SAMPLE High School Ci3T Primary (Tier 1) Plan

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.
School-Wide Expectations	1. Be Respectful See behavior expectation matrix for 2. Be Responsible detailed behavior expectations in 3. Be Ready to Learn various school settings.

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: • 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:** • 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:** • Actively engage in *Too Good for Drugs & Violence* (Mendez Foundation, 2000) social skills curriculum • Apply lessons from *Too Good for Drugs & Violence* to daily interactions with peers and adults
Area I: Academics Responsibilities	**Area II: Behavior Responsibilities**	**Area III: Social Skills Responsibilities**
Faculty and Staff: • 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	**Faculty and Staff:** • 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	**Faculty and Staff:** • Teach two 30 min *Too Good for Drugs & Violence* lessons each month • Document *Too Good for Drugs & Violence* components taught (treatment integrity) • Model the social skills taught in *Too Good for Drugs & Violence* with students and adults • Reinforce students who display social skills taught with *Too Good for Drugs*

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.   Ci3T Exemplar – High School   1

• Provide accommodations for all students who need them
• 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:
    o Active supervision
    o Behavior-specific praise
    o Instructional choice
    o Instructional feedback
    o Opportunities to respond
• Embed literacy strategies in ALL subjects taught (e.g., reading, writing, vocabulary development)
• Communicate with parents for successes and concerns
	• Follow the **Reactive Plan** when students do not meet expectations:
	    o praise students meeting expectations nearby first
	    o show empathy
	    o redirect students who are struggling
	    o remind/reteach expectations,
	    o reinforce students when they later display desired behaviors
	• 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
		& Violence by using behavior-specific praise paired with a PBIS ticket
		• Communicate with parents for successes and concerns

Area I: Academics Responsibilities **Parents will:** • 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	**Area II: Behavior Responsibilities** **Parents will:** • 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	**Area III: Social Skills Responsibilities** **Parents will:** • Access the school newsletter, website, or ask school staff to learn what social skills are being taught each month with *Too Good for Drugs & Violence* • Support, model, and reinforce monthly social skills taught with *Too Good for Drugs & Violence* when demonstrated at home

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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Administrators will: • 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 professional learning based on their strengths • Review team data on academic interventions with staff to ensure tiered supports are implemented with fidelity	**Administrators will:** • 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 • 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	**Administrators will:** • Ensure student support teams review data to identify students in need of additional social skills interventions • Model monthly social skills taught with *Too Good for Drugs & Violence* • Reinforce students, faculty, and staff meeting social skills expectations with behavior-specific praise paired with PBIS tickets • Provide professional learning opportunities for *Too Good for Drugs & Violence*, and time for teachers to collaborate on teaching lessons together • Monitor teacher implementation of *Too Good for Drugs & Violence* to ensure fidelity • Provide teachers time to log *Too Good for Drugs & Violence* treatment integrity data

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Procedures for Teaching

Faculty and Staff:
- 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

Students:
- 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

Parents/Community:
- 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

Procedures for Reinforcing

Faculty and Staff:

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

Students:

- 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

Parents/Community:

- 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

Procedures for Monitoring

Student Measures	**Academic:** • 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	**Behavior:** • Student risk screening scale – internalizing & externalizing (SRSS-IE) • 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	**Social Skills:** • Student risk screening scale – internalizing & externalizing (SRSS-IE) • Office discipline referrals for social infractions • Referrals to counselor • Referrals to mental health team
Program Measures (school-level)	**Social Validity:** • Primary intervention rating scale (PIRS) • Student survey	**Treatment Integrity:** • Ci3T teacher self-report (TSR) • Tiered fidelity inventory (TFI) • *Too Good for Drugs & Violence* treatment integrity and dosage (number of lessons and time taught) data	**Program Goals:** **Year 1 Implementation** 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

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Sample High School Reactive Plan

