of Technology under Minor behaviors.</p>	TPV
Theft	<p>Theft or stealing, refers to any behavior of taking the personal property of another without consent.</p> <p>Examples include taking lunch money from a person’s open locker or taking dry erase markers from a teacher without permission. Nonexamples include carrying a friend’s backpack if asked,</p>	THF

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	taking a basketball home from the gym with permission from the gym teacher, or using school-property appropriately and with permission.	
Threat to do injury to person or property	<p>Threat to do injury to person or property refers to any statement or action, via technology or face-to-face, that relays an intention to cause physical or emotional pain to another person or damage property. This includes any hostile action or statement of intention of action done in retaliation to another.</p> <p>Examples include telling another person you will fight them, threatening to bring any weapon to school (see Weapon Possession for definition of what constitutes a weapon), making an anonymous threat of damage to the school building. Nonexamples include conversations between teacher and student in which consequence are reviewed and discussed or planning a peaceful demonstration with other students.</p>	TIP
Tobacco	[redacted]	TOB
Vandalism / Destruction of property	<p>Vandalism refers to any behavior resulting in the defacement or the destruction of property or facilities.</p> <p>Examples include intentionally breaking school furniture, graffiti on buildings, or destroying bulletin boards or other school-created signage. Non-examples include writing on personal property, a faculty approved artistic expression on the school building or classroom wall, or unintentional breaking of furniture due to regular wear and tear.</p>	VDP
Violence against other students	<p>Violence against other students refers to any action or attempt to cause physical pain to another student or damage another student’s property.</p> <p>Examples include assault (attack), throwing objects with sufficient intensity to harm or intimidate, or the use of objects as a weapon. Nonexamples include high fives, handshakes, or bumping into a peer in a manner without sufficient intensity or intent to cause harm or intimidation.</p>	VAST
Violence against staff	<p>Violence against staff refers to any action or attempt to cause physical to a staff member.</p> <p>Examples include assault (attack), throwing objects with sufficient intensity to harm or intimidate, or the use of objects as a weapon. Nonexamples include high fives, handshakes, or bumping into a staff-member in a manner without sufficient intensity or intent to cause harm or intimidation.</p>	VASF
Weapon possession	[redacted]	WP

Sample High School Expectation Matrix – In Person

	Classroom	Hallway & Common Areas	Cafeteria	Restroom	Bus	Arrival & Dismissal	Technology
Be Respectful	<ul style="list-style-type: none"> • Listen and wait your turn • Use kind words and actions • Cooperate with others • Use an inside voice • Use proactive conflict resolution skills 	<ul style="list-style-type: none"> • Use proactive conflict resolution skills • Use kind words and actions • Use an inside voice • Respect classes in session 	<ul style="list-style-type: none"> • Use good manners • Be inclusive • Use proactive conflict resolution skills • Use kind words 	<ul style="list-style-type: none"> • Finish using electronic devices before entering the restroom • Respect personal space of others 	<ul style="list-style-type: none"> • Listen for instructions • Use kind words and actions • Use proactive conflict resolution skills 	<ul style="list-style-type: none"> • Follow staff instructions with a smile • Use proactive conflict resolution skills 	<ul style="list-style-type: none"> • Only photograph others with their knowledge and consent • Be respectful of the opinions of others on social media • Take good care of school-provided equipment
Be Responsible	<ul style="list-style-type: none"> • Listen to and follow directions • Arrive on time • Bring required materials and completed homework • Attempt all assignments • Accept responsibility for your actions • Wear your mask • Maintain social distancing • Wash your hands when entering and leaving the classroom 	<ul style="list-style-type: none"> • Walk in the halls on the right side • Be quick to move between classes • Be aware of your surroundings and people’s personal space • Look up when walking down the halls • Wear your mask • Maintain social distancing 	<ul style="list-style-type: none"> • Throw away trash • Help your neighbor clean up • Finish food and drink in the cafeteria • Wear your mask • Maintain social distancing 	<ul style="list-style-type: none"> • Flush the toilet • Wash your hands • Keep the restroom clean • Throw away trash • Let an adult know if the restroom needs attention • Wear your mask • Maintain social distancing 	<ul style="list-style-type: none"> • Remain seated while bus is moving • Act safely • Use an appropriate voice level • Wear your mask • Maintain social distancing 	<ul style="list-style-type: none"> • Be on time to before and after school activities • Walk directly to class when the bell rings • Leave campus quickly at dismissal or head to supervised activity • Wear your mask • Maintain social distancing 	<ul style="list-style-type: none"> • Use devices only at appropriate times and places • Listen for instruction or ask before using an electronic device during class • Accept responsibility for your actions • Wear your mask • Maintain social distancing
Be Ready to Learn	<ul style="list-style-type: none"> • Participate in class activities • Give best effort on all tasks • Ask for help and be willing to help others • Demonstrate academic integrity • Turn in all work • Arrive on time and stay all day, every day 	<ul style="list-style-type: none"> • Pick up any trash you see • Put trash in trash cans • Keep hall passes visible 	<ul style="list-style-type: none"> • Be a role model for peers and younger students • Use lunch time efficiently and effectively • Report to class on time 	<ul style="list-style-type: none"> • Use the restroom before and after class • If you must use the restroom during class, return to class quickly 	<ul style="list-style-type: none"> • Be a role model for peers and younger students • Follow adult instruction 	<ul style="list-style-type: none"> • Attend all before and after school commitments • Ask for additional help from teachers or tutors before and after class • Wear appropriate clothing and shoes 	<ul style="list-style-type: none"> • Use social media positively • Use technology to complete assignments or enrich academic success • Charge personal devices at home

