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Ci3T Implementation Manual: Elementary 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 elementary school level.

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

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

Mission Statement	The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize students' learning potential and positive long-term life choices as citizens.	
Purpose Statement	The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community priorities.	
	2020 – 2021 The purpose of Sample Elementary School's Ci3T plan is to partner with families to fulfill the school's mission through in person and continued learning experiences in academics and the arts, social and emotional development, and social behaviors in alignment with family and community priorities.	
School-Wide Expectations	1. Be Respectful 2. Be Responsible 3. Give Best Effort *see Expectation Matrix	
Area I: Academics Responsibilities **Students:** • Arrive at school on time and stay all day. • Complete and turn work in at a timely manner. • Communicate with teachers and parents. • Participate in district core instruction and learning opportunities. • Participate in class activities and be persistent in the face of challenge. • Participate in: o 60 minutes of Math using *Math Expressions Common Core* (Houghton Mifflin Harcourt) o 90 minutes of English Language Arts using *Scott Foresman Reading*	**Area II: Behavior Responsibilities** **Students:** • Meet school-wide expectations stated in the **Expectation Matrix.** • Use strategies learned in behavior expectation setting and *Second Step®* lessons to demonstrate prosocial and positive learning behaviors, minimize responses to potential triggers, and manage emotions and actions. • Take responsibility for own actions and the effect on others. • Tell an adult about any unsafe behaviors. • Ask and adult when you need help.	**Area III: Social Skills Responsibilities** **Students:** • Follow the school-wide expectations listed in the **Expectation Matrix**. • Actively participate in daily *Second Step®* lessons. • Use positive social skills at school, at home and in the community and encourage peers to use these skills. • Cooperate with others, use kind words and actions. • Listen politely, and resolve conflicts peacefully by using *Stop, Walk, Talk* (OSEP-TAC, PBIS.org) • 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.

Street™ Common Core (Pearson Education) materials.		
Continued Learning • Follow directions for maintaining communication with school. • Utilize technologies and resources appropriately for learning. • Follow the new learning schedule, whether at home or school. • Ask for help and clarification, when needed. • Attend remote learning sessions and class meetings. • Designate a space for learning.	**Continued Learning** • Follow directions for maintaining communication with school. • Meet school-wide expectations stated in the **Expectation Matrix** for remote learning. • Follow home expectations set by families. • Ask for help from your family and teachers, when needed. • Maintain technologies and materials by keeping devices charges, clean and stored safely.	**Continued Learning** • Actively participate in *Second Step®* lessons. • Talk with families to share lessons learned. • Use social skills in your interactions with others. • Follow expectations to keep yourself and others safe
Area I: Academics Responsibilities **Faculty and Staff:** Teach core programs according to district and state standards with integrity: • English Language Arts (90 min of uninterrupted reading instruction; 30 min additional writing): *Scott Foresman Reading Street Common Core* • Math (60 min of core) Houghton Mifflin Harcourt *Math Expressions Common Core* • Differentiate instruction to meet the needs of all students. • Plan for learning opportunities that minimize the use of instructional time and student engagement. • Use proactive evidence-based strategies to support students' active engagement. Examples: o Active supervision	**Area II: Behavior Responsibilities** **Faculty and Staff:** Implement Positive Behavioral Interventions and Supports (PBIS) with integrity. • Foster a safe environment for all students. • Teach all setting **Expectations** within the first week of school and reteach **Expectations** (monthly). • Display and model school-wide expectations in classrooms and other key settings. • Be consistent with expectations. • Provide behavior specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings. • Demonstrate professional behavior and a positive attitude.	**Area III: Social Skills Responsibilities** **Faculty and Staff:** Teach schoolwide social skills/ character education curricula with integrity: • Teach daily *Second Step ®* lessons (link to grade level instructional schedules) • Model social skills expected. • Teach Bully Prevention in Positive Behavior Support (*Stop, Walk, Talk*; OSEP-TAC, PBIS.org) according to master school schedule; 20 – 50 min lessons. • Provide tickets paired with behavior specific praise when students meet expectations. • Maintain communication with students and parents/guardians. • Seek ways to engage parents as partners in the school program. • Collaborate regularly with colleagues.

○ Precorrection ○ Instructional feedback ○ Instructional choice ○ Increased opportunities to respond ○ Behavior specific praise ○ High-p requests • Provide meaningful and appropriate practice opportunities. • Provide feedback in a timely manner to students and parents. • Conduct, report, and use screening and assessments (see Assessment Schedule). ○ Benchmark progress three times a year for reading and math. ○ Use schoolwide data to consider students' Secondary (Tier 2) and Tertiary (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 parents and students about student progress. • Strive to meet with 100% of families during parent conferences.	• Follow the six-step instructional approach to support students struggling to meet expectations: 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 • Implement the reactive plan with integrity. • Conduct, report, and use screening and assessments (see **Assessment Schedule**) ○ Monitor progress three times a year using the behavior screener. ○ Participate in professional learning for using data for decision making at the school, class, and school level. ○ Use schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs – use **Intervention Grids** to guide selection of intervention strategy. • Follow guidelines on **Ci3T Reactive Plan** decision flow chart. ○ Enter behavior data in management system on same day incident occurs. ○ Communicate with parents about referrals in a timely, respectful, and positive (solutions-based) fashion. • Collaborate regularly with colleagues.	
Continued Learning • Maintain meaningful, engaging learning activities for students.	**Continued Learning**	**Continued Learning**

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• Use proactive evidence-based strategies to support students' active engagement. Examples:
  ○ Active supervision
  ○ Precorrection
  ○ Instructional feedback
  ○ Instructional choice
  ○ Increased opportunities to respond
  ○ Behavior specific praise
  ○ High-p requests
• Communicate at least weekly with families and students.
• Develop an online classroom through the approved and supported platform.
• Maintain online classroom platforms with learning activities connected to the weekly learning outcomes.
• Post weekly family newsletters to your online classroom.
• Notify families and students of regular online office hours.
• Be timely and prepared for office hours.
• Seek supports when needed (e.g., for technology, resources for families, materials for teaching and learning)
• Keep all data secure using approved log-ins and platforms.
	• Provide lessons to support students with meeting **Expectations** within your online classroom and virtual meetings.
	• Teach **Expectations** for remote learning.
	• Set clear Expectations for your students' learning times allowing for flexibility for unique family needs.
	• Begin each lesson by stating the **Expectations** for that lesson.
	• Use precorrection to set students up for successful engagement.
	• Use behavior specific praise to reinforce desired behaviors.
	• Use private communications for redirecting students' behavior (e.g., private chat features.)
	• Recognize effort with new schedule, expectations and practices.
	• Model expected behaviors.
	• Support families in setting daily schedule and expectations for students keeping the 3 social expectations in place (Be Respectful, Be Responsible, Give Best Effort) to help with transition between home and school.
		• Begin each lesson with a connection to the **social skills** needed to fully engage in the lesson.
		• Utilize online *Second Step*® resources to continue regular social skill lessons with asynchronous activities as well as synchronous lessons.
		• Share the *Second Step*® family resources with all students' families.
		• Include social skills language and examples in an integrated fashion in academic instruction.
		• Participate in available professional learning for flexible learning engagement strategies.

