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**Lawrence Free State High School**

**School Year 2019-2020**

***Respect, Responsibility, Excellence***

*Manual for Staff*

Includes Equity and Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

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**Introduction**

It is the goal of Lawrence Free State High School to achieve educational equity and excellence for students of all races and backgrounds. In an effort to meet this goal, Lawrence Free State High School has adopted a comprehensive, integrated three-tiered model of prevention plan (CI3T) centered around the three pillars of Respect, Responsibility and Excellence. The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary prevention efforts and then providing these students with additional secondary and tertiary supports that are also evidenced-based practices.

This guide is a resource to help describe and explain the plan that our school team designed based upon: (a) our school’s specific needs and goals, (b) feedback given to our team by our faculty and staff members and (c) student input.

**CI3T Emphasis**

As a professional learning community dedicated to improving learning for all students, the Free State staff is committed to:

* Assisting and empowering each other as professionals
* Lifelong learning
* Embracing a growth mindset and modeling it as well
* Modeling and developing a culture in which all are treated with dignity
* A belief that all students are capable of achieving at high levels

**What does this look like in school?**

As we strive to deepen, enhance and grow as a community of learners we look to build a Respectful, Responsible and Excellent community at Free State. This is demonstrated through student and staff engagement, cooperation, collaboration, empathy, relationships, sense of urgency, sense of pride and the ability to verbally describe the culture.

**Process**

As part of culturally relevant teaching each teacher will engage students in a classroom-meeting format. This discussion will be designed to create working definitions of RESPECT, RESPONSIBILITY and EXCELLENCE. We will continue to revisit the process throughout the year.

**Respect**

One of Free State’s greatest strengths is its diversity. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, identity, sexual orientation, class, religion, abilities and cultural traditions. Students and staff are expected to respect all.

“Leave No Trace” is a fundamental tenet of FSHS stewardship. Leave any school space you use cleaner than when you found it – and with a positive impact. Students should make daily use of available recycling and composting options.

**Responsibility**

Taking responsibility for one’s own actions is critical in the development of individual accountability. Being in class on time, turning work in on time, caring for and using your computer appropriately and encouraging others are examples of responsible traits that promote a vital individual and school community.

**Excellence**

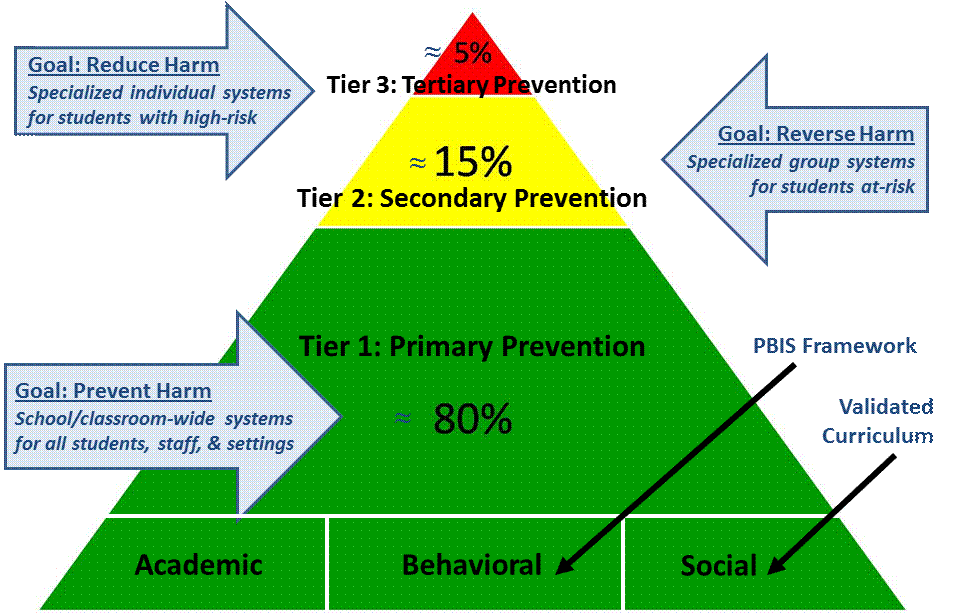
Free State has a long-standing reputation and traditions of excellence academically, in the arts and through many extra-curricular activities.