For additional information, please see Lane, Kalberg, and Menzies (2009).

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Sample High School Expectation Matrix – Online Learning

Online Learning	
Be Respectful	<ul style="list-style-type: none"> • Mute yourself when not speaking • Use kind words and actions on the chat and with your voice • Take turns when working together
Be Responsible	<ul style="list-style-type: none"> • Use the chat box to ask for help and respond to questions • Attend to instruction • Complete assigned activities • Respond to online polls when assigned
Give Best Effort	<ul style="list-style-type: none"> • Stay fully engaged • Remove distractions within your control during class time



For additional information, please see Lane, Kalberg, and Menzies (2009).

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Sample High School Assessment Schedule

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student demographic information at enrollment	X	X	X	X	X	X	X	X	X	X
Screening Measures										
Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE)		X			X				X	
STAR reading assessments	X				X					X
STAR math assessments	X				X					X
Student Outcome Measures - Academic										
Statewide assessments							X	X		
Progress reports		X		X			X		X	
Grade point average (GPA)			X		X			X		X
Course failures			X		X			X		X
End of course exams					X					X
Advanced Placement (AP) course enrollment	X				X					
AP test results										X
College entrance exams (SAT/ACT scores)										X
Graduation rate										X
Student Outcome Measures - Behavior										
Attendance	X	X	X	X	X	X	X	X	X	X
Tardies	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
Counselor referrals	X	X	X	X	X	X	X	X	X	X
ODR minor behavior referrals	X	X	X	X	X	X	X	X	X	X
ODR major office discipline referrals	X	X	X	X	X	X	X	X	X	X
Mental health team referrals	X	X	X	X	X	X	X	X	X	X
In-school and out-of-school suspension	X	X	X	X	X	X	X	X	X	X
Program Measures										
Primary Intervention Rating Scale (PIRS)			X					X		
Student survey	X									X
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Teacher Self-Report (TSR)			X					X		
<i>Too Good for Drugs & Violence</i> treatment integrity monitoring	X	X	X	X	X	X	X	X	X	X

For additional information, please see Lane, Kalberg, and Menzies (2009).

