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Ci3T Implementation Manual: Middle School Exemplar for Hybrid (In-person and Remote) Learning Experiences (2020-2021)

Note: This adapted exemplar provides an illustration of using Ci3T to support in-person and remote instruction at the middle school level.

Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell E. D., & Buckman, M. M. (2020). Ci3T Implementation Manual: Middle School Exemplar for Hybrid (In-person and Remote) Learning (2020-2021). Available on www.ci3t.org

SAMPLE Middle School Ci3T Primary (Tier 1) Plan: Hybrid Instruction

Mission Statement	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.	
Purpose Statement	The purpose of our Ci3T primary (Tier 1) prevention plan is to: <ul style="list-style-type: none"> • Provide consistent language for all faculty, staff, administration, students, and parents to use in the development of academic, behavioral, and social competencies. • 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. • 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. • Promote a proactive, positive, supportive school climate. 	
	2020-2021 (Remote Learning) The purpose of our 2020-2021 Ci3T plan updates (shaded areas) is to fulfill Sample Middle School’s purpose in close partnership with families through both in-person and remote learning academic, behavioral, and social skills instruction aligned to family and community priorities.	
School-Wide Expectations	1. Show Respect 2. Be Responsible 3. Give Best Effort See behavior expectation matrix (in person and remote) for detailed behavior expectations in various school settings.	
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students will: <ul style="list-style-type: none"> • Come to school every day and stay all day • Bring necessary materials to class • Use a 3-ring binder and calendar/planner to stay organized 	Students will: <ul style="list-style-type: none"> • Demonstrate expectations from the Expectation Matrix • Report unsafe behaviors 	Students will: <ul style="list-style-type: none"> • Participate in <i>Connect with Kids</i>™ (Connect with Kids Network, 2016) lessons and discussions • Demonstrate appropriate social interactions with peers and adults

<ul style="list-style-type: none"> • Attempt every task and turn in completed work on time • Give best effort on all assignments • Make up work when absent • Turn in all assignments 		<ul style="list-style-type: none"> • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Remote Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create a home schedule with family for major events in the week, including when teachers meet online for check-ins, instruction, and office hours • Join the online classroom following the school schedule • Ask for technology support when needed • Take breaks at scheduled times • Have needed materials at hand to complete remote learning tasks • Attempt every remote learning task with best effort • Submit each remote learning task by the deadline 	<p style="text-align: center;">Remote Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate online behavior expectations at all times • Fulfill your online student job when it's your turn • Follow home expectations set by family 	<p style="text-align: center;">Remote Learning</p> <p>Students will:</p> <ul style="list-style-type: none"> • Watch your teacher's recorded <i>Connect with Kids™</i> lessons by the due date • Demonstrate appropriate online social interactions at all times • Talk about social skill lessons learned with family • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Teach district approved curricula • Update online gradebook weekly • Differentiate instruction • Create and teach lesson plans that follow the effective elements of essential instruction: anticipatory set, daily objective, direct instruction, 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Teach, model (with students and staff), and reinforce the behavior expectations • Implement positive behavioral interventions and supports (PBIS; OSEP-TAC; see pbis.org) • Teach expectations informally each day through modeling and reinforcing; 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> • Teach <i>Connect with Kids™</i> with fidelity, 3-4 times per month for approximately 20 minutes during Advisory period • Keep track of <i>Connect with Kids™</i> implementation fidelity (lessons taught, minutes, etc.), record on school level data collection sheet

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<p>modeling, guided practice, and independent practice</p> <ul style="list-style-type: none"> • Accommodate students who have unique learning needs • Provide instructional support to students who missed instruction • Use proactive evidence-based low-intensity strategies to support students' academic engagement and prevent problem behavior: <ul style="list-style-type: none"> ○ Active supervision ○ Behavior-specific praise ○ Instructional choice ○ Instructional feedback ○ Opportunities to respond • Use multiple data sources (see Assessment Schedule) to determine which students need secondary (Tier 2) and tertiary (Tier 3) interventions (see Intervention Grids) • Have independent starter (warm up) and closing activities daily 	<p>reteach formally according to master calendar</p> <ul style="list-style-type: none"> • Give PBIS tickets, paired with behavior-specific praise, to students meeting expectations • Follow the six-step instructional approach to support students struggling to meet expectations: <ol style="list-style-type: none"> 1. Show empathy 2. Maintain flow of instruction 3. Acknowledge other students meeting expectations 4. Redirect and Reteach expected behavior 5. Allow time and space 6. Recognize/reinforce appropriate behavior when demonstrated • Use multiple data sources (see Assessment Schedule) to determine which students need secondary (Tier 2) and tertiary (Tier 3) interventions (see Intervention Grids) 	<ul style="list-style-type: none"> • Foster and model positive teacher to teacher, teacher to student, and teacher to parent social interactions • Provide behavior-specific praise paired with PBIS tickets to students demonstrating expected social skills as taught • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Remote Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Create a safe and respectful online classroom using the district approved platform • Maintain confidentiality of personally identifiable information • Offer appropriate learning activities to students in more than one format • Provide students multiple ways to interact with materials and demonstrate mastery 	<p style="text-align: center;">Remote Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Take care of yourself first <ul style="list-style-type: none"> ○ Set a schedule (including breaks, and take them!) ○ Eat lunch at designated time ○ Schedule time for exercise • Teach, model, and reinforce online behavior expectations • Integrate online behavior expectations into each lesson 	<p style="text-align: center;">Remote Learning</p> <p>Faculty and Staff will:</p> <ul style="list-style-type: none"> • Record <i>Connect with Kids</i>™ lessons 3-4 times per month for students to view independently • Integrate social skills language and lesson material into all online instruction • Provide a variety of opportunities for students to discuss and practice engaging in social skills taught