More importantly, our students have consistently completed high quality work that provides incredible opportunities after graduation. Our students' work has been hailed as a state and national model of what students can achieve. Still, we know that much work remains to be done if we are to educate each student to meet rigorous, vital standards as well as to consistently exceed personal bests in scholarship, service and character.

**Overview of the Comprehensive, Integrated,**

**Three-Tiered Model of Prevention**

Lawrence Free State High School has developed a plan for all students attending grades 9-12. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. Lawrence Free State High School’s plan was developed in response to information derived from school-wide surveys and academic assessments to determine teachers’ expectations and areas of need at Lawrence Free State High School.

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CI3T Model of Prevention (Lane, Kalberg, & Menzies, 2009)

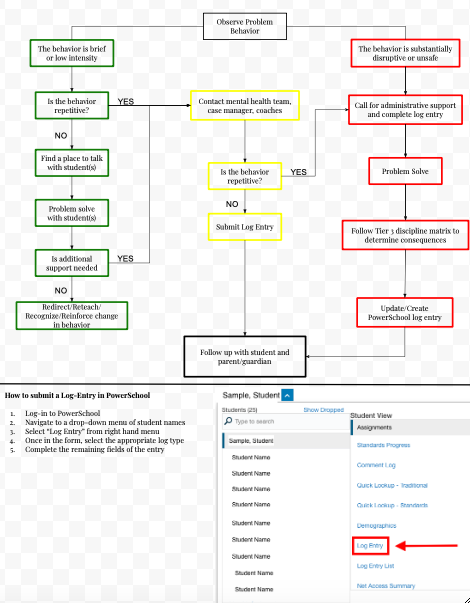
**Lawrence Free State High School** **Primary Intervention Plan**

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| --- | --- | --- | --- |
| **Lawrence Free State High School’s Culture and Climate**  **Primary Prevention** | | | |
| **Mission Statement** | The mission of Free State High School is to prepare students to be college and career ready. In celebration of our diversity, we will educate all students with the goal of developing caring individuals based on the pillars of respect, responsibility and excellence. | | |
| **Purpose Statement** | FSHS will work collaboratively with parents, families, and community members to design, implement and evaluate a comprehensive, integrated plan to support each students’ academic, behavioral, and social needs in an efficient, effective manner. | | |
| **School-Wide Expectations** | 1. Respect  2. Responsibility  3. Excellence | | |
| **Area I: Academics**  **Responsibilities**  **Students:**   * Be present and actively participate with best effort in all class activities * Engage in and follow classroom and school expectations on respect, responsibility and excellence. * Self-advocate for understanding, missing assignments, and tests | | **Area II: Behavior**  **Responsibilities**  **Students:**   * Take responsibility for own actions and effect on others * Follow classroom and school expectations on respect, responsibility and excellence. * Tell an adult of unsafe behaviors | **Area III: Social Skills**  **Responsibilities**  **Students:**   * Participate in diversity/equity and social skills lessons * Demonstrate learned social skills across all social settings * Demonstrate school-wide expectations of respect, responsibility and excellence. |

