

SAMPLE Elementary School Ci3T Primary (Tier 1) Plan

Mission Statement	The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long term life choices as citizens.	
Purpose Statement	The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities.	
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Give Best Effort *see Expectation Matrix	
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> • Be at school on time and stay all day. • Access and use resources to be organized. • Complete and turn work in at a timely manner. • Communicate with teachers and parents. • Participate in district core instruction and learning opportunities. • Actively participate in class activities and be persistent in the face of challenge. • Participate in: <ul style="list-style-type: none"> ○ 60 minutes of <i>Math using Math Expressions Common Core</i> (Houghton Mifflin Harcourt) ○ 90 minutes of English Language Arts using <i>Scott Foresman Reading Street™ Common Core</i> (Pearson Education) materials. • Bring all materials, including daily planners (Gr. 3-5). • 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> • Meet school-wide expectations stated in the Expectation Matrix. • Use strategies learned in behavior expectation setting and <i>Positive Action®</i> lessons to prevent or minimize triggers and identify and manage agitation. • Take responsibility for own actions and the effect on others. • Tell an adult about any unsafe behaviors. • Ask and adult when you need help. 	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none"> • Follow the school-wide expectations listed in the Expectation Matrix. • Actively participate in weekly <i>Positive Action®</i> lessons. • Use positive social skills at school, at home and in the community and encourage peers to use these skills. • Cooperate with others, use kind words and actions. • Listen politely, and resolve conflicts peacefully by using <i>Stop, Walk, Talk</i> (OSEP-TAC, PBIS.org)

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.

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff: Teach core programs according to district and state standards with fidelity:</p> <ul style="list-style-type: none"> English Language Arts (90 min of uninterrupted reading instruction; 30 min additional writing): Scott Foresman <i>Reading Street™ Common Core</i> Math (60 min of core) Houghton Mifflin Harcourt <i>Math Expressions Common Core</i> Differentiate instruction to meet the needs of all students. Plan for learning opportunities that minimize the use of instructional time and student engagement. Use proactive evidence-based strategies to support students' active engagement. <p>Examples:</p> <ul style="list-style-type: none"> Active supervision Precorrection Instructional feedback Instructional choice Increased opportunities to respond Behavior specific praise High-<i>p</i> requests Provide meaningful and appropriate practice opportunities. Provide feedback in a timely manner to students and parents. Conduct, report, and use screening and assessments (see Assessment Schedule). <ul style="list-style-type: none"> Benchmark progress three times a year for reading and math. Use schoolwide data to consider students' Secondary (Tier 2) and 	<p>Faculty and Staff: Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.</p> <ul style="list-style-type: none"> Foster a safe environment for all students. Teach all setting Expectations within the first week of school and reteach Expectations (monthly). Display and model school-wide expectations in classrooms and other key settings. Be consistent with expectations. Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings. Demonstrate professional behavior and a positive attitude. Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> Praise students meeting expectations Redirect students who are struggling Reteach expectations Allow student time to respond to request and re-engage Recognize/reinforce changed behavior Follow Reactive Plan for responding to repeated difficulties. Implement the reactive plan with integrity. 	<p>Faculty and Staff: Teach schoolwide social skills/ character education curricula with fidelity:</p> <ul style="list-style-type: none"> Teach weekly <i>Positive Action®</i> lessons <ul style="list-style-type: none"> Grades K – 2 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 30 min lesson every other week co-taught by teacher and counselor Grades 3 – 5 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 45 min lesson every other week co-taught by teacher and counselor (See appendix for specific lessons for each grade level) Model social skills expected. Teach Bully Prevention in Positive Behavior Support (<i>Stop, Walk, Talk</i>; OSEP-TAC, PBIS.org) according to master school schedule; 20 – 50 min lessons. Provide tickets paired with behavior specific praise when students meet expectations. Maintain communication with students and parents/guardians. Seek ways to engage parents as partners in the school program. Collaborate regularly with colleagues.

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<p>Tertiary (Tier 3) needs – use Intervention Grids to guide selection of intervention strategy.</p> <ul style="list-style-type: none"> ○ Conduct regular progress monitoring with identified students. • Collaborate regularly with colleagues. • Communicate with parents and students in a variety of ways. • Strive to meet with 100% of families during parent conferences. 	<ul style="list-style-type: none"> • Conduct, report, and use screening and assessments (see Assessment Schedule) <ul style="list-style-type: none"> ○ Monitor progress three times a year using the behavior screener. ○ Participate in professional learning for using data for decision making at the school, class, and school level. ○ Use schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs – use Intervention Grids to guide selection of intervention strategy. • Follow guidelines on Reactive Plan decision flow chart. <ul style="list-style-type: none"> ○ Enter behavior data in management system on same day incident occurs. ○ Communicate with parents about problem solving worksheets. • Collaborate regularly with colleagues. • Communicate with parents and students in a variety of ways. 	
<p>Area I: Academics Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Make learning a priority and value parents' role as their child's first teacher. • Use resources available to enhance learning experiences for their child. • Model and reinforce learning in the home. • Regularly review all school communications. • Provide a place for their child to study at home near parent supervision. 	<p>Area II: Behavior Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Know, understand, and reinforce the behaviors in the Expectations Matrix • Post school expectations overview at home. • Model positive behaviors. • Support teacher and school effort to promote positive behaviors. • Support their child attending school regularly, arriving on time, and staying all day. 	<p>Area III: Social Skills Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Reinforce school expected behavior at home. • Model <i>Positive Action</i>® social skills taught to students. • Support <i>Positive Action</i>® social skills learning. • Work as partners with teachers. • Ask their student about the bullying prevention program, <i>Stop, Walk, Talk</i> (OSEP-TAC, pbis.org)

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<ul style="list-style-type: none"> • Encourage child to complete all practice opportunities and read at home (or read with child) daily. • Review and sign daily planner (Gr. 3- 5). • Attend parent conferences and meetings, contacting school to reschedule as needed. • Attend school activities when possible. 	<ul style="list-style-type: none"> • Review assigned problem solving worksheets with child, sign and promptly return to school. • Communicate via email, phone, note, or in-person visit about any home circumstances that may affect their child. • Access additional information from the Positive Interventions and Supports (PBIS) National Technical Assistance Center (OSEP-TAC, see pbis.org). 	<ul style="list-style-type: none"> • Communicate social concerns about their child with school faculty and staff.
<p align="center">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Provide faculty and staff with materials to facilitate instruction. • Provide and support professional learning opportunities for faculty and staff to increase the use of low-intensity strategies with fidelity. • Organize and provide access to data and facilitate discussions related to data. • Provide resources and time to implement programs. • Provide fair, timely, and constructive feedback on evaluations. • Set high expectations for all stakeholders. • Support and provide data to teachers for decision. • Support parent attendance at parent conferences with scheduling and teacher availability. 	<p align="center">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Implement the proactive and reactive behavioral components of our Positive Behavior Intervention and Support (PBIS) plan. • Collect and monitor data of SRSS-IE data three times a year to inform instruction. • Support teachers in using schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs. • Provide a safe and orderly environment. • Reinforce teachers who meet expectations • Develop relationships with parents and families. • Support teachers in creating parent partnerships. 	<p align="center">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Support staff in the implementation of the <i>Positive Action</i>® social skills program and <i>Stop, Walk, Talk</i>. • Provide time in faculty or grade level meetings to review lessons and seek clarifications from counselors. • Provide instructional time in the master schedule for weekly social skills lessons. • Provide <i>Positive Action</i>® social skills program and <i>Stop, Walk, Talk</i>, materials and the training for staff to implement with fidelity. • Model social skills expected of students. • Collect and track data of social skills program. • Provide teachers staff meeting time to document lesson completion data • Be available and consistent with support throughout the school. • Listen to parent concerns and respond accordingly.