Observe problem behavior
Consider:
- How you first respond determines everything
- Be consistent
- Goal: Keep student in class and engaged in learning

MINOR

Maintain instruction; consider planned ignoring

Praise on-task students nearby

Redirect peers who are distracted by the behavior

Meet privately with student:
- Show empathy
- Remind of expectation
- Model/reteach if necessary
- Offer choices if needed and return to instruction: give student time to process

Monitor student: when desired behavior is observed, use behavior-specific praise paired with a PBIS ticket

Complete ODR minor

The next day use precorrection (state expectations before class or activity begins)

After the second incident within the same week of the same behavior contact parent

On third incident within the same week of same behavior report as ODR major

Check with other teachers if behavior occurs in multiple settings and review data sources for Tier 2 or Tier 3 support consideration, or behavior intervention plan (BIP)

MAJOR

Is the student or are others in danger?
- Maintain room safety
- If needed, exit other students to instructional area following practiced plan
- Call for assistance if needed
- Call 911 if imminent danger is present

If danger is not present - proceed

Show empathy

Provide wait time – keep instruction moving forward

Offer choices and wait time
"I can see you're upset about ___, do you want to ___ or ___?"

Return to instruction

Reengage student in learning by stating the time to debrief will be later
"We can talk later, right now I need to teach and I need you to…"

Provide feedback to students nearby who remained on-task

Monitor student: when desired behavior is observed, use behavior-specific praise paired with a PBIS ticket

Complete ODR major

Meet privately with student to debrief:
- Show empathy
- Reteach expectation
- Ask student to practice appropriate response
- Provide feedback
- Explain the process for a major referral and office intervention

Review classroom practices for possible adjustments needed

Check with other teachers if behavior occurs in multiple settings and review data sources for Tier 2 or Tier 3 support consideration, or BIP

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Sample High School Expectation Matrix

	Classroom	Hallway and Common Areas	Cafeteria	Restroom	Bus	Arrival & Dismissal	Technology
Be Respectful	• Listen and wait your turn • Use kind words and actions • Cooperate with others • Use an inside voice • Use proactive conflict resolution skills	• Use proactive conflict resolution skills • Use kind words and actions • Use an inside voice • Respect classes in session	• Use good manners • Be inclusive • Use proactive conflict resolution skills • Use kind words	• Finish using electronic devices before entering the restroom • Respect personal space of others	• Listen for instructions • Use kind words and actions • Use proactive conflict resolution skills	• Follow staff instructions with a smile • Use proactive conflict resolution skills	• 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	• Listen to and follow directions • Arrive on time • Bring required materials and completed homework • Attempt all assignments • Accept responsibility for your actions	• 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	• Throw away trash • Help your neighbor clean up • Finish food and drink in the cafeteria	• Flush the toilet • Wash your hands • Keep the restroom clean • Throw away trash • Let an adult know if the restroom needs attention	• Remain seated while bus is moving • Act safely • Use an appropriate voice level	• 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	• 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
Be Ready to Learn	• 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	• Pick up any trash you see • Put trash in trash cans • Keep hall passes visible	• Be a role model for peers and younger students • Use lunch time efficiently and effectively • Report to class on time	• Use the restroom before and after class • If you must use the restroom during class, return to class quickly	• Be a role model for peers and younger students • Follow adult instruction	• Attend all before and after school commitments • Ask for additional help from teachers or tutors before and after class • Wear appropriate clothing and shoes	• Use social media positively • Use technology to complete assignments or enrich academic success • Charge personal devices at home

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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		
Too Good for Drugs & Violence treatment integrity monitoring	X	X	X	X	X	X	X	X	X	X

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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
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** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more tardies / absences in a quarter ___ **AND** ___ **OR** **Academic** ☐ Report card: 1 or more course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ Below 2.5 GPA	**Student measures** • Informal reading inventories • Reading curriculum-based measures • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ Reading decoding, fluency, and comprehension scores at grade level ☐ 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:** ☐ Report card: English course failure *or* ☐ Progress report: 2 or more missing writing assignments in a grading period (all courses)	**Student measures** • Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence • Work completion **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence *and* ☐ Passing grade on progress report or report card in writing or the academic area of concern *and / or*

