



McEachron Elementary

Ci3T Implementation Manual 2026-2027

**Comprehensive, Integrated, Three-tiered (Ci3T)
Model of Prevention**

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Manual updated 05/28/2026

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Ci3T Implementation Manual Introduction

Mission Statement

It is the goal of McEachron Elementary School, in partnership with parents and the community, is to provide positive experiences for all students academically, physically, socially and emotionally, preparing all students for future success. . In an effort to meet this goal, McEachron Elementary School has adopted a comprehensive, integrated, three-tiered (Ci3T) model of prevention (Lane, Oakes, & Menzies, 2010). This Ci3T model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary (Tier 1) prevention efforts and then providing these students with additional secondary (Tier 2) and tertiary (Tier 3) evidence-based supports.

This manual is a tool to help describe and explain the Ci3T model of prevention that our Ci3T Leadership Team designed based on: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

Statement of Purpose

The purpose of the comprehensive, integrated, three-tiered (Ci3T) model of prevention at McEachron Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics, physical, social and emotional development and social behaviors that are respectful and in alignment with the family and community priorities.

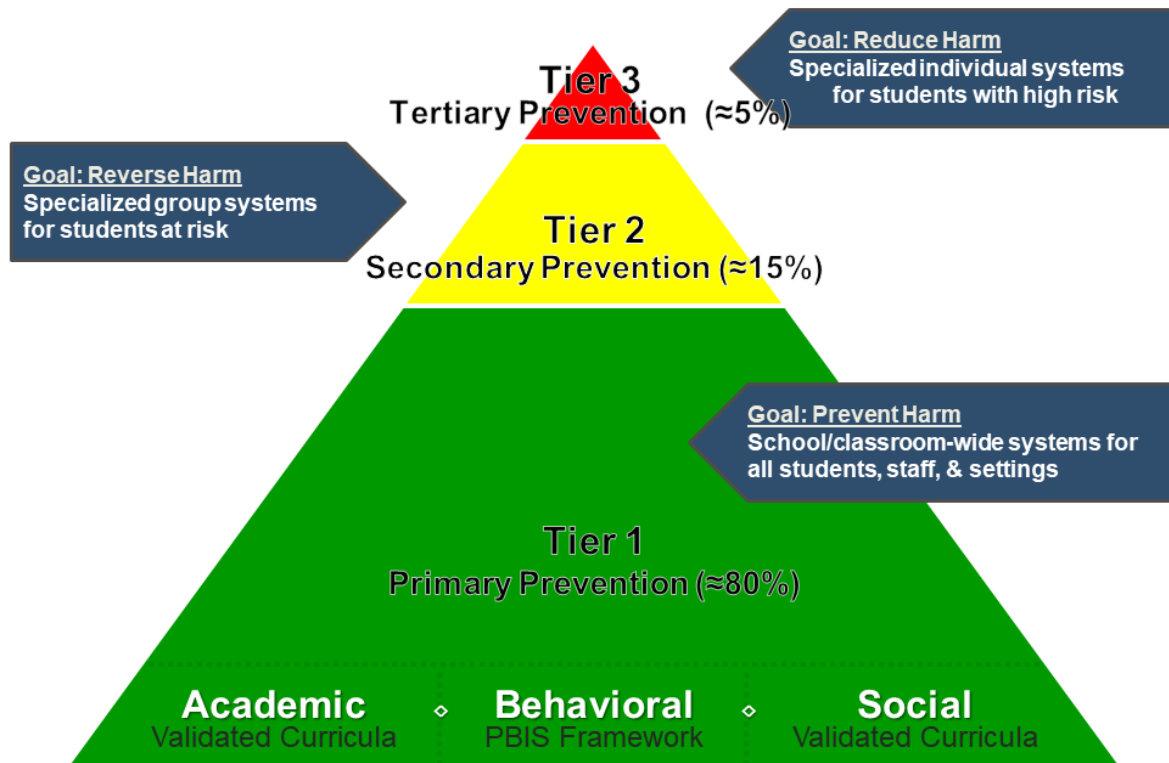
Overview of the Ci3T Model of Prevention

McEachron Elementary School has developed a Ci3T plan for all students attending grades PreK-5. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral

component. McEachron Elementary School's plan was developed in response to information derived from school-wide surveys and student performance measures to determine teachers' expectations and areas of need at McEachron Elementary School.

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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 behavioral 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 sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involve 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)

Primary (Tier 1) prevention. In a Ci3T model, primary (Tier 1) prevention, or the core program, is designed to be 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; Allred, 1983). 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 schoolwide expectations for student conduct (e.g., be respectful, be responsible, and be prepared to give best effort). The critical component here is that school staff explicitly teach 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 schoolwide 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 schoolwide, 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 secondary (Tier 2) or tertiary (Tier 3) interventions.