<ul style="list-style-type: none"> • Check in weekly or more often with students and families • Host consistent online office hours for students and families • Work with families to accommodate students who have unique learning needs • Continue to use high rates of low-intensity strategies online • Obtain additional professional learning as needed for remote learning and family supports 	<ul style="list-style-type: none"> • Establish online student jobs to help monitor online behavior expectations (e.g., chat monitor, technology advisor, teleteacher notetaker, hand raising monitor, starter and closing activity leaders) • Deliver a variety of public and private, verbal and written, behavior-specific praise to students meeting online expectations • When online expectations are not met, praise students meeting expectations first <ul style="list-style-type: none"> ○ Then provide additional instruction and support privately ○ Remember to show empathy and be understanding of all family circumstances ○ Follow reactive plan 	<ul style="list-style-type: none"> • Deliver specific praise to students verbally and with written notes, publicly and privately as appropriate, for engaging in appropriate social skills taught • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Monitor student grades online regularly, communicating with student and teacher as needed • Provide a regular study time and place to support academic expectations • Reinforce appropriate academic behavior at home • Support any academic interventions with similar procedures at home • Schedule student appointments (e.g., doctor, dentist) outside of school hours 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Update contact information regularly • Follow district attendance policy • Be familiar with the school <p style="text-align: center;">Expectation Matrix</p> <ul style="list-style-type: none"> • Reinforce behavior expectations demonstrated at home • Support any behavior interventions with similar procedures at home • Model positive, prosocial behaviors with adults and children 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Be aware of <i>Connect with Kids</i>TM social skills lessons being taught at school • Access <i>Connect with Kids</i>TM parent resources as needed • At home, model, support, and reinforce the social skills taught at school each month • Communicate early with teachers when social skills concerns arise • Follow expectations to keep yourself and others safe

Adapted from Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2018). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success V1.2*. Phoenix, AZ: KOI Education. (Interactive eBook) For additional information, please see Lane, Menzies, Oakes, and Kalberg (2020). *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

<p style="text-align: center;">Remote</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Create a home schedule with major events in the week, including when teachers meet online for student check-ins, instruction, and office hours • Designate a quiet learning space • Help children set alerts to follow the schedule and verbally remind them to join online learning following the school schedule • Help children with technology needs for remote learning • Help children organize school materials 	<p style="text-align: center;">Remote</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Set and teach behavior expectations for remote learning at home and the variety of activities in the daily home schedule • Provide time for children to practice home routines and meeting home behavior expectations • Use behavior-specific praise when children demonstrate home expectations • Offer choices to children for completing remote learning tasks, chores, and other commitments • Use precorrection to remind children of desired behavior expectations and prevent challenging behavior • Attend teacher office hours to discuss any behavior challenges that may arise at home 	<p style="text-align: center;">Remote</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Watch recorded <i>Connect with Kids</i>TM lessons with your children • Discuss social skill lessons with your children and how they apply during remote learning and at home • Model appropriate social skills with adults and children at home • Provide behavior-specific praise to children when they demonstrate expected social skills • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Plan and provide professional learning with input from staff, featuring staff strengths • Provide fair, timely, and constructive feedback to staff • Organize and provide school-wide data to staff 3-4 times per year • Provide time for staff to review and discuss school-wide data 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Consistently implement the school-wide primary prevention plan, including the reactive plan components • Model and reinforce behavior expectations with adults and students • Reinforce teachers for teaching, reinforcing, and monitoring student behavior 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Monitor treatment integrity for consistent implementation of <i>Connect with Kids</i>TM lessons by all classroom teachers • Provide necessary resources • Model and reinforce positive respectful social interactions with adults and students

Adapted from Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2018). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success V1.2*. Phoenix, AZ: KOI Education. (Interactive eBook) For additional information, please see Lane, Menzies, Oakes, and Kalberg (2020). *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

<ul style="list-style-type: none"> • Provide time for faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention (see Intervention Grids) needs for students 	<ul style="list-style-type: none"> • Attend various team meetings periodically to ensure fidelity and assess needs for resources and professional learning 	<ul style="list-style-type: none"> • Follow expectations to keep yourself and others safe
<p style="text-align: center;">Remote Administrators will:</p> <ul style="list-style-type: none"> • Provide resources for faculty and staff to develop skills with remote learning <ul style="list-style-type: none"> ○ Share links to upcoming webinars ○ Share links to on-demand resources ○ Have faculty and staff provide schoolwide professional learning utilizing existing expertise through recorded or synchronous sessions • Provide resources for faculty and staff to develop skills to support students with Tier 2 and Tier 3 intervention needs synchronously and asynchronously (family support) • Check in with faculty and staff at least weekly; determine needs, provide resources, feedback, and encouragement • Provide time for faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention (see Intervention Grids) needs for students 	<p style="text-align: center;">Remote Administrators will:</p> <ul style="list-style-type: none"> • Support faculty and staff to be able to implement the remote learning school-wide plan • Model remote learning expectations with the district designated platform • Model behavior-specific praise to teachers during remote meetings publicly and privately, verbally and written • Attend remote team and committee meetings to help determine what resources are needed 	<p style="text-align: center;">Remote Administrators will:</p> <ul style="list-style-type: none"> • Support teachers in recording <i>Connect with Kids™</i> lessons • Model and reinforce social interactions during remote faculty and staff meetings • Follow expectations to keep yourself and others safe