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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
				☐ 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** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more tardies / absences in a quarter ___ **AND** ___ **OR** **Academic** ☐ Report card: math course failure *or* ☐ Progress report: 2 or more missing math assignment in a grading period	**Student measures** • Math curriculum-based measures • Program diagnostic reviews and tests • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ 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** ☐ Report card: 1 or more course failures	**Student measures** • Completion of units within the course • Work accuracy • Attendance and tardies **Social validity** • Student: CIRP **Treatment integrity** • Implementation checklist	☐ 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 *Too Good for*	**Behavior** ☐ SRSS-E7 score: Moderate (4-8) *or*	**Student measures** • Office discipline referrals earned and reason	☐ SRSS-E7 score: low (0-3) *and*

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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
Too Good for Drugs & Violence™	*Drugs & Violence™* 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.	☐ SRSS-E7 score: High (9-21) *or* ☐ Office discipline referrals: 2 or more for social challenges (peer relation problems)	• Participation in and completion of lessons, discussions, activities • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ Zero office discipline referrals in an 8-week period *and* ☐ 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** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ 2 or more tardies / absences in a quarter ___ AND ___ OR **Academic** ☐ Report card: 1 or more course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ Below 2.5 GPA	**Student measures** • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ SRSS-E7 score: Low (0-3) and ☐ Zero missing assignments in an 8-week period and ☐ Zero office discipline referrals in an 8-week period and ☐ All passing grades on progress report or report card and ☐ 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** ☐ SRSS-E7 score: Moderate (4-8) or ☐ SRSS-E7 score: High (9-21) *or*	**Student measures** • Daily progress reports **Social validity** • Teacher: Intervention Rating Profile (IRP-15)	☐ SRSS-E7 score: Low (0-3) *and* With 8 weeks of data:

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Sample High School Secondary (Tier 2) Intervention Grid

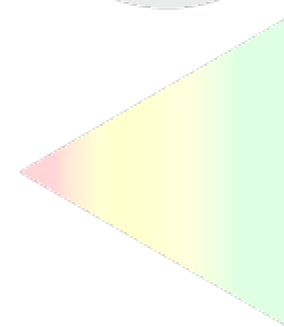| Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check-In / Check-Out (CICO)	students receive a daily progress report they take to each class for feedback on their progress meeting the school-wide academic, behavior, and social expectations.	☐ 2 or more office discipline referrals (ODRs) in 5 weeks *or* ☐ 2 or more tardies / absences in a quarter ___ **AND** ___ **OR** **Academic** Progress report: ☐ 1+ course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ Below 2.5 GPA	• Student: Children's Intervention Rating Profile (CIRP) **Treatment integrity** • Mentor completes checklist of all steps and whether they were completed each day, including % of completion	☐ Student has achieved their goals 90% of the time ☐ Zero office discipline referrals (ODRs) ☐ 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.	☐ Target behavior(s) of concern **Behavior** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ 2 or more tardies / absences in a quarter ___ **AND** ___ **OR** **Academic** ☐ Report card: 1 or more course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ STAR assessments: intensive or strategic level (math or reading) *or* ☐ GPA: below 2.5	**Student measures** • Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) • Grades on progress reports **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Implementation checklist • Treatment integrity checklist	☐ SRSS-E7 score: Low (0-3) *and* ☐ Successful completion of behavior contract *and* ☐ Passing grade on progress report or report card in the academic or behavior area of concern named in the behavior contract

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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

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.	**Behavior**
		☐ SRSS-E7 score: Moderate (4-8) *or*
		☐ SRSS-E7 score: High (9-21) *or*
		☐ 2 or more office discipline referrals (ODR) *or*
		