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Procedures for Teaching

Faculty and Staff:

- Provide faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan.
- Provide training of plan and expectation to staff at the beginning of each school year, with attention to academic, behavior, and social domains.
- Post resources for implementing plan on SharePoint > Important Documents > Ci3T Plan.
- Post videos and professional learning on the reactive plan.
- Regular ongoing teacher professional learning during staff meetings and collaboration (e.g., professional learning on Tier 2 and 3 strategies as well as other requested topics).
- Professional learning opportunities at the district level to support implementation and sustainability of Ci3T, with attention to academic, behavior, and social domains.
- **Expectations Matrix** taught and posted.
- Ongoing re-teaching of expectations and procedures – dedicated staff meeting time for discussions.
- Ci3T session for new staff orientation.
- Provide expectation matrix in substitute folder.
- Meet twice per year with bus drivers, after school care providers based as school site and open to community providers, cafeteria staff, building maintenance staff.
- Weekly tips for teachers and challenges for PBIS.

Students:

- Beginning of the year lesson: Setting Stations with examples and non-examples, role play and modeling of expectations with adults and peers. Reteach lessons at key time points (e.g., after breaks from school).
 - Teachers will explicitly teach, model and practice the expectations and procedures
 Schedule: 1st 2 weeks of school, 3rd – 6th week of school, 1st 2 weeks of January, 1st week of March, anytime as needed or indicated by school data (e.g., increase in office disciplinary referrals, decreases in attendance)
- Teachers will use the lesson plans provided in the Ci3T Implementation Materials or provide lesson plan to administrator.
- Teachers will use and display the posters provided in all instructional and non-instructional areas.
- Teachers will use tickets to intermittently reinforce those students demonstrating the expectations (higher rates of praise used early in the year).
- PBIS video played every Monday morning in each classroom demonstrating a setting, behavior, or social skill.
- Expectations reviewed over announcements.
- Weekly social skills focus (including *Stop, Walk, Talk*) announced in morning announcement
- Participate in class meetings and *Positive Action*® lessons.

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Parents/ Community:

- Team present plan at September Site Council, September/October PTO meeting, and other meetings as invited.
- Post Ci3T Implementation Manual on school website and send Ci3T Brochure home in September, with new student upon registration, and again before spring break.
- Post video on website that explains our Ci3T Plan, with attention to academic, behavior, and social domains.
- Hold monthly “coffee talks” with parents and community members to increase understanding and support and develop partnerships.

Procedures for Reinforcing

Faculty and Staff:

- Raffle of Ci3T parking spot (awarded to the teacher who provided the ticker to the student raffle winner)
- Breakfast/Lunch provided to celebrate increase in fidelity data or progress toward goals in student outcome data (see **Assessment Schedule**).
- Drawing for tangible and non-tangible items (from community partners) – criteria for drawing based on Ci3T goals (e.g., completing screening on time for all students, meeting goals for reporting of fidelity data, progress toward goal of parent engagement)
- School-wide drawings for students – also reward teacher who gave the PBIS ticket to selected student.

Students:

- Students participate in providing feedback for reinforcements
- Intermittent reinforcement of expectations with behavior specific praise and PBIS tickets
- PBIS tickets exchanged for donated tangible and non-tangible choices (privileges, time with teachers, art lessons, special PE time, postcards or phone calls home), allowing students to access or avoid attention, tangibles/activities, and sensory experiences
- What can be earned?
 - Individually earned tickets
 - Work together with class to earn golden tickets
- What tickets can be used for?
 - Each teacher will have a classroom menu (student choice of items on menu)
 - Classroom drawings for parties (teacher choice)
 - School-wide drawings (1 daily winner, 3 weekly winners)
 - Tangible and nontangible reinforcement choices

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Parents/ Community:

- Positive phone calls and postcards home
- Student name in the newsletter
- Parent-Teacher-Student Organization (PTSO) shared events and support
- Ci3T supporter bumper stickers for parents and window stickers for businesses
- Student written thank you notes for community supporters

Procedures for Monitoring

Student Measures	Academic: <ul style="list-style-type: none"> • AIMSweb academic screeners (reading and math) • District assessment • State assessments • Unit assessments • Progress reports 	Behavior: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • Attendance (absence) • Tardies • Office discipline referrals (ODR) • Nurse visits 	Social Skills: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SSRS-IE) • Office discipline referrals (ODR) • Counselor referrals • Bullying referrals
Program Measures (School-level)	Social Validity: <ul style="list-style-type: none"> • Primary Intervention Rating Scale (PIRS) 	Treatment Integrity: <ul style="list-style-type: none"> • Tiered Fidelity Inventory (TFI) • Teacher Self-Report (TSR) • Direct Observations • <i>Positive Action</i>[®] treatment integrity data 	Program Goals: Year 1 Implementation: <ol style="list-style-type: none"> 1. Maintain 80% fidelity across treatment integrity measures. 2. At least 80% of students in grades K-5 will meet growth targets in reading and math according to AIMSweb. 3. At least 80% of students in grades K-5 at low risk on the SRSS-IE.

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Sample Elementary School Reactive Plan

Minors: Behaviors that impact the student and their learning or cause disruption to others

If these become chronic, move to Major (chronic =3 in a day)

- | | |
|---|--|
| <ul style="list-style-type: none"> Argumentative behaviors Crawling on floor (negatively impacts learning) Distracting behaviors Destruction of Property Inappropriate language/gestures/ noises Inappropriate physical contact (poking/touching, pushing/shoving) Inappropriate use of property Leaving supervised area Lying Mimicking behaviors Not doing classwork or homework | <ul style="list-style-type: none"> Consistently not following directions Not in line or out of seat Non-compliance Unprepared Not taking responsibility for actions Playing with things Spitting on others Stealing Talking out Teasing Throwing things Touching others' materials |
|---|--|

Initial Responses: The consequence below are part of our PBIS framework are intended to support students to be successful in all settings by taking an instructional approach to behavior and responding calmly, supportively, and respectfully.