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| **Area I: Academics**  **Responsibilities**  **Faculty and Staff:**   * Adhere to district and state standards * Encourage excellence on essential and guaranteed curriculum * Use proactive evidence-based strategies to support students being academically engaged. For example:   + Participate actively in Professional Learning Communities (PLC)   + Differentiate instruction   + Culturally Relevant Teaching (CRT), Self-Determined Learning Model of Instruction (SDLMI), Project-Based Learning (PBL) strategies * Communicate with parents regarding students with a D or F * Respond to parent communication within 24 hours * Engage in positive teacher-teacher, teacher-parent and teacher-student interactions * Create clear routines within the classroom and support those who miss instruction * Use data to consider students’ Tier 2 and Tier 3 Needs – * Routinely update Power School gradebook | **Area II: Behavior**  **Responsibilities**  **Faculty and Staff:**   * Develop classroom expectations * Model school wide expectations with students. * Display, communicate, and participate in expectations, giving feedback to reinforce positive behavior * Follow Positive Behavior Intervention Supports (PBIS) Framework * Use a positive response to initial indicators of not meeting expectations:   + Praise students meeting expectations first   + Redirect student who are struggling   + Reteach expectations   + Follow Reactive plan for responding to repeated difficulties. * Use data to consider students’ Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy * All staff will greet and welcome students | **Area III: Social Skills**  **Responsibilities**  **Faculty and Staff:**   * Teach diversity, social skills, technology skills program(s) with fidelity according to published calendar \*Hyperlink Calendar * Follow and model the skills taught in the school-provided social curriculum, including [*The Harbor*](https://www.jostensrenaissance.com/theharbortv/) * Use the positive behavior intervention and support framework by providing behavior-specific praise with reinforcement * Support students in making connections by revisiting social skills throughout the day as opportunities arise * All staff will foster and model positive relationships with students and staff |
| **Area I: Academics**  **Responsibilities**  **Parents will:**   * Use school resources to stay informed * Give teachers 24 weekday hours to respond to emails * Login to Power School to read messages from schools * Find a quiet time and place for students to complete work * Encourage students to give their best effort * Attend school activities, conferences, and functions | **Area II: Behavior**  **Responsibilities**  **Parents will:**   * Be familiar with school-wide expectations * Support students in problem solving by discussing issues at home in a positive manner * Respond promptly to communication with teachers and administrators | **Area III: Social Skills**  **Responsibilities**  **Parents will:**   * Enforce expectations consistently * Support social skills curriculum * Establish connections and communicate with school staff * Debrief with student daily |
| **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](http://www.ci3t.org/pl) with fidelity * Provide data to support teachers on Tier 2 and 3 interventions * Respond to parent and teacher communication within a timely manner | **Area II: Behavior**  **Responsibilities**  **Administrators will:**   * Implement the proactive and reactive behavioral components of the school-wide plan consistently | **Area III: Social Skills**  **Responsibilities**  **Administrators will:**   * Provide for professional learning and materials for teachers to implement the social skills curriculum with fidelity * Support teachers in the completion of treatment fidelity reporting of instruction. * All staff will foster and model positive relationships with students and staff * Provide parents access to social skills lessons via school web site |

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| **Procedures for Teaching** |
| **Faculty and Staff:**   * All faculty and staff have open access to the implementation manual * All staff will attend 2-day Beyond Diversity training * New teachers participate in a Respect, Responsibility and Excellence orientation * Follow and utilize social skills lessons, including [*The Harbor*](https://www.jostensrenaissance.com/theharbortv/) * Include Respect, Responsibility and Excellence material in announcements/bulletins * Include in newsletter information regarding the Respect, Responsibility and Excellence program and post on [school website](https://www.usd497.org/Page/45) * Reminders to staff about upcoming activities and professional learning opportunities |
| **Students:**   * Classroom meetings to develop meaning to Respect, Responsibility, & Excellence * Display and reference posters including primary plan Social Skills curriculum * Include Respect, Responsibility and Excellence material in announcements/bulletins * Serve as student ambassadors for new students coming to FSHS (LINK Crew) * Welcome video for new students that highlights Respect, Responsibility, and Excellence |
| **Parents/ Community:**   * Monthly newsletter and parent emails * School-based information available at events (enrollment, orientation, parent night) * Access plan on website |
| **Procedures for Reinforcing** |
| Faculty and staff: handwritten thank you cards, birthday cards, praise, staff appreciation events  Students: Possible ideas - buttons, coupons, lunch time somewhere other than the commons, parking spaces, etc. |

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| --- | --- | --- | --- |
| **Procedures for Monitoring** | | | |
| **Student Measures**  Annually in March, examine data disaggregated by student sub-groups | **Academic:**   * Attendance Reports * Progress Reports * State Assessments * Pre-ACT * ACT * College Board (AP) * IPS –Individual Plans of Study * Graduation Rates | **Behavior:**   * Attendance Reports * ISS/OSS * Counselor & Mental Health Team Referrals * SRSS-IE (Student Risk Screening Scale) | **Social Skills:**   * Involvement (Co-Curricular and Extra-Curricular Activities) * Counselor & Mental Health Team Referrals * SRSS-IE (Student Risk Screening Scale) |
| **Program Measures**  **(School-Level)** | **Social Validity:**   * Primary Intervention Rating Scales (PIRS) | **Treatment Integrity:**   * Social Validity Survey * [Schoolwide Evaluation Tool (SET) 2.1](http://www.ci3t.org/measures#set)Direct Observations * Teacher Checklists | **Program Goals:**   * High implementation (at least 80% or higher score on School-Wide Evaluation Tool) * High social validity of CI3T plan (80% of faculty give a composite score of 5 or higher on PIRS) * Reductions in behavioral risk (at least 85% of students in low-risk category) * Increases in academic progress, reducing gaps between subgroups |

