

## SAMPLE Middle School Ci3T Primary (Tier 1) Plan

<b>Mission Statement</b>	Our school and district are dedicated to providing an intellectually stimulating and safe learning environment for all students to build self-confidence and self-regulation through academic, behavioral, and social development in preparation for entering the greater community with awareness and responsibility.	
<b>Purpose Statement</b>	<p>The purpose of our Ci3T primary (Tier 1) prevention plan is to:</p> <ul style="list-style-type: none"> <li>• Provide consistent language for all faculty, staff, administration, students, and parents to use in the development of academic, behavioral, and social competencies.</li> <li>• Provide a clear blueprint of expectations and responsibilities for the success of all stakeholders, including procedures for teaching the plan, reinforcing the plan, and monitoring the success of the plan.</li> <li>• Plan for consistent, scheduled, systematic data collection to inform and drive decisions related to students who need additional support beyond the primary (Tier 1) plan.</li> <li>• Promote a proactive, positive, supportive school climate.</li> </ul>	
<b>School-Wide Expectations</b>	<ol style="list-style-type: none"> <li>1. Show Respect</li> <li>2. Be Responsible</li> <li>3. Give Best Effort</li> </ol>	See behavior expectation matrix for detailed behavior expectations in various school settings.
<p style="text-align: center;"><b>Area I: Academics Responsibilities</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Come to school every day and stay all day</li> <li>• Bring necessary materials to class</li> <li>• Use a 3-ring binder and calendar/planner to stay organized</li> <li>• Attempt every task and turn in completed work on time</li> <li>• Give best effort on all assignments</li> <li>• Make up work when absent</li> <li>• Turn in all assignments</li> </ul>	<p style="text-align: center;"><b>Area II: Behavior Responsibilities</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate expectations from the <b>Expectation Matrix</b></li> <li>• Report unsafe behaviors</li> </ul>	<p style="text-align: center;"><b>Area III: Social Skills Responsibilities</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Participate in <i>Connect with Kids</i>™ (Connect with Kids Network, 2016) lessons and discussions</li> <li>• Demonstrate appropriate social interactions with peers and adults</li> </ul>

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.

<b>Area I: Academics Responsibilities</b>	<b>Area II: Behavior Responsibilities</b>	<b>Area III: Social Skills Responsibilities</b>
<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>• Teach district approved curricula</li> <li>• Update online gradebook weekly</li> <li>• Differentiate instruction</li> <li>• 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</li> <li>• Accommodate students who have unique learning needs</li> <li>• Provide instructional support to students who missed instruction</li> <li>• Use proactive evidence-based low-intensity strategies to support students' academic engagement and prevent problem behavior:               <ul style="list-style-type: none"> <li>○ Active supervision</li> <li>○ Behavior-specific praise</li> <li>○ Instructional choice</li> <li>○ Instructional feedback</li> <li>○ Opportunities to respond</li> </ul> </li> <li>• Use multiple data sources (see <b>Assessment Schedule</b>) to determine which students need secondary (Tier 2) and tertiary (Tier 3) interventions (see <b>Intervention Grids</b>)</li> <li>• Have independent starter (warm up) and closing activities daily</li> </ul>	<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>• Teach, model (with students and staff), and reinforce the behavior expectations</li> <li>• Implement positive behavioral interventions and supports (PBIS; OSEP-TAC; see pbis.org)</li> <li>• Teach expectations informally each day through modeling and reinforcing; reteach formally according to master calendar</li> <li>• Give PBIS tickets, paired with behavior-specific praise, to students meeting expectations</li> <li>• Use a positive response when expectations are not met, with the goal of keeping students in the classroom engaged in learning:               <ul style="list-style-type: none"> <li>○ Praise students meeting expectations first</li> <li>○ Show empathy</li> <li>○ Remind students of the expectations privately</li> <li>○ Redirect students</li> <li>○ Reteach expectations</li> <li>○ Follow reactive plan</li> </ul> </li> <li>• Use multiple data sources (see <b>Assessment Schedule</b>) to determine which students need secondary (Tier 2) and tertiary (Tier 3) interventions (see <b>Intervention Grids</b>)</li> </ul>	<p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Teach <i>Connect with Kids™</i> with fidelity, 3-4 times per month for approximately 20 minutes during Advisory period</li> <li>• Keep track of <i>Connect with Kids™</i> implementation fidelity (lessons taught, minutes, etc.), record on school level data collection sheet</li> <li>• Foster and model positive teacher to teacher, teacher to student, and teacher to parent social interactions</li> <li>• Provide behavior-specific praise paired with PBIS tickets to students demonstrating expected social skills as taught</li> </ul>

