

SAMPLE Preschool Ci3T Primary (Tier 1) Plan

Mission Statement	The mission of Early Childhood Center is to work in partnership with families to facilitate learning experiences through a kind and caring environment to also build students’ character.		
Purpose Statement	All of Early Childhood Center community, including directors, faculty, staff, families, and students, will work together to design, implement, and evaluate a variety of age appropriate programs and strategies that support the specific academic, behavioral, and social and emotional needs of the students served.		
School-Wide Expectations	1. Be Respectful 2. Be Ready 3. Be Safe *see Expectation Matrix		
Area I: Academics Responsibilities Students: <ul style="list-style-type: none">• Arrive ready to learn with others.• Try new things.• Participate in learning activities.• Actively participate in class activities and be persistent.	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none">• Learn and show program-wide expectations stated in the Expectation Matrix.• Identify and name feelings.• Take responsibility for own actions and the effect on others.• Tell an adult about any unsafe behaviors.	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none">• Actively participate in weekly <i>The Incredible Years® Dinosaur Social Skills and Problem Solving</i> lessons.• Practice social skills in school.• Ask an adult when help is needed.	
Area I: Academics Responsibilities Faculty and Staff: Teach core programs according to district and state early learning standards with fidelity: <ul style="list-style-type: none">• Provide a language and print rich environment.• Develop learning centers with differentiated materials for number sense and literacy.• Provide opportunities for students for independent writing and promote their self-expression through the use of multiple media formats.• Provide meaningful and appropriate practice opportunities.	Area II: Behavior Responsibilities Faculty and Staff: Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity. <ul style="list-style-type: none">• Foster a safe environment for all students.• Build positive relationships with students and families.• Teach Expectations daily.• Display and model program-wide expectations.• Be consistent with expectations for students.• Provide behavior specific praise, intermittently paired with delivering the	Area III: Social Skills Responsibilities Faculty and Staff: Teach program-wide social skills/ character education curricula with fidelity: <ul style="list-style-type: none">• Teach 2-3 weekly <i>The Incredible Years® The Classroom Dinosaur Social Skills</i> curriculum lessons.<ul style="list-style-type: none">• 20 min circle time lessons followed by a 15 - 20 min small group activity (6-8 per group).• Integrate opportunities for students to practice learned social skills throughout daily activities.• Model social skills expected.	

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

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<ul style="list-style-type: none"> • Plan activities and transition practices for increased engagement and reduced wait time. • Scaffold and differentiate instruction to meet the needs of all students. • 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 <ul style="list-style-type: none"> • Provide feedback in a timely manner to students and families. • Conduct, report, and use screening and assessments (see Assessment Schedule) <ul style="list-style-type: none"> ○ Use program-wide data to consider students' Tier 2 and Tier 3 needs – use Intervention Grids to guide selection of intervention strategy. ○ Conduct regular progress monitoring with identified students. • Collaborate regularly with colleagues. • Communicate with families and students in a variety of ways. 	<p>program-wide reinforce (Dino Dollars), to students who display school-wide expectations in school settings.</p> <ul style="list-style-type: none"> • Demonstrate professional behavior and a positive attitude. • Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> ○ Use precorrection before each new activity to state and clarify expectations ○ Praise students meeting expectations ○ Redirect student 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 fidelity. • Use program-wide data to consider students' Tier 2 and Tier 3 needs – use Intervention Grids to guide selection of intervention strategy. • Conduct, report, and use screening and assessments (see Assessment Schedule). • Collaborate regularly with colleagues. • Communicate with families and students in a variety of ways. 	<ul style="list-style-type: none"> • Provide Dino Dollars paired with behavior specific praise when students meet expectations. • Build positive relationships with students and families. • Maintain positive communication with families. • Facilitate parent involvement and information sharing about parent training for <i>The Incredible Years® The Classroom Dinosaur Social Skills</i> • Conduct, report, and use screening and assessments (see Assessment Schedule). • Collaborate regularly with colleagues. • Communicate with families and students in a variety of ways.
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Make learning a priority and value your role as their child's first teacher. • Use resources available to enhance learning experiences for their child. • Model and reinforce learning in the home. 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Know, understand, model and reinforce the Positive Behavior Interventions and Supports (PBIS) Expectations Matrix 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Reinforce language and behavior in the home. • Read weekly Early Childhood Center weekly letter to reinforce and model <i>The Incredible Years® The Classroom</i>