Behavior Management Flow Chart

Behavior Management Reactive Plan

Classroom Environment and Teacher Strategies

* *Teach behavioral expectations*
* *Reinforce positive behaviors*
* *Problem solve with students*
* *Continue building relationships*
* *Offer choices*
* *Elicit parent/guardian help*

**Level 2(minors):**

Impact Learning or Safety

**Teacher Managed/Document**

**Level 3(majors):**

Unsafe, Illegal or Substantially Disruptive

**Office Managed**

**Teacher Managed**

**Level 1(minors):**

Impact Student Learning

**Teacher Managed**

Behaviors

* Distracting behaviors
* No homework
* Lack of participation
* Inappropriate use of materials/equipment
* Not prepared
* Not taking responsibility for actions
* Out of seat or desired area
* Sleeping
* Talking out of turn
* Inappropriate use of technology
* Inappropriate use of hall pass
* Not following classroom phone policy

Teacher Response:

* Redirect student
* Reteach expected behavior in 1:1 conversation
* Recognize/reinforce changed behavior
* Differentiate instruction for student
* Visit with para (if appropriate) about how they can help

Behaviors

* Inappropriate language, noises, gestures
* Repeated talking post redirection
* Creating a disturbance
* Argumentative behavior
* Consistently not following directions
* Lying
* Academic integrity violations
* Excessive tardiness
* Consistent Level 1 behaviors

Teacher Response:

* Re-conference with student 1:1
* Contact other teachers of student
* Contact parents
* Assign detention
* Teacher and student create a plan to improve behavior (involving others as needed)
* Intensify behavior specific praise regarding improved behavior

Response for repeat offenders:

* Student created improvement plan
* Contact case manager, counselor, student support teachers, coaches, social worker, parents

Behaviors

* Open defiance
* Harassment or degrading others
* Aggressive behavior/fighting
* Bullying or hazing
* Threats
* Verbal aggression or intimidation
* Truancy
* Theft
* Vandalism
* Intent to harm others
* Violation of Technology use policy
* Refusal to comply with redirection
* Inappropriate language TOWARDS staff or students
* Skipping class or detention
* Illegal substances or tobacco use
* Consistent Level 2 behaviors

Teacher Response:

* Office referral
* Communication with administration and counselors
* Referral to Student Support Team, creation of Student Support Plan

**Lawrence Free State High School Expectation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Settings** | | | | |
|  | **Classroom** | **Technology** | **Citizenship** | **Building Facilities and Shared Spaces** | **Activities and Transportation** |
| **Respect** | * Follow directions * Listen and pay attention to the speaker * Cooperate with others | * Adhere to acceptable use policy * Take care of device * Be a positive digital citizen when using electronic devices both in and outside school | * Respect cultural diversity * Treat each other with mutual respect, consideration and acceptance | * Stay calm and controlled in conflict * Be courteous of other classrooms * Share space with others * Respect other’s personal space and stuff * Respect the school facilities, tools, and time | * Show good sportsmanship * Use appropriate and positive language * Follow directions |
| **Responsibility** | * Exercise self-control * Use time wisely * Respond appropriately to conflict * Turn in and complete work and make-up work * Be prepared for class * Advocate for oneself | * Use technology to complete assignments * Consider how your online behavior is a reflection of you * Accept consequences for your actions | * Be encouraging and supportive of others * Take ownership for your actions * Model Respect, Responsibility and Excellence | * Follow instructions given for drills and emergencies * Report unsafe behaviors | * Represent LFSHS positively at all events * Report unsafe behaviors * Understand your purpose * Participate appropriately in roles |
| **Excellence** | * Complete work with best effort * Remain on task * Participate in class activities | * Use technology to enrich academic success * Demonstrate academic integrity * Communicate professionally with others | * Be a life-long learner * Collaborate effectively * Develop a strong work ethic | * Pay attention to where you are going * Use time appropriately and efficiently * Recycle * Clean up after yourself | * Be courteous to guests and opponents * Help keep areas clean * Encourage and include others * Greet and thank coaches and staff |