Procedures for Teaching

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- 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

Remote Learning

Faculty and Staff: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

- Procedures for teaching the Ci3T plan for remote learning environments to all faculty and staff include:
- Updated Ci3T Implementation Manual posted on the school website and shared teacher drive
- Narrated slideshow recording overviewing updates to the Ci3T Implementation Manual
- Beginning of year online meeting small-group breakout rooms for faculty and staff to review Ci3T Implementation Manual updates, get questions answered, and share ideas
- Narrated slideshows reviewing use of low-intensity strategy in remote environments across the tiers of instruction
- New staff one-on-one meetings with principal and group meetings with Ci3T Leadership Team members to review roles and responsibilities in academic, behavior, and social domains
- Monthly professional learning based on needs of faculty and staff for remote learning
- Videos and podcasts on the academic, behavior, and social expectations, available on the school website, school social media sites, and shared teacher drive

Students: Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

- 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)

Remote Learning

Students: Ci3T Leadership Teams will collaborate with faculty and staff to teach procedures to students by:

Procedures for teaching the Ci3T plan for remote learning environments to students include:

- Updated setting lesson plans with remote learning expectations
- Narrated slideshow recording overviews of remote learning expectations
- Faculty and staff videos showing examples and nonexamples of remote learning expectations
- **Expectation Matrix** and remote learning setting posters shared electronically
- Teachers use high resolution graphic files of behavior **Expectation Matrix**, remote learning setting expectations, and *Connect with Kids* tenets as virtual background 'posters'
- Videos and podcasts on the academic, behavior, and social expectations available on the school website and social media sites

Parents/ Community: Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

- 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**

Remote Learning

Parents/ Community: Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

- Procedures for teaching the Ci3T plan for remote learning environments to parents/community include:
- Narrated slideshow recording overviews of remote learning expectations
- Faculty and staff videos showing examples and nonexamples of remote learning expectations
- Asynchronous back to school night with faculty and staff recording videos about their remote learning expectations and other elements of Ci3T
- Videos and podcasts on the academic, behavior, and social expectations available on the school website and social media sites
- Share electronically on school website and mail the behavior **Expectation Matrix** to families (e.g., in updated Ci3T brochure with remote setting expectations)

Procedures for Reinforcing

Faculty and Staff: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- 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)

Remote Learning

Faculty and Staff: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- Administrators, faculty, and staff will recognize fellow adults meeting remote learning expectations with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during faculty staff meetings
 - during recorded announcements teachers play for class meetings or send to families
 - in school newsletters
 - on school website and social media posts
 - privately
 - using the online system chat feature
 - email
 - virtual postcard emailed
- At monthly faculty and staff meetings each adult submits one or more praise note on a shared Google Sheet and a random number generator will select faculty and staff to recognize with a meal delivery service, community donated gift card, etc.

Students: Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:

- 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

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- 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 15 minutes, etc.)

Remote Learning

Students: Ci3T Leadership Teams will collaborate with faculty and staff to provide reinforcement to students by:

- Teachers will recognize students meeting remote learning expectations with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during class meetings
 - in classroom newsletter and/or school newsletter with parent permission
 - on school website and social media posts with parent permission
 - privately
 - using the online system chat feature
 - email
 - phone call or 1:1 online
- Virtual postcard emailed to family with behavior-specific praise of remote learning expectation(s) met by student

Parents/ Community: Ci3T Leadership Teams and District Leaders will provide reinforcement to parents and community members by:

- 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

Remote Learning

Parents/ Community: Ci3T Leadership Teams and District Leaders will provide reinforcement to parents and community members by:

- Recognition for actively supporting remote learning through donations or time with verbal and written behavior-specific praise based on recipient preference
 - publicly
 - during family support sessions
 - in school newsletters

- on school website and social media posts
- privately
 - using the online system chat feature during family support sessions
 - email
 - phone call or 1:1 online
 - virtual postcard emailed



Procedures for Monitoring

Student Measures	<p>Academic:</p> <ul style="list-style-type: none"> • District assessments • State assessments • Quarterly course grades • Course failures (report card) • AIMSweb reading and math benchmarking • Progress reports (grades and missing assignments) • Grade point average (GPA) 	<p>Behavior:</p> <ul style="list-style-type: none"> • Student risk screening scale – internalizing and externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Office discipline referrals (ODRs) *see examples of office discipline referral forms on www.pbis.org and www.swis.org • Minor behavior referrals • Mental health team referrals • Attendance • Tardies • In-school and out-of-school suspensions 	<p>Social Skills:</p> <ul style="list-style-type: none"> • Student risk screening scale – internalizing and externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Office discipline referrals for social infractions • Minor behavior referrals for social skills • Referrals to counselor • Nurse visits (somatic complaints)
	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Assignment completion rate • Progress reports • Quarterly course grades 	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Attendance at synchronous events • SRSS-IE fall (at 6 weeks), winter, spring 	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Attendance at synchronous social skills lessons • Completion of asynchronous social skills activities • SRSS-IE