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<ul style="list-style-type: none"> Regularly review all school communications. Encourage child to complete all practice opportunities and read to child every day. See that their child attends school regularly and is on time. Visit the classroom and partner with your child's teacher. Participate in parent learning opportunities to support your child's practice of skills at home. 	<ul style="list-style-type: none"> Post program-wide Expectations Matrix at home and use it to talk about your child's day. Access information to learn more: PBIS National Technical Assistance Center (OSEP-TAC; see pbis.org). Support teacher and school effort to promote positive behaviors. Communicate via email, phone, note, or in-person visits about any home circumstances that may affect your child. 	<p><i>Dinosaur Social Skills</i> weekly lessons taught to students.</p> <ul style="list-style-type: none"> Participate in <i>The Incredible Years® Parent Program</i>, as possible.
<p align="center">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> Ensure all state, district, and program goals are implemented with fidelity. Support teachers in their efforts to teach all students. 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 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. Develop positive relationships with children and families. 	<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 track data of Systematic Screener for Behavioral Disorders (Stages 1 and 2 Prekindergarten/Kindergarten; Walker, Sevenson, & Feil, 2014) data three times a year to use for future improvements. Support teachers in using program-wide data to consider students' Tier 2 and Tier 3 needs. Provide and maintain a safe and orderly environment. Reinforce teachers who meet expectations. 	<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>Incredible Years® The Classroom Dinosaur Social Skills</i> and <i>Parent Program</i>. Provide support to teachers for setting instructional time in the schedule for weekly <i>The Incredible Years® The Classroom Dinosaur Social Skills</i> lessons. Provide and coordinate <i>The Incredible Years® The Classroom Dinosaur Social Skills</i> and <i>Parent Program</i> social skills program materials and the training for staff to implement with fidelity. Model social skills expected of students. Collect and track data of social skills program implementation. Provide teachers time to document lesson completion data. Be available and consistent with support throughout the school.

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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, Dino Dollars, etc. to teach, implement and support our Ci3T plan. Review regularly.
- Provide training of Ci3T plan and expectations to staff at the beginning of each school year, as well as ongoing review and discussions.
- Provide training for all faculty and staff on full Ci3T plan, strategies for teaching, and expectation to staff at the beginning of each school year and specific targeted topics throughout the year, with attention to academic, behavior, and social domains.
- Provide program-wide expectation matrix and Ci3T bookmark in substitute folder; provide link to Ci3T overview video.
- Post resources on the Shared Drive > Staff Resources > Ci3T.
- Post informational video clips and resources on the reactive plan Shared Drive > Staff Resources > Ci3T.
- Regular ongoing teacher professional learning during staff meetings and collaboration time (e.g., professional learning on classroom management practices, assessment procedures, setting up your class for success, transitions and schedules, working with families as partners, Tier 2 and 3 strategies as well as other requested topics).
- Professional learning opportunities at the program level to support implementation and sustainability of Ci3T, with attention to academic, behavioral, and social domains.
- **Expectations Matrix** taught and posted (for students and adults).
- Ci3T sessions for new staff orientation, with attention to academic, behavior, and social domains.
- 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 faculty and staff for PBIS component.
- New staff orientation including training of Ci3T plan and expectations (annually and as new teachers are hired during the school year).

Students:

- Beginning of the year provide specific lesson: Setting Stations with examples and non-examples, role play and modeling of expectations with adults and peers
 - Teachers will explicitly teach, model and practice the expectations and procedures ongoing.
 - Teachers will use the lesson plans provided in the Ci3T resources folder (recording dates in shares spreadsheet when taught).
 - Teachers will use and post the posters provided.
 - Teachers will intermittently use Dino Dollars paired with social praise (behavior specific) to reinforce those students demonstrating the expectations.
- PBIS video played every Monday morning in each classroom (songs, skits, puppet delivered messages, etc.).
- Expectations reviewed over announcement.
- Weekly videoed message from program director, with attention to academic, behavior, and social domains.

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Parents/ Community:

- Team will present Ci3T plan at September Parent Teacher Organization Meeting.
- Expectations magnets will be provided during initial and new student home visits.
- Post Ci3T Plan on center website and send PBIS Brochure with Expectation Matrix home in September.
- Send blank expectations grid home for families to implement their own expectations in October/November or as requested. (Facilitate a parent information session to build these).
- Make video for website that explains our Ci3T Plan.
- Hold regular “coffee talks” with parents/families to increase understanding and support.
- Include information related to academic, behavioral, and social skill development in the family resource center.
- Information to community partners on how they can support Ci3T at Early Childhood Center.

Procedures for Reinforcing**Faculty and Staff:**

- Ci3T parking spot (raffle for faculty and staff – drawn from student Dino Dollars)
- Breakfast/lunch provided
- Drawing for tangible and non-tangible items (from community partners)
- Time during faculty meetings to share successes.