**Lawrence Free State High School: Assessment Schedule**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Measure | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| School Demographics |  |  |  |  |  |  |  |  |  |  |  |
| Student Demographic Information | X | X | X | X | X | X | X | X | X | X |  |
| Screening Measures |  |  |  |  |  |  |  |  |  |  |  |
| Behavior Screeners: SRSS-IE |  | X |  |  | X |  |  |  | X |  |  |
| Student Outcome Measures - Academic |  |  |  |  |  |  |  |  |  |  |  |
| Grade Progress Checks (Reports) |  | X | X | X | X |  | X | X | X | X |  |
| Individual Plans of Study (IPS) |  | X |  | X |  |  | X |  |  |  |  |
| State Assessments |  |  |  |  |  |  |  | X | X |  |  |
| PRE-ACT, ACT |  |  | X |  | X |  | X |  | X |  | X |
| College Board (AP) |  |  |  |  |  |  |  |  |  | X |  |
| Graduation Rates | X |  |  |  |  |  |  |  |  |  |  |
| Student Outcome Measures – Behavior & Social |  |  |  |  |  |  |  |  |  |  |  |
| Attendance Reports |  | X | X | X | X | X | X | X | X | X |  |
| ISS/OSS |  | X | X | X | X | X | X | X | X | X |  |
| Referrals: Counselor / Mental Health (HRT) - Weekly |  | X | X | X | X | X | X | X | X | X |  |
| SRSS – IE (Student Risk Screening Scale) |  |  | X |  | X |  |  |  | X |  |  |
| Involvement |  |  |  | X |  |  |  |  | X |  |  |
| Program Measures | | | | | | | | | | | |
| Social Validity: Primary Intervention Rating Scales |  |  |  | |  |  |  | |  |  |  |
| Treatment Integrity: Ci3T TI: Teacher Self Report |  |  |  |  |  |  |  |
| Treatment Integrity: Ci3T TI: Direct Observation |  |  |  |  |  |  |  |
| Treatment Integrity: School-Wide Evaluation Tool |  |  |  |  |  |  |  |

***High School Assessment Schedule – 2018-2019***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FALL** | | **WINTER** | **SPRING** | |
| **Grade 9** | Common Core  MAP Language and/or Math  OPTIONAL-  Selected Students Only | Aug. 27-Sept. 21 |  | OPTIONAL: End of Course MAP Algebra and Geometry Assessments | Apr. 22-May 17 |
| PRE-ACT – Reading, Math, English, Science | October 31 |  | | |
| AIMSWeb Progress Monitoring Throughout the Year for Selected Students | | | | |
| **Grade 10** | Common Core  MAP Language and/or  Math  OPTIONAL-  Selected Students Only | Aug. 27-Sept. 21 |  | OPTIONAL: End of Course MAP Algebra and Geometry Assessments | Apr. 22-May 17 |
|  | | | Kansas Assessment Program  ELA, Math | Mar. 16-May 1 |
| AIMSWeb Progress Monitoring Throughout the Year for Selected Students | | | | |
| **Grade 11** | Common Core  MAP Language and/or  Math  OPTIONAL-  Selected Students Only | Aug. 27-Sept. 21 |  | OPTIONAL: End of Course MAP Algebra and Geometry Assessments | Apr. 22-May 17 |
|  | | | Kansas Assessment  Program  Integrated Science | Mar. 11-Apr. 26 |
| AIMSWeb Progress Monitoring Throughout the Year for Selected Students | | | | |
| **Grade 12** | Common Core  MAP Language and/or  Math  OPTIONAL-  Selected Students Only | Aug. 27-Sept. 21 |  | OPTIONAL: End of Course MAP Algebra and Geometry Assessments | Apr. 22-May 17 |
| AIMSWeb Progress Monitoring Throughout the Year for Selected Students | | | | |
| **All Grades** | SRSS-IE Behavior Screen  Sept. 16 – Oct. 18 | | SRSS-IE Behavior Screen  Dec. 2 - 20 | SRSS-IE Behavior Screen  April 1 - 17 | |
| **ESL Students**  **All Grades** |  | | | KELPA2 | Feb. 3-Mar. 13 |