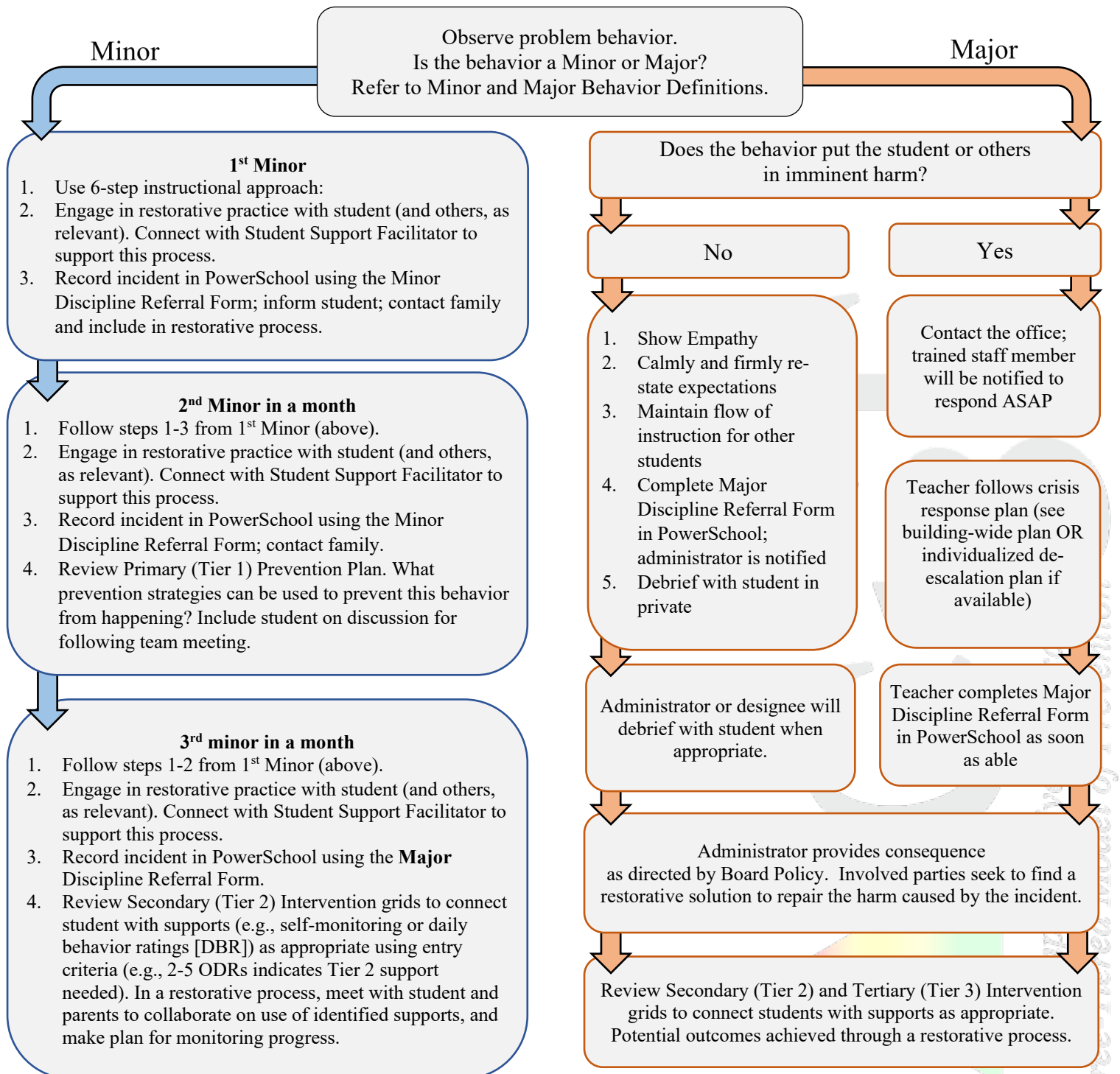
Program Measures (school-level)	<p>Social Validity:</p> <ul style="list-style-type: none"> • Primary intervention rating scale (PIRS) • Student survey 	<p>Treatment Integrity:</p> <ul style="list-style-type: none"> • Teacher self-report (TSR) • Tiered Fidelity Inventory (TFI) • Connect with Kids™ treatment integrity and dosage data 	<p>Program Goals:</p> <p>Implementation Year 1:</p> <ol style="list-style-type: none"> 1. Score 80% or higher on all treatment integrity and social validity measures 2. 100% of students screened using SRSS-IE, and AIMSweb reading and math 3. SRSS-IE screening data showing 80% or more of all students at low risk in fall, winter, and spring time points
	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Primary intervention rating scale (PIRS) • Student survey • Parent survey of remote learning 	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Teacher self-report (TSR) • Tiered Fidelity Inventory (TFI) • Connect with Kids™ treatment integrity and dosage data • Parent survey of remote technology use and access 	<p style="text-align: center;">Remote Learning</p> <ul style="list-style-type: none"> • Goals 1 – 3 above • 100% of students who participate in remote learning will access the environment according to the planned schedule

Sample Middle School Reactive Plan: Flowchart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

- Show empathy
- Maintain flow of instruction
- Acknowledge other students meeting expectations
- Redirect and Reteach expected behavior
- Allow time and space
- Recognize/reinforce appropriate behavior when demonstrated



Buckman, M. M., Austin, K. S., Common, E. A., & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Definitions of minor (teacher-managed) behaviors for middle and high schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Minor (Teacher-managed) Behavior Definitions (Middle School)

When making behavior referrals, remember that context matters. Additionally, consider that some behaviors may be perceived as problematic due to differences between educator expectations and students' cultural norms. Therefore, strive to be culturally responsive by developing awareness of the significance of students' backgrounds (including historical context) to understand their behavior, and use an instructional approach to teaching and re-teaching expected behaviors. [Click here to learn more about practicing culturally responsive Positive Behavioral Interventions and Supports.](#)[URL if accessing in text format: <https://www.pbis.org/resource/embedding-culturally-responsive-practices-in-tier-i>]

