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 150 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 assembly! The assemblies were game themed, such as Deal or No Deal or The Price Is Right

Ticket
Tennessee Middle School

Assessment Schedule

Secondary

Tertiary

Hypothesis about the study: The CI3T model of prevention was evaluated in a middle school setting. Results included:

- TN Middle school attended Project Support and INCLUDE’s weekly meeting with an intervention specialist and developed a plan to support these students
- For example, one student was failing LA and was referred to a pre-referral team for behavior and a parent meeting. The team decided to put in place a self-monitoring form as well as a writing strategy
- Reinforcement contingencies were used for academic classes for 3 weeks during the week grading period
- Staff were instructed to use a tiered system to target behaviors/behaviors with specific grades and interventions
- Reports: Earned ODR data following Strengths and Difficulties Questionnaire (SDQ) and ODRs
- Student Risk Screening Scale (SRSS)
- Total Difficulties – Scale (SRSS-IE) score ≤ 75% in any week 10
- Percentage of Academic Engaged Time (ignoring inappropriate behaviors and only redirecting with appropriate behaviors)
- Antecedent 92.59% (6.42) 83.33% (27.88)
- Reinforcement 73.33% (17.64) 36.11% (6.80)
- Intervention B2 Total (-) 58.33% (33.33)
- Reinforcement (-) 33.33% (0)
- Total (-) 58.33% (33.33)

Results

- Difficulties Borderline or 1 -2 ASDs in a 4.5 week grading period
- Reinforcement 73.33% (17.64) 36.11% (6.80)
- Total (-) 58.33% (33.33)
- Reinforcement (-) 33.33% (0)
- Total (-) 58.33% (33.33)

- Based on the following Strengths and Difficulties Questionnaire (SDQ) and ODRs
- Report on behavior in targeted academic classes for 3 weeks during the week grading period
- Following Strengths and Difficulties Questionnaire (SDQ) and ODRs
- Total Difficulties – Scale (SRSS-IE) score
- Reinforcement 73.33% (17.64) 36.11% (6.80)
- Total (-) 58.33% (33.33)
- Reinforcement (-) 33.33% (0)
- Total (-) 58.33% (33.33)