Students:

- Intermittent reinforcement of expectations with social praise (behavior specific) and Dino Dollars
- Dino Dollars (i.e. PBIS tickets) exchanged for donated tangible and non-tangible choices (privileges, wear the special hat or cape, art or music time, postcards or phone calls home), allowing students to access or avoid attention, tangibles/activities, and sensory experiences
- Each teacher will have a classroom menu (choice of items on menu)
- Special classroom activities

Parents/ Community:

- Phone calls home or postcards home
- Student name in the newsletter
- PTO family learning sessions and activities (math and literacy game nights; science, literacy and math at home)
- Early Childhood Center Ci3T Supporter bumper stickers for families and window stickers for businesses
- Student drawn/ colored thank you notes for community supporters

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Procedures for Monitoring

Student Measures	Academic: <ul style="list-style-type: none"> • Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) • Learning unit assessments • Daily reports • Progress reports • Progress on early learning standards 	Behavior: <ul style="list-style-type: none"> • Systematic Screening for Behavior Disorder (SSBD) three times a year – Sept., Dec., April • Attendance (absences) • Daily reports • Nurse visits 	Social Skills: <ul style="list-style-type: none"> • Systematic Screening for Behavior Disorder (SSBD) • Agency Referrals • Daily Reports • Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ: SE-2™) parent completed.
Program Measures (School-level)	Social Validity: <ul style="list-style-type: none"> • Primary Intervention Rating Scale (PIRS) – Teacher completed 	Treatment Integrity: <ul style="list-style-type: none"> • TFI (Tiered Fidelity Inventory; OSEP-TAC pbis.org) • Ci3T treatment integrity (Teacher Self-Report [TSR] and Direct Observations ci3t.org). • <i>The Incredible Years®</i> treatment integrity data – staff will complete integrity data through online shared record spreadsheet 	Program Goals: <ol style="list-style-type: none"> 1. Maintain 80% fidelity across measures. 2. At least 80% of students in will meet growth targets in number sense and literacy as measured by progress on early learning standards. 3. Ensure all students are screened. 4. At least 80% of students in at low risk on the SSBD.

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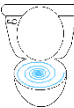

























Sample Preschool Reactive Plan

<p>Our students are learning academically, socially and behaviorally. As part of our Ci3T plan, we incorporate a PBIS framework in which we take an instructional approach to behavior. Our first goal is to support students to in being successful behaviorally by teaching, reminding, providing opportunity to practice, and reinforcing students when behavior expectations are met. When challenges do occur, our first response should be a positive reaction and viewed as an “opportunity to teach” with the intent of supporting the student to be successful in learning and maintaining appropriate behavior.</p>	
<p>When behaviors are observed:</p>	
<p>Behavior DOES NOT impact student safety:</p>	<p>Behavior DOES impact student safety:</p>
<p>Initial responses for when inappropriate behavior occurs:</p> <ul style="list-style-type: none"> • <u>Show empathy</u> • <u>Assess the situation</u>: what is causing the behavior? Is the child able to do what is asked (opportunity to reteach and use guided practice)? Or does the child need more practice to become fluent in right behavior? • <u>Keep other students engaged</u> • <u>Acknowledge other students</u> who are meeting expectations • <u>Redirect and Reteach</u>: provide verbal or nonverbal reminders in private (get down on their level, use a calm, positive tone, keep language clear and minimal). If consistent behavior, reteach and model expectation for student. • <u>Provide choices</u> to re-engage students: provide student with choices to help break behavior chain (e.g. choice of task location, choice of task sequence). • <u>Allow time and space</u> for student to respond to request and re-engage. • <u>Recognize/reinforce</u> with students meet expectations • <u>Record incidences on daily report</u> <p>If behavior continues (3 or more recorded incidences):</p> <ul style="list-style-type: none"> • Conference with student: <ul style="list-style-type: none"> ○ Discuss behavior and alternative behavior ○ Allow student to practice ○ Provide positive feedback • Consider low-intensity teacher strategies to support behavior: <ul style="list-style-type: none"> ○ Active supervision ○ Precorrection ○ Instructional feedback ○ Instructional choice ○ Increased opportunities to respond ○ Behavior specific praise ○ High-p requests <p>Ongoing repeated behavior (5 or more incidences): Schedule a meeting with parents and student to consider Tier 2 support</p>	<ul style="list-style-type: none"> • Call the office: a trained staff member will be notified to respond. • Teacher will: <ul style="list-style-type: none"> ○ Move other students to safety ○ Follow Crisis Plan • Administrator or designee will come to classroom to get student when available (if function of behavior is not avoidance) • Administrator will conference with student (and teacher if possible) and determine course of action (support to be put in place). • Record on Daily Report.