Area I: Academics Responsibilities **Parents will:** • Support their child attending school regularly, arriving on time, and staying all day.	**Area II: Behavior Responsibilities** **Parents will:** • Know, understand, and reinforce the behaviors in the **Expectations Matrix**	**Area III: Social Skills Responsibilities** **Parents will:** • Reinforce school expected behavior at home. • Model *Second Step*® social skills taught to students.

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• Use resources available to enhance learning experiences for their child. • Model and reinforce learning in the home. • Regularly review all school communications. • Provide a place for their child to study at home near parent supervision. • Encourage child to complete all practice opportunities and read at home (or read with child) daily. • Review and sign daily planner (Gr. 3- 5). • Attend parent conferences and meetings, contacting school to reschedule as needed. Attend school activities when possible.	• Post school expectations overview at home. • Model positive behaviors. • Support teacher and school effort to promote positive behaviors. • Review assigned problem solving worksheets with child, sign and promptly return to school. • Communicate via email, phone, note, or in-person visit about any home circumstances that may affect their child. • Access additional information from the Positive Interventions and Supports (PBIS) National Technical Assistance Center (OSEP-TAC, see pbis.org).	• Support *Second Step*® social skills learning. • Work as partners with teachers. • Ask their student about the bullying prevention program, *Stop, Walk, Talk* (OSEP-TAC, pbis.org) • Communicate social concerns about their child with school faculty and staff.
Continued Learning • Create a home schedule for their child indicating times for synchronous or asynchronous instruction, practice learning activities, and class meetings • Regularly review communications from their child's teacher and administrators • Participate in scheduled school-parent contact calls, when possible. If not able to attend, communicate the need to cancel or reschedule • Communicate the child's attendance at school or in learning activities (e.g., will you send your child to school if in person, do you have needed materials for remote learning) • Support the child in identifying an appropriate learning location (e.g., where will their child do school work (e.g., remote and homework)?	**Continued Learning** • Create a home expectation matrix to support the behaviors families expect at home • 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 continued learning tasks, chores, and other commitments • Use precorrection to remind children of desired behavior expectations and prevent challenging behavior • Communicate with the teacher to discuss any behavior challenges that may arise at home	**Continued Learning** • Communicate with teachers or other school personnel about any social and emotional concerns their child may be experiencing • Model *Second Step*® social skills learning at home • Support *Second Step*® social skills learning at home • Support students to use the bullying prevention strategy: *Stop, Walk, Talk* when needed at home

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• Communicate with the school regarding any materials needed by the child to participate in academic learning activities		
Area I: Academics Responsibilities **Administrators will:** • 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 and provide access to 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. • Support and provide data to teachers for decision. • Support parent attendance at parent conferences with scheduling and teacher availability.	**Area II: Behavior Responsibilities** **Administrators will:** • Implement the proactive and reactive behavioral components of our Positive Behavior Intervention and Support (PBIS) plan. • Collect and monitor data of SRSS-IE data three times a year to inform instruction. • Support teachers in using schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs. • Provide a safe and orderly environment. • Reinforce teachers who meet expectations • Develop relationships with parents and families. • Support teachers in creating parent partnerships.	**Area III: Social Skills Responsibilities** **Administrators will:** • Support staff in the implementation of the *Second Step*® social skills program and *Stop, Walk, Talk.* • Provide time in faculty or grade level meetings to review lessons and seek clarifications from counselors. • Provide instructional time in the master schedule for weekly social skills lessons. • Provide *Second Step*® social skills program and *Stop, Walk, Talk,* materials and the training for staff to implement with fidelity. • Model social skills expected of students. • Collect and track data of social skills program. • Provide teachers staff meeting time to document lesson completion data • Be available and consistent with support throughout the school. • Listen to parent concerns and respond accordingly.
Continued Learning • Offer professional learning opportunities and resources for faculty and staff to develop skills with continued learning o Provide specific district and school guidance • Provide resources for faculty and staff to develop skills to support students with	**Continued Learning** • Support faculty and staff with electronic access to all learning materials related to the school-wide PBIS plan (posters, e-ticket options, Ci3T Implementation Manual) • Model continued learning expectations with the district designated platform	**Continued Learning** • Provide remove access to *Second Step*® social skills program and *Stop, Walk, Talk* bullying program materials for teachers to continue instruction and integrate skills learned into other instructional activities • Provide guidance for teachers on how to integrate social skills lessons with academic

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 asynchronous options for faculty and staff to attend professional learning of informational faculty meetings • Provide clear guidance on procedures for screening and assessment administration • 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	• Model behavior-specific praise to teachers during continued learning meetings publicly and privately, verbally and written • Attend continued learning team and committee meetings to help determine what resources are needed • Provide clarity on remote, in-person, or hybrid guidance, ensure this information is included in the expectation matrix prior to school start.	lessons and activities, particularly related to shared or collaborative work • Demonstrate and discuss the importance of students' social development • Ensure access to accurate data on fidelity, social validity and student progress and outcomes • Support faculty and staff in making instructional decisions informed by collected data

Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

Procedures for Teaching

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

- Provide faculty and staff Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support our Ci3T plan.
- Provide training of plan and expectation to staff at the beginning of each school year, with attention to academic, behavior, and social domains.
- Post resources for implementing plan on SharePoint > Important Documents > Ci3T Plan.
- Post videos and professional learning on the reactive plan.
- Regular ongoing teacher professional learning during staff meetings and collaboration (e.g., professional learning on Tier 2 and 3 strategies as well as other requested topics).
- Professional learning opportunities at the district level to support implementation and sustainability of Ci3T, with attention to academic, behavior, and social domains.
- **Expectations Matrix** taught and posted.
- Ongoing re-teaching of expectations and procedures – dedicated staff meeting time for discussions.
- Ci3T session for new staff orientation.
- 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 teachers and challenges for PBIS.
- Offer professional learning to support high integrity implementation of Tier 1, 2, and 3 components
- Offer district- and school-led professional learning of coaching support for curriculum, low-intensity strategies, assessment tools, and data management systems
- Establish and implement a communication schedule for sharing summaries of: treatment integrity, social validity, and screening data to inform instruction

Continued Learning: Ci3T Leadership Teams and District Leaders will teach procedures to faculty and staff by:

Procedures for teaching the Ci3T plan for continued learning environments to all faculty and staff include:

- Providing faculty and staff materials for remote access to the Ci3T Implementation Manual, digital 'posters' and e-tickets.
- Creating and sharing videos and podcasts on the behavioral expectations, available on the school website, Facebook page, and teachers' remote classrooms.
- Narrated descriptions and examples for each part of the Ci3T Implementation Manual (e.g., use of the reactive plan, responding at Tier 2 and Tier 3, procedures for teaching, reinforcing, and monitoring the Ci3T plan with families.
- Professional learning sessions and access guides for online materials for teaching social skills lessons.
- 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

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- Asynchronous learning materials (e.g., narrated slideshows) reviewing the use of low-intensity strategy during continued learning across the tiers of instruction, linked to materials to continue learning, and examples for using strategies such as instructional choice, precorrection, opportunities to respond, behavior specific praise and feedback (as examples)
- Establish and implement a communication schedule for sharing summaries of: treatment integrity, social validity, and screening data to inform instruction
- Planning and delivering integrated lessons with social skills and behavior expectation objectives to facilitate engagement.