Secondary (Tier 2) prevention. Secondary (Tier 2) 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.

Tertiary (Tier 3) prevention. Tertiary (Tier 3) 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-based 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 Tiered Models of Prevention

Screening procedures are essential for effective schoolwide 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 (preschool, 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.

Brief Reference List

Adapted from Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies*, 21, 160-172.

Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (pp. 177- 183). New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction*, 7, 6-31.

Technical Assistance Center on Positive Behavioral Interventions and Supports:

<http://www.pbis.org>

Primary (Tier 1) Prevention Plan

Mission, Purpose, & Expectations

Mission Statement	The mission of McEachron Elementary School, in partnership with parents and the community, is to provide positive experiences for all students academically, physically, socially and emotionally, preparing all students for future success. Vision- McEachron Elementary inspires academic excellence challenging all to be curious, confident, life-long learners.
Purpose Statement	The purpose of McEachron Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics, physical, social and emotional development and social behaviors that are respectful and in alignment with the family and community priorities.
School-wide Expectations	1. Show Compassion 2. Take Responsibility 3. Aware of Self 4. Respect for All *see Expectation Matrix

Roles and Responsibilities

Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students will: ● Be at school on time and stay all day ● Complete and turn in work in a timely manner ● Participate in all instructional minutes	Students will: ● Meet school-wide expectations stated in the Expectation Matrix ● Take responsibility for their own action(s) and their effect on others	Students will: ● Follow the school-wide expectations listed in the Expectation Matrix ● Actively participate in <i>Character Strong</i> lessons (PK-5)

● Ask for help and clarification when needed	● Participate in teaching and re-teaching of expectations when needed.	● Actively participate in <i>Conscious Discipline</i> (PK) ● 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 will: ● Provide engaging lessons with starting activities and closing activities ● Enter grades into Synergy in a timely fashion ● Use formative assessments to plan instruction ● Utilize technologies and resources appropriately for learning ● Create and maintain meaningful, engaging learning activities for students ● Follow the current Instructional Time Guidelines in providing standards-based core instruction ● Focus instruction on power standards, grade-level competencies or identified missing prerequisite skills, integrating across content as often possible	Area II: Behavior Responsibilities Faculty and Staff will: ● Implement Positive Behavioral Interventions and Supports (PBIS) with integrity ● Teach school setting expectation lessons according to school schedule ● Display and model school-wide expectations in classrooms and other key settings ● Provide behavior-specific praise and intermittently pair praise with delivering the schoolwide ticket to students who display school-wide expectations throughout school settings ● Use proactive, evidence-based low-intensity strategies to support students ○ Active supervision ○ Precorrection	Area III: Social Skills Responsibilities Faculty and Staff will: Teach core program(s) with fidelity: ● Ensure social emotional skills are explicitly taught using <i>Character Strong</i> ■ PK: 20 minutes daily ■ K-2: 30 minutes 2x per week ■ 3-5th: 3x per week ● Integrate aligned skills into academics daily ● Share the <i>Character Strong</i> family resources with all students' families (PK-5) ● Share the <i>Conscious Discipline</i> family resources with all students' families (PK) ● Provide a variety of opportunities for students to discuss and practice engaging in social skills taught