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<p><b>Area I: Academics Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Monitor student grades online regularly, communicating with student and teacher as needed</li> <li>• Provide a regular study time and place to support academic expectations</li> <li>• Reinforce appropriate academic behavior at home</li> <li>• Support any academic interventions with similar procedures at home</li> <li>• Schedule student appointments (e.g., doctor, dentist) outside of school hours</li> </ul>	<p><b>Area II: Behavior Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Update contact information regularly</li> <li>• Follow district attendance policy</li> <li>• Be familiar with the school <b>Expectation Matrix</b></li> <li>• Reinforce behavior expectations demonstrated at home</li> <li>• Support any behavior interventions with similar procedures at home</li> <li>• Model positive, prosocial behaviors with adults and children</li> </ul>	<p><b>Area III: Social Skills Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of <i>Connect with Kids™</i> social skills lessons being taught at school</li> <li>• Access <i>Connect with Kids™</i> parent resources as needed</li> <li>• At home, model, support, and reinforce the social skills taught at school each month</li> <li>• Communicate early with teachers when social skills concerns arise</li> </ul>
<p><b>Area I: Academics Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Plan and provide professional learning with input from staff, featuring staff strengths</li> <li>• Provide fair, timely, and constructive feedback to staff</li> <li>• Organize and provide school-wide data to staff 3-4 times per year</li> <li>• Provide time for staff to review and discuss school-wide data</li> <li>• Provide time for faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention (see <b>Intervention Grids</b>) needs for students</li> </ul>	<p><b>Area II: Behavior Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Consistently implement the school-wide primary prevention plan, including the reactive plan components</li> <li>• Model and reinforce behavior expectations with adults and students</li> <li>• Reinforce teachers for teaching, reinforcing, and monitoring student behavior</li> <li>• Attend various team meetings periodically to ensure fidelity and assess needs for resources and professional learning</li> </ul>	<p><b>Area III: Social Skills Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Monitor treatment integrity for consistent implementation of <i>Connect with Kids™</i> lessons by all classroom teachers</li> <li>• Provide necessary resources</li> <li>• Model and reinforce positive respectful social interactions with adults and students</li> </ul>

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## Procedures for Teaching

### Faculty and Staff:

- Professional learning days in August and January for ALL faculty and staff: large and small breakout meetings, with attention to academic, behavior, and social domains
- Monthly professional learning at staff meetings on Tier 2 and Tier 3 strategies for academics, behavior, and social skills
- Ci3T Implementation Manual posted on the school website, shared teacher drive, and provided in paper copy
- Training for new staff: video to watch, Ci3T Implementation Manual to reference, meet with principal and Ci3T Leadership Team leader
- Substitute teacher packet with video link, behavior **Expectation Matrix**, Ci3T bookmarks, tickets
- Invite faculty and staff to help assess and provide needed professional learning
- Behavior expectation posters in all settings
- Ci3T bookmarks for bus drivers, cafeteria staff, office staff, custodial staff, volunteers, substitute teachers
- Provide district professional learning opportunities for Ci3T related topics in academic, behavior, and social domains

### Students:

- Beginning of year kick-off assembly
  - Hand out PBIS tickets first day to all students
  - Introduce behavior expectations and the **Expectation Matrix** to students at assembly
  - Student/staff videos and skits with examples and non-examples of expected behaviors
  - Students fill out ticket with all information and enter drawings to occur at the assembly
- Teachers review procedures in each classroom (e.g., how to learn about missing assignments, where to turn in homework, access to online instructional and social skill supports)
- Behavior expectation posters with specific expectations posted in each area (e.g., hallway expectations posted in all hallways)
- Student council and student ambassador clubs make videos for morning announcement broadcast, showing expected behaviors for each setting
- Teacher lessons (e.g., PowerPoint) on each setting's expectations with opportunities for students to practice will be taught every day for the first two weeks of school, as well as at key time points throughout the year (e.g., before and after holiday breaks)