Have a clear sequence of expected responses to support students not meeting expectation:

STEPS 1-6

- Show empathy (e.g. get down on student's level, show concern, consider triggers for student. The goal is to support student in making good choices and to create a positive, productive, and safe environment). It is important to assess whether the student is able to do what is being asked of them (is it a won't do or can't do problem?).
 - Maintain flow of instruction: tend to students displaying appropriate behavior first and ensure instruction is moving forward.
 - Acknowledge other students who are meeting expectation: important to show students meeting expectations will get attention rather than inappropriate behavior.
 - Redirect and Reteach: (prompt) student(s) who are struggling by providing verbal or nonverbal reminders in private (get down on their level and keep language clear, minimal and positive). If consistent behavior, reteach and model expectation for student. **Consider providing choices: provide student with choices to help break behavior chain (e.g. choice of task location, choice of task sequence).
 - Allow time and space for student to respond to request and re-engage.
 - Recognize/reinforce student when appropriate behavior is demonstrated/ their behavior has changed
- If student continues behavior with 3 separate incidents, move to major.

Majors: Behaviors that impact safety or are illegal

Chronic Minor behaviors (chronic =3 in a day)

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|--|---|
| <ul style="list-style-type: none"> Actions that cause harm Biting Bullying Cheating Elopement (chronic) Credible threat to do injury to person or property Fighting Forgery Harassment Illegal Substances <ul style="list-style-type: none"> Alcohol Drug Marijuana Tobacco | <ul style="list-style-type: none"> Inappropriate computer use Intimidation Punching Sexual behaviors Stealing-Major Throwing things Vandalizing Self-Injurious behaviors Weapons |
|--|---|

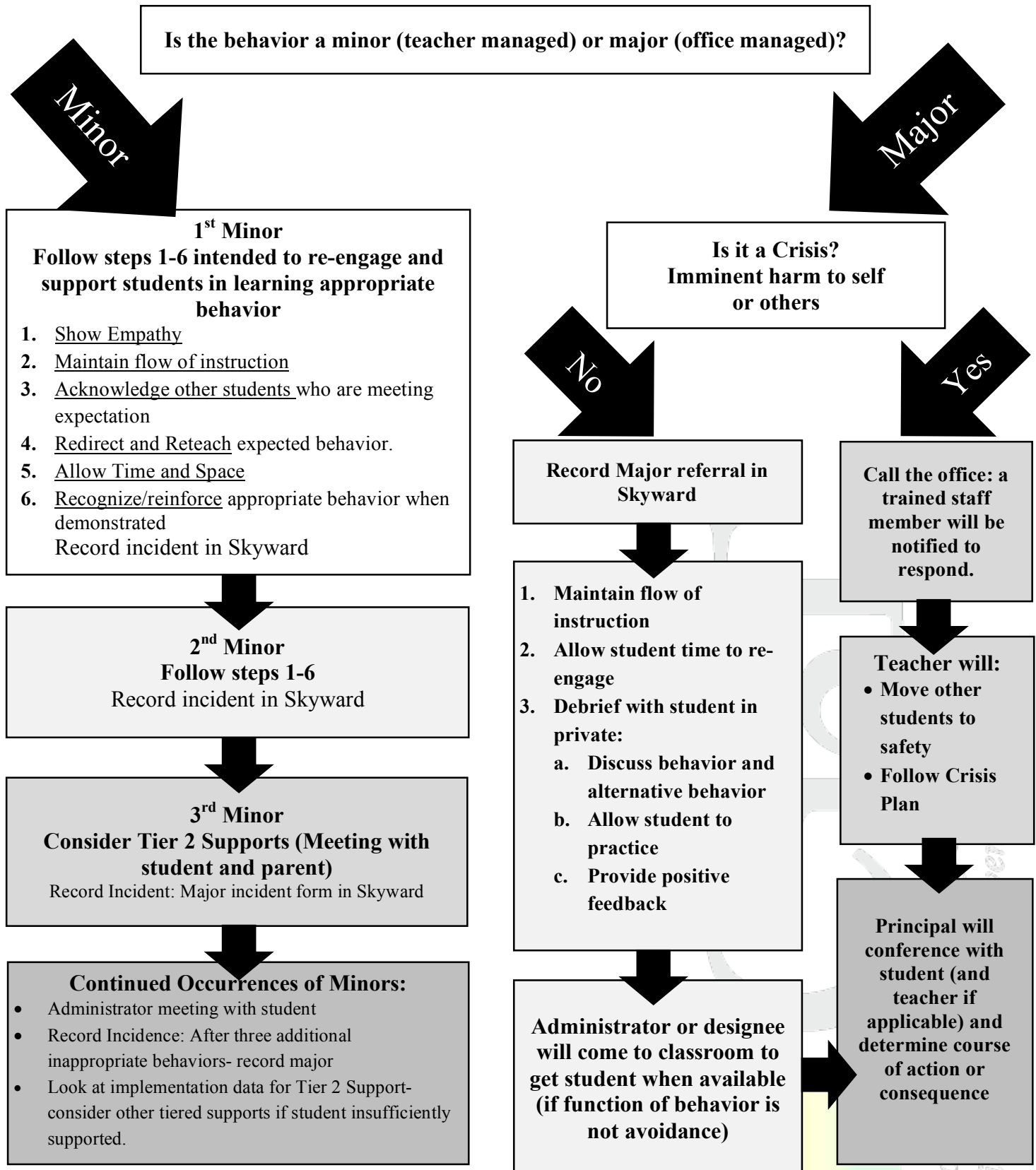
- Record offense in Skyward, mark "minor"
 - 1st minor: follow steps 1-6 to re-engage
 - 2nd minor: follow steps 1-6 to re-engage
 - 3rd minor: Record offense in Skyward, mark as "minor" Set up meeting with student and parent to **determine a suitable support using the intervention grids using data.**
 - If secondary or tertiary supports are implemented with fidelity and given adequate time (document using treatment integrity forms), do not yield desired outcome(s), **student support plan should be developed.**
 - For additional set of three incidents in a trimester or majors: Skyward form completed and administrator may meet with student and parent. Record incident in Skyward.
 - If a crisis situation occurs, office should be called immediately for assistance and move forward according to crisis plan.
 - Administration will follow up with referring teacher to explain response as well as record in skyward.
- SPED Students with behavior goal/specific Behavior Intervention Plan:**
- Teacher Response:**
- ☐ Behaviors that are specific to the BIP will be document per the IEP and do not need to be entered into Skyward, **UNLESS** support is needed that goes beyond their specific plan

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Sample Elementary Reactive Plan Flow Chart

Responses should be positive, proactive and implemented with the end goal of supporting the student to learn and demonstrate behavior expectations.