● Provide students multiple ways to interact with materials and demonstrate mastery ● Provide direct instruction on the use of digital platforms ● Use cooperative learning and engagement structures ● Use proactive, evidence-based low-intensity strategies to support students ○ Active supervision ○ Precorrection ○ Instructional Feedback ○ Instructional Choice ○ Increased opportunities to respond ○ Behavior Specific Praise ○ High probability requests (High-p requests) ● Increase academic discussion ● Teach core programs and/or district standards with fidelity: ○ PK Math 65 minutes per day (full day), 35 minutes per day (half day) ■ Full day Whole Group (20 min), <i>Ready to Advance, Eureka Math</i> ■ Full day Small Group (45 min), <i>Ready to Advance, Eureka Math</i>	○ Instructional Feedback ○ Instructional Choice ○ Increased opportunities to respond ○ Behavior Specific Praise ○ High probability requests (High-p requests) ● Implement building reactive plan as designed ● 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 ● Conduct, report, and use screening and assessments (see Assessment Schedule) ○ Monitor progress three times per year using the SRSS-IE/EC behavior screener ● Use school-wide data to consider students' Secondary (Tier II) and Tertiary (Tier III) needs; use	● Deliver specific praise to students in a variety of ways for engaging in social skills taught ● Ensure counselors teach 30 minute weekly lessons aligned to the district Counselor Curriculum Design Maps ● Conduct, report, and use screening and assessments (see Assessment Schedule)
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■ Half day Whole Group (15 min), <i>Ready to Advance, Eureka Math</i> ■ Full day Small Group (20 min), <i>Ready to Advance, Eureka Math</i> ■ Tiered Math Intervention (35, 30 min-Sheldon,), ○ K-5th Math 90 minutes per day ■ Core Math (60 min), <i>Eureka Math</i> ■ Tiered Math Intervention 30 min-, <i>Eureka Math, Do the Math</i> ○ PK ELA 95 minutes per day (full day), 60-65 minutes (half day) ■ Full day Reading, Small Group, Writing, Read Aloud (65 min), <i>Ready to Advance, Trade books</i> ■ Full day Shared Reading (15 min), <i>Ready to Advance, Trade books</i> ■ Full day Phonics (15 min), <i>Ready to Advance</i> ■ Half day Reading, Small Group, Writing, Read Aloud (35 min), <i>Ready to Advance, Trade books</i>	Intervention Grids to guide selection ● Learn and reference the <i>Mandt Crisis Cycle, RADAR</i>, and <i>Maslow's Hierarchy of Needs</i> when responding to students who are struggling	
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■ Half day Shared Reading (15 min), <i>Ready to Advance</i>, Trade books ■ Half day Phonics (10 min AM, 15 min PM), <i>Ready to Advance</i> ■ Tiered ELA Intervention (35, 30 min-Sheldon,), ○ ELA 150 minutes per day ○ K-2nd: ■ Reading (70 min): Small group, independent, read aloud, <i>Benchmark Advance</i>, Trade books, Decodable and Leveled Books, ■ Shared Reading-mini lesson (10 min), <i>Benchmark Advance</i>, Trade books ■ Phonics (15 min), <i>Benchmark Advance</i> ■ Writing & Grammar (25 min), <i>Benchmark Advance</i> ■ <i>Phonics boards- daily for phonemic and phonological awareness instruction, 15 minutes per day in grades K-2</i> ■ Tiered Reading Intervention (30 min), see		
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Intervention Grids for resources ○ 3-5th: ■ Reading & Word Study (80 minutes)--Shared Reading (mini lesson), Small Group, Word Study, Independent, Read Aloud, <i>Benchmark Advance</i>, Trade Books, Decodable and Leveled Books, Writing & Grammar (40 min), <i>Benchmark Advance</i> ■ Tiered Reading Intervention (30 min), see Intervention Grids for resources ● Conduct, report, and use screening and assessments (see Assessment Schedule) ● Use school-wide data to consider students Secondary (Tier II) and Tertiary (Tier III) needs--Use Intervention Grids to guide selection ● Use standards-based instruction, using the curriculum design maps to guide instruction ● Differentiate instruction to meet the needs of all students		
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● Provide feedback in a timely manner to students and parents Visible Learning ● Make learning 'visible' through: ○ Analyzing the impact teaching practices have on student learning ○ Supporting students to learn to become their own teachers ● Design learning environments with the perspectives of students in mind, and support students in understanding themselves as their own teachers ● Use Teacher Clarity to establish learning goals and what achieving those goals look like ○ Design lessons with Learning Intentions and Success Criteria (LISC) as the anchor ○ Interact with the LISC throughout the lessons ○ Facilitate opportunities for students to track progress toward mastery of the LISC ● Use evidence-based teaching strategies to support student learning ○ Cognitive Task Analysis ○ Jigsaw Method ○ Strategy to integrate with prior knowledge		
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○ Transfer strategies ○ Academic Discussion ○ Higher-Order Questioning ○ Reciprocal Teaching ○ Scaffolding ○ Deliberate practice ● For additional examples, see Hattie's rankings		
Area I: Academics Responsibilities Parents will: ● Regularly review all school communications ● Monitor student grades and attendance regularly through Synergy ● Attend parent-teacher conferences and other meetings about their student(s) ● Attend Parent Engagement Events	Area II: Behavior Responsibilities Parents will: ● Know the behaviors in the Expectation Matrix ● Support child in attending school regularly, arriving on time, and staying all day ● Work as partners to support student behavior ●	Area III: Social Skills Responsibilities Parents will: ● Reinforce and teach social skills at home ● Communicate with teachers or other school personnel about any social and emotional concerns their child may be experiencing ● Model <i>Character Strong</i> social skills learning at home (PK-5) ● Model <i>Conscious Discipline</i> social skills learning at home (PK)
Area I: Academics Responsibilities Administrators will: ● Ensure all components of core instruction are occurring in each classroom	Area II: Behavior Responsibilities Administrators will: ● Implement the proactive and reactive behavioral components of Positive Behavior Intervention and Support (PBIS) plan	Area III: Social Skills Responsibilities Administrators will: ● Provide instructional time in the master schedule for weekly social skills lessons ● Monitor treatment integrity for consistent implementation of