### Parents/Community:

- Parent brochure explaining Ci3T, with full behavior **Expectation Matrix** and example PBIS tickets
- Dedicated Ci3T section in newsletter 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)
- Back to school night parent presentations with the Ci3T Implementation Manual shared
- Quarterly parent informational sessions at parent meetings or events
- Refrigerator magnets with school-wide behavior expectations
- Bookmark with Ci3T basics and full behavior **Expectation Matrix**

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## Procedures for Reinforcing

### Faculty and Staff:

- Recognize staff who are implementing Ci3T components for academic, behavior, and social domains with fidelity
  - Behavior-specific praise from administration (building walk-throughs) and colleagues, verbal and written notes
  - “Shout-outs” on school announcements
  - When students win a drawing, staff member whose name is on the PBIS ticket is also rewarded with a prize
    - Ci3T preferred parking spot
    - Coffee and donuts
    - Arrival/dismissal monitoring duty covered by administration
    - Casual dress day on a non-Friday
    - Extra planning period (administration covers class)

### Students:

- Provide choice of reward, as what is reinforcing to one student may be punishment to another (e.g., public praise)
- Input from student leadership groups on possible rewards to make available to all students
- Reinforcement survey given to all students once per year (lead by student council)
- Behavior-specific praise paired with a PBIS ticket when expectations are met in any setting and not just by classroom teachers
- Postcards home to parents with behavior-specific praise when expectations are met
- Rewards given in pairs so student can select a friend to have:
  - Front of the lunch line passes
  - Lunch with the principal, faculty, or staff member of choice
  - Time with therapy dog
- Individual or group rewards:
  - Small weekly and large monthly prize drawings via raffle
  - Monthly school-wide assembly, faire style, where tickets purchase food, games, prizes, photo booths, and more
  - Student store where tickets can purchase school supplies, healthy snacks, and small prizes
  - Teachers can have classroom stores where students can purchase school supplies and privileges
- Teachers use tickets to facilitate classroom procedures (run an errand, first to be dismissed, sit in teacher chair, sit on medicine / exercise ball, work on floor, pick a preferred work partner, answer questions, be teacher for \_\_\_\_ minutes, etc.)

### Parents and Community:

- Recognition in newsletter, website, bumper stickers, student-written thank you notes, and morning announcements of parents and businesses who actively support Ci3T through donations or time
- Free yearbook ad for businesses that donate prizes for Ci3T assemblies and drawings
- Window signs for businesses that support Ci3T

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Procedures for Monitoring			
<b>Student Measures</b>	<b>Academic:</b> District assessments State assessments Quarterly course grades Course failures (report card) Measures of Academic Progress (MAP) AIMSweb reading and math benchmarking Progress reports (grades and missing assignments) Grade point average (GPA)	<b>Behavior:</b> Student risk screening scale – internalizing and externalizing (SRSS-IE) Office discipline referrals (ODR) *see examples of office discipline referral forms on <a href="http://www.pbis.org">www.pbis.org</a> and <a href="http://www.swis.org">www.swis.org</a> Minor behavior referrals Mental health team referrals Attendance Tardies In-school and out-of-school suspensions	<b>Social Skills:</b> Student risk screening scale – internalizing and externalizing (SRSS-IE) Office discipline referrals for social infractions Minor behavior referrals for social skills Referrals to counselor Nurse visits (somatic complaints)
<b>Program Measures (school-level)</b>	<b>Social Validity:</b> Primary intervention rating scale (PIRS) Student survey	<b>Treatment Integrity:</b> Teacher self-report (TSR) Tiered Fidelity Inventory (TFI) <i>Connect with Kids™</i> treatment integrity and dosage data	<b>Program Goals:</b> Implementation Year 1: <ol style="list-style-type: none"> <li>1. Score 80% or higher on all treatment integrity and social validity measures</li> <li>2. 100% of students screened using SRSS-IE, and AIMSweb reading and math</li> <li>3. SRSS-IE screening data showing 80% or more of all students at low risk in fall, winter, and spring time points</li> </ol>

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# Sample Middle School Reactive Plan

Observe problem behavior

Consider:

- How you first respond determines everything
- Be consistent
- Goal: Keep student in class, 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 office discipline  
referral form

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 a major referral

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

If danger is present:

- Maintain room safety
- If needed, exit other students to instructional area following practiced plan
- Call for assistance if needed

If danger is not present - proceed



Show empathy; listen

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

Debrief later  
“We can talk later, right now I need  
to teach and I need you to...”