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Sample High School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Fast ForWord® reading (Merzenich et al., 2000)	Fast ForWord® is a computer-based reading program that focuses on all areas of reading (phonological awareness, language structures, sound-letter associations, word recognition, vocabulary, and comprehension). Individual computer-based instruction and practice 30 minutes per day.	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter <p style="text-align: center;">___ AND ___ OR</p> Academic <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> Below 2.5 GPA	Student measures <ul style="list-style-type: none"> • Informal reading inventories • Reading curriculum-based measures • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> Reading decoding, fluency, and comprehension scores at grade level <input type="checkbox"/> Class is one semester in length
Self-Regulated Strategy Development (SRSD) for Writing	Students engage in small group strategic intervention focusing on specific writing instruction (e.g., story writing, persuasive writing, informational) using the SRSD approach to help students plan and write. Students meet with interventionist (trained adult) 3-4 days/week for 30-min lessons over 3-6 week period (10-15 lessons).	Academic: <input type="checkbox"/> Report card: English course failure <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing writing assignments in a grading period (all courses)	Student measures <ul style="list-style-type: none"> • Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence • Work completion Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence <p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern <p style="text-align: center;"><i>and / or</i></p>

For additional information, please see Lane, Kalberg, and Menzies (2009).

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Sample High School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
				<input type="checkbox"/> Zero missing writing assignments in a grading period
I CAN Learn® math (JRL Enterprises, 2004)	I CAN Learn® fundamentals of math, pre-algebra, and algebra are computer-based, self-paced, interactive curricula with video instruction. Students spend 30 minutes each day in addition to their core math class, with the option of additional time at home online.	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter ___ AND ___ OR Academic <input type="checkbox"/> Report card: math course failure <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing math assignment in a grading period	Student measures <ul style="list-style-type: none"> • Math curriculum-based measures • Program diagnostic reviews and tests • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> Math curriculum-based measure scores at grade level
Credit Recovery	Credit recovery is a program to provide students the opportunity to earn credits for previously failed courses. The program utilizes computer-based instruction modules, with student proceeding at their own pace. Time is determined based on courses needed.	Academic <input type="checkbox"/> Report card: 1 or more course failures	Student measures <ul style="list-style-type: none"> • Completion of units within the course • Work accuracy • Attendance and tardies Social validity <ul style="list-style-type: none"> • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Implementation checklist 	<input type="checkbox"/> Student meets predetermined competency level for credit (passing course grade)
Small group social skills instruction:	Small group instruction by counselor or other trained educator of <i>Too Good for</i>	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i>	Student measures <ul style="list-style-type: none"> • Office discipline referrals earned and reason 	<input type="checkbox"/> SRSS-E7 score: low (0-3) <i>and</i>

For additional information, please see Lane, Kalberg, and Menzies (2009).

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample High School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<i>Too Good for Drugs & Violence™</i>	<i>Drugs & Violence™</i> lessons previously taught in Tier 1 or identified as needed through other data indicators. These extra lessons are taught for 30 minutes, four times per week.	<input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> Office discipline referrals: 2 or more for social challenges (peer relation problems)	<ul style="list-style-type: none"> • Participation in and completion of lessons, discussions, activities • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i> <input type="checkbox"/> Completion of social skills unit and all lesson assignments.
Small group counseling	Identified students meet with the school counselor, school psychologist, or other mental health support provider in small groups to learn problem solving strategies to improve in the identified area(s) of need.	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter ___ AND ___ OR Academic <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> Below 2.5 GPA	Student measures <ul style="list-style-type: none"> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> <input type="checkbox"/> Zero missing assignments in an 8-week period <i>and</i> <input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i> <input type="checkbox"/> All passing grades on progress report or report card <i>and</i> <input type="checkbox"/> GPA of 2.5 or greater
Behavior Education Program (BEP), also known as	Students check in and out with a mentor each day on targeted academic, behavior, and/or social goals. During check-in,	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i>	Student measures <ul style="list-style-type: none"> • Daily progress reports Social validity <ul style="list-style-type: none"> • Teacher: Intervention Rating Profile (IRP-15) 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> With 8 weeks of data:

For additional information, please see Lane, Kalberg, and Menzies (2009).