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

- Beginning of the year lesson: Setting Stations with examples and non-examples, role play and modeling of expectations with adults and peers. Reteach lessons at key time points (e.g., after breaks from school).
    - Teachers will explicitly teach, model and practice the expectations and procedures
    - Schedule: 1st 2 weeks of school, 3rd – 6th week of school, 1st 2 weeks of January, 1st week of March, anytime as needed or indicated by school data (e.g., increase in office disciplinary referrals, decreases in attendance)
- Teachers will use the lesson plans provided in the Ci3T Implementation Materials or provide lesson plan to administrator.
- Teachers will use and display the posters provided in all instructional and non-instructional areas.
- Teachers will use tickets to intermittently reinforce those students demonstrating the expectations (higher rates of praise used early in the year).
- PBIS video played every Monday morning in each classroom demonstrating a setting, behavior, or social skill.
- Expectations reviewed over announcements.
- Weekly social skills focus (including *Stop, Walk, Talk*) announced in morning announcement
- Participate in class meetings and *Second Step*® lessons.

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

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

- Creating and sharing videos and podcasts on the behavioral expectations, available on the school website, Facebook page, and teachers' remote classrooms
- Remote lessons, videos, podcasts, social media posts related to bullying prevention, expected continued learning expectations, and social skills
- Video and essay submissions of students demonstrating expectations and sharing stories (e.g., interacting at safe distances, safe social practices, learning experiences) that are shared on the school's intranet (through teacher's classrooms and web-based family communication tools)
- Setting lessons adapted to meet safe social practices and guidance.
- Narrated slideshow recordings and videos showing examples and nonexamples of continued learning expectations
- Integrated lesson plans that state the expected behaviors and social skills that will help students navigate successfully the continued learning experiences

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

- Team present plan at September Site Council, September/October PTO meeting, and other meetings as invited.
- Post Ci3T Implementation Manual on school website and send Ci3T Brochure home in September, with new student upon registration, and again before spring break.
- Post video on website that explains our Ci3T Plan, with attention to academic, behavior, and social domains.
- Hold monthly "coffee talks" with parents and community members to increase understanding and support and develop partnerships.

Continued Learning: Ci3T Leadership Teams and District Leaders will teach procedures to parents and community members by:

Procedures for teaching the Ci3T plan for continued learning environments to parents and the community include:

- Creating and sharing videos and podcasts on the behavioral expectations, available on the school website, Facebook page, and teachers' remote classrooms
- Mailing and sharing an electronic copy of the **Expectations Matrix** to families
- Providing access to the full Ci3T plan and provide videos and informational sessions explaining how parents can support their child's learning and school success (e.g., roles and responsibilities, important school dates, assessment windows, attendance options, materials needed and how to access them, instructional schedules).
- Maintaining communication through the school website with the most current guidance, procedures, and continued learning resources

Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

Procedures for Reinforcing

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

- Raffle of Ci3T parking spot (awarded to the teacher who provided the ticker to the student raffle winner)
- Breakfast/Lunch provided to celebrate increase in fidelity data or progress toward goals in student outcome data (see **Assessment Schedule**).
- Drawing for tangible and non-tangible items (from community partners) – criteria for drawing based on Ci3T goals (e.g., completing screening on time for all students, meeting goals for reporting of fidelity data, progress toward goal of parent engagement)
- School-wide drawings for students – also reward teacher who gave the PBIS ticket to selected student.

Continued Learning: Ci3T Leadership Teams and District Leaders will provide reinforcement to faculty and staff by:

- Recognizing colleagues meeting continued learning expectations with verbal and written behavior-specific praise based on recipient preference
    - publicly
    - 'shout out' during faculty staff meetings
    - recorded announcements that can be posted on teachers' virtual classrooms to 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 or written notes mailed home
- 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:

- Students participate in providing feedback for reinforcements
- Intermittent reinforcement of expectations with behavior specific praise and PBIS tickets
- PBIS tickets exchanged for donated tangible and non-tangible choices (privileges, time with teachers, art lessons, special PE time, postcards or phone calls home), allowing students to access or avoid attention, tangibles/activities, and sensory experiences
- What can be earned?
- Individually earned tickets
- Work together with class to earn golden tickets
- What tickets can be used for?
    - Each teacher will have a classroom menu (student choice of items on menu)

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- Classroom drawings for parties (teacher choice)
- School-wide drawings (1 daily winner, 3 weekly winners)
- Tangible and nontangible reinforcement choices

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

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

- Providing feedback for selected virtual reinforcement choices
- Intermittent reinforcement of expectations with behavior specific praise (e.g., verbal over telecommunication, in chat box) and virtual PBIS tickets
- Postcards sent home virtually or by main to celebrate students meeting expectations across learning domains
- Virtual PBIS tickets saved and exchanged for donated tangible and non-tangible choices (privileges, time with teachers, art lessons, special PE time, postcards or phone calls home), allowing students to access or avoid attention, tangibles/activities, and sensory experiences
- Using tickets ...
  - each teacher will have a classroom menu (student choice of items on menu)
  - classroom drawings for virtual parties (teacher choice)
  - school-wide drawings (1 daily winner, 3 weekly winners) Some items delivered to winners at home.
  - virtual reinforcement choices (e.g., choice boards)
  - play virtual games as a class (e.g., review games, online Pictionary, Kahoot, PBS Kids)
- Phone calls home – share a success, learn about the child and family, continue to nurture family-school relationships

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

- Positive phone calls and postcards home
- Student name in the newsletter
- Parent-Teacher-Student Organization (PTSO) shared events and support
- Ci3T supporter bumper stickers for parents and window stickers for businesses
- Student written thank you notes for community supporters

Continued Learning

Procedures for teaching the Ci3T plan for continued learning environments to parents and the community include:

- Phone calls home – share a success, learn about the child and family, continue to nurture family-school relationships
- Post announcements on the school website and social media
- Recognize ways the larger community is supporting the school community (e.g., providing needed materials or resources to local family agencies; supporting student learning needs – technology, access, materials, family needs)

Procedures for Monitoring

Student Measures	**Academic:** • AIMSweb academic screeners (reading and math) • District assessment • State assessments • Unit assessments • Progress reports	**Behavior:** • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Attendance (absence) • Tardies • Office discipline referrals (ODR) • Nurse visits	**Social Skills:** • Student Risk Screening Scale Internalizing and Externalizing (SSRS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Office discipline referrals (ODR) • Counselor referrals • Bullying referrals
	Continued Learning • Assignment completion • Progress reports • AIMSweb academic screeners (reading and math) • Unit assignments	**Continued Learning** • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Attendance (logging into synchronous and asynchronous learning	**Continued Learning** • Student Risk Screening Scale Internalizing and Externalizing (SSRS-IE) *note instructional method selected (e.g., in-person, remote, or hybrid) • Office discipline referrals (ODR) • Counselor referrals (may be made by families, self, or other school adult) • Bullying referrals (may be made by families, self, or other school adult)
Program Measures (School-level)	**Social Validity:** • Primary Intervention Rating Scale (PIRS)	**Treatment Integrity:** • Tiered Fidelity Inventory (TFI) • Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR) • Ci3T Treatment Integrity: Direct Observations (Ci3T TI: DO) • *Second Step*® treatment integrity data	**Program Goals:** Year 1 Implementation: 1. Maintain 80% fidelity across treatment integrity measures. 2. At least 80% of students in grades K-5 will meet growth targets in reading and math according to AIMSweb. 3. At least 80% of students in grades K-5 at low risk on the SRSS-IE.