Praise students nearby who  
remained on-task

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

Complete office discipline  
referral form

Meet privately with student to debrief:

- Show empathy
- Reteach expectation
- Ask student to practice appropriate response
- Provide feedback
- Follow up with behavior-specific praise and a PBIS ticket

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 Middle School Expectation Matrix

	Classroom	Hallway	Cafeteria	Common Area	Restroom	Bus	Arrival/Dismissal
Show Respect	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Use kind words and actions</li> <li>Respect everyone's personal space</li> <li>Respect school and personal property</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Respect classes in session</li> <li>Respect everyone's personal space</li> <li>Respect school and personal property</li> </ul>	<ul style="list-style-type: none"> <li>Listen for and follow adult directions</li> <li>Respect everyone's personal space and property</li> <li>Throw all trash away</li> <li>Return trays to wash area</li> </ul>	<ul style="list-style-type: none"> <li>Respect everyone's personal space and property</li> <li>Use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> <li>Keep the restroom clean</li> </ul>	<ul style="list-style-type: none"> <li>Listen for and follow adult instructions</li> <li>Respect everyone's space and property</li> <li>Use appropriate language and an "indoor" voice</li> </ul>	<ul style="list-style-type: none"> <li>Respect everyone's personal space and property</li> <li>Wear appropriate clothes and shoes</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Clean up your area</li> <li>Complete all classwork and homework on time</li> <li>Ignore distracting behaviors from others and focus on your task</li> </ul>	<ul style="list-style-type: none"> <li>Stay calm</li> <li>Use an "indoor" voice when classes are in session</li> <li>Walk on the right side</li> <li>Pick up any trash you see</li> </ul>	<ul style="list-style-type: none"> <li>Follow entry and exit procedures</li> <li>Finish your food and drink in the cafeteria</li> <li>Throw away all trash</li> <li>Use appropriate language and an "indoor" voice</li> </ul>	<ul style="list-style-type: none"> <li>Report problems/unsafe behavior</li> <li>Go directly to class when bell rings</li> <li>Pick up any trash you see</li> </ul>	<ul style="list-style-type: none"> <li>Use restroom in a timely manner</li> <li>Flush</li> <li>Wash hands</li> <li>Report problems/unsafe behavior</li> <li>Return directly to class</li> </ul>	<ul style="list-style-type: none"> <li>Be ready when bus arrives</li> <li>Remain in seat</li> <li>Keep bus clean and free of graffiti</li> <li>Keep food and drink put away</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to class when bell rings</li> <li>Move to the side to allow students to go by you</li> <li>Arrive on time to before and after school activities</li> </ul>
Give Best Effort	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Stay all day</li> <li>Be ready to work</li> <li>Bring all materials</li> <li>Be active in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Head directly to your destination and back to class</li> <li>Keep your hall pass visible</li> <li>Use locker before and after class</li> </ul>	<ul style="list-style-type: none"> <li>Be ready with ID card, money, and/or sack lunch</li> <li>Get utensils and condiments before sitting down</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Wear appropriate clothes and shoes</li> <li>Be inclusive</li> </ul>	<ul style="list-style-type: none"> <li>Use restroom as intended</li> <li>Keep restroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>Greet and thank the bus driver</li> <li>Assist others when needed</li> </ul>	<ul style="list-style-type: none"> <li>Arrive to school on time every day</li> <li>Be ready for class when the bell rings</li> <li>Depart school property promptly at the end of the day</li> </ul>

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## Sample Middle School Assessment Schedule