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Sample Elementary School Expectation Matrix

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be Respectful	<ul style="list-style-type: none"> Follow directions Use kind words and actions Control your temper Cooperate with others Use an inside voice 	<ul style="list-style-type: none"> Use a quiet voice Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Keep your food to yourself Use manners Listen to and follow adult requests 	<ul style="list-style-type: none"> Respect others' personal space Follow the rules of the game Line up when the bell rings 	<ul style="list-style-type: none"> Use the restroom and then return to class Stay in your own bathroom stall Give others privacy 	<ul style="list-style-type: none"> Use kind words towards the bus driver and other students Listen to and follow the bus drivers' rules Stay in your personal space
Be Responsible	<ul style="list-style-type: none"> Be in assigned area on time Remain in school for the whole day Bring your required materials Turn in finished work Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Walk in the hallway Stay in line with your class 	<ul style="list-style-type: none"> Make your choices quickly Eat your own food Choose a seat and stick with it Clean up after yourself 	<ul style="list-style-type: none"> Play approved games Use equipment appropriately Return equipment when you are done 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap Throw away any trash properly Report any problems to your teacher 	<ul style="list-style-type: none"> Bring home all needed materials Talk quietly with others Remain in seat after you enter the bus
Give Best Effort	<ul style="list-style-type: none"> Participate in class activities Complete work with best effort Ask for help politely 	<ul style="list-style-type: none"> Walk quietly Move directly to next location Follow directions 	<ul style="list-style-type: none"> Use your table manners Assist your neighbor if necessary Use an inside voice 	<ul style="list-style-type: none"> Include others in your games Be active Follow the rules of the game 	<ul style="list-style-type: none"> Take care of your business quickly Keep bathroom tidy Use time wisely 	<ul style="list-style-type: none"> Go directly to your destination Keep hands and feet to self Use self-control

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Sample Elementary Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student Demographic Information	X	X	X	X	X	X	X	X	X	X
Screening Measures										
Behavior Screeners: SRSS-IE		X			X				X	
Academic Screeners: AIMSweb (reading and math)	X	X				X				X
Student Outcome Measures - Academic										
Unit assessments	X	X				X				X
State & District assessment								X	X	
Progress reports				X			X			X
Student Outcome Measures - Behavior										
Absences		X	X	X	X	X	X	X	X	
Tardies		X	X	X	X	X	X	X	X	
Office discipline referrals (ODR)		X			X				X	
Counselor referrals	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
Bullying referrals	X	X	X	X	X	X	X	X	X	X
Program Measures										
Social Validity - PIRS			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Treatment Integrity (TSR)			X					X		
Direct observations			X					X		
<i>Positive Action</i> ® Treatment Integrity			X					X		

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<u>Phonemic Awareness</u> <i>My Sidewalks</i>	<p>My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).</p> <p>Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p> <p>Materials: My Sidewalks</p>	<p>Academic: AIMSweb Benchmark scores: strategic (making progress) or intensive (targeted for growth) level.</p> <p>Grades: K-1</p> <p><input type="checkbox"/> Letter Naming Fluency (LNF) K fall</p> <p><input type="checkbox"/> Phonemic Segmentation Fluency (PSF) K winter/ spring; 1st fall</p> <p><input type="checkbox"/> 1st grade: If Nonsense Word Fluency (NWF) 1st fall/ winter is in strategic or targeted range – consider PSF scores for meeting criteria</p> <p>Meets criteria for Inaccurate and/or Slow</p> <p><input type="checkbox"/> Accuracy %: 94% or lower</p> <p><input type="checkbox"/> Speed: May produce fast yet inaccurate sounds.</p> <p>Additional Assessments: Additional assessments using the Phonological Awareness Literacy Screening (PALS) or Phonological Awareness Skills Assessment (PAST) provide more</p>	<p>Student measures: AIMSweb weekly progress monitoring according to entry criteria.</p> <p>Treatment integrity Treatment Integrity Checklists</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<p>Academic measures:</p> <p><input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities.</p> <p><input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores for accurate and fluent criteria (95% or higher).</p>

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Curriculum	detailed information on specific skill areas to target for instruction.		
Phonics <i>My Sidewalks</i>	<p>My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).</p> <p>Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p>	<p>Academic: AIMSweb Benchmark scores: strategic (making progress) or intensive (targeted for growth) level.</p> <p>Grades: K-1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter Naming Fluency (LNF) K fall and Check Phonological Skills <input type="checkbox"/> Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word <input type="checkbox"/> Nonsense Word Fluency (NWF) 1st fall/ winter <p>Grades 2-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb Oral Reading (OR): below target AND less than 95% accurate at 2nd grade, less than 97% accurate grades 3 and up <p>AIMSweb RCBM scores consider Accuracy % and rate of WCPM: Meets criteria for Inaccurate and Slow</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy %: 1st-2nd grade: 94% or lower; 3rd-8th grade 97% or lower 	<p>Student measures: AIMSweb weekly progress monitoring according to entry criteria.</p> <p>Treatment integrity Treatment Integrity checklist</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<p>Academic measures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores for accurate and fluent criteria (NWF: 95% or higher)

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Materials: My Sidewalks Curriculum	<input type="checkbox"/> WCPM: Below grade level target score. Additional Assessments: Additional assessments using the Quick Phonics Screener (QPS) to provide more detailed information on specific skill areas to target for instruction.		
Fluency <i>My Sidewalks</i>	<p>My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).</p> <p>Grouping and Scheduling: Small group: 2-5 students</p>	<p>Academic: AIMSweb Benchmark- Below Target level RCBM</p> <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Slow</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy %: 1st-2nd grade: 95% or higher; 3rd-8th grade 98% or higher <input type="checkbox"/> WCPM: Below grade level target score. 	<p>Student measures: AIMSweb weekly progress monitoring RCBM.</p> <p>Treatment integrity Treatment Integrity Checklists Peer feedback checklist.</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<p>Academic measures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student scores meet accuracy and fluency criteria (2nd grade: 95%, 3rd-8th grade: 98% or higher).

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

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>30 min, 3-4 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p> <p>Materials: My Sidewalks Curriculum</p>			
<u>Vocabulary</u> <i>My Sidewalks</i>	<p>My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).</p> <p>Grouping and Scheduling:</p>	<p>Academic: AIMSweb Benchmark: RCBM meeting benchmark for fluency. Accuracy % meets criteria (below)</p> <p>Grades 2-5:</p> <ul style="list-style-type: none"> <input type="checkbox"/> MAZE (Strategic or Intensive) 3rd grade + and R-CBM (Benchmark) <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Fluent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy %: 2nd 94% or higher; 3rd -5th 98% or higher <input type="checkbox"/> WCPM: At or above grade level average. 	<p>Student measures: AIMSweb RCBM and MAZE weekly progress monitoring probes.</p> <p>Treatment integrity Treatment Integrity Checklists</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb MAZE progress monitoring reaches successful/ average criteria per grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores in the Accurate and Fluent criteria.