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	Continued Learning • Primary Intervention Rating Scale (PIRS) • Parent survey of remote learning	**Continued Learning** • Tiered Fidelity Inventory (TFI) • Teacher Self-Report (TSR) • Treatment integrity data for the remote or hybrid use of social skills instruction, bullying prevention, and setting expectations • Parent survey of remote technology use and access	**Continued Learning** 1. Maintain 80% fidelity across remote or hybrid treatment integrity measures. 2. 90% or better attendance for synchronous learning sessions 3. 95% or more students screened with AIMSweb and SRSS-IE

Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

Buckman, M. M. & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools*. Developed in collaboration with district partners. Available at www.ci3t.org

Reactive Plan: Flow Chart 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

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

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

Minor

1st Minor

1. Use 6-step instructional approach:
2. Discreetly problem solve with student; determine appropriate, natural consequences
3. Record incident in PowerSchool using the Minor Discipline Referral. Teacher informs parents (email or phone call; inform and problem solve).

2nd Minor behavior in a month

1. Follow steps 1-3 from 1st Minor (above).
2. Review Primary (Tier 1) Prevention Plan. What prevention strategies can be used to prevent this behavior from happening again?

3rd Minor behavior in a month (becomes Major)

1. Follow steps 1-2 from 1st Minor (above).
2. Record incident in PowerSchool using the **Major** Discipline Referral. Teacher informs parents (phone call; inform and problem solve).
3. Review Secondary (Tier 2) Intervention grids to connect student with supports (e.g., self-monitoring or daily behavior ratings [DBR]) as appropriate using entry criteria (e.g., 2-5 ODRs indicates Tier 2 support needed).

Major

Does the behavior put the student or others in imminent harm?

No

1. Show empathy and respond in a neutral tone
2. Calmly and firmly re-state expectations
3. Maintain flow of instruction for other students
4. Complete Major Discipline Referral in PowerSchool; administrator is notified
5. Debrief with student in private

Administrator or designee will come to the classroom to take student to office when appropriate

Yes

Contact the office; trained staff member will be notified to respond ASAP

Teacher follows crisis response plan (see building-wide plan OR individualized de-escalation plan if available)

After student has recovered, involved parties will conference to determine course of action; Teacher completes Major Discipline Referral in PowerSchool

Administrator provides consequence as directed by Board Policy and notifies parents (phone call; schedule meeting with parent, admin, and teacher(s) to problem solve and inform about supports [see next step])

Review Secondary (Tier 2) and Tertiary (Tier 3) Intervention grids to connect students with supports (e.g., individualized de-escalation plan) as appropriate.

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

Minor (Teacher-managed) Behavior Definitions (Elementary)

When making behavior referrals, consider the following: 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)	Minor academic integrity violations refer to isolated incidents that breach expectations related to conduct during daily academic work. 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. 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.	AIV
Argumentative behavior (persistent)	Persistent argumentative behavior refers to a pattern of interactions with school staff that is disagreeable, 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. 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?").	ABP

Disruptive behavior (persistent)	Disruptive behavior refers to a pattern of behavior that causes an ongoing disruption to conditions in the classroom or other school environments. 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. Examples of disruptive behavior include persistent occurrences of shouting or slamming materials, moving about the classroom and interacting with peers in a manner that disturbs or distracts others, ongoing and excessive shouting out or other distracting behaviors (e.g., tapping pencil). 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). 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.	DBP
Excluding peers / name calling / gossiping	These behaviors (excluding peers, name calling, gossiping, etc.) refer to unkind actions toward peers that may be precursors to bullying behaviors. Examples include excluding targeted peers from games or activities in a persistent fashion, calling targeted peers unkind names, or using gossip to put down another student. 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).	EP

Inappropriate gestures, language, noises	This behavior refers to usage of rude language (written or verbal), gestures, or noises in conversation with staff or peers, during daily classroom activities, or at otherwise inappropriate times. 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"). 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.	IGLN
Inappropriate use of school or other's property	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. 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.	IUSP
Inappropriate use of technology	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/ procedures. Examples include texting during class, listening to music during instruction, or using a computer to watch YouTube unless teacher directed or specified in instructional programming. Nonexamples include using technology correctly as a center activity directed by your teacher, watching a video with your class, or listening to appropriate music before school. 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.	IUT

Lying	Lying refers to any behavior in which one intentionally withholds the truth or expresses dishonesty. Examples include telling a teacher you are going to the restroom and instead meeting your friends in the hallway or claiming your parents have seen your progress report when you have not given it to them. Nonexamples include missing a factual question on an assessment or forgetting to give your parents a note sent home and explaining to your teacher that you forgot.	LY
Non-compliance (persistent)	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. Examples include disregarding stated expectations about moving to a specific location in the classroom or school despite the staff-member utilizing the 6-step instructional approach, or similarly disregarding directions to begin an assignment or academic task. Non-examples include an incident of non-compliance that is resolved in a timely manner after using the 6-step instructional approach, or engaging in undirected behaviors due to an *inability* to respond to request (e.g., hasn't been taught, does not understand).	NCP
Play fighting/ horseplay/ roughhousing	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. Examples include pushing and shoving when getting into line, pulling on a peer's clothes during a game at recess, or play fighting at recess in which two students put hands on each other but without the intent to harm one another. Nonexamples include engaging in rule-abiding physical activity during sport events or fighting with intent to harm self or others. Other non-examples of play fighting / horseplay / roughhousing include behaviors consistent with **Violence toward other students, Violence against staff**, or **Sexual harassment**, 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. Or, in the instance of	PFHR

	sexually suggestive behavior (e.g., touching another student on the bottom), this would meet the definition of **Sexual harassment** (i.e., 'unwelcome touching"). Additionally, instances in which **Bullying / Harassment** occurs are also non-examples. Instances of Bullying / Harassment result in Major (office-managed referrals). See definitions for **Bullying / Harassment, Violence against other students**, and **Violence against other staff** under Major (Office-managed) behaviors	

Major (Teacher-managed) Behavior Definitions (Elementary)

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)	Major academic misconduct violations refer to persistent or severe incidents that breach expectations related to conduct during daily academic work. Examples include cheating on exams, plagiarism of papers, or repeated minor violations. Non-examples include behavior consistent with expectations for class, such as carrying out teacher-directed large group projects. 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.	AM
Bullying / Cyberbullying / Harassment	[redacted]	BCHM
Disruptive behavior (severe)	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. Examples include persistent screaming of inappropriate words or otherwise phrases in the hallway during an instructional period, knocking over classroom furniture, or tearing up a peer's work. Non-examples include speaking up in class when you have a question, yelling to a peer at recess, or accidently creating loud noises in the classroom (e.g., dropping books).	DBS