Behavior	Definition	Student Information System Code
Academic integrity violations (minor)	<p>Minor academic integrity violations refer to isolated incidents that breach expectations related to conduct during daily academic work.</p> <p>Examples include cheating on homework assignments, looking off the work of another student during class assignments, or altering academic documents. Nonexamples include following teacher-provided expectations regarding course work, such as collaborating with peers when assignment directions allow.</p> <p>Other non-examples include behavior consistent with the Major (Office-managed) behavior Academic misconduct, which involves systematic or severe academic misconduct such as cheating on exams, plagiarism of term papers, or repeated minor violations. See definition of Academic misconduct under Major (Office-managed) behaviors.</p>	AIV
Argumentative behavior (persistent)	<p>Persistent argumentative behavior refers to a pattern of interactions with school staff that is disagreeable, disrespectful, hostile, or antagonistic over the course of multiple interactions on the same day, despite respectful redirection from school staff members. Upon initial occurrences of argumentative behavior, follow the 6-step instructional approach. Argumentative behavior becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p> <p>Examples include ongoing arguing with a teacher about a consequence given, or persistent combative questions in response to teacher directions. Nonexamples include isolated argumentative comments (e.g., “why do we have to do this stuff?”) or asking legitimate questions to resolve an issue (e.g., “didn’t we do this last week?”).</p>	ABP
Disruptive behavior (persistent)	<p>Disruptive behavior refers to a pattern of behavior that causes an ongoing disruption to conditions in the classroom or other school environment. Upon initial occurrences of disruptive behavior, follow the 6-step instructional approach. Disruptive behavior becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p>	DBP

	<p>Examples of disruptive behavior include persistent occurrences of shouting or slamming materials, or moving about the classroom and interacting with peers in a manner that disturbs or distracts others. Non-examples include talking with peers in a conversational tone, accidentally dropping materials or making other unintentionally disruptive noises, or isolated incident of disruptive behavior (e.g., student is disruptive but responds to the 6-step instructional approach).</p> <p>Other non-examples of disruptive behavior (persistent) include behaviors consistent with the Major (office-managed) behavior Disruptive behavior (severe), which is so intense or serious that class cannot continue or jeopardizes the safety and/or security of the student, their classmates, or their teacher. Minor disruptive behavior becomes a major once three minor referrals for these behaviors are logged in PowerSchool.</p>	
<p>Excluding peers / name calling / gossiping</p>	<p>These behaviors (excluding peers, name calling, gossiping, etc.) refer to unkind actions toward peers that may be precursors to bullying behaviors.</p> <p>Examples include excluding targeted peers from school activities or groups in a persistent fashion, using hurtful language toward peers, or using gossip to put down another student.</p> <p>Non-examples include behaviors that meet the definition of Bullying, which includes physically harming a student or damaging a student’s property; threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property or causing 8 substantial inconvenience; or, taunting, teasing or intimidation that is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or it substantially disrupts the orderly operations of the district (see definition in Major Behaviors).</p>	<p>EP</p>
<p>Inappropriate gestures, language, noises</p>	<p>This behavior refers to usage of rude language (written or verbal), gestures, or noises in conversation with staff or peers not meeting expectations of school context, during daily classroom activities, or during passing periods.</p> <p>Examples include using curse words conversationally (e.g., not directed at another staff or student). Non-examples include using euphemisms (e.g., “darn” or “crap”).</p> <p>Other non-examples include behaviors consistent with the Major (office managed) behavior Profanity, which involves using of severe profanity (e.g., the ‘f’ word) directed toward staff or students, or Sexual Misconduct, which includes but is not limited to making obscene gestures of an overt sexual nature toward staff or students. See definitions of Profanity and Sexual Misconduct under Major (Office-managed) behaviors.</p>	<p>IGLN</p>

<p>Inappropriate use of school or other's property</p>	<p>Inappropriate use of school or others' property refers to any behavior in which school or others' property is/are not used for its intended purposes or with little respect for property/facilities.</p> <p>Examples include climbing in bathrooms, looking under stalls, using a space where there is no adult or without adult permission, using a friends' notebook for yourself without permission, or using the whiteboard markers without teacher permission. Nonexamples include approved club gatherings or indoor recess activities.</p>	<p>IUSP</p>
<p>Inappropriate use of technology</p>	<p>Inappropriate use of technology refers to any behavior in which computers, phones, tablets, music devices, or other electronic devices are used in a manner or at a time incompatible with school expectations.</p> <p>Examples include texting during class, listening to music during instruction, or posting on social media, or using a computer to watch YouTube unless teacher directed or specified in instructional programming. Nonexamples include using the computer during yearbook club to edit a page or listening to appropriate music during lunch or before school.</p> <p>Other non-examples include behavior consistent with the Major (office managed) behavior Technology Policy Violations which involves severe violations including accessing sexually explicit material on the school premises or using a school-owned device, or sending sexually explicit electronic communication. See definition of Technology Policy Violations under Major (Office-managed) behaviors.</p>	<p>IUT</p>
<p>Lying</p>	<p>Lying refers to any behavior in which one intentionally withholds the truth or expresses dishonesty.</p> <p>Examples include telling a teacher you are going to the restroom and instead meeting your friends in the hallway or stating your parents have seen your progress report when you have not given it to them. Non-examples include missing a factual question on an assessment, or being honest about potential infractions (e.g., telling the truth when problems occur).</p>	<p>LY</p>
<p>Non-compliance (persistent)</p>	<p>Persistent non-compliance refers to repeated or ongoing incidents in which a student willfully disregards reasonable instructions provided by a school staff member. Upon initial occurrences of non-compliance, follow the 6-step instructional approach. Non-compliance becomes a minor (teacher-managed referral) when the behavior persists despite use of an instructional approach.</p> <p>Examples include disregarding stated expectations about beginning bell work upon entry despite the teacher following the 6-step instructional approach, ignoring the bell for class and staying in the hall even after two staff members come by and remind you to move to class. Non-examples</p>	<p>NCP</p>