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Sample Preschool Expectation Matrix

	Classroom 	Hallway 	Cafeteria 	Playground 	Bathroom 	Arrival/Dismissal 
Be Respectful	 Follow directions	 Use an inside voice	 Listen to and follow adult requests	 Follow directions	 Stay in your own bathroom stall	 Line up when bell rings
	 Use an inside voice	 Listen to and follow adult requests	 Use an inside voice	 Include others in your games	 Flush toilet	 Listen to and follow adult requests
Be Ready	 Be in assigned area on time	 Stay in line with your class	 Make your choices quickly	 Line up when bell rings	 Take care of your business quickly	 Bring home all needed materials
	 Participate in class activities	 Face forward	 Choose a seat and stick with it	 Put on jacket as directed by teacher	 Keep bathroom tidy	 Say goodbye at the door
Be Safe	 Complete work with best effort	 Keep hands to yourself	 Eat your own food	 Follow the rules of the game	 Wash hands with soap	 Keep hands and feet to self
	 Ask for help politely	 Walk on side of the hallway (foot-prints)	 Use utensils properly	 Use equipment properly	 Report any problems to your teacher	 Wait for an adult to go outside

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Sample Preschool 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: SSBD		X			X				X	
Academic Screeners: PALS	X	X				X				X
Student Outcome Measures - Academic										
Learning unit assessments	X	X				X				X
Daily reports	X	X	X	X	X	X	X	X	X	X
Progress on early learning standards		X	X	X	X	X	X	X	X	
Progress Reports			X		X		X			X
Student Outcome Measures - Behavior										
Attendance (absences)		X	X	X	X	X	X	X	X	
Daily reports	X	X	X	X	X	X	X	X	X	X
Agency referrals	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
ASQ-SE-2™	X									
Program Measures										
Social validity - PIRS			X					X		
Tiered Fidelity Inventory - TFI			X					X		
Ci3T Treatment integrity (Direct Observations & TSR)			X					X		
<i>The Incredible Years®</i> treatment integrity			X					X		

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Sample Preschool Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<u>Alphabetics:</u> <u>Phonemic awareness</u> Phonological Awareness Training for Reading -2 (PATR-2; ProEd)	Phonological awareness training involves a variety of activities that focus on skills that help children to identify, detect, delete, segment, or blend segments of spoken words (i.e., rhyme detection training, blending training, segmentation training) or to identify, detect, or produce rhyme or alliteration. Students meet in small groups (up to 3) to receive instruction 3 times a week for 20 minutes. Phases 1 (warm up with rhyming), 2 (sound blending), and 3 (sound segmenting) used. [Note. Program targets Kindergarteners at risk for reading difficulties – phonemic awareness word play and activities are appropriate for use with older preschoolers preparing for K entry]	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below target for spring developmental target for any area <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Rhyme Awareness <input type="checkbox"/> Nursey Rhyme Awareness <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 efforts	Student measures PALS-PreK measures for target areas Attendance and tardies Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K <input type="checkbox"/> Completion of program (12-14 weeks)
<u>Alphabetics:</u> <u>Phonological awareness</u> Phonological Awareness Training for Reading -2 (PATR-2; ProEd)	Phonological awareness training involves a variety of activities that focus on skills that help children to identify, detect, delete, segment, or blend segments of spoken words (i.e., rhyme detection training, blending training, segmentation training) or to identify, detect, or produce rhyme or alliteration. Students meet in small groups (up to 3) to receive instruction 3 times a week for 20 minutes. Focus is on Phase 4 (letter sound	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below target for spring developmental target for any area <input type="checkbox"/> Letter Sounds <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Rhyme Awareness <input type="checkbox"/> Nursey Rhyme Awareness	Student measures PALS-PreK measures for target areas Attendance and tardies Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity	<input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K <input type="checkbox"/> Completion of program (12-14 weeks)

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	representations). [Note. Program targets Kindergarteners at risk for reading difficulties – phonemic awareness word play and activities are appropriate for use with older preschoolers preparing for K entry]	<input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 efforts	checklist	
<u>Alphabetics:</u> <u>Letter awareness</u> Alphabet Knowledge activities from Florida Center for Reading Research http://www.fcrr.org/for-educators/prek_cca.asp	Small group (up to 3) center led by teacher, 15 min 3 days per week. Alphabet Knowledge activities from Florida Center for Reading Research http://www.fcrr.org/for-educators/prek_cca.asp Letter name activities, letter sound activities, and emergent writing activities.	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below aim line for meeting spring developmental target for any area <ul style="list-style-type: none"> <input type="checkbox"/> Name Writing <input type="checkbox"/> Upper-Case Alphabet <input type="checkbox"/> Lower-Case Alphabet <input type="checkbox"/> Letter Sounds <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Print and Word Awareness <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 efforts	Student measures PALS-PreK measures for target areas Attendance and tardies Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K
<u>Alphabetics:</u> <u>Print awareness</u> Shared book reading	Students work with a trained staff member using shared reading strategies for students to engage in book handling, use of illustrations, text (words separation, end punctuation), word meaning. Adult scaffolds student's interactions with text through questioning. Small group (up to 3) for 15 minutes, 3 times per week.	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below aim line for meeting spring developmental target for Print and Word Awareness	Student measures PALS-PreK measures for target areas Social validity IRP-15 (teacher) Student- completed survey	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> PALS at developmental target for print and word awareness