**Lawrence Free State High School: Secondary Interventions**

| **Secondary (Tier 2) Intervention Grid** | | | | |
| --- | --- | --- | --- | --- |
| **Support** | **Description** | **School-wide Data:**  **Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Tutoring | Supports available after school for core subjects. Provided by Free State teachers and paraprofessionals. | \*Student self-selected or  \*D or F in current class | \*Current grade | \*C or higher in class |
| Directed Studies | One-hour enrollment with Student Services for a semester. Hour is designed to provide support for student with academic concerns. | \*Willingness to work,  \*Parent Contract signed, and  \*Conference with parent and counselor or administrator | \*Current grades and credits earned | \*Working at grade-level expectations; on target to graduate and meeting KESA goals |
| STAR – Students  Targeted for Academic Results | Designated counselor to support students in grades 9-12 demonstrating at-risk behaviors. | Any one of the following:  \*Attendance  \*Credit Deficiencies  \*Mental Health  \*Behavior Referrals | Academic and social progress | \*Working at grade level |
| Informal  Individualized Support Plan | Identify and support students displaying at-risk indicators. Provided by individual staff members based on student need. | Student support services / Health Resource Team’s (HRT) weekly review and follow-up, including any one of the following:  \*Attendance  \*Current Grades  \*Mental Health  \*Behavior Referrals | \*Grades  \*Attendance  \*Observable Social/Emotional Behaviors | \*Work Completion  \*Demonstrated Improvement  \*Regular Attendance |

**Lawrence Free State High School: Tertiary Intervention**

| **Tertiary (Tier 3) Intervention Grid** | | | | |
| --- | --- | --- | --- | --- |
| **Support** | **Description** | **School-wide Data:**  **Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| SOAR - Strategies for Obtaining  Academic Results | Program designed to wrap around students at risk of not graduating. Provided by SOAR teachers and SOAR counselor. | \*Junior or Senior with a credit deficiency, greater than or equal to 7 credits | \*Attendance reports  \*Tardy reports  \*Academic reports | \*Graduation or on-target for graduation |
| Individual Academic and Social Emotional Check-ins | Private check-ins with administrators and/or the HRT for the purpose of:  \*Providing opportunities to share feelings and emotions about personal situations  \*Increasing self-advocacy skills  \*Discussing academic achievement | \*SRSS-IE: Screening of moderate risk students (behavioral or emotional)  \*Tier 2 Referral from Informal  Individualized Support Plan | \*Academic reports  \*Teacher records  \*Student self-reflection | \*SRSS-IE: low risk  \*Increased self-sufficiency to regulate emotions  \*Demonstrate appropriate coping strategies  \*Academic achievement |
| WRAP (Working to Recognize Alternative Possibilities) Check-ins | Identified students meet with WRAP clinician on an individualized schedule using therapeutic interventions.  Purpose:  \*Improve academic, social and/or emotional functioning | \*Current grade and attendance  \*SRSS-IE behavior screener (mid to high score)  \*Office or nurse referrals  \*Self, peer, parental, or community referrals. | \*Grades, attendance, SRSS-IE (mid to high), office or nurse referrals; self, peer, parental or community referrals. | \*Increased grades and attendance  \*Decreased SRSS-IE results and staff referrals |
| Altered Schedule | An alteration or reduction of a student’s schedule by a counselor or administrator based on student’s social/emotional needs. | Any one of the following:  \*Physical/Social/Emotional  \*Other extenuating circumstances | \*Attendance  \*Grades  \*Parent Feedback | \*Parent, student, counselor, administration decision |
| Extended Semester | Additional time extended to students from the previous semester to complete course work based on individual need. Provided by teacher and administration. | \*Semester grade above 55%  \*Failing because of one test, project, paper or major assignment  \*Extenuating circumstances such as illness, family matters, etc. | Work completion by the end of January and end of June (date established by administration). | A successful completion of a minimum of 60% of all projects, tests, and assignments |