	include an incident of non-compliance that is resolved in a timely manner after using the 6-step instructional approach.	
Play fighting / Horseplay / Roughhousing	<p>Play fighting/ horseplay/ roughhousing refers to any behavior in which individuals engage in aggression-like behavior that is playful, inappropriate, or potentially unsafe, but not so intense that it is likely to cause physical or emotional harm.</p> <p>Examples include brief pushing and shoving in the hallway, pulling on a peer’s clothes during a game during gym, or other instances in which students put hands on each other but without the intent to harm. Nonexamples include engaging in rule-abiding physical activity during sport events.</p> <p>Other non-examples of play fighting / horseplay / roughhousing include behaviors consistent with Violence toward other students or Violence against staff, both of which result in Major (office-managed) referrals. These behaviors are characterized by physical aggression that is sufficiently intense or intended to cause potential physical or emotional pain. Additionally, instances in which Bullying / Harassment occurs are also non-examples. Instances of Bullying / Harassment result in Major (office-managed referrals).</p> <p>See definitions for Bullying / Harassment, Violence against other students, and Violence against other staff under Major (Office-managed) behaviors.</p>	PFHR
Tardiness	<p>Tardies refer to arriving any time after the start of class. Examples include: arriving to Spanish class after the start of class, arriving to school after the start of the school day. Non-examples include: taking an approved restroom break during class, arriving late to school with an approved doctor’s note.</p> <p>Tardiness becomes a major (Office-managed) after the 2nd instance of tardiness over a two-week period.</p>	TRD

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Major (Office-managed) Behavior Definitions (Middle School)

Behaviors with redacted definitions utilized school district-specific school board policies. Consider utilizing any board-approved language relevant to those behaviors or creating district-specific definitions as necessary.

Behavior	Definition	Student Information System Code
Academic misconduct (Major)	<p>Major academic misconduct violations refer to persistent or severe incidents that breach expectations related to academic work.</p> <p>Examples include cheating on exams, plagiarism of major assignments, or repeated minor violations. Non-examples include behavior consistent with expectations for class, such as carrying out teacher-directed large group projects.</p> <p>Other non-examples include behavior consistent with the Minor (Teacher-managed) behavior Academic integrity violations, which refer to isolated incidents that breach expectations related to conduct during daily academic work, such as cheating on homework, or altering academic documents. See definition of Academic integrity violations under Minor (Teacher-managed) behaviors.</p>	AM
Bullying / Cyberbullying / Harassment	[redacted]	BCHM
Disruptive behavior (severe)	<p>Disruptive behavior (severe) refers to behavior so intense or serious that class cannot continue or jeopardizes the safety and/or security the student, their classmates, or their teacher.</p> <p>Examples include persistent screaming of inappropriate words in the hallway during an instructional period, using technology (e.g., social media or texting) to incite disruption of class activities, or willfully knocking over classroom furniture.</p> <p>Non-examples include speaking up in class when you have a question, yelling to a peer in the hallway, or accidentally creating loud noises in the classroom (e.g., dropping books).</p> <p>Other non-examples include behavior consistent with the Minor (Teacher-managed) behavior Disruptive behavior (persistent), which involves persistent but less severe disruptions such as slamming materials on a desk. See definition of Disruptive behavior (persistent) under Minor (Teacher-managed) behaviors.</p>	DBS
Failure to serve	Failure to serve refers to any behavior in which a student is absent from detention or ISS (In School Suspension) or otherwise consequence on the date and time directed to serve without permission for change of date/ time.	FTS

	Examples include leaving school on the bus at the normal time without notifying or inquiring about a change in detention time or going to class instead of assigned ISS. Non-examples include being sick from school the day of detention or leaving detention for a family or otherwise emergency.	
Fighting	Fighting refers to engaging in mutual physical aggression. Examples include punching between two or more individuals, hair pulling, or using weapons. Non-examples include name-calling, threatening to fight, or being assaulted (attacked) and blocking or running away.	FIG
Hazing	[redacted]	HAZ
Illegal drugs / alcohol distribution or manufacturing	[redacted]	IDDM
Illegal drugs / alcohol possession	[redacted]	IDAP
Illegal drugs / alcohol use	[redacted]	IDAU
Profanity (severe)	Profanity refers to any behavior emitting an intensely profane or obscene gesture, word, or symbol directed toward staff or students. Examples include using the ‘f’ word (see administrator if unfamiliar), non-dress code photos with profanity attached either in-person or through technology. Non-examples include graffiti without profane words or images. Other non-examples include behaviors consistent with the Minor behavior Inappropriate gestures, language, noises . The minor behavior refers to usage of rude language (written or verbal), gestures, or noises in conversation with staff or peers not meeting expectations of school context, during daily classroom activities, or during passing periods such as using curse words conversationally, writing lewd language on desks, or using the middle finger (flipping off) in a playful or casual manner.	PROS
Sexual harassment	[redacted]	SH
Sexual misconduct	Sexual misconduct refers to any sexually explicit verbal or physical behavior. Examples of sexual misconduct include exposing oneself or others in-person or on social media, sending sexually explicit electronic communications (email, text messages), using sexually	SM