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 efforts	Treatment integrity Treatment integrity checklist Monitoring of dosage (number of min per week of practice)	
<u>Language development</u> Dialogic reading	Students work with a trained staff member using shared reading strategies for students to engage in story-telling and responding to questions by the adult. 15 minutes, 3 times per week. Picture books are used to guide storytelling. Student selects book from teacher selected options.	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Below aim line for meeting spring developmental target for <input type="checkbox"/> Print and Word Awareness <i>Or</i> <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 efforts	Student measures PALS-PreK measures for target areas Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist Monitoring of dosage (number of min per week of practice)	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> PALS at developmental target for print and word awareness
<u>Mathematics</u> Pre-K Mathematics with DLM Early Childhood Express® Math (McGraw Hill Education)	Students work with a teacher and small group (up to 3) on mathematical concepts. Teacher led activities using manipulatives is supplemented with additional computer-based practice (10 min during center rotations).	Academic <input type="checkbox"/> Progress on math early learning standards: Insufficient with Tier 1 efforts <input type="checkbox"/> Learning unit math assessments showing limited growth	Student measures Early learning standards met for math areas Program performance assessments (aligned with standards)	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> Learning unit math assessments showing expected

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
			<p>Improvements in learning unit math assessments</p> <p>Attendance</p> <p>Social validity IRP-15 (teacher) Student- completed survey</p> <p>Treatment integrity Treatment integrity checklist</p>	growth
<p><u>Social-emotional development</u> <i>The Incredible Years®: Small Group Dinosaur</i></p>	<p>Students meet in small groups (up to 5) for re-teaching, coaching, and guided practice with social skills, emotion regulation, and problem solving from a trained teacher or related service provider. The group meets 30 min 4 times per week for 18-22 weeks.</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily reports: Persistent patterns of behaviors as noted indicating Tier 1 efforts are insufficient ____AND____OR <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PALS-PreK: below spring developmental target for any area 	<p>Student measures Daily report cards (constructed with skills taught in small groups).</p> <p>Social validity Teacher-completed rating scale and opened-ended questions</p> <p>Student-completed rating scale and open-ended questions</p> <p>Treatment integrity Component checklist</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 or zero recorded behaviors on daily reports during target time / activity <p style="text-align: center;">and</p> <ul style="list-style-type: none"> <input type="checkbox"/> SSBD: meets normative criteria for externalizing in

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Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<input type="checkbox"/> Progress report: <i>Targeted for Growth</i> score for academic learning behaviors	for lessons taught (student attendance and participation)	Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2
<u>Cognitive development</u> Behavior Specific Praise	Behavior specific praise (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 sharing the blocks with Andrew." Non- example: "Good job!"	One of more of the following: Behavior: <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating primary (tier 1) efforts are insufficient AND/OR Academic: <input type="checkbox"/> Progress report: <i>Targeted for Growth</i> score for academic learning behaviors	Student measures Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, daily behavior reports). Social validity IRP-15 (teacher) Student-completed survey (interviewed) Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Consistently reduced or zero recorded behaviors on daily reports or <input type="checkbox"/> Progress Reports: Progressing or Mastery on academic learning behaviors and <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2
<u>Cognitive development</u> Instructional Feedback	Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or	One of more of the following: Behavior: <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2	Student measures Student performance targeted for improvement (e.g.,	<input type="checkbox"/> Consistently reduced or zero recorded behaviors on daily reports or

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Sample Preschool Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	technology based specific feedback on processes and progress.	<input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating primary (tier 1) efforts are insufficient <p style="text-align: center;">____AND____OR</p> Academic: <input type="checkbox"/> PALS-PreK: below aim line for meeting spring developmental target for any area <input type="checkbox"/> Progress report: <i>Targeted for Growth</i> score for academic learning behaviors	academic engaged time % of intervals). Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Progress Reports: Progressing or Mastery on academic learning behaviors <p style="text-align: center;">and</p> <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2
<u>Cognitive development</u> Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: Behavior: <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 efforts are insufficient <p style="text-align: center;">____AND____OR</p>	Student measures Academic engaged time (percentage of time engaged) Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Progress Reports and/or Daily Reports: Five consecutive weeks of daily academic engagement 75% or better