	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.	
Elopement	Eloping refers to behaviors involving a student leaving from a supervised area (e.g., classroom, playground, school building) without permission. Examples include leaving out of frustration (e.g., "I'm out of here!"), running through the school, or leaving school grounds. Non-examples include students utilizing portions of school-created individualized Safety Plans, running away from a potentially dangerous or harmful situation, or leaving the classroom after a directive from the teacher to do so.	ELO
Fighting	Fighting refers to reciprocated violence, combat, or otherwise physical aggression between two or more individuals. Examples include punching between two or more individuals, hair pulling, or using weapons. Non-examples include name-calling, threatening to fight, or being assaulted and blocking or running away.	FIG
Profanity (severe)	Profanity refers to any behavior emitting an intensely profane or obscene gesture, word, or symbol 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 definition of **Sexual Misconduct.** Examples include using the 'f' word, 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, during daily classroom activities, or during passing periods such as using curse words conversationally, writing lude language on desks, or using the middle finger (flipping off) in a playful or casual manner.	PROS

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 profane language verbally or in written expression (including text messages), or engaging in sexual acts on school property or at school events. Nonexamples include handholding, graffiti that is not sexually explicit.	SM
Technology policy violations	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. Examples include accessing sexually explicit material on the school premises or using a school-owned device, or communicating bullying messages through text message or social media. Nonexamples include using technology or social media at appropriate times to speak up peacefully about current issues. 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.	TPV
Theft	Theft or stealing, refers to any behavior of taking and/ or carrying away the personal property of another without consent. 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.	THF
Threat to do injury to person or property	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	TIP

	property. This includes any hostile action or statement of intention of action done in retaliation to another. Examples include telling another person you will fight them, bringing any weapon to school, providing 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.	
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 or emotional pain on another student or damage another student's property by one student to one or more students. Examples include assault, throwing objects with sufficient intensity to harm or intimidate, or the use of weapons at school. 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 or emotional pain on a staff member or damage a staff member's property. Examples include assault, throwing objects with sufficient intensity to harm or intimidate, or the use of weapons at school. 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	Refer to board language describing procedures for responding to this type of violation.	**WP**

Sample Elementary School Expectation Matrix – In person

	Classroom	Hallway	Cafeteria	Playground	Bathroom	Bus & Arrival/Dismissal
Be Respectful	• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Face forward	• Keep your food to yourself • Use manners • Listen to and follow adult requests	• Respect others' personal space • Follow the rules of the game • Line up when the bell rings	• Use the restroom and then return to class • Stay in your own bathroom stall • Give others privacy	• Use kind words towards the bus driver and other students • Listen to and follow the bus drivers' rules • Stay in your personal space
Be Responsible	• Be in assigned area on time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control • Wear your mask so it covers your nose and mouth • Maintain social distancing • Wash your hands when entering and leaving the classroom	• Keep hands to yourself • Walk in the hallway • Stay in line with your class • Wear your mask so it covers your nose and mouth • Maintain social distancing	• Make your choices quickly • Eat your own food • Choose a seat and stick with it • Clean up after yourself • Wear your mask so it covers your nose and mouth • Maintain social distancing	• Play approved games • Use equipment appropriately • Return equipment when you are done • Wear your mask so it covers your nose and mouth • Maintain social distancing	• Flush toilet • Wash hands with soap for at least 20 seconds • Throw away any trash properly • Report any problems to your teacher • Wear your mask so it covers your nose and mouth • Maintain social distancing	• Bring home all needed materials • Talk quietly with others • Remain in seat after you enter the bus • Wear your mask so it covers your nose and mouth • Maintain social distancing
Give Best Effort	• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move directly to next location • Follow directions	• Use your table manners • Assist your neighbor if necessary • Use an inside voice	• Include others in your games • Be active • Follow the rules of the game	• Take care of your business quickly • Keep bathroom tidy • Use time wisely	• Go directly to your destination • Keep hands and feet to self • Use self-control

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.

Sample - Continued Learning Elementary School Expectation Matrix

	Continued learning
Be Respectful	• Mute yourself when not speaking • Use kind words and actions on the chat and with your voice • Take turns when working together
Be Responsible	• Be on time/ or let your teacher know if you cannot attend scheduled class times • Complete activities • Remove other distractions within your control during classroom time
Give Best Effort	• Participate fully in the virtual classroom • Ask for help • Do your best with your learning activities • Do your best with 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.

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.

Sample Elementary 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: SRSS-IE		X			X				X	
Academic Screeners: AIMSweb (reading and math)	X	X				X				X
Student Outcome Measures - Academic										
Unit assessments	X	X				X				X
State & District assessment								X	X	
Progress reports				X			X			X
Student Outcome Measures - Behavior										
Absences		X	X	X	X	X	X	X	X	
Tardies		X	X	X	X	X	X	X	X	
Office discipline referrals (ODR)		X			X				X	
Counselor referrals	X	X	X	X	X	X	X	X	X	X
Nurse visits	X	X	X	X	X	X	X	X	X	X
Bullying referrals	X	X	X	X	X	X	X	X	X	X
Program Measures										
Primary Intervention Rating Scale (PIRS)			X					X		
Tiered Fidelity Inventory (TFI)			X					X		
Ci3T Treatment Integrity (TSR)			X					X		
Direct observations			X					X		
Second Step® Treatment Integrity			X					X		
Remote learning parent surveys			X					X		

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.

Three-Tiered Model of Prevention
Comprehensive, Integrated,

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Phonemic Awareness *My Sidewalks*	My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills). Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional). Materials: My Sidewalks	**Academic:** AIMSweb Benchmark scores: strategic (making progress) or intensive (targeted for growth) level. Grades: K-1 ☐ Letter Naming Fluency (LNF) K fall ☐ Phonemic Segmentation Fluency (PSF) K winter/ spring; 1st fall ☐ 1st grade: If Nonsense Word Fluency (NWF) 1st fall/ winter is in strategic or targeted range – consider PSF scores for meeting criteria Meets criteria for **Inaccurate and/or Slow** ☐ Accuracy %: 94% or lower ☐ Speed: May produce fast yet inaccurate sounds. **Additional Assessments:** Additional assessments using the Phonological Awareness Literacy Screening (PALS) or Phonological Awareness Skills Assessment (PAST) provide more	**Student measures:** AIMSweb weekly progress monitoring according to entry criteria. **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	**Academic measures:** ☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores for **accurate** and **fluent** criteria (95% or higher).

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.