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Sample High School Secondary (Tier 2) Intervention Grid

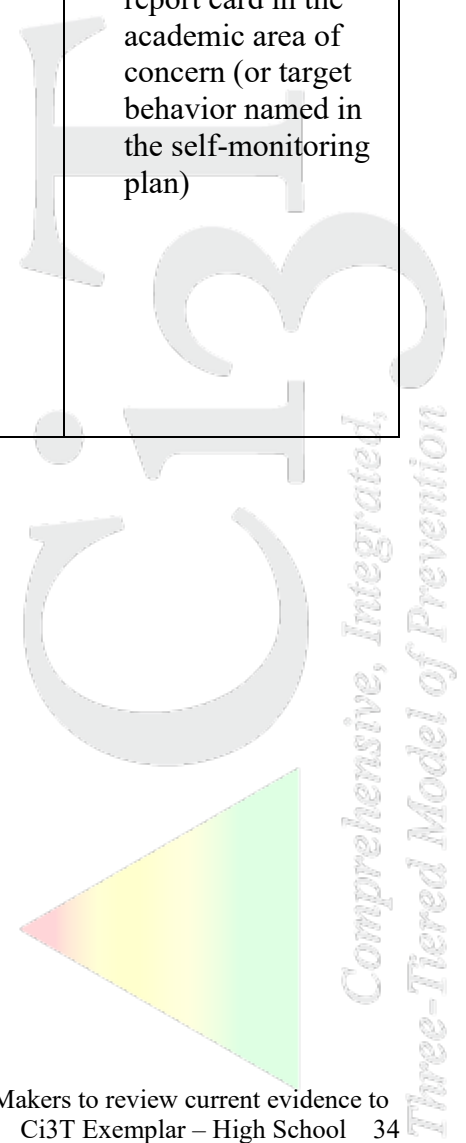
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check-In / Check-Out (CICO)	students receive a daily progress report they take to each class for feedback on their progress meeting the school-wide academic, behavior, and social expectations.	<input type="checkbox"/> 2 or more office discipline referrals (ODRs) in 5 weeks <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter <p style="text-align: center;">___ AND ___ OR</p> Academic Progress report: <input type="checkbox"/> 1+ course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> Below 2.5 GPA	<ul style="list-style-type: none"> • Student: Children’s Intervention Rating Profile (CIRP) Treatment integrity <ul style="list-style-type: none"> • Mentor completes checklist of all steps and whether they were completed each day, including % of completion 	<input type="checkbox"/> Student has achieved their goals 90% of the time <input type="checkbox"/> Zero office discipline referrals (ODRs) <input type="checkbox"/> Teachers agree exiting is appropriate or if the intervention should continue
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to, or delivery of, a specific reward. The target behavior can be academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in group activities). Contracts may involve administrator, teacher, parent, and student.	<input type="checkbox"/> Target behavior(s) of concern Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter <p style="text-align: center;">___ AND ___ OR</p> Academic <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> STAR assessments: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> GPA: below 2.5	Student measures <ul style="list-style-type: none"> • Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) • Grades on progress reports Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> <input type="checkbox"/> Successful completion of behavior contract <i>and</i> <input type="checkbox"/> Passing grade on progress report or report card in the academic or behavior area of concern named in the behavior contract

For additional information, please see Lane, Kalberg, and Menzies (2009).

Note. We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Sample High School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-Monitoring	Students learn to observe and record their own behaviors with self-monitoring, a strategy implemented by the student and teacher to improve academic performance (work completion / work accuracy), behavior, or social skills.	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <p style="text-align: center;">___ AND ___ OR</p> <p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> STAR assessment: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Below 2.5 GPA 	<p>Student measures</p> <ul style="list-style-type: none"> • Work completion and work accuracy of the targeted academic or behavior area of concern in the self-monitoring plan • Grades on progress reports <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> • Treatment integrity checklist 	<ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Low risk (0-3) <p style="text-align: center;"><i>and</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)