• Regularly review treatment integrity data and share with faculty and staff • Create a schedule which supports instructional minutes • Collect and monitor academic screening data (see Assessment Schedule) • Ensure Ci3T Leadership Team has efficient access to and reviews data to identify students in need of academic interventions • Provide faculty and staff materials to facilitate instruction • Provide access to professional learning to ensure high fidelity teaching of district programs/curriculum • Provide clear guidance on procedures for screening and assessment administration • Provide time for faculty and staff to use data to determine secondary (Tier II) and tertiary (Tier III) intervention (see Intervention Grids) needs for students through the Professional Learning Communities process (Solution Tree: Learning by Doing) • Engage in ongoing walkthroughs to provide feedback on implementation of the TPS Curriculum Design Maps	• Support consistent implementation of the Reactive Plan • Collect and monitor SRSS-IE data three times per year to inform instruction • Ensure data are accessible and shared with faculty and staff in a timely manner for decision making and to monitor progress • Reinforce faculty and staff who implement the Ci3T plan with fidelity • Provide professional learning opportunities for behavior interventions and low-intensity strategies for preventing problem behavior • Model behavior-specific praise to teachers in a variety of settings • Communicate with families about student behavioral needs	social skills lessons by all classroom teachers • Provide access to professional learning to ensure high fidelity teaching of district social skills programs/curriculum • Provide guidance for teachers on how to integrate social skills lessons with academic 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, social emotional and behavioral decisions informed by collected data
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Engage in regular “learning walks” with building and district leaders to determine next steps for instructional implementation		
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Procedures for Teaching

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

- Provide faculty and staff with the Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement, and support the Ci3T plan
- Provide training of plan and expectations to staff at the beginning of the year, with attention to academic, behavior, and social domains
- Provide professional development opportunities to learn and improve low-intensity teaching strategies, classroom instruction and classroom management
- Beginning of year small groups for faculty and staff to review Ci3T Implementation Manual updates, get questions answered, and share ideas
- New staff one-on-one meetings with principal and group meetings with Ci3T Leadership Team members to review roles and responsibilities in academic, behavior, and social domains
- Establish and implement a communication schedule for sharing summaries of treatment integrity, social validity, and screening data to inform instruction

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

- Beginning of the year lessons: 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: First two weeks of school, 3rd-6th week of school, first two weeks of January, first week of March, anytime as needed or indicated by school data (e.g., increase in office discipline referrals, decreases in attendance)
- Teachers will use and display the posters provided in all instructional and non-instructional areas
- Teachers will use tickets intermittently to reinforce students demonstrating the expectations (higher rates of praise and used early in the year)
- PBIS message or video shared every Monday morning in each classroom demonstrating a setting, behavior, or social skill
- Facilitate daily class meetings
- Explicitly teach social skills using *Character Strong* lessons
- Planning and delivering integrated lessons with social skills and behavior expectation objectives to facilitate engagement

Parents/Families/Community: Leadership Teams and District Leaders will teach procedures to parents, family

members, and community members:

- Present Implementation Plan at August/September Site Council, Back to School Night, PTO, and other meetings as invited
- Create and distribute a parent brochure explaining Ci3T, with full behavior Expectation Matrix
- Provide Ci3T updates for each parent newsletter
- Post Ci3T Manual and related information on school website

Procedures for Reinforcing

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

- Staff who implement Ci3T academic, behavior, and social domain components with fidelity will be reinforced
 - Examples of potential reinforcers:
 - Preferred parking spots
 - School Pride apparel
 - Administrator coverage of classroom for a period of time
 - Jeans days
 - When students win raffle drawings with Ci3T tickets, staff member who gave the ticket will also be reinforced with reward
 - Behavior-Specific Praise (e.g., 'Shout Out' in announcements, school newsletters, school website, social media posts, privately)

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

- Students participate in providing feedback for reinforcements
- Students may purchase items or experiences with tickets in a school and/or classroom store
- Each teacher will have a classroom menu of non-tangible reinforcers which may be purchased with tickets
- Teachers will use tickets to facilitate classroom procedures
 - Potential reinforcers for students:
 - Lunch with a faculty member
 - Preferred peer lunch seating
 - Catered lunch
 - VIP seating at a school event
 - School pride apparel
 - Star in a Ci3T video production
 - Front of line lunch pass
 - Postcards sent home electronically or by mail
 - Classroom/School-wide raffle drawings