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Sample Preschool Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		Academic: <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: <i>Targeted for Growth</i> score for academic learning behaviors <input type="checkbox"/> PALS- PreK: below aim line for spring developmental target for any area 		
<u>Cognitive development</u> Opportunities to Respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students engaging in learning with increased on- task behavior and reduced 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 learning content. This is best done with materials or concepts in which students have a basic understanding.	One or more of the following: Behavior: <ul style="list-style-type: none"> <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 efforts are insufficient <p style="text-align: center;">____AND____OR</p> Academic: <ul style="list-style-type: none"> <input type="checkbox"/> PALS- PreK: on target for spring developmental target for any area <input type="checkbox"/> Progress report: progressing or higher for academic learning behaviors 	Student measures Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring of skills. Social validity IRP-15 (teacher) CIRP or OTR Social Validity Form (student) Treatment integrity Treatment integrity checklist	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently reduced or zero recorded behaviors on daily reports or <input type="checkbox"/> Progress Reports: Progressing or Mastery on academic learning behaviors and <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2

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Sample Preschool Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<u>Cognitive development</u> 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. Used at Tier 1 as a regular practice but used at Tier 2 in a more targeted way for specific students.	One or more of the following: Behavior <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2 <input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 efforts are insufficient ___AND___OR Academic <input type="checkbox"/> Consistent, predictable pattern of academic errors	Student measures Direct measure of student behavior targeted for improvement Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Meets targeted behavior criterion for 3 consecutive weeks <input type="checkbox"/> Two consecutive weeks of or zero recorded behaviors on daily reports during target time / activity and <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<u>Alphabetics:</u> <u>Phonemic awareness</u> Phonological Awareness Training for Reading -2 (PATR-2; ProEd)	Phonological awareness training involves a variety of activities that focus on skills that help children to identify, detect, delete, segment, or blend segments of spoken words (i.e., rhyme detection training, blending training, segmentation training) or to identify, detect, or produce rhyme or alliteration. Students meet individually with teacher for instruction 4 times a week for 20 minutes. Phases 1 (warm up with rhyming), 2 (sound blending), and 3 (sound segmenting) used. Parent training for use of activities at home (shared game bags sent home with families) <i>[Note. Program targets Kindergarteners at risk for reading difficulties – phonemic awareness word play and activities are appropriate for use with older preschoolers preparing for K entry]</i>	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below target for spring developmental target for any area <ul style="list-style-type: none"> <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Rhyme Awareness <input type="checkbox"/> Nursey Rhyme Awareness <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 and Tier 2 efforts	Student measures PALS-PreK measures for target areas Attendance and tardies Social validity IRP-15 (teacher) Student- completed survey IRP-15 (parent) Treatment integrity Treatment integrity checklist Parent log of activities used and time	<input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K <input type="checkbox"/> Completion of program (12-14 weeks)
<u>Alphabetics:</u> <u>Phonological awareness</u> Phonological Awareness Training for Reading -2	Phonological awareness training involves a variety of activities that focus on skills that help children to identify, detect, delete, segment, or blend segments of spoken words (i.e., rhyme detection training, blending training, segmentation	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below target for spring developmental target for any area	Student measures PALS-PreK measures for target areas Attendance and tardies Social validity IRP-15 (teacher)	<input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K <input type="checkbox"/> Completion of program (12-14 weeks)

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
(PATR-2; ProEd)	<p>training) or to identify, detect, or produce rhyme or alliteration. Students meet individually with teachers for instruction 4 times a week for 20 minutes. Focus is on Phase 4 (letter sound representations). Parent training for use of activities at home (shared game bags sent home with families)</p> <p><i>[Note. Program targets Kindergarteners at risk for reading difficulties – phonemic awareness word play and activities are appropriate for use with older preschoolers preparing for K entry]</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Letter Sounds <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Rhyme Awareness <input type="checkbox"/> Nursey Rhyme Awareness <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 and Tier 2 efforts 	<p>Student- completed survey IRP-15 (parent)</p> <p>Treatment integrity Treatment integrity checklist Parent log of activities used and time</p>	
<p><u>Alphabetics:</u></p> <p><u>Letter awareness</u></p> <p>Alphabet Knowledge activities from Florida Center for Reading Research</p> <p>http://www.fcrr.org/for-educators/prek_cca.asp</p> <p>Letter name activities, letter sound activities, and emergent writing activities.</p> <p>Parent training for activities use at home.</p>	<p>Small group (up to 2) or individual center led by teacher, 15 min 3 days per week. Alphabet Knowledge activities from Florida Center for Reading Research</p> <p>http://www.fcrr.org/for-educators/prek_cca.asp</p> <p>Letter name activities, letter sound activities, and emergent writing activities.</p> <p>Parent training for activities use at home.</p>	<p>Academic</p> <p>Phonological Awareness</p> <p>Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identified as below aim line for meeting spring developmental target for any area <input type="checkbox"/> Name Writing <input type="checkbox"/> Upper-Case Alphabet <input type="checkbox"/> Lower-Case Alphabet <input type="checkbox"/> Letter Sounds <input type="checkbox"/> Beginning Sound <input type="checkbox"/> Print and Word Awareness 	<p>Student measures</p> <p>PALS-PreK measures for target areas</p> <p>Attendance and tardies</p> <p>Social validity</p> <p>IRP-15 (teacher)</p> <p>Student- completed survey IRP-15 (parent)</p> <p>Treatment integrity</p> <p>Treatment integrity checklist Parent log of activities used and time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identified as on target for spring developmental target for all areas on PALS-Pre-K