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p> <p>Materials: My Sidewalks Curriculum</p>			
<p><u>Reading Comprehension</u> <i>My Sidewalks</i></p>	<p>My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).</p>	<p>Academic: AIMSweb Benchmark: RCBM meeting benchmark for fluency. Accuracy % meets criteria (below) <i>and</i></p> <p>Grades 2-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> MAZE (Strategic or Intensive) <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Fluent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy %: 2nd 95% or higher; 3rd -5th 98% or higher <input type="checkbox"/> WCPM: At or above grade level average. 	<p>Student measures: AIMSweb RCBM and MAZE weekly progress monitoring probes</p> <p>Treatment integrity Treatment Integrity Checklists</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<p>AIMSweb progress monitoring MAZE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reaches successful/ average criteria per grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores in the Accurate and Fluent criteria.

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p> <p>Materials: My Sidewalks Curriculum</p>			
Repeated Readings	<p>Students engage in repeated oral reading practice (15 min, four days per week; in addition to 90 min core instruction) of appropriate text passages to build reading fluency, accuracy, and prosody. Selected passages at the student's independent reading level (at least 95% accuracy).</p> <p>Students are paired with a competent partner (e.g., teacher, paraprofessional, volunteer or peer). The student reads the passage, timing the reading for one min. Then the partner marks errors, insertions, and omissions on a second copy of the passage. The partner listens and provides instructive feedback. Instructive</p>	<p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb Benchmark-Below Target level RCBM- Below 25% percentile <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Slow</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy %: 2nd grade: 95% or higher; 3rd – 8th grade 98% or higher <input type="checkbox"/> WCPM: Below grade level average. 	<p>Student measures: AIMSweb weekly progress monitoring RCBM.</p> <p>Treatment integrity Treatment integrity Checklists Peer feedback checklist</p> <p>Social validity Teacher: IRP-15 Students: CIRP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student scores meet accuracy and fluency criteria (2nd grade: 95%, 3rd – 8th grade: 98% or higher).

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>feedback is pertaining to correct decoding, words omitted during the read aloud, prosody, and words read correctly per minute.</p> <p>Students continue the repeated readings until a fluency goal, such as a target number of words read correctly per minute is reached or until an authentic end to the activity (e.g., presentation of Readers Theatre).</p> <p>Materials:</p> <ul style="list-style-type: none"> • Two copies of the passage (one for the student reading and another for their tutor) • Graph- words read correctly per minute (WCPM) with goal marked • Pencils • Timer • Peer Feedback Checklist (if utilizing a peer) 			
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) using the Self-Regulated Strategies Development approach to help students plan and write. Identified students meet 3-4 days/week for	<p>One of more of the following:</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb: intensive or strategic level (written expression) <input type="checkbox"/> Two or more missing writing assignments within a grading period 	<p>Student measures:</p> <p>Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence</p> <p>AND</p> <p>Work completion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	30-min lessons over 3-6 week period (10-15 lessons).		Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	correct writing sequence AND <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern AND/OR <input type="checkbox"/> Zero missing assignments in a grading period
Math Small Group Support	<p>A small group (up to 4-5 students) math lesson led by math instructional support staff which will meet 3-4 times a week for 30 minutes. Topics and lessons from math expressions curriculum will be used to reteach and focus in on skills targeted for growth.</p> <p>Intervention should include visual representation materials, Instruction during the intervention should be explicit and systematic with frequent modeling of proficient problem solving, verbalization of thought processes,</p>	Academic: AIMSweb Benchmark scores: Grades: K-1 35 th percentile for time point – fall, winter, spring-for TEN (Test of Early Numeracy) measures below (Tier 1 cut scores): <input type="checkbox"/> Oral Counting Measure (OCM) <input type="checkbox"/> Number Identification Measure (NIM) <input type="checkbox"/> Quantity Discrimination Measure (QDM) <input type="checkbox"/> Missing Number Measure (MNM)	Student measures: AIMSweb TEN and M-CAP and M-COMP weekly progress monitoring probes Treatment integrity Treatment Integrity Checklists Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP	<input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores above the 35 th percentile.

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	guided practice with use of corrective feedback, and cumulative review. (Gersten et al., 2009)	Grades 2-5 35 th percentile for time point – fall, winter, spring-for measures below (Tier 1 cut scores): <input type="checkbox"/> Math Concepts and Applications (M-CAP) <input type="checkbox"/> Math Computation (M-COMP)		
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) _____AND_____OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures <i>or</i> <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)	Student measures: Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (1-3) <input type="checkbox"/> SRSS-I5 score: Low (1- 2) <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 Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<i>or</i> <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors		
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 an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.	Target behavior(s) defined in contract Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) _____ AND _____ OR Academic <input type="checkbox"/> Progress report: 1 or more course failures <i>or</i> <input type="checkbox"/> Progress report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors <i>or</i>	Student measures: Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) Passing grades on progress reports Treatment integrity Treatment integrity checklist Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Successful completion of Behavior contract <input type="checkbox"/> SRSS-E7 score: Low (1-3) <input type="checkbox"/> SRSS-I5 score: Low (1-2) <input type="checkbox"/> Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)		
Behavior Education Program (BEP)/ Check-In, Check-Out, CICO)	<p>Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.</p>	<p>Behavior:</p> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period <i>or</i> <input type="checkbox"/> 2 or more tardies or absences per quarter AND/OR <p>Academic:</p> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	<p>Student measures: Daily progress reports</p> <p>Treatment integrity: Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed)</p> <p>Social validity: Teacher: IRP-15 Student: CIRP</p>	<input type="checkbox"/> SRSS-E7 score: Low (1-3) <input type="checkbox"/> SRSS-I5 score: Low (1-2) <input type="checkbox"/> With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Unit 1: <i>Positive Action</i> ® Small Groups to Support Thoughts, Actions, Feelings	<p>A counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. They will use the <i>Positive Action</i>® Counselor's Kit Lessons from Unit</p>	<input type="checkbox"/> SRSS-IE data: moderate or high <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors	<p>Student measures: Daily report cards (constructed with skills taught in small groups).</p>	<input type="checkbox"/> SRSS-IE low risk at the next screening time point Or