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Curriculum	detailed information on specific skill areas to target for instruction.		
Phonics *My Sidewalks*	My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills). Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional).	**Academic:** AIMSweb Benchmark scores: strategic (making progress) or intensive (targeted for growth) level. Grades: K-1 ☐ Letter Naming Fluency (LNF) K fall and Check Phonological Skills ☐ Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word ☐ Nonsense Word Fluency (NWF) 1st fall/ winter Grades 2-5 ☐ AIMSweb Oral Reading (OR): below target AND less than 95% accurate at 2nd grade, less than 97% accurate grades 3 and up AIMSweb RCBM scores consider Accuracy % and rate of WCPM: Meets criteria for **Inaccurate and Slow** ☐ Accuracy %: 1st-2nd grade: 94% or lower; 3rd-8th grade 97% or lower	**Student measures:** AIMSweb weekly progress monitoring according to entry criteria. **Treatment integrity** Treatment Integrity checklist **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	**Academic measures:** ☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores for **accurate** and **fluent** criteria (NWF: 95% or higher)

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Materials: My Sidewalks Curriculum	☐ WCPM: Below grade level target score. **Additional Assessments:** Additional assessments using the Quick Phonics Screener (QPS) to provide more detailed information on specific skill areas to target for instruction.		
Fluency *My Sidewalks*	My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills). Grouping and Scheduling: Small group: 2-5 students	**Academic**: AIMSweb Benchmark- Below Target level RCBM AIMSweb Accuracy % and WCPM: Meets criteria for **Accurate and Slow** ☐ Accuracy %: 1st-2nd grade: 95% or higher; 3rd-8th grade 98% or higher ☐ WCPM: Below grade level target score.	**Student measures:** AIMSweb weekly progress monitoring RCBM. **Treatment integrity** Treatment Integrity Checklists Peer feedback checklist. **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	**Academic measures:** ☐ AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student scores meet **accuracy** and **fluency** criteria (2nd grade: 95%, 3rd-8th grade: 98% or higher).

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	30 min, 3-4 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional). Materials: My Sidewalks Curriculum			
<u>Vocabulary</u> *My Sidewalks*	My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills). Grouping and Scheduling:	**Academic:** AIMSweb Benchmark: RCBM meeting benchmark for fluency. Accuracy % meets criteria (below) Grades 2-5: ☐ MAZE (Strategic or Intensive) 3rd grade + and R-CBM (Benchmark) AIMSweb Accuracy % and WCPM: Meets criteria for **Accurate and Fluent** ☐ Accuracy %: 2nd 94% or higher; 3rd -5th 98% or higher ☐ WCPM: At or above grade level average.	**Student measures:** AIMSweb RCBM and MAZE weekly progress monitoring probes. **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	☐ AIMSweb MAZE progress monitoring reaches **successful/ average criteria** per grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores in the **Accurate** and **Fluent** criteria.

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.

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional). Materials: My Sidewalks Curriculum			
<u>Reading Comprehension</u> *My Sidewalks*	My Sidewalks is a research-based, intensive elementary reading intervention program created to align with the reading street core curriculum. It is designed for students who identified as needing additional support to read and comprehend grade-level materials and are adequately benefitted from the strategic intervention that supports their core classroom reading instruction. My Sidewalks follows is built on instruction in the priority skills of phonemic awareness, phonics, fluency, vocabulary, comprehension skills and strategies as well as student motivation and engagement (National Reading Panel defined as critical for students to attain critical reading skills).	**Academic:** AIMSweb Benchmark: RCBM meeting benchmark for fluency. Accuracy % meets criteria (below) *and* Grades 2-5 ☐ MAZE (Strategic or Intensive) AIMSweb Accuracy % and WCPM: Meets criteria for **Accurate and Fluent** ☐ Accuracy %: 2nd 95% or higher; 3rd -5th 98% or higher ☐ WCPM: At or above grade level average.	**Student measures:** AIMSweb RCBM and MAZE weekly progress monitoring probes **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	AIMSweb progress monitoring MAZE: ☐ Reaches **successful/ average criteria** per grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores in the **Accurate** and **Fluent** criteria.

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	Grouping and Scheduling: Small group: 2-5 students 30 min, 3-4 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional). Materials: My Sidewalks Curriculum			
Repeated Readings	Students engage in repeated oral reading practice (15 min, four days per week; in addition to 90 min core instruction) of appropriate text passages to build reading fluency, accuracy, and prosody. Selected passages at the student's independent reading level (at least 95% accuracy). Students are paired with a competent partner (e.g., teacher, paraprofessional, volunteer or peer). The student reads the passage, timing the reading for one min. Then the partner marks errors, insertions, and omissions on a second copy of the passage. The partner listens and provides	**Academic**: ☐ AIMSweb Benchmark- Below Target level RCBM- Below 25% percentile AIMSweb Accuracy % and WCPM: Meets criteria for **Accurate and Slow** ☐ Accuracy %:2nd grade: 95% or higher; 3rd – 8th grade 98% or higher ☐ WCPM: Below grade level average.	**Student measures:** AIMSweb weekly progress monitoring RCBM. **Treatment integrity** Treatment integrity Checklists Peer feedback checklist **Social validity** Teacher: IRP-15 Students: CIRP	☐ AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student scores meet **accuracy** and **fluency** criteria (2nd grade: 95%, 3rd – 8th grade: 98% or higher).

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	instructive feedback. Instructive feedback is pertaining to correct decoding, words omitted during the read aloud, prosody, and words read correctly per minute. Students continue the repeated readings until a fluency goal, such as a target number of words read correctly per minute is reached or until an authentic end to the activity (e.g., presentation of Readers Theatre). Materials: • Two copies of the passage (one for the student reading and another for their tutor) • Graph- words read correctly per minute (WCPM) with goal marked • Pencils • Timer • Peer Feedback Checklist (if utilizing a peer)			
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	One of more of the following: **Academic:** ☐ AIMSweb: intensive or strategic level (written expression)	**Student measures:** Weekly writing probes scored on quality, total words written, number of writing elements, and correct writing sequence **AND** Work completion	☐ Completion of intervention curriculum. Writing goals met for increased gains in quality, number of total words written, writing

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	30-min lessons over 3-6 week period (10-15 lessons).	☐ Two or more missing writing assignments within a grading period	**Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP	elements, and correct writing sequence **AND** ☐ Passing grade on progress report or report card in writing or the academic area of concern **AND/OR** ☐ Zero missing assignments in a grading period
Math Small Group Support	A small group (up to 4-5 students) math lesson led by math instructional support staff which will meet 3-4 times a week for 30 minutes. Topics and lessons from math expressions curriculum will be used to reteach and focus in on skills targeted for growth. Intervention should include visual representation materials, Instruction during the intervention should be explicit and systematic with frequent modeling of proficient problem solving,	**Academic:** AIMSweb Benchmark scores: Grades: K-1 35th percentile for time point – fall, winter, spring-for TEN (Test of Early Numeracy) measures below (Tier 1 cut scores): ☐ Oral Counting Measure (OCM) ☐ Number Identification Measure (NIM) ☐ Quantity Discrimination Measure (QDM)	**Student measures:** AIMSweb TEN and M-CAP and M-COMP weekly progress monitoring probes **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	verbalization of thought processes, guided practice with use of corrective feedback, and cumulative review. (Gersten et al., 2009)	☐ Missing Number Measure (MNM) Grades 2-5 35th percentile for time point – fall, winter, spring-for measures below (Tier 1 cut scores): ☐ Math Concepts and Applications (M-CAP) ☐ Math Computation (M-COMP)		scores above the 35th percentile.
Social Skills Improvement System (SSiS) – counselor-led small group	Counselors and/or social workers will lead small group SSiS sessions for approximately 30-40 min 2-3 days per week. Students will acquire new skills, learn how to engage more fully in instructional experiences, and learn how to meet more school-wide expectations. Small groups will run for up to 24 sessions (8 to 12 weeks depending on the number of sessions conducted per week) using a subset of SSiS lessons appropriate for student skillsets as identified using SSiS-Rating Scale (teacher and parent version).	**Behavior** ☐ SRSS-E7 score: Moderate (4-8) and/or ☐ SRSS-I5 score: Moderate (2-3) **AND** ☐ 2 or fewer absences in first 3 months of school **AND** ☐ Evidence of teacher implementation of Ci3T primary (Tier 1) plan [treatment integrity: direct observation] **AND** Parent permission	**Student measures** ☐ SSiS-Rating Scale (Pre/Post) ☐ Daily behavior report (DBR; daily ☐ Attendance and tardies **Social validity** ☐ Teacher: IRP-15 ☐ Student: CIRP ☐ Tier 2 treatment integrity measures **Treatment integrity** Ci3T TI: Direct observation (30 min if needed)	☐ Review student progress at end of 24 sessions ☐ Team agrees goals have been met or no further SSiS small group sessions are warranted ☐ SRSS-E7 and I5 scores are in the low risk category