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	<p>profane language verbally or in written expression, or engaging in sexual acts on school property or at school events. Nonexamples include handholding, graffiti that is not sexually explicit.</p>	
Tardies (Excessive)	<p>Tardies refer to arriving any time after the start of class. Examples include: arriving to Spanish class after the start of class, arriving to school after the start of the school day. Non-examples include: taking an approved restroom break during class, arriving late to school with an approved doctor’s note.</p> <p>Tardiness becomes a major (Office-managed) after the 3rd instance of tardiness over a two-week period.</p>	TAE
Skipping class	[redacted]	SKI
Technology policy violations	<p>Technology policy violations refers to any behavior in which computers, phones, tablets, music devices, or other electronic devices are used in a manner that is severe, bullying, or explicit.</p> <p>Examples include accessing sexually explicit material on the school premises, while on school transportation, or using a school-owned device, sending sexually explicit electronic communication (e.g., sexting), or communicating bullying messages through text message or social media (see definition of cyberbullying under “Bullying / Harassment” major definition). Nonexamples include using technology or social media at appropriate times to speak up peacefully about current issues.</p> <p>Other non-examples include behavior consistent with the Minor behavior Inappropriate Use of Technology which includes any use of technology for inappropriate reasons or at inappropriate times, such as texting during class, listening to music during instruction, or posting on social media. See definition of Inappropriate Use of Technology under Minor behaviors.</p>	TPV
Theft	<p>Theft or stealing, refers to any behavior of taking the personal property of another without consent.</p> <p>Examples include taking lunch money from a person’s open locker or taking dry erase markers from a teacher without permission. Nonexamples include carrying a friend’s backpack if asked, taking a basketball home from the gym with permission from the gym teacher, or using school-property appropriately and with permission.</p>	THF
Threat to do injury to person or property	<p>Threat to do injury to person or property refers to any statement or action, via technology or face-to-face, that relays an intention to cause physical or emotional pain to another person or damage property. This includes any hostile action or statement of intention of action done in retaliation to another.</p>	TIP

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	Examples include telling another person you will fight them, threatening to bring any weapon to school (see Weapon Possession for definition of what constitutes a weapon), making an anonymous threat of damage to the school building. Nonexamples include conversations between teacher and student in which consequence are reviewed and discussed or planning a peaceful demonstration with other students.	
Tobacco	[redacted]	TOB
Vandalism / Destruction of property	Vandalism refers to any behavior resulting in the defacement or the destruction of property or facilities. Examples include intentionally breaking school furniture, graffiti on buildings, or destroying bulletin boards or other school-created signage. Non-examples include writing on personal property, a faculty approved artistic expression on the school building or classroom wall, or unintentional breaking of furniture due to regular wear and tear.	VDP
Violence against other students	Violence against other students refers to any action or attempt to cause physical pain to another student or damage another student's property. Examples include assault (attack), throwing objects with sufficient intensity to harm or intimidate, or the use of objects as a weapon. Nonexamples include high fives, handshakes, or bumping into a peer in a manner without sufficient intensity or intent to cause harm or intimidation.	VAST
Violence against staff	Violence against staff refers to any action or attempt to cause physical to a staff member. Examples include assault (attack), throwing objects with sufficient intensity to harm or intimidate, or the use of objects as a weapon. Nonexamples include high fives, handshakes, or bumping into a staff-member in a manner without sufficient intensity or intent to cause harm or intimidation.	VASF
Weapon possession	[redacted]	WP

Sample Middle School Expectation Matrix – In person

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

Sample Middle School Expectation Matrix – Remote Learning

	Remote Learning
Be Respectful	<ul style="list-style-type: none"> • Mute when not speaking • Use kind words with chat and voice • Wait to speak one at a time
Be Responsible	<ul style="list-style-type: none"> • Be on time to synch sessions • Notify teacher if cannot attend sync sessions • Ask for help • Finish tasks
Give Best Effort	<ul style="list-style-type: none"> • Be fully engaged • Attempt all tasks with your best effort • Do your virtual classroom job

Note. This is designed to be used as a virtual background during remote learning so that the matrix can be seen by students and they can also see the teacher or peer speaker.



Sample - Middle School Assessment Schedule

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Demographics										
Student demographic information at enrollment	X	X	X	X	X	X	X	X	X	X
Screening Measures										
Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE)		X			X				X	
AIMSweb Reading	X				X					X
AIMSweb Mathematics	X				X					X
Student Outcome Measures - Academic										
State assessments								X	X	
District assessments		X			X				X	
Progress reports (grades and missing assignments)		X		X			X		X	
Remote assignments (academic/ social skills) completed (rate)	X	X	X	X	X	X	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
Student Outcome Measures - Behavior										
Attendance	X	X	X	X	X	X	X	X	X	X
Tardies	X	X	X	X	X	X	X	X	X	X
Nurse visits (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
Program Measures										
Primary Intervention Rating Scale (PIRS)			X					X		
Student survey			X					X		
Remote learning parent surveys			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Teacher Self-Report (TSR)			X					X		
<i>Connect with Kids</i> TM 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.	Academic <input type="checkbox"/> AIMSweb intensive or strategic level (reading) <input type="checkbox"/> State assessment at basic or below basic level (English language arts)	Student measures <ul style="list-style-type: none"> • Self-management of progress to monitor and track their growth toward Read 180 goal. • Read 180 progress monitoring probes • Attendance Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist • Online monitoring of time in practice. 	<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.	Behavior <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 tardies / absences in a quarter ___ AND ___ OR Academic <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	Student measures <ul style="list-style-type: none"> • Informal reading inventories • Reading curriculum-based measures • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<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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Sample Middle School Secondary (Tier 2) Intervention Grid