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p><i>1 Thoughts-Action-Feelings Circle - Self-concept:</i></p> <p><u>Counselor Lessons 1– 6</u></p> <ol style="list-style-type: none"> 1. Self-concept 2. Thoughts, actions, and feelings work in a circle 3. Thoughts 4. Actions 5. Feelings about ourselves 6. Success and happiness <p>Assessment to Guide Instruction: <i>Skills for Success Survey</i></p>	<p>(Persistent low intensity behaviors according to reactive plans).</p> <p>or</p> <p><input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters.</p> <p>or</p> <p><input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester.</p> <p>and</p> <p><input type="checkbox"/> Parent/guardian permission required.</p>	<p>Treatment integrity Component checklist for lessons taught (student attendance and participation)</p> <p>Social validity Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions</p>	<p><input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks</p> <p>Or</p> <p><input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks</p> <p>Or</p> <p><input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card</p>
<p>Unit 2: <i>Positive Action</i>® Small Groups to Support Healthy Bodies and Minds</p>	<p>A counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room.</p> <p><i>Unit 2 Positive Actions for Your Body and Mind:</i></p> <p><u>Counselor Lessons 7 – 12</u></p> <ol style="list-style-type: none"> 7. Eating nutritiously 8. Getting enough exercise & getting enough sleep and rest 	<p><input type="checkbox"/> SRSS-IE data: moderate or high</p> <p>or</p> <p><input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors (Persistent low intensity behaviors according to reactive plans).</p> <p>or</p> <p><input type="checkbox"/> Targeted rating(s) for successful learner behavior</p>	<p>Student measures: Daily report cards (constructed with skills taught in small groups).</p> <p>Treatment integrity Component checklist for lessons taught (student attendance and participation)</p> <p>Social validity</p>	<p><input type="checkbox"/> SRSS-IE low risk at the next screening time point</p> <p>Or</p> <p><input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks</p> <p>Or</p>

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	9. Practicing personal hygiene & keeping our home and vehicle clean and safe 10. Being curious & learning new things 11. Creating 12. Making decisions & solving problems in positive ways Assessment to Guide Instruction: <i>Skills for Success Survey</i>	on the progress reports over 2 trimesters. <i>or</i> <input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester. <i>and</i> <input type="checkbox"/> Parent/guardian permission required.	Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions	<input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks Or <input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card
Unit 3: <i>Positive Action</i> ® Small Groups to Support Managing Yourself	A Counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. <i>Unit 3: Positive Actions for Managing Yourself Responsibly:</i> <u>Counselor Lessons 13 – 18</u> 13. Managing our time and managing our energy. 14. Managing our talents 15. Managing our money & managing our possessions 16. Managing our thoughts 17. Managing out actions 18. Managing our feelings Assessment to Guide Instruction: <i>Skills for Success Survey</i>	<input type="checkbox"/> SRSS-IE data: moderate or high <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors (Persistent low intensity behaviors according to reactive plans). <i>or</i> <input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters. <i>or</i> <input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester.	Student measures: Daily report cards (constructed with skills taught in small groups). Treatment integrity Component checklist for lessons taught (student attendance and participation) Social validity Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions	<input type="checkbox"/> SRSS-IE low risk at the next screening time point Or <input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks Or <input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks Or

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<input type="checkbox"/> Attendance: Frequent absence – more than 4 in a trimester. <i>and</i> <input type="checkbox"/> Parent/guardian permission required.		<input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card
Unit 4: <i>Positive Action</i> ® Small Groups to Support Getting Along with Others	A Counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. <i>Unit 4 Treating Others the Way You Like to be Treated:</i> <u>Counselors Lessons 19 – 24</u> 19. Treating others the way we like to be treated 20. Love 21. Empathy 22. Respect & Cooperation 23. Kindly & Fairly 24. Communicating positively Assessment to Guide Instruction: <i>Skills for Success Survey</i>	<input type="checkbox"/> SRSS-IE data: moderate or high <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors (Persistent low intensity behaviors according to reactive plans). <i>or</i> <input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters. <i>or</i> <input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester. <i>and</i> <input type="checkbox"/> Parent/guardian permission required.	Student measures: Daily report cards (constructed with skills taught in small groups). Treatment integrity Component checklist for lessons taught (student attendance and participation) Social validity Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions	<input type="checkbox"/> SRSS-IE low risk at the next screening time point Or <input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks Or <input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks Or <input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Unit 5: <i>Positive Action</i> ® Small Groups to Support Building Responsibility	<p>A Counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. <i>Unit 5 Telling Yourself the Truth:</i></p> <p><u>Counselor Lessons 25 – 30</u></p> <p>25. Telling ourselves and others the truth</p> <p>26. Recognizing our strengths and weaknesses</p> <p>27. Doing what we say we will do</p> <p>28. Admitting our mistakes & refusing to blame others</p> <p>29. Refusing to rationalize & acknowledging the truth</p> <p>30. Lightening up</p> <p>Assessment to Guide Instruction: <i>Skills for Success Survey</i></p>	<p><input type="checkbox"/> SRSS-IE data: moderate or high</p> <p>or</p> <p><input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors (Persistent low intensity behaviors according to reactive plans).</p> <p>or</p> <p><input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters.</p> <p>or</p> <p><input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester.</p> <p>and</p> <p><input type="checkbox"/> Parent/guardian permission required.</p>	<p>Student measures: Daily report cards (constructed with skills taught in small groups).</p> <p>Treatment integrity Component checklist for lessons taught (student attendance and participation)</p> <p>Social validity Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions</p>	<p><input type="checkbox"/> SRSS-IE low risk at the next screening time point</p> <p>Or</p> <p><input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks</p> <p>Or</p> <p><input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks</p> <p>Or</p> <p><input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card</p>
Unit 6: <i>Positive Action</i> ® Small Groups to Support Reaching Goals/Goal Setting	<p>A Counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. <i>Unit 6 Improving Yourself Continually:</i></p> <p><u>Counselor Lessons 31 – 36</u></p>	<p><input type="checkbox"/> SRSS-IE data: moderate or high</p> <p>or</p> <p><input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors</p>	<p>Student measures: Daily report cards (constructed with skills taught in small groups).</p> <p>Treatment integrity Component checklist for</p>	<p><input type="checkbox"/> SRSS-IE low risk at the next screening time point</p> <p>Or</p> <p><input type="checkbox"/> Achieving 80% or better on daily</p>