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Sample High School Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individual counseling	Student meets with the school counselor, school psychologist, or other mental health support provider individually to learn problem solving strategies to improve in the identified area(s) of need.	<p>Behavior</p> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i>	<p>Student measures</p> <ul style="list-style-type: none"> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: Intervention Rating Profile (IRP-15) • Student: Children’s Intervention Rating Profile (CIRP) <p>Treatment integrity</p> <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i>
Mental Health Supports	Mental health team provides strategies to address school discipline, mental health interventions, crisis management, emotional behavioral skills, anger management, stress management, in-home visits and link students / families with community support services.	<input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i>	<p>Student measures</p> <ul style="list-style-type: none"> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: Intervention Rating Profile (IRP-15) • Student: Children’s Intervention Rating Profile (CIRP) 	<input type="checkbox"/> Zero missing assignments in an 8-week period <i>and</i>
		<input type="checkbox"/> 2 or more tardies / absences in a quarter <p style="text-align: center;">___ AND ___ OR</p> <p>Academic</p> <input type="checkbox"/> Report card: 1 or more course failures <i>or</i>	<p>Treatment integrity</p> <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist 	<input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i>
		<input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i>		<input type="checkbox"/> All passing grades on progress report or report card <i>and</i>
		<input type="checkbox"/> GPA below 2.5		<input type="checkbox"/> GPA of 2.5 or greater
		<p>Behavior</p> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <i>or</i>	<p>Student measures</p> <ul style="list-style-type: none"> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: Intervention Rating Profile (IRP-15) • Student: Children’s Intervention Rating Profile (CIRP) 	<input type="checkbox"/> Services are maintained until social workers, administrators, parents, students, and other stakeholders agree adequate progress has been made
		<input type="checkbox"/> SRSS-E7: High (9-21) <i>or</i>		
		<input type="checkbox"/> 3 or more office discipline referrals (ODRs) within a grading period <i>or</i>		
		<input type="checkbox"/> 3 or more absences / tardies in a grading period <p style="text-align: center;">___ AND ___ OR</p>		

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample High School Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		Academic <input type="checkbox"/> Report card: 2 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 5 or more missing assignments within a grading period	Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	
Intensive Reading Clinic (Lindamood-Bell®)	Small group (1-5 students per adult) reading instruction for either decoding (Seeing Stars) or comprehension (Visualizing Verbalizing) 100 minutes per day, 5 days per week, semester long course.	Behavior <input type="checkbox"/> SRSS-E7: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODRs) within a grading period <p style="text-align: center;">___ AND ___ OR</p> Academic <input type="checkbox"/> Reading decoding or comprehension level is 4 or more grade levels below <i>or</i> <input type="checkbox"/> Report card: 2 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 5 or more missing assignments within a grading period	Student measures <ul style="list-style-type: none"> • Daily read aloud with comprehension questions (program assessments of progress) • Program components mastery checklists (e.g., consonant sounds, vowel sounds, decoding expectancies) • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> State assessment reading proficient <i>and</i> <input type="checkbox"/> STAR assessment reading grade 8 or higher
I CAN Learn® math	I CAN Learn® fundamentals of math, pre-algebra, and algebra are computer-based, self-paced, interactive curricula that include video instruction. Students who	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i>	Student measures <ul style="list-style-type: none"> • Program math diagnostic reviews and tests • Attendance and tardies 	<input type="checkbox"/> STAR assessment: Math scores at grade level

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample High School Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	qualify for this intervention spend 60 minutes each day in addition to their core math class, with the option of additional time at home online.	<input type="checkbox"/> 2 or more tardies / absences in a quarter ___ AND ___ OR Academic <input type="checkbox"/> Report card: math course failure <i>or</i> <input type="checkbox"/> Progress reports: 5 or more missing math assignment in a grading period	Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	
Functional Assessment-Based Intervention (FABI)	A FABI is an intervention based on the function of the target behavior, as determined by a functional assessment with the aid of a function matrix. A function-based intervention decision model is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including A-R-E antecedent adjustments (A), reinforcement adjustments (R), and extinction procedures (E) directly linked to the function of the target behavior.	Behavior <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: High (9-21) <i>or</i> <input type="checkbox"/> 6 or more office discipline referrals (ODRs) within a grading period ___ AND ___ OR Academic <ul style="list-style-type: none"> <input type="checkbox"/> Report card: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 5 or more missing assignments within a grading period <i>or</i> <input type="checkbox"/> STAR assessment intensive level (math or reading) 	Student measures <ul style="list-style-type: none"> • Direct observation of student behavior targeted for improvement • Attendance and tardies • Assignment completion and accuracy • Course grades Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • FABI step checklists • A-R-E component treatment integrity checklist 	<input type="checkbox"/> A FABI will be faded when a functional relation is demonstrated using a validated single-case research design (e.g., A-B-A-B withdrawal) <i>and</i> <input type="checkbox"/> Behavior objectives on the student's behavior intervention plan are met

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