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>School Demographics</b>										
Student demographic information at enrollment	X	X	X	X	X	X	X	X	X	X
<b>Screening Measures</b>										
Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE)		X			X				X	
AIMSweb Reading	X				X					X
AIMSweb Mathematics	X				X					X
<b>Student Outcome Measures - Academic</b>										
Measures of Academic Progress (MAP)		X			X					X
State assessments								X	X	
District assessments		X			X				X	
Progress reports (grades and missing assignments)		X		X			X		X	
Quarterly course grades			X		X			X		X
Course failures (report card)			X		X			X		X
Grade point average (GPA)					X					X
<b>Student Outcome Measures - Behavior</b>										
Attendance	X	X	X	X	X	X	X	X	X	X
Tardies	X	X	X	X	X	X	X	X	X	X
Nurse visits (somatic complaints)	X	X	X	X	X	X	X	X	X	X
Counselor and mental health team referrals	X	X	X	X	X	X	X	X	X	X
Minor behavior referrals	X	X	X	X	X	X	X	X	X	X
Office discipline referrals (ODR)	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
<b>Program Measures</b>										
Primary Intervention Rating Scale (PIRS)			X					X		
Student survey			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Teacher Self-Report (TSR)			X					X		
<i>Connect with Kids</i> ™ treatment integrity and dosage	X	X	X	X	X	X	X	X	X	X

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## Sample Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
READ 180® (Hasselbring & Going, 1999)	50-min reading instructional block during study hall period (small group up to 5) and 20 min daily computer-based practice in computer lab. Instructional block includes explicit instruction in academic vocabulary, comprehension and academic writing (organized in 4 – 6 week workshops). Practice includes high interest options for students to select. Instruction is taught by a teacher with training in the READ 180 curriculum.	<b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> AIMSweb intensive or strategic level (reading)</li> <li><input type="checkbox"/> State assessment at basic or below basic level (English language arts)</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Self-management of progress to monitor and track their growth toward Read 180 goal.</li> <li>• Read 180 progress monitoring probes</li> <li>• Attendance</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Treatment integrity checklist</li> <li>• Online monitoring of time in practice.</li> </ul>	<input type="checkbox"/> Completion of workshop <i>and</i> <input type="checkbox"/> AIMSweb reading probes (3 consecutive probes) at or above the aim line
Fast ForWord® reading (Merzenich et al., 2000)	Fast ForWord® is a computer-based reading program that focuses on bringing students up to grade level in all areas of reading (phonological awareness, language structures, sound-letter associations, word recognition, vocabulary, and comprehension) with a minimum of 30 minutes per day.	<b>Behavior</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></li> <li><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></li> <li><input type="checkbox"/> 2 or more tardies / absences in a quarter  <div style="text-align: center;">___ AND ___ OR</div> </li> </ul> <b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course failure: 1 or more on report card <i>or</i></li> <li><input type="checkbox"/> Quarterly report: 2 or more missing assignments <i>or</i></li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Informal reading inventories</li> <li>• Reading curriculum-based measures</li> <li>• Attendance and tardies</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Treatment integrity checklist</li> </ul>	<input type="checkbox"/> Reading decoding, fluency, and comprehension scores at grade level <i>and</i> <input type="checkbox"/> Completion of class (one semester in length)

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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 30-min lessons over 3-6 week period (10-15 lessons).	<b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course failure: English course on report card <i>or</i></li> <li><input type="checkbox"/> Quarterly report: 2 or more missing writing assignments in a grading period</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence</li> <li>• Work completion</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul>	<input type="checkbox"/> Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing elements, and correct writing sequence <i>and</i> <input type="checkbox"/> Passing grade on progress report or report card in writing or the academic area of concern <i>and / or</i> <input type="checkbox"/> Zero missing writing assignments in a grading period
I CAN Learn® math (JRL Enterprises, 2004)	I CAN Learn® fundamentals of math, pre-algebra, and algebra are computer-based, self-paced, interactive curricula that include video instruction. Small group flexible grouping of up to 5 students, 30 minutes each day in addition to their core math class. Optional home online access.	<b>Behavior</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></li> <li><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></li> <li><input type="checkbox"/> 2 or more tardies / absences in a quarter  <div style="text-align: center;">___ AND ___ OR</div> </li> </ul> <b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course failure: math report card grade <i>or</i></li> <li><input type="checkbox"/> Quarterly report: 2 or more missing math</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Math curriculum-based measures</li> <li>• Built in math diagnostic reviews and tests</li> <li>• Attendance and tardies</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b>	<input type="checkbox"/> Math curriculum-based measure scores at grade level

