



# A Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention at the Middle School Level

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## School Setting

- TN middle school in suburban middle Tennessee serving students grades 5-8.
- The school, although public, requires students to go through an application process and therefore caps each grade level at 100 students.
- The middle school came through a training series funded by the state of TN to design a Comprehensive Integrated Three Tiered Model of Support including an academic, behavioral and social component.
- The Positive Behavior Intervention Support Plan was designed at Vanderbilt University during the 2008-2009 academic school year.
- Their team consisted of the assistant principal, counselor, a special educator, a teacher from each of the four grade levels, and one parent.

## Primary Plan

- During the 2008-2009 academic year, this middle school designed their primary plan, including 3 school-wide expectations, an expectation matrix, procedures to teach, reinforce, and monitor the plan, and the roles of the administration, faculty and staff, as well as parents and students.
- The school used tickets as reinforcers, which could then be turned in for special drawings and entry into the school's assemblies! The assemblies were game themed, such as Deal or No Deal or The Price is Right.

## Ticket

### Tennessee Middle School

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

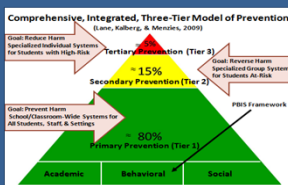
Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Location:  Classroom  Bathroom  Hallway/Lockers  Arrival/Dismissal  Cafeteria  Recess

Expectations:  Be Responsible  Be Respectful  Show Pride

Get yours today!



## Expectation Matrix

Classroom	Hallway	Cafeteria	Recess	Assembly	Arrival/Dismissal	Bathroom	Locker	Other
<p><b>Make up work</b></p> <p>Participate in class</p> <p>Be on time, seated</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>	<p>Use queue</p> <p>Find a seat</p> <p>Keep hands, feet, and chair dry as well as clean</p> <p>Use materials provided to learn</p> <p>Follow directions</p> <p>Complete assignments on time</p>

## Assessment Schedule

Student	John	Ann	Sam	Chris	David	Frank	Mark	April	Missy	John
Student Observations - Academic	N	N	N	N	N	N	N	N	N	N
Student Observations - Behavior	N	N	N	N	N	N	N	N	N	N

## Secondary

Support	Description	Measurement Data/Entry Criteria	Plan to Monitor Progress	Exit Criteria
Support	Identified students will check in with daily work	Academic: Support cards or program reports: 75% or more on a criterion referenced assessment	Weekly progress reflected by the teacher (secondary percentage)	Academic: - demonstrate mastery of study skills taught on a criterion referenced assessment AND - weekly teacher records reflect a minimum of 80% accuracy and 80% work completion over a 4-week period

## Tertiary

Support	Description	Measurement Data/Entry Criteria	Plan to Monitor Progress	Exit Criteria
Support	Identified students will check in with daily work	Academic: Support cards or program reports: 75% or more on a criterion referenced assessment	Weekly progress reflected by the teacher (secondary percentage)	Academic: - demonstrate mastery of study skills taught on a criterion referenced assessment AND - weekly teacher records reflect a minimum of 80% accuracy and 80% work completion over a 4-week period

- TN Middle school attended Project Support and Include's secondary training, and learned to identify students in need of secondary supports using school-wide data (course failures, ThinkLink, ODRs, and behavior screeners).
- The secondary supports implemented were: Low-Intensity Classroom Management Strategies (proximity and increasing opportunities to respond), Academic Motivation, Self-Monitoring, and Behavior Contracts.
- At grade level meetings, teachers made lists of their students at moderate and high risk for antisocial behaviors, with course failures, and low test scores (per the criteria in the secondary intervention grid).
- Secondary Interventions from their intervention grid were then considered and chosen to support these students.
- For example, one student was failing LA and was referred to pre-referral team for behavior and a deficit in writing. The team decided to put in place a self-monitoring form as well as a writing strategy, WWW + POW

## Results