Parents/Families/Community: Leadership Teams and District Leaders will provide reinforcement to parents, family members, and community members:

- Parents will receive recognition (e.g., newsletters, website, social media posts, student-written thank you notes)

- Phone calls home
- Recognize ways the larger community is supporting the school community (e.g., providing needed materials or resources to school or local family agencies, supporting student learning needs)

Procedures for Monitoring

Student measures		
Academic: • NWEA MAP Growth (K-5) • myIGDIs (PK) • KAP Assessment • Quarterly grades • Formative assessments • Fastbridge	Behavior: • Student Risk Screening Scale-Internalizing and Externalizing/Early Childhood (SRSS-IE/EC) • Attendance • Tardies • Office discipline referrals • Crisis/Care call log	Social and emotional well-being: • SRSS-IE/EC • Office discipline referrals • Counselor/social worker referrals • Bullying referrals • Nurse visits
Program measures (school-level)		
Social Validity: • Primary Intervention Rating Scale (PIRS) collected in fall and spring	Treatment Integrity: • Teacher Self-Report (TSR) collected in fall and spring • Direct observations occurring in fall and spring • Leadership team walkthrough observations • Tiered Fidelity Inventory (K-5)	Program Goals: • By May 2027, 46% of K-2 students will be proficient (61st percentile and above) in reading as measured by the MAP assessments. • By May 2027, 66% of 3rd-5th grade students will score proficient (levels 2, 3, and 4) as measured by the ELA KAP. • By May 2027, 40% of K-2 students will score at or above the 61st percentile in math achievement as measured by the MAP assessment. • By May 2027, 60% of 3rd-5th grade students will score proficient (levels 2, 3, and 4) as

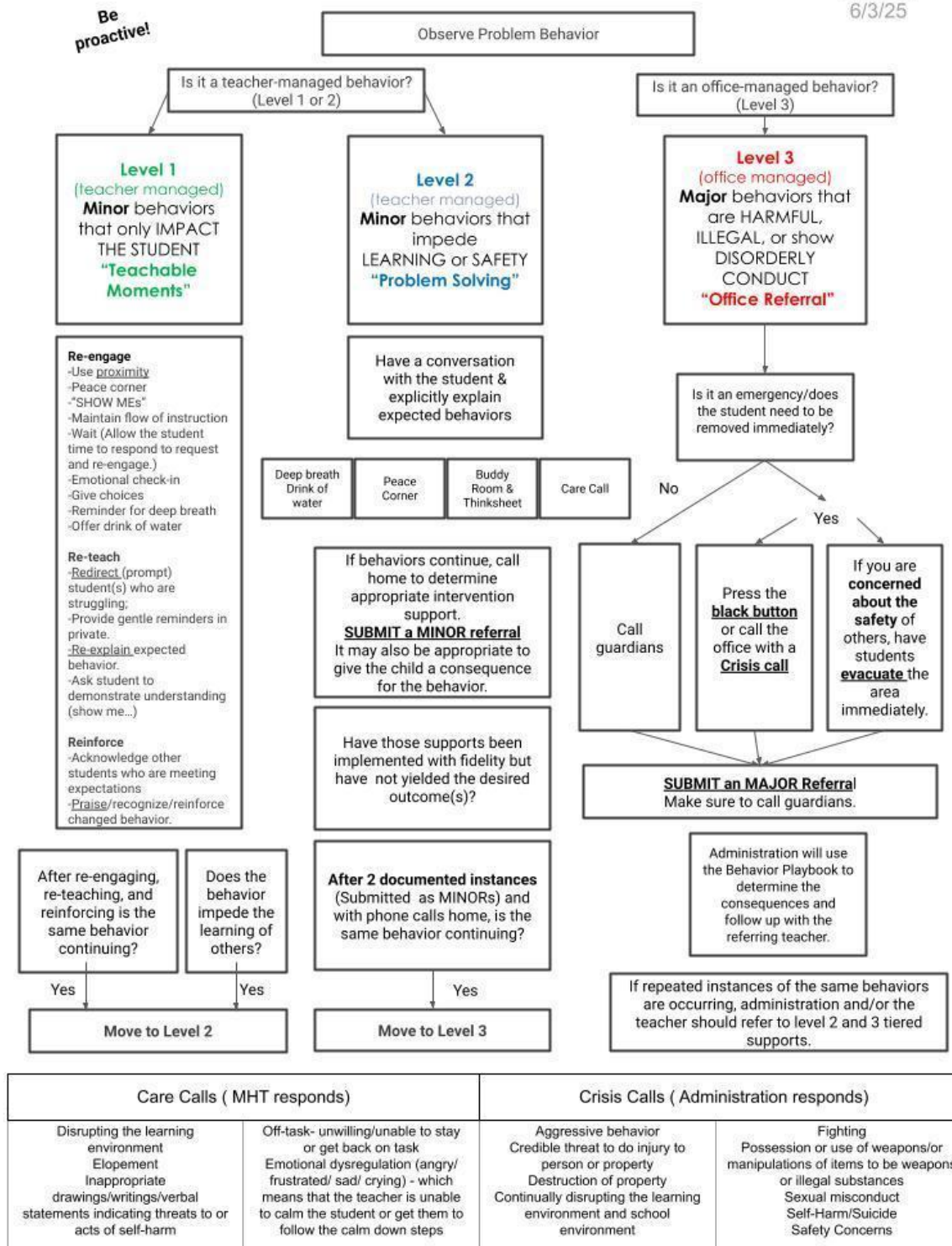
		measured by the math KAP. • By Spring 2027, 70%% of students will be low risk for externalizing and 75% internalizing behaviors as measured by the SRSS-IE screener. • By Spring 2027, the number of care calls will improve as evidenced by a decrease of average number of care calls per days. Care calls will decrease from 9 to 6 by May 2027. • At the conclusion of the 26-27 school year, the average daily attendance will be 95%. • At the conclusion of the 26-27 school year, McEachron's chronically absent percentage will be 10% or less. • By May 2027, 50% of K-5 students will score proficient as measured by the TPS District Writing Assessment.
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Reactive Plan