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## Sample Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		assignment in a grading period	<ul style="list-style-type: none"> <li>Implementation checklist</li> <li>Treatment integrity checklist</li> </ul>	
Behavior Education Program (BEP), also known as Check-In / Check-Out (CICO)	Students check in and out with a mentor each day on targeted academic, behavior, and/or social goals. During check-in, 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.	<b>Behavior</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></li> <li><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></li> <li><input type="checkbox"/> 2 or more office discipline referrals (ODRs) in 5 weeks <i>or</i></li> <li><input type="checkbox"/> 2 or more tardies / absences in a quarter</li> </ul> <b>AND</b> <b>Academic</b> <ul style="list-style-type: none"> <li>Progress report: <input type="checkbox"/> 1+ course failures</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>Daily progress reports</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>Teacher: Intervention Rating Profile (IRP-15)</li> <li>Student: Children's Intervention Rating Profile (CIRP)</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>Mentor completes checklist of all steps and whether they were completed each day, including % of completion</li> </ul>	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> With 8 weeks of data: <ul style="list-style-type: none"> <li><input type="checkbox"/> Student has achieved his/her goals 90% of the time</li> <li><input type="checkbox"/> Zero office discipline referrals (ODRs)</li> <li><input type="checkbox"/> Teachers agree exiting is appropriate or if the intervention should continue</li> </ul>
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	<input type="checkbox"/> Target behavior(s) of concern <b>Behavior</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></li> <li><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></li> <li><input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i></li> <li><input type="checkbox"/> 2 or more tardies / absences in a quarter</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)</li> <li>Grades on progress reports</li> </ul> <b>Social validity</b>	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> <input type="checkbox"/> Successful completion of behavior contract <i>and</i> <input type="checkbox"/> Passing grade on progress report or report card in the academic or behavior area of concern named

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## Sample Middle School Secondary (Tier 2) Intervention Grid

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

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## Sample Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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. Weekly meetings of 30 min in a small group of up to 5 students.	<b>Behavior</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter ___ AND ___ OR <b>Academic</b> <input type="checkbox"/> Course failure: 1 or more on report card <i>or</i> <input type="checkbox"/> Quarterly report: 2 or more missing assignments <i>or</i> <input type="checkbox"/> Below 2.5 GPA	<b>Student measures</b> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies <b>Social validity</b> • Teacher: IRP-15 • Student: CIRP <b>Treatment integrity</b> • Treatment integrity checklist	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> <input type="checkbox"/> Zero missing assignments in an 8-week period <i>and</i> <input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i> <input type="checkbox"/> All passing grades on progress report or report card <i>and</i> <input type="checkbox"/> GPA of 2.5 or greater
Small group social skills instruction: <i>Connect with Kids™</i>	Small group instruction by counselor or other trained educator of <i>Connect with Kids™</i> lessons previously taught in Tier 1 or identified as needed through other data indicators. These extra lessons are taught for 30 minutes, four times per week.	<b>Behavior</b> <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i> <input type="checkbox"/> 2 or more office discipline referrals for social challenges (peer relation problems)	<b>Student measures</b> • Office discipline referrals earned and reason • Participation in and completion of lessons, discussions, activities • Attendance and tardies <b>Social validity</b> • Teacher: IRP-15 • Student: CIRP <b>Treatment integrity</b>	<input type="checkbox"/> SRSS-E7 score: low (0-3) <i>and</i> <input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i> <input type="checkbox"/> Completion of social skills unit and all lesson assignments.

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Sample Middle School Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
			<ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul>	