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 and Tier 2 efforts		
<u>Alphabetics:</u> <u>Print awareness</u> Shared book reading	Students work with a trained staff member using shared reading strategies for students to engage in book handling, use of illustrations, text (words separation, end punctuation), word meaning. Adult scaffolds student's interactions with text through questioning. One-on-one reading for 15 minutes, 3 times per week. Parent training for shared reading at home. Book bags sent home with new book (upon return of current book) and reminder bookmarks (tips for parents and questions to ask for the book).	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Identified as below aim line target for spring developmental target for any area <input type="checkbox"/> Print and Word Awareness <i>Or</i> <input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 and Tier 2 efforts	Student measures PALS-PreK measures for target areas Social validity IRP-15 (teacher) Student- completed survey IRP-15 (parent) Treatment integrity Treatment integrity checklist Monitoring of dosage (number of min per week of practice) Parent daily log and checklist of procedures and time	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> PALS at developmental target for print and word awareness
<u>Language development</u> Dialogic reading	Students work with a trained staff member using shared reading strategies for students to engage in story-telling and responding to questions by the adult. 15 minutes, 3 times per week. Picture books are used to guide storytelling. Student selects book from teacher selected options. Parent training for dialogic reading at home. Book bags sent	Academic Phonological Awareness Literacy Screening for Preschool (PALS – PreK, 4-5 yr olds) <input type="checkbox"/> Below aim line target for spring developmental target for any area <input type="checkbox"/> Print and Word Awareness <i>Or</i>	Student measures PALS-PreK measures for target areas Social validity IRP-15 (teacher) Student- completed survey IRP-15 (parent) Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> PALS at developmental target for print and word

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	home with new book (upon return of current book) and reminder bookmarks (tips for parents).	<input type="checkbox"/> Progress on early learning standards: Insufficient with Tier 1 and Tier 2 efforts	Monitoring of dosage (number of min per week of practice) Parent daily log and checklist of procedures and time	awareness
<u>Mathematics</u> Pre-K Mathematics with DLM Early Childhood Express® Math (McGraw Hill Education)	Students work with a teacher and small group (up to 2) on mathematical concepts. 20 min per daily. Teacher led activities using manipulatives is supplemented with additional computer-based practice (15 min during center rotations 3 times per week). Parent training for computer-based practice at home. Access to technology (tablet, as needed), practice program, and monitoring sheets provided. Weekly teacher check ins with parent in person or through technology.	Academic <input type="checkbox"/> Progress on math early learning standards: Insufficient with Tier 1 efforts <input type="checkbox"/> Learning unit math assessments showing limited growth	Student measures Early learning standards met for math areas Program performance assessments (aligned with standards) Improvements in learning unit math assessments Attendance Social validity IRP-15 (teacher) Student- completed survey Treatment integrity Treatment integrity checklist	<input type="checkbox"/> Early learning standards progress sufficient to meet end of year expectations <input type="checkbox"/> Learning unit math assessments showing expected growth
<u>Social-emotional development</u> The Incredible Years®: Small Group Dinosaur with Parenting Program	Students meet individually or in small groups (up to 2) for re-teaching, coaching, and guided practice with social skills, emotion regulation, and problem solving from a trained teacher or related service provider. The group will meet 30 min four days per week for 24-28 weeks.	Behavior: <input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2	Student measures Daily report cards (constructed with skills taught in small groups). Social validity Teacher-completed rating scale and opened-ended questions	<input type="checkbox"/> Meets targeted behavior criterion for 3 consecutive weeks <input type="checkbox"/> Two consecutive weeks of or zero recorded