**Research**

**Three-Tiered Models of Prevention**

There are three-tiered models of prevention used in schools today including response-to-intervention (RTI; Gresham, 2002; Sugai, Horner, & Gresham, 2002), positive behavior interventions and supports (PBIS; Lewis & Sugai, 1999; Sugai & Horner, 2002), as well as other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (RTI mainly on academic skills and PBIS mainly on behavior). Some educators advocate for the use of a comprehensive, integrated, three-tiered (CI3T) model of prevention that combines the areas of academic, behavioral, and social skills to meet students’ multiple needs given that problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Kalberg, & Menzies, 2009; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A comprehensive, integrated, three-tiered model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of CI3T models is that they involve contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When a school’s staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Moreover, in a CI3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students’ efforts to reach those expectations. This is a major departure from previous models in which each teacher set his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involved focusing mainly on students’ misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students’ positive student behaviors using behavior specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

**Tier 1: Primary prevention.** In a CI3T model, the first tier (also referred to as primary prevention or the core program) is designed as preventative and includes academic, social, and behavioral components for all students. The academic component consists of the school or district chosen validated academic curriculum based on state standards and requires that all teachers deliver effective instruction.

To address students’ social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; 2008). The focus of the social curriculum is determined by the school’s unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

Finally, the behavioral component is a positive behavior interventions and support framework in which school site personnel establish 3-5 school wide expectations for student conduct (e.g., Be respectful, Be responsible, and Excellence). The critical component here is that school staff explicitly teaches all students the expectations which are operationally defined for each key setting in the building (e.g., classroom, hallways, cafeteria). Next, students have multiple practice opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise. Some schools develop elaborate PBIS reinforcement plans that include school assemblies and tangible rewards, others implement on a smaller scale making decisions based on beliefs and resources. In either case, the important factor is that all students are directly taught and provided reinforcement for demonstrating the school wide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning. Thus, teachers gain additional time to teach the academic and social skill or character development programs constituting the primary plan. Investing time in this instructional approach to behavior by explicitly teaching school wide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

Implementing these three areas of foci school wide, *all* students are supported behaviorally, socially, and academically. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings will identify students for Tier 2 (secondary) or Tier 3 (tertiary) interventions.

**Tier 2: Secondary prevention.** Secondary supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

**Tier 3: Tertiary prevention.** Tertiary supports are the most intensive supports and are most often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tier 3 is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while responsiveness is closely monitored.

Tier 2 and 3 interventions are designed to meet the students’ specific characteristics and learning needs whether they are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine whether they are responding to the intervention. School site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-driven decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3 supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

**Systematic Screening within Three-Tiered Models**

Screener procedures are essential for effective school wide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (elementary, middle, and high school) to address the unique demands at each level. Differences in students’ developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence, which can be a time of emotional turmoil, which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students’ ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional supports within the context of integrated three-tiered models of prevention.

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Please see the full articles for a more detailed description.

# Frequently Asked Questions

**Q:** *Do I still use my reactive procedures (e.g., pull a card, complete an office discipline referral form) if a student misbehaves?*

**A:**

**Q:** *Can I still use my current classroom reward system (e.g., marble jar, clip-up chart)?*

**A:**

**Q:** *Can I keep my own classroom rules if I also teach my students the schoolwide expectations?*

**A:**

**Q:** *Where do I get \_\_\_\_\_\_\_\_\_\_ tickets to hand out?*

**A:**

**Q:** *Where can I find posters to put in my room?*

**A:**

**Q:** *Where should I instruct students to place their tickets?*

**A:**

**Q:** *Whom do I ask if I have questions about the Ci3T plan?*

**A:**

**Q:** *What about the students who do not respond to the positive behavior interventions and supports ticket system?*

**A:**

**Q:** *What are the benefits of merging our positive behavior interventions and supports and response to intervention into one comprehensive three-tiered model of prevention?*

**A:**

**Q:** *How do I access additional professional learning for academic, behavior, or social skills programs and practices?*

**A:**

**Q:** *Whom do I ask if I am unclear about any procedure?*

**A:**

**Q:** Add more questions here you anticipate from faculty and staff.

**A:**

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