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	31. Pursuing our dreams and ideals & improve ourselves continually 32. Setting goals 33. Believing in our potential 34. Having the courage to try 35. Turning our problems into opportunities 36. Being persistent Assessment to Guide Instruction: <i>Skills for Success Survey</i>	(Persistent low intensity behaviors according to reactive plans). <i>or</i> <input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters. <i>or</i> <input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester. <i>and</i> <input type="checkbox"/> Parent/guardian permission required.	lessons taught (student attendance and participation) Social validity Teacher-completed rating scale and opened-ended questions Student-completed rating scale and open-ended questions	report card for 3 consecutive weeks Or <input type="checkbox"/> No further office discipline referrals earned for 3 consecutive weeks Or <input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card
Unit 7: <i>Positive Action</i> ® Small Groups to Support Students feeling Good about themselves	A counselor led small group up to 4-5 students will meet 1-2 times per week for 30 minutes in a designated room. <i>Unit 1 Review of the Positive Actions to Feel Good About Yourself</i> <u>Counselor Lessons 37 – 42</u> 37. Success & happiness 38. Body & mind 39. Managing ourselves 40. Getting along with others 41. Telling ourselves the truth 42. Wrapping it up	<input type="checkbox"/> SRSS-IE data: moderate or high <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals for consistent minor behaviors (Persistent low intensity behaviors according to reactive plans). <i>or</i> <input type="checkbox"/> Targeted rating(s) for successful learner behavior on the progress reports over 2 trimesters. <i>or</i>	Student measures: Daily report cards (constructed with skills taught in small groups). Treatment integrity Component checklist for lessons taught (student attendance and participation) Social validity Teacher-completed rating scale and opened-ended questions	<input type="checkbox"/> SRSS-IE low risk at the next screening time point Or <input type="checkbox"/> Achieving 80% or better on daily report card for 3 consecutive weeks Or <input type="checkbox"/> No further office discipline referrals earned

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>These lessons will be taught in the Spring, before transitioning to next grade.</p> <p>Assessment to Guide Instruction: <i>Skills for Success Survey</i></p>	<input type="checkbox"/> Frequent nurse visits; greater than 5 visits in a trimester. <i>and</i> <input type="checkbox"/> Parent/guardian permission required.	Student-completed rating scale and open-ended questions	<p>for 3 consecutive weeks</p> <p>Or</p> <input type="checkbox"/> Rating other than “Targeted” for successful learner behavior on the next report card
Behavior specific praise (BSP)	<p>BSP refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: “Suzi, great job showing your work on all the division steps.” Non-example: “Good job!”</p>	<p>One of more of the following:</p> <p>Behavior:</p> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p style="text-align: center;">___AND___OR</p> <p>Academic:</p> <input type="checkbox"/> Progress report: Two of more missing assignments within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	<p>Student measures: Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment integrity Treatment integrity checklist</p> <p>Social validity Teacher: IRP-15 Student: student-completed survey</p>	<input type="checkbox"/> 0-1 ODRs in a grading period <p style="text-align: center;">and</p> <input type="checkbox"/> Zero missing assignments in a grading period <p style="text-align: center;">and</p> <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-I5: Low (0-1)
Instructional Feedback	<p>Instructional feedback refers to detailed, specific information for students from a teacher or</p>	<p>One of more of the following:</p> <p>Behavior:</p> <input type="checkbox"/> SRSS-E7: Moderate (4-8)	<p>Student measures: targeted for improvement (e.g.,</p>	<input type="checkbox"/> Zero missing assignments in a grading

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress.	<input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period <p style="text-align: center;">____AND____OR</p> <p>Academic:</p> <input type="checkbox"/> Progress report: Three or more assignments scoring 79% or below within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals). <p>Treatment integrity Treatment integrity checklist</p> <p>Social validity Teacher: IRP-15 Student: student-completed survey</p>	period <input type="checkbox"/> All assignments scoring 80% or higher in a grading period <p style="text-align: center;"><input type="checkbox"/> and</p> <input type="checkbox"/> SRSS-E7: Low (0-3) <input type="checkbox"/> SRSS-I5: Low (0-1) <p style="text-align: center;"><input type="checkbox"/> or</p> <input type="checkbox"/> Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: <p>Behavior:</p> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period	<p>Student measures: Academic engaged time Percentage of work completed</p> <p>Treatment integrity Treatment integrity</p>	<input type="checkbox"/> Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<p style="text-align: center;">___AND___OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: <i>Targeted for Growth</i> score for academic learning behaviors <input type="checkbox"/> Progress reports: 2+ incomplete assignments 	<p>checklist</p> <p>Social validity Teacher: IRP-15 Student: CIRP survey</p>	<p style="text-align: center;">or</p> <ul style="list-style-type: none"> <input type="checkbox"/> No missing assignments in a grading period <p style="text-align: center;">and</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Low (0- 3) <input type="checkbox"/> SRSS-I5: Low (0-1)
Opportunities to Respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on- task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period <p style="text-align: center;">___AND___OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: Missing Assignments 2 of more within a grading period <input type="checkbox"/> Progress report: Passing (K- 	<p>Student measures: Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)</p> <p>Treatment integrity Treatment integrity checklist</p> <p>Social validity Teacher: IRP-15 or OTR social validity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ODRs 0-1 in a grading period <p style="text-align: center;">and</p> <ul style="list-style-type: none"> <input type="checkbox"/> No missing assignments in a grading period <p style="text-align: center;">and</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Low (0- 3) <input type="checkbox"/> SRSS-I5: Low (0-1)

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	or concepts in which students have a basic understanding.	3 Progressing or higher; 4-5 C or higher) in subject area targeted	survey Student: CIRP	
Precorrection	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I5: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS- I5: High (4-15) <input type="checkbox"/> 2 or more office discipline referrals per day in a class <p style="text-align: center;">___AND___OR</p> <p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent, predictable pattern of academic errors 	<p>Student measures: direct measure of student behavior targeted for improvement</p> <p>Treatment integrity Treatment integrity checklist</p> <p>Social validity Teacher: IRP-15 Student: CIRP survey</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets targeted behavior criterion for 3 consecutive weeks <input type="checkbox"/> Two consecutive weeks of zero discipline referrals during target time / activity <p style="text-align: center;">and</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: low risk (0-3) <input type="checkbox"/> SRSS- I5: low risk (0-1)

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Lindamood Phoneme Sequencing® (LiPS)	Individual or small group (1-5 students) reading instruction with reading specialist, 30 minutes per day, 5 days per week. Direct instruction in decoding, blending, sight words, use of context clues Computer supported practice. Addressing reading outcomes: alphabetic and reading fluency.	<p>Academic: AIMSweb Benchmark scores: intensive (targeted for growth) level.</p> <p>Grades: K-1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter Naming Fluency (LNF) K fall and Check Phonological Skills <input type="checkbox"/> Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word <input type="checkbox"/> Nonsense Word Fluency (NWF) 1st fall/ winter <p>Grades 2-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb Oral Reading (ORF) <p>AIMSweb RCBM scores consider Accuracy % and rate of WCPM: Meets criteria for Inaccurate and Slow</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-IE Moderate or High Risk on screening OR <input type="checkbox"/> Two or more <input type="checkbox"/> office discipline referrals, indicating concerns with peer Interactions 	<p>Student measures AIMSweb reading progress monitoring probes</p> <p>Program components mastery checklists (e.g., consonant sounds, vowel circle, digraphs)</p> <p>Attendance and tardies</p> <p>Treatment integrity Treatment integrity checklist Running records (blue sheets)</p> <p>Social validity Teacher: IRP-15 Student: CIRP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores for accurate and fluent criteria. <input type="checkbox"/> Monitor progress bi-weekly once exited.