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/ accuracy), academic behavior, or other target behavior.	**Behavior:** ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-I5 score: Moderate (2-3) *or* ☐ SRSS-E7 score: High (9-21) ☐ SRSS-I5 score: High (4-15) *or* ☐ 2 or more office discipline referrals (ODR) ***_____AND____OR*** **Academic:** ☐ Progress report: 1 or more course failures *or* ☐ AIMSweb: intensive or strategic level (math or reading) *or* ☐ Progress report: Targeted for Growth for academic learning behaviors	**Student measures:** Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Passing grades on progress reports **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP	☐ SRSS-E7 score: Low (1-3) ☐ SRSS-I5 score: Low (1- 2) ☐ Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)
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	**Target behavior(s) defined in contract** **Behavior** ☐ SRSS-E7 score: Moderate (4-	**Student measures:** Target behavior defined in the behavior contract (e.g., % of	☐ Successful completion of Behavior contract ☐ SRSS-E7 score:

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Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, parent, and student.	8) ☐ SRSS-I5 score: Moderate (2-3) *or* ☐ SRSS-E7 score: High (9-21) ☐ SRSS-I5 score: High (4-15) *or* ☐ 2 or more office discipline referrals (ODR) **_____AND_____OR** **Academic** ☐ Progress report: 1 or more course failures *or* ☐ Progress report: 2 or more missing assignments *or* ☐ Progress report: Targeted for Growth for academic learning behaviors *or* ☐ AIMSweb: intensive or strategic level (math or reading)	assignments completed, rate of oral reading fluency) Passing grades on progress reports **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP	Low (1-3) ☐ SRSS-I5 score: Low (1-2) ☐ Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)
Behavior Education Program (BEP)/ Check-In, Check-Out, CICO)	Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their	**Behavior:** ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-I5 score: Moderate (2-3) *or* ☐ SRSS-E7 score: High (9-21)	**Student measures:** Daily progress reports **Treatment integrity:** Coach completes checklist of all BEP steps	☐ SRSS-E7 score: Low (1-3) ☐ SRSS-I5 score: Low (1-2)

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Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	progress meeting the school-wide Ci3T model expectations. Teachers complete the daily progress report and it is reviewed by the mentor and student together at the end of each day. Progress is monitored and shared with parents.	☐ SRSS-I5 score: High (4-15) *or* ☐ 2 or more office discipline referrals (ODR) in a 5-week period *or* ☐ 2 or more tardies or absences per quarter AND/OR **Academic:** ☐ Progress report: 1 or more course failures ☐ Progress report: Targeted for Growth for academic learning behaviors	and whether they were completed each day (percentage of completion computed) **Social validity:** Teacher: IRP-15 Student: CIRP	☐ With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Behavior specific praise (BSP)	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 showing your work on all the division steps." Non-example: "Good job!"	One of more of the following: **Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ Two or more office discipline referrals (ODRs) within a grading period **___AND_____OR** **Academic:** ☐ Progress report: Two of more missing assignments within a grading period ☐ AIMSweb: intensive or	**Student measures:** Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). **Treatment integrity** Treatment integrity checklist **Social validity**	☐ 0-1 ODRs in a grading period **and** ☐ Zero missing assignments in a grading period **and** ☐ SRSS-E7: Low (0-3) ☐ SRSS-I5: Low (0-1)

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		strategic level (math or reading) ☐ Progress report: Targeted for Growth for academic learning behaviors	Teacher: IRP-15 Student: student-completed survey	
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 technology based specific feedback on processes and progress.	One of more of the following: **Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSiS-PSG ☐ Two or more office discipline referrals (ODRs) within a grading period **___AND_____OR** **Academic:** ☐ Progress report: Three or more assignments scoring 79% or below within a grading period ☐ AIMSweb: intensive or strategic level (math or reading) ☐ Progress report: Targeted for Growth for academic learning behaviors	**Student measures:** targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals). **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: student-completed survey	☐ Zero missing assignments in a grading period ☐ All assignments scoring 80% or higher in a grading period ☐ **and** ☐ SRSS-E7: Low (0-3) ☐ SRSS-I5: Low (0-1) ☐ **or** ☐ Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
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:** ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-I5 score: Moderate (2-3) ☐ Two or more office discipline referrals (ODRs) within a grading period **___AND____OR** **Academic:** ☐ Progress report: *Targeted for Growth* sore for academic learning behaviors ☐ Progress reports: 2+ incomplete assignments	**Student measures:** Academic engaged time Percentage of work completed **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP survey	☐ Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better. **or** ☐ No missing assignments in a grading period **and** ☐ SRSS-E7: Low (0- 3) ☐ SRSS-I5: Low (0-1)
Opportunities to Respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on- task behavior and reducing misbehavior. OTR strategy is designed to offer	One or more of the following: **Behavior:** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS-I5: High (4-15) ☐ Office discipline referrals (ODRs) 2 or	**Student measures:** Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring	☐ ODRs 0-1 in a grading period **and** ☐ No missing assignments in a grading period

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Comprehensive, Integrated, Three-Tiered Model of Prevention

Sample Elementary Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	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 academic material. This is best done with materials or concepts in which students have a basic understanding.	more within a grading period **___AND____OR** **Academic:** ☐ Progress report: Missing Assignments 2 of more within a grading period ☐ Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted	(e.g., weekly quiz score) **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 or OTR social validity survey Student: CIRP	**and** ☐ SRSS-E7: Low (0- 3) ☐ SRSS-I5: Low (0-1)
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	One or more of the following: **Behavior** ☐ SRSS-E7: Moderate (4-8) ☐ SRSS-I5: Moderate (2-3) ☐ SRSS-E7: High (9-21) ☐ SRSS- I5: High (4-15) ☐ 2 or more office discipline referrals per day in a class ***___AND____OR*** **Academic** ☐ Consistent, predictable pattern of academic errors	**Student measures:** direct measure of student behavior targeted for improvement **Treatment integrity** Treatment integrity checklist **Social validity** Teacher: IRP-15 Student: CIRP survey	☐ Meets targeted behavior criterion for 3 consecutive weeks ☐ Two consecutive weeks of zero discipline referrals during target time / activity **and** ☐ SRSS-E7: low risk (0-3) ☐ SRSS- I5: low risk (0-1)