Flowchart

McEachron-Reactive Plan Behavior Flowchart

Updated
6/3/25



Reactive Plan: Responding to Problem Behavior

Matrix of Inappropriate Behaviors This is the GUIDE to provide consistency across classrooms. It is understood there may be exceptions to this guide.			
Levels	Definition	Examples	
Teacher Managed	Level 1: (Teacher managed) "Teachable Moments" 	Minor behaviors that only IMPACT THE STUDENT * Common behaviors * Age appropriate * Self-correcting	Off-Task Behaviors: * Distracting behavior (minor) * Disruptive behavior (minor) * Not following directions * Not listening * Avoidance Safety Issues: * Horseplay (minor) * Tossing items * Running * Putting hands on others * Leaving supervised area w/o permission * Touching others' materials * Out of seat * Refusing to work * Sleeping * Blurting out * Inappropriate use of technology * Touching others' materials Miscellaneous: * Teasing * Excluding * Failing to report issues * Dress code that distracts from learning * Inappropriate language
	Level 2: (Teacher managed) "Problem Solving" 	Minor behaviors that impede LEARNING & SAFETY * Infrequent behaviors that run counter to expectations * Does not seriously interfere with learning * Likely to persist if left unattended * Includes Chronic Level 1 Behaviors	(All repeated Level 1 examples) Off-Task Behaviors: * Major disruptive behavior * Major distracting behavior * Inappropriate noises * Non-compliance * Avoidance Safety Issues: * Spitting on others * Throwing things * Standing on furniture * Repeated elopement * Play fighting/rough-housing/ horseplay * Poking/Touching/Shoving/Pinching * Minor instances of physical aggression Miscellaneous: * Academic integrity issues * Harassment of others * Disrespect to student/staff * Inappropriate language/gestures * Dress code that distracts from learning * Stalling * Inappropriate use of equipment (looking at inappropriate information including while using technology) (major)
Administrator Managed	Level 3: (Office managed) "Office Referral" 	Major behaviors that are HARMFUL, ILLEGAL, or show DISORDERLY CONDUCT * Includes Chronic Level 2 Behaviors (3 documented instances)	(Level 2 behaviors that have been documented 3 times or more) * Open defiance * Sustained disruption (yelling, noise with materials. Horseplay, sustained out of seat, etc.) * Serious physical aggression where injury may occur * Substantial destruction or disfigurement of property * In possession of, passed on, or taking someone else's property (theft) * In possession of or under the influence of alcohol/drugs/tobacco or fake drugs presented as real drugs or weapons (fake or real) * Bullying: Bullying Definition: Any intentional gesture of any written, verbal, electronic or physical act or threat that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment. (Examples include: Teasing/taunting, exclusion, intimidation, etc) *Cyberbullying means bullying by use of any electronic communication device through means including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

Behavioral Definitions

Crisis-Involving threats of harm to students, personnel, or facilities. Critical incidents include (but are not limited to) natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

Peace Corner-The peace corner is a location within a classroom for a student to calm down and display self-regulation. The student uses the tools in the calm down kit to assist with this. The calm down kit includes items such as fidgets, timers, and other items. Once the time has ended, the student may return to classroom activities with the rest of the class.

