Elementary Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions	**Student Performance** Data on target behavior monitored - On time arrival - On task - Time to transition **Treatment Integrity** Component checklist **Social Validity** Student- and teacher-completed surveys	• No planned exit criteria; • New procedure to remain in place for the balance of the school year

Ci3T
Comprehensive, Integrated, Three-Tiered Model of Prevention

Middle and High School Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to first period exceeding 10% during a 2 week period 5+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during group activities for a 1 week period of time More than 20% of students in the school tardy to one or more periods for a 1 week period of time	**Student Performance** Data on target behavior monitored - On time arrival - On task - Tardies **Treatment Integrity** Component checklist **Social Validity** Student- and teacher-completed surveys	• No planned exit criteria; • New procedure to remain in place for the balance of the school year