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		Additional Assessments: Additional assessments using the Quick Phonics Screener (QPS) to provide more detailed information on specific skill areas to target for instruction.		
Wilson Reading System® (WPS; Comprehensive program)	<p>Wilson Reading Program® is an intensive, cumulative grade 2-12 reading intervention program. It is designed for students who identified as needing additional Tier 3 support using a multisensory, structure language instruction. The program addresses the following key components in a 12-step system over a 10-part lesson series:</p> <ul style="list-style-type: none"> Phonemic awareness Alphabetic principle Decoding Encoding Advanced word analysis High frequency/sight word instruction Vocabulary development Fluency Oral expressive language development 	<p>Academic: AIMSweb Benchmark scores: intensive (targeted for growth).</p> <p>Grades: K-1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter Naming Fluency (LNF) K fall and Check Phonological Skills <input type="checkbox"/> Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word <input type="checkbox"/> Nonsense Word Fluency (NWF) 1st fall/ winter <p>Grades 2-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb Oral Reading (ORF) <input type="checkbox"/> AIMweb MAZE <p>Additional Assessments: Additional assessments using the Quick Phonics Screener (QPS) to provide more detailed information on</p>	<p>Student measures: WPS criterion-based assessments.</p> <p>AIMSweb weekly progress monitoring according to entry criteria.</p> <p>Treatment integrity Treatment Integrity Checklists</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<p>Academic measures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores for accurate and fluent criteria (95% or higher).

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<ul style="list-style-type: none"> Listening and reading comprehension with visualization Metacognition <p>Grouping and Scheduling: 1:1 student to teacher support 60-90 min, 2-5 days per week in addition to 90 min core instruction</p> <p>Students work with a trained instructor (e.g., teacher, paraprofessional).</p> <p>Materials: <i>Wilson Reading System</i> Materials</p>	specific skill areas to target for instruction.		
Individualized Math Support	<p>An individualize math lesson led by math instructional support staff which will meet 3-4 times a week for 30-45 minutes. Topics and lessons from math expressions curriculum will be used to reteach and focus in on skills targeted for growth.</p> <p>Intervention should include visual representation materials, Instruction during the intervention should be explicit and systematic with frequent modeling of proficient problem solving, verbalization of thought processes,</p>	<p>AIMSweb Benchmark scores:</p> <p>Grades K-1 15th percentile for time point – fall, winter, spring-for TEN (Test of Early Numeracy) measures below (Tier 1 cut scores):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral Counting Measure (OCM) <input type="checkbox"/> Number Identification Measure (NIM) <input type="checkbox"/> Quantity Discrimination Measure (QDM) 	<p>Student measures: AIMSweb TEN and M-CAP and M-COMP weekly progress monitoring probes</p> <p>Treatment integrity Treatment Integrity Checklists</p> <p>Social validity Teacher: Adapted IRP-15 Students: Adapted CIRP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. <input type="checkbox"/> Continue progress monitoring until next benchmark and discontinue once student meets scores above the 35th percentile.

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	guided practice with use of corrective feedback, and cumulative review. (Gersten et al., 2009)	<input type="checkbox"/> Missing Number Measure (MNM) Grades 2-5 15 th percentile for time point – fall, winter, spring-for measures below (Tier 1 cut scores): <input type="checkbox"/> Math Concepts and Applications (M-CAP) <input type="checkbox"/> Math Computation (M-COMP) <i>*Use AIMSweb Cut Scores Explained document found at AIMSweb</i>		
Functional Assessment - based Intervention	An individualized intervention is developed. (1) Information collection from: a review of student records, student interview, teacher interview, parent interview, and direct observation of the target behavior, and the Social Skills Improvement System (Gresham & Elliott, 2008) is used to identify the target behavior and inform the intervention. (2) Information is placed in the Function Matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007)	(1) Met Criteria for Secondary Interventions (2) Participated in secondary interventions used between screenings with documentation of lack of success for academic and behavioral performance. <input type="checkbox"/> Grade point average (GPA) remaining below Secondary criteria ≤ 2.7 <input type="checkbox"/> Continued Course Failures <input type="checkbox"/> Earning office discipline referrals (ODRs)	Student measures: Direct observation and recording of target student's behavior. Graphing of data to determine changes in behavior across 4 phases: (1) Baseline (before intervention is implemented) (2) With intervention in place – fidelity that the plan is being implemented as planned is needed.	<input type="checkbox"/> Measureable changes in target behavior using the graphed data for all 4 phases. <input type="checkbox"/> GPA > 2.7 <input type="checkbox"/> No course failures <input type="checkbox"/> Zero ODRs <input type="checkbox"/> SRSS low risk

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>(3) The function of the behavior is identified with the decision model (Umbreit et al., 2007).</p> <p>(4) An intervention is developed with three components: (A) Antecedent Adjustments, (R) Reinforcement, and (E) Extinction. Data are collected daily. Procedural fidelity is assessed and data are graphed to determine effect of the intervention. (Lane, Rogers et al., 2007)</p>	<p><input type="checkbox"/> Student Risk Screening Scale (SRSS - IE) Mod or High Risk</p> <p>(3) Parent permission to conduct the functional assessment.</p>	<p>(3) Withdrawal (remove the intervention to ensure that the intervention is the reason for the change)</p> <p>(4) Reinstate the intervention.</p> <p>Treatment integrity Daily checklist of A-R-E components.</p> <p>Social validity Student: CIRP Teacher: IRP-15</p>	
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	<p>Behavior:</p> <p><input type="checkbox"/> SRSS-E7 score: High (9-21)</p> <p><input type="checkbox"/> SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools)</p> <p>or</p> <p><input type="checkbox"/> 6 or more office discipline referrals (ODR)</p>	<p>Student measures: Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making.</p> <p>Treatment integrity Procedural & treatment integrity checklists</p> <p>Social validity Teacher: IRP-15</p>	<p><input type="checkbox"/> SRSS-E7 score: Low (1-3)</p> <p><input type="checkbox"/> SRSS-I5 score: Low (1-2)</p> <p><input type="checkbox"/> Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.</p>

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
First Step to Success (Walker et al., 1997): implemented by classroom teachers and support staff	Teacher and assistants work together to establish target behaviors for each eligible student. School intervention (CLASS): establish behaviors, direct feedback for desired target behavior (green card), and corrective feedback for undesired behavior (red card). Proximity and feedback faded as behavior is shaped	Kindergarten students Behavior: <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) <i>or</i> <input type="checkbox"/> 6 or more office discipline referrals (ODR)	Student: CIRP Student measures: Behavioral measures: daily goals met on FSS Card Academic measures: AIMSweb (early literacy skills), AIMSweb (early numeracy skills) Treatment integrity Treatment integrity checklist. Social validity Teacher: IRP-15 Student: CIRP	<input type="checkbox"/> Successful completion of program (approx. 30 school days)

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