		   ___ **AND** ___ **OR**
		
		Academic
		☐ Report card: 1 or more course failures *or*
		☐ Progress report: 2 or more missing assignments *or*
		☐ STAR assessment: intensive or strategic level (math or reading) *or*
		☐ Below 2.5 GPA
			Student measures
			• Work completion and work accuracy of the targeted academic or behavior area of concern in the self-monitoring plan
			• Grades on progress reports
			Social validity
			• Teacher: IRP-15
			• Student: CIRP
			Treatment integrity
			• Treatment integrity checklist
				☐ SRSS-E7: Low risk (0-3)
				    and
				☐ Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

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.	**Behavior** ☐ SRSS-E7 score: High (9-21) *or* ☐ 2 or more office discipline referrals (ODR) *or* ☐ 2 or more tardies / absences in a quarter __ **AND** __ **OR** **Academic** ☐ Report card: 1 or more course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ GPA below 2.5	**Student measures** • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies **Social validity** • Teacher: Intervention Rating Profile (IRP-15) • Student: Children's Intervention Rating Profile (CIRP) **Treatment integrity** • Implementation checklist • Treatment integrity checklist	☐ SRSS-E7 score: Low (0-3) *and* ☐ Zero missing assignments in an 8-week period *and* ☐ Zero office discipline referrals in an 8-week period *and* ☐ All passing grades on progress report or report card *and* ☐ GPA of 2.5 or greater
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.	**Behavior** ☐ SRSS-E7: Moderate (4-8) *or* ☐ SRSS-E7: High (9-21) *or* ☐ 3 or more office discipline referrals (ODRs) within a grading period *or* ☐ 3 or more absences / tardies in a grading period __ **AND** __ **OR**	**Student measures** • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies **Social validity** • Teacher: Intervention Rating Profile (IRP-15) • Student: Children's Intervention Rating Profile (CIRP)	☐ Services are maintained until social workers, administrators, parents, students, and other stakeholders agree adequate progress has been made

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 Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		Academic ☐ Report card: 2 or more course failures *or* ☐ Progress report: 5 or more missing assignments within a grading period	**Treatment integrity** • 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** ☐ SRSS-E7: Moderate (4-8) *or* ☐ SRSS-E7: High (9-21) *or* ☐ 2 or more office discipline referrals (ODRs) within a grading period ___ **AND** ___ **OR** **Academic** ☐ Reading decoding or comprehension level is 4 or more grade levels below *or* ☐ Report card: 2 or more course failures *or* ☐ Progress report: 5 or more missing assignments within a grading period	**Student measures** • 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** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • Treatment integrity checklist	☐ State assessment reading proficient *and* ☐ 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** ☐ SRSS-E7 score: Moderate (4-8) *or* ☐ SRSS-E7 score: High (9-21) *or*	**Student measures** • Program math diagnostic reviews and tests • Attendance and tardies	☐ STAR assessment: Math scores at grade level

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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
	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.	☐ 2 or more tardies / absences in a quarter ___ **AND** ___ **OR** **Academic** ☐ Report card: math course failure *or* ☐ Progress reports: 5 or more missing math assignment in a grading period	**Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • 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** ☐ SRSS-E7: High (9-21) *or* ☐ 6 or more office discipline referrals (ODRs) within a grading period ___ **AND** ___ **OR** **Academic** ☐ Report card: 1 or more course failures *or* ☐ Progress report: 5 or more missing assignments within a grading period *or* ☐ STAR assessment intensive level (math or reading)	**Student measures** • Direct observation of student behavior targeted for improvement • Attendance and tardies • Assignment completion and accuracy • Course grades **Social validity** • Teacher: IRP-15 • Student: CIRP **Treatment integrity** • FABI step checklists • A-R-E component treatment integrity checklist	☐ 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) *and* ☐ Behavior objectives on the student's behavior intervention plan are met

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