Buddy Room Expectations

- Enter the buddy room quietly
- Go to the location designated by the buddy room teacher
- No interaction with students in the buddy room
- Complete the Think Sheet/work if one was provided.
- Remain in location for an assigned amount of time
- Student returns to homeroom class when told

Care Call- A care call is one in which the student needs additional support from another adult in the classroom. These calls could occur if a student's behavior warrants assistance in order to remain in the classroom, if a student needs additional support beyond time in the peace corner, or if a teacher needs additional guidance to help the student self-regulate.

Crisis Call- A crisis call is one in which a student needs to be removed from the classroom because he or she is a harm to self or others.

Elopement- When a student leaves the classroom without permission and can no longer be seen, or leaves the school building and/or the premises.

Expectation Matrix

 McEachron's STAR Mustang Expectations								
	Classroom 	Hallway 	Cafeteria 	Bathroom 	Playground 	Bus 	Arrival & Dismissal 	Assemblies 
Show Compassion	- Be willing to work with everyone - Encourage and listen to others - Be patient and wait your turn - Use kind words and actions	- Be patient - Apologize if you bump someone - Level 0 so that others can learn	- Wait your turn in line - Include others at your table in conversation	- Be patient - Respect privacy	- Share and play fair - Be willing to play with all students - Be kind to others while playing games	- Use kind words toward bus driver and others - Use quiet voices - Help younger students	- Greet others with a smile - Stay with supervising adult	- Listen to the speaker - Be an active participant - Help neighbors listen
Take Responsibility	- Complete work with best effort - Be ready to learn - Keep classroom clean - Take care of assigned materials	- Walk directly to next location - Follow instructions given for drills and emergencies	- Put all trash in trash can - Clean up eating area - Listen to and follow adult requests - Ask permission to get up unless emergency	- Report problems to an adult - Wash with soap and dry hands - Return to class quickly - Take bathroom pass with you	- When bell rings or whistle blows stop playing and line up - Return equipment to proper place - Report unsafe behaviors or equipment to an adult	- Stay in the line on the sidewalk - Keep the bus clean - Listen and follow the bus rules - No phones out on the bus	- Walk directly to where you belong - Stay in assigned area - Use level 1 voice before school and level 0 voice during dismissal time	- When quiet signal is given, stop talking - Use Level 1 voice before and Level 0 voice during the program and during dismissal
Aware of Self	- Keep self and materials in your space - Use calm body and voice	- Eyes forward - Stay with the pace of line - Walk in the colored tracks - Keep hands and feet to yourself	- When in line and the last 5 minutes use a Level 0 voice - When sitting at tables use a Level 1 voice - Carry tray with 2 hands and use walking feet - Sit in assigned spot	- Use restroom quickly - Use appropriate boundaries	- Dress for the weather - Use equipment safely - Walk to class line quickly and safely - Stay away from puddles, mud, and snow when blacktop only	- Be alert and prepared in emergency situations - Use a level 1 voice - Remain seated after entering the bus - Stay in your assigned seat	- Be alert and ready to leave for dismissal - Watch for adult to motion to cross before leaving curb - Walk down middle of driveway - Walk quickly to dismissal destination	- Sit criss-cross on your bottom - Hands and feet to themselves
Respect for All	- Follow directions - Listen and pay attention to the speaker - Cooperate with others	- Use a Level 0 voice when walking or waiting with class - Be courteous of other classrooms - Do not touch artwork on the walls - Hold the door for person behind you	- Use manners (please, thank you, excuse me) - Stay in seat	- Use the restroom quietly - Keep bathroom clean	- Follow the game rules - Follow the teacher request	- Share seating with others - Be ready when bus arrives - Greet and thank the driver	- Respond immediately when teacher/adult calls - Arrive on time	- Clap when appropriate - Pay attention to the speaker - Celebrate the successes of others

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										
Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE/EC)		x			x				x	
FastBridge (Reading)	x	x			x	x			x	x
NWEA MAP Growth (Math and Reading)	x	x			x				x	x
MyIDGIs (Pre-K)		x	x			x	x		x	x
ASQ (KG)	x	x								
Student Outcome Measures - Academic										
State Assessments									x	
Unit Tests	x	x	x	x	x	x	x	x	x	x
Grade Cards			x		x			x		x
Student Outcome Measures - Behavior										
Attendance (Absences, Tardies)	x	x	x	x	x	x	x	x	x	x
Office Discipline Referrals (ODRs)	x	x	x	x	x	x	x	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
Program Measures										
Primary Intervention Rating Scale (Social Validity)			x	x			x	x		
Ci3T Treatment Integrity: Teacher Self-Report			x	x			x	x		
Ci3T Treatment Integrity: Direct Observation			x	x			x	x		
Tiered Fidelity Inventory			x	x			x	x		