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Comprehensive Integrated Three-Tiered Model of Prevention

Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Lindamood Phoneme Sequencing® (LiPS)	Individual or small group (1-5 students) reading instruction with reading specialist, 30 minutes per day, 5 days per week. Direct instruction in decoding, blending, sight words, use of context clues Computer supported practice. Addressing reading outcomes: alphabetic and reading fluency.	**Academic:** AIMSweb Benchmark scores: intensive (targeted for growth) level. Grades: K-1 ☐ Letter Naming Fluency (LNF) K fall and Check Phonological Skills ☐ Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word ☐ Nonsense Word Fluency (NWF) 1st fall/ winter Grades 2-5 ☐ AIMSweb Oral Reading (ORF) AIMSweb RCBM scores consider Accuracy % and rate of WCPM: Meets criteria for **Inaccurate and Slow** ☐ SRSS-IE Moderate or High Risk on screening OR ☐ Two or more ☐ office discipline referrals, indicating concerns with peer Interactions	**Student measures** AIMSweb reading progress monitoring probes Program components mastery checklists (e.g., consonant sounds, vowel circle, digraphs) Attendance and tardies **Treatment integrity** Treatment integrity checklist Running records (blue sheets) **Social validity** Teacher: IRP-15 Student: CIRP	☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores for **accurate** and **fluent** criteria. ☐ Monitor progress bi-weekly once exited.

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		Additional Assessments: Additional assessments using the Quick Phonics Screener (QPS) to provide more detailed information on specific skill areas to target for instruction.		
Wilson Reading System ® (WPS; Comprehensive program)	Wilson Reading Program® is an intensive, cumulative grade 2-12 reading intervention program. It is designed for students who identified as needing additional Tier 3 support using a multisensory, structure language instruction. The program addresses the following key components in a 12-step system over a 10-part lesson series: • Phonemic awareness • Alphabetic principle • Decoding • Encoding • Advanced word analysis • High frequency/sight word instruction • Vocabulary development • Fluency • Oral expressive language development	**Academic:** AIMSweb Benchmark scores: intensive (targeted for growth). Grades: K-1 ☐ Letter Naming Fluency (LNF) K fall and Check Phonological Skills ☐ Initial Sounds, Syllable Blending, Segmentation, Concept of Spoken Word ☐ Nonsense Word Fluency (NWF) 1st fall/ winter Grades 2-5 ☐ AIMSweb Oral Reading (ORF) ☐ AIMweb MAZE **Additional Assessments:** Additional assessments using the Quick Phonics Screener (QPS) to provide more	**Student measures:** WPS criterion-based assessments. AIMSweb weekly progress monitoring according to entry criteria. **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	**Academic measures:** ☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores for **accurate** and **fluent** criteria (95% or higher).

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	• Listening and reading comprehension with visualization • Metacognition Grouping and Scheduling: 1:1 student to teacher support 60-90 min, 2-5 days per week in addition to 90 min core instruction Students work with a trained instructor (e.g., teacher, paraprofessional). Materials: *Wilson Reading System* Materials	detailed information on specific skill areas to target for instruction.		
Individualized Math Support	An individualize math lesson led by math instructional support staff which will meet 3-4 times a week for 30-45 minutes. Topics and lessons from math expressions curriculum will be used to reteach and focus in on skills targeted for growth. Intervention should include visual representation materials, Instruction during the intervention should be explicit and systematic with frequent modeling of proficient problem solving, verbalization of thought processes,	AIMSweb Benchmark scores: Grades K-1 15th percentile for time point – fall, winter, spring-for TEN (Test of Early Numeracy) measures below (Tier 1 cut scores): ☐ Oral Counting Measure (OCM) ☐ Number Identification Measure (NIM) ☐ Quantity Discrimination Measure (QDM)	**Student measures:** AIMSweb TEN and M-CAP and M-COMP weekly progress monitoring probes **Treatment integrity** Treatment Integrity Checklists **Social validity** Teacher: Adapted IRP-15 Students: Adapted CIRP	☐ AIMSweb progress monitoring above targeted aim line for grade level for 3 consecutive assessment opportunities. ☐ Continue progress monitoring until next benchmark and discontinue once student meets scores above the 35th percentile.

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	guided practice with use of corrective feedback, and cumulative review. (Gersten et al., 2009)	☐ Missing Number Measure (MNM) Grades 2-5 15th percentile for time point – fall, winter, spring-for measures below (Tier 1 cut scores): ☐ Math Concepts and Applications (M-CAP) ☐ Math Computation (M-COMP) *Use *AIMSweb Cut Scores Explained* document found at AIMSweb		
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. (2) Information is placed in the Function Matrix (Umbreit, Ferro, Liaupsin, & Lane, 2007)	(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. ☐ Grade point average (GPA) remaining below Secondary criteria ≤ 2.7 ☐ Continued Course Failures ☐ Earning office discipline referrals (ODRs)	**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 implemented as planned is needed.	☐ Measureable changes in target behavior using the graphed data for all 4 phases. ☐ GPA > 2.7 ☐ No course failures ☐ Zero ODRs ☐ SRSS low risk

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
	(3) The function of the behavior is identified with the decision model (Umbreit et al., 2007). (4) An intervention is developed with three components: (A) Antecedent Adjustments, (R) Reinforcement, and (E) Extinction. Data are collected daily. Procedural fidelity is assessed and data are graphed to determine effect of the intervention. (Lane, Rogers et al., 2007)	☐ Student Risk Screening Scale (SRSS - IE) Mod or High Risk (3) Parent permission to conduct the functional assessment.	(3) Withdrawal (remove the intervention to ensure that the intervention is the reason for the change) (4) Reinstate the intervention. **Treatment integrity** Daily checklist of A-R-E components. **Social validity** Student: CIRP Teacher: IRP-15	
Individualized De-escalation Plan	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.	**Behavior:** ☐ SRSS-E7 score: High (9-21) ☐ SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) *or* ☐ 6 or more office discipline referrals (ODR)	**Student measures:** Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. **Treatment integrity** Procedural & treatment integrity checklist**s** **Social validity**	☐ SRSS-E7 score: Low (1-3) ☐ SRSS-I5 score: Low (1-2) ☐ Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor

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Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
			Teacher: IRP-15 Student: CIRP	behavior during transition.
First Step to Success (Walker et al., 1997): implemented by classroom teachers and support staff	Teacher and assistants work together to establish target behaviors for each eligible student. School intervention (CLASS): establish behaviors, direct feedback for desired target behavior (green card), and corrective feedback for undesired behavior (red card). Proximity and feedback faded as behavior is shaped	Kindergarten students Behavior: ☐ SRSS-E7 score: High (9-21) ☐ SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) *or* ☐ 6 or more office discipline referrals (ODR)	**Student measures:** Behavioral measures: daily goals met on FSS Card Academic measures: AIMSweb (early literacy skills), AIMSweb (early numeracy skills **Treatment integrity** Treatment integrity checklist. **Social validity** Teacher: IRP-15 Student: CIRP	☐ Successful completion of program (approx. 30 school days)

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