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## Sample Middle School Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
READ 180® (Hasselbring & Going, 2011)	75 minutes reading instruction (small group up to 3) and 40 min daily independent computer-based. Instruction includes explicit instruction in academic vocabulary, comprehension and academic writing (organized in 4-6 week workshops). Practice includes high interest options for students to select. Instruction is taught by a teacher with training in the READ 180 curriculum.	<b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Insufficient progress to meet exit criteria on secondary (Tier 2) intervention <i>and</i></li> <li><input type="checkbox"/> AIMSweb intensive level (reading)</li> <li><input type="checkbox"/> State assessment at basic or below basic level (English language arts)</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Self-management of progress to monitor and track their growth toward Read 180 goal.</li> <li>• Read 180 progress monitoring probes</li> <li>• Attendance</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Treatment integrity checklist</li> <li>• Online monitoring of time in practice.</li> </ul>	<input type="checkbox"/> Completion of workshop <i>and</i> <input type="checkbox"/> AIMSweb reading probes (3 consecutive probes) at or above the aim line
Lindamood Phoneme Sequencing (LiPS; Lindamood & Lindamood, 1998)	Direct instruction in decoding, blending, sight words, use of context clues according to student needs identified on program mastery checklists. Individual or small group (1-3 students) reading instruction with reading specialist, 30 minutes per day, 5 days per week.	<b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> AIMSweb: intensive level (reading) <i>or</i></li> <li><input type="checkbox"/> Course failures: 1 or more on report cards <i>or</i></li> <li><input type="checkbox"/> Quarterly reports: 5 or more missing assignments within a grading period</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>• AIMSweb reading, progress monitoring passages</li> <li>• Program component mastery checklists (e.g., consonant sounds, vowel circle, digraphs)</li> <li>• Attendance/tardies</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Treatment integrity checklist</li> </ul>	<input type="checkbox"/> Decoding at grade level

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## Sample Middle School Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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. Small group (up to 3 students) for 60 minutes each day in addition to their core math class. Additional time at home online.	<b>Academic</b> <input type="checkbox"/> Course failure: math on report card <i>or</i> <input type="checkbox"/> Quarterly reports: 5 or more missing math assignment in a grading period	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Math curriculum-based measures</li> <li>• Built in math diagnostic reviews and tests</li> <li>• Attendance and tardies</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• Treatment integrity checklist</li> </ul>	<input type="checkbox"/> Math curriculum-based measure scores at grade level
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 antecedent	<b>Behavior</b> <input type="checkbox"/> SRSS-E7: High (9-21) <i>or</i> <input type="checkbox"/> 6 or more office discipline referrals (ODRs) within a grading period ___ <b>AND</b> ___ <b>OR</b> <b>Academic</b> <input type="checkbox"/> Progress report: 1 or more course failures <i>or</i> <input type="checkbox"/> 5 or more missing assignments within a grading period <i>or</i> <input type="checkbox"/> AIMSweb: intensive level (math or reading)	<b>Student measures</b> <ul style="list-style-type: none"> <li>• Direct observation of student behavior targeted for improvement</li> <li>• Attendance and tardies</li> <li>• Assignment completion and accuracy</li> <li>• Course grades</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>• Teacher: IRP-15</li> <li>• Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>• FABI step checklists (procedural)</li> </ul>	<input type="checkbox"/> A FABI will be faded when a functional relation is demonstrated using a validated single-case research design (e.g., A-B-A-B withdrawal) <i>and</i> <input type="checkbox"/> Behavior objectives on the student's behavior intervention plan are met

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Sample Middle School Tertiary (Tier 3) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.		<ul style="list-style-type: none"> <li>Treatment integrity checklist</li> </ul>	
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. Up to 3 times per week for 30 min each session.	<b>Behavior</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></li> <li><input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i></li> <li><input type="checkbox"/> 2 or more tardies / absences in a quarter</li> </ul> <p>___ <b>AND</b> ___ <b>OR</b></p> <b>Academic</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course failures: 1 or more course failures on report card <i>or</i></li> <li><input type="checkbox"/> Quarterly reports: 2 or more missing assignments <i>or</i></li> <li><input type="checkbox"/> Below 2.5 GPA</li> </ul>	<b>Student measures</b> <ul style="list-style-type: none"> <li>Number of office discipline referrals</li> <li>Work completion</li> <li>Work accuracy</li> <li>Attendance and tardies</li> </ul> <b>Social validity</b> <ul style="list-style-type: none"> <li>Teacher: IRP-15</li> <li>Student: CIRP</li> </ul> <b>Treatment integrity</b> <ul style="list-style-type: none"> <li>Treatment integrity checklist</li> </ul>	<input type="checkbox"/> SRSS-E7 score: Low (10-3) <i>and</i> <input type="checkbox"/> Zero missing assignments in an 8-week period <i>and</i> <input type="checkbox"/> Zero office discipline referrals in an 8-week period <i>and</i> <input type="checkbox"/> All passing grades on progress report or report card <i>and</i> <input type="checkbox"/> GPA of 2.5 or greater

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