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).	Academic <input type="checkbox"/> Course failure: English course on report card <i>or</i> <input type="checkbox"/> Quarterly report: 2 or more missing writing assignments in a grading period	Student measures <ul style="list-style-type: none"> • Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence • Work completion Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist 	<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.	Behavior <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 tardies / absences in a quarter ___ AND ___ OR Academic <input type="checkbox"/> Course failure: math report card grade <i>or</i> <input type="checkbox"/> Quarterly report: 2 or more missing math	Student measures <ul style="list-style-type: none"> • Math curriculum-based measures • Built in math diagnostic reviews and tests • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Implementation checklist 	<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"> Treatment integrity checklist 	
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.	<p>Behavior</p> <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 (ODRs) in 5 weeks <i>or</i> <input type="checkbox"/> 2 or more tardies / absences in a quarter <p style="text-align: center;">___ AND ___ OR</p> <p>Academic Progress report: <input type="checkbox"/> 1+ course failures</p>	<p>Student measures</p> <ul style="list-style-type: none"> Daily progress reports <p>Social validity</p> <ul style="list-style-type: none"> Teacher: Intervention Rating Profile (IRP-15) Student: Children’s Intervention Rating Profile (CIRP) <p>Treatment integrity</p> <ul style="list-style-type: none"> Mentor completes checklist of all steps and whether they were completed each day, including % of completion 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <p style="text-align: center;"><i>and</i></p> <p>With 8 weeks of data:</p> <input type="checkbox"/> Student has achieved his/her goals 90% of the time <input type="checkbox"/> Zero office discipline referrals (ODRs) <input type="checkbox"/> Teachers agree exiting is appropriate or if the intervention should continue
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to, or delivery of, a specific reward. The target behavior can be academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in group activities). Contracts may involve administrator, teacher, parent, and student.	<input type="checkbox"/> Target behavior(s) of concern <p>Behavior</p> <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 <p style="text-align: center;">___ AND ___ OR</p> <p>Academic</p>	<p>Student measures</p> <ul style="list-style-type: none"> Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) Grades on progress reports <p>Social validity</p> <ul style="list-style-type: none"> Teacher: IRP-15 Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> Treatment integrity checklist 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Successful completion of behavior contract <p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Passing grade on progress report or report card in the academic or behavior area of concern named in the behavior contract

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		<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"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Below 2.5 GPA		
Self-Monitoring	Students learn to observe and record their own behaviors with self-monitoring, a strategy implemented by the student and teacher to improve academic performance (work completion / work accuracy), behavior, or social skills.	Behavior <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) ___ AND ___ OR Academic <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"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i> <input type="checkbox"/> Below 2.5 GPA	Student measures <ul style="list-style-type: none"> • Work completion and work accuracy of the targeted academic or behavior area of concern in the self-monitoring plan • Grades on progress reports Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i> <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)
Small group counseling	Identified students meet with the school counselor, school psychologist, or other mental health support provider in	Behavior <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i>	Student measures <ul style="list-style-type: none"> • Number of office discipline referrals 	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <i>and</i>

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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 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.	<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 <p style="text-align: center;">___ AND ___ OR</p> Academic <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	<ul style="list-style-type: none"> • Work completion • Work accuracy • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<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.	Behavior <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)	Student measures <ul style="list-style-type: none"> • Office discipline referrals earned and reason • Participation in and completion of lessons, discussions, activities • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist 	<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 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.	Academic <input type="checkbox"/> Insufficient progress to meet exit criteria on secondary (Tier 2) intervention <i>and</i> <input type="checkbox"/> AIMSweb intensive level (reading) <input type="checkbox"/> State assessment at basic or below basic level (English language arts)	Student measures <ul style="list-style-type: none"> • Self-management of progress to monitor and track their growth toward Read 180 goal. • Read 180 progress monitoring probes • Attendance Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist • Online monitoring of time in practice. 	<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.	Academic <input type="checkbox"/> AIMSweb: intensive level (reading) <i>or</i> <input type="checkbox"/> Course failures: 1 or more on report cards <i>or</i> <input type="checkbox"/> Quarterly reports: 5 or more missing assignments within a grading period	Student measures <ul style="list-style-type: none"> • AIMSweb reading, progress monitoring passages • Program component mastery checklists (e.g., consonant sounds, vowel circle, digraphs) • Attendance/tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity	<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
			<ul style="list-style-type: none"> • Treatment integrity checklist 	
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.	Academic <ul style="list-style-type: none"> <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 	Student measures <ul style="list-style-type: none"> • Math curriculum-based measures • Built in math diagnostic reviews and tests • Attendance and tardies Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity <ul style="list-style-type: none"> • Treatment integrity checklist 	<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	Behavior <ul style="list-style-type: none"> <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 <p style="text-align: center;">___ AND ___ OR</p> Academic <ul style="list-style-type: none"> <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) 	Student measures <ul style="list-style-type: none"> • Direct observation of student behavior targeted for improvement • Attendance and tardies • Assignment completion and accuracy • Course grades Social validity <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP Treatment integrity	<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
	designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.		<ul style="list-style-type: none"> • FABI step checklists (procedural) • Treatment integrity checklist 	
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.	<p>Behavior</p> <input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i>	<p>Student measures</p> <ul style="list-style-type: none"> • Number of office discipline referrals • Work completion • Work accuracy • Attendance and tardies <p>Social validity</p> <ul style="list-style-type: none"> • Teacher: IRP-15 • Student: CIRP <p>Treatment integrity</p> <ul style="list-style-type: none"> • Treatment integrity checklist 	<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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