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Additionally, parents participate in training of the Basic and Advance Parenting Program while students attend their Small Group Dinosaur lessons (with trained social workers or counselors).	<input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 & Tier 2 efforts are insufficient ___AND___OR Academic: <input type="checkbox"/> PALS: below aim line for spring developmental target for any area <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student-completed rating scale and open-ended questions Parent-completed rating scale and open ended questions (for strategy and training) Treatment integrity Component checklist for lessons taught (student attendance and participation) Parent log of use of strategies at home.	behaviors on daily reports during target time / activity and <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2
<u>Social-emotional development</u> 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.	(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"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2 <input type="checkbox"/> SSBD: Exceeds	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	<input type="checkbox"/> Measureable changes in target behavior using the graphed data for all 4 phases. <input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2 <input type="checkbox"/> SSBD: meets normative criteria

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Sample Preschool Tertiary (Tier 3) Intervention Grid

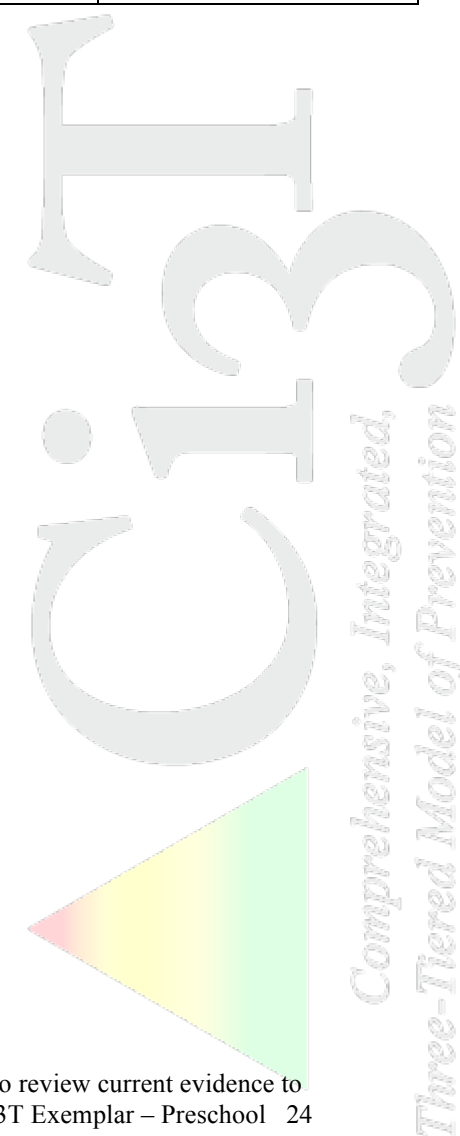
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	<p>(2) Information is placed in the Function Matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007)</p> <p>(3) The function of the behavior is identified with the decision model (Umbreit et al., 2007)</p> <p>(4) An intervention is developed with three components: (A) Antecedent Adjustments, (R) Reinforcement, and (E) Extinction. Data are collected daily. Procedural fidelity is assessed. Data are graphed to determine effect of the intervention. (Lane, Rogers et al., 2007)</p>	<p>normative criteria for internalizing behavior in Stage 2</p> <p><input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 & Tier 2 efforts are insufficient</p> <p>(3) Parent permission and participating in conducting the functional assessment.</p>	<p>implemented as planned is needed.</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>Social Validity</p> <p>Social validity IRP-15 (teacher) CIRP (student)</p> <p>Treatment integrity A-R-E component treatment integrity checklist</p>	<p>for internalizing in Stage 2</p> <p><input type="checkbox"/> Progress Reports: Progressing or Mastery on academic learning behaviors (or target behavior)</p>
<p><u>Social-emotional development</u></p> <p>Individualized De-escalation Plan</p>	<p>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>	<p>Behavior:</p> <p><input type="checkbox"/> SSBD: Exceeds normative criteria for externalizing behavior in Stage 2</p> <p><input type="checkbox"/> SSBD: Exceeds normative criteria for internalizing behavior in Stage 2</p> <p><input type="checkbox"/> Daily report: Persistent patterns of behaviors indicating Tier 1 & Tier 2 efforts are insufficient</p>	<p>Student measures</p> <p>Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples</p> <p>Set behavioral goal based on baseline performance of the behavior.</p> <p>Direct observation of the target behavior with data points graphed for decision making.</p> <p>Social validity Teacher: IRP-15</p>	<p><input type="checkbox"/> SSBD: meets normative criteria for externalizing in Stage 2</p> <p><input type="checkbox"/> SSBD: meets normative criteria for internalizing in Stage 2</p> <p><input type="checkbox"/> Observation data demonstrate behavior is consistently within expected level (per goal; 3 consecutive data points) –</p>

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Sample Preschool Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
			Student: CIRP Treatment integrity Procedural & treatment integrity checklist	then transition to maintenance plan and monitor behavior during transition.



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