Secondary (Tier 2) Intervention Grid

Deleted: Road to the Code

Early Childhood and Elementary Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Do the Math 20-30 minutes Grades PK-5 	Scaffolded math modules that focus on whole numbers and fractions to strengthen students' ability to make sense of concepts, solve problems, reason, and use appropriate tools. - Teacher-led designed lessons - Builds numerical reasoning - Has pre-assessments and mid-module assessments	At least one of the following: - NWEA MAPGrowth: Low or Low-Average Quintile - Specific curriculum-based measures below proficiency (e.g., Unit Tests) - Report Card indicating below benchmark in math	Student Performance: Every 5th lesson within resource offers an assessment for progress monitoring; Treatment Integrity: Lesson guidelines checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - NWEA MAPGrowth: Average or above Quintile - Specific curriculum-based measures or above proficiency (e.g., Unit Tests) - Report Card indicating at or above benchmark in math
Benchmark Phonics Skill Bags: Start Up, Build Up, Spiral Up 30 minutes Grades K-5 	Materials to teach students an individual targeted skill over a five day cycle to build phonemic awareness, phonics, and word study through the use of hands-on multimodal activities through decodables, picture cards, word card sheets, frieze cards, and poetry posters. - Phonics - Phonemic Awareness	At least one of the following: - FastBridge earlyReading Assessments (K): Some Risk - FastBridge CBM Reading (1st): Some Risk - Report card indicating below benchmark in reading AND/ OR - Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: [program-specific progress monitoring probe] Treatment Integrity: Lesson Guidelines checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - FastBridge earlyReading Assessments (K): Low Risk - FastBridge CBM Reading (1st): Low Risk - Report card indicating at or above benchmark in reading AND/ OR - Specific curriculum-based measures at or above

				proficiency (e.g., Unit Tests) program-specific progress monitoring
Benchmark Express 20-30 minutes K-5th 	Materials to teach EL students targeted skills including phonemic awareness, phonics, and comprehension. Domains taught include listening, speaking, reading and writing	Students who are tested using the KELPA state assessment, KELPA screener and qualify for EL services. This does not include students who are “exempt” or on “monitor” status.	Student Performance: Unit assessments and other command formative assessments. MAPS and Fastbridge may also be used. Treatment Integrity: Performance on the KELPA assessment every spring	Received a proficient overall score on the KELPA.
Comprehension Tool Kit 20-30 minutes K-8th 	Ready-to-teach lessons for reading comprehension for nonfiction text and building background knowledge across curriculum. -Comprehension	At least one of the following: - FastBridge earlyReading (K): Some Risk - FastBridge COMP efficiency (2nd-5th): Some Risk - FastBridge CBM Reading (1st-5th): Some Risk - NWEA MAPGrowth: Low or Low-Average Quintile - Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: [program-specific progress monitoring probe] Treatment Integrity: Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - FastBridge earlyReading (K): Low Risk - FastBridge COMP efficiency (2nd-5th): Low Risk - FastBridge CBM Reading (1st-5th): Low Risk - NWEA MAPGrowth: Average or above Quintile - Specific curriculum-based measures or above proficiency (e.g., Unit Tests)
Sonday Let's Play Learn 15 minutes Grades PK-K	Let's Play Learn offers structured, systematic, multisensory practice for students in preschool through kindergarten. It is used as a tool to develop foundational reading skills and prevent reading	At least one of the following: - FastBridge earlyReading (K): Some Risk - myIGDIs: At-Risk	Student Performance: [program-specific progress monitoring probe] Treatment Integrity:	At least one of the following: FastBridge earlyReading (K): Low Risk

	difficulties or as an intervention for those who need to strengthen pre-reading skills. -Phonological Awareness -Phonics	• NWEA MAPGrowth: Low or Low-Average Quintile •	Social Validity: Teacher: IRP-15 Student: CIRP	• myIGDIs: Low Risk • NWEA MAPGrowth: Average or above Quintile
Sunday Level 2 30 minutes Grades 3-8 	Review of concepts in Sunday System 1 Syllable types and division Prefixes and suffixes Roots Non-phonetic words Vocabulary and comprehension	At least one of the following: • FastBridge earlyReading Assessments (K): High Risk • FastBridge CBM Reading (1st - 5th): High Risk • FastBridge COMP efficiency (2nd - 5th): High Risk • Report card indicating significantly below benchmark in reading • Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: Mastery Checks Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: • FastBridge earlyReading Assessments (K): Some or Low Risk • FastBridge CBM Reading (1st - 5th): Some or Low Risk • FastBridge COMP efficiency (2nd - 5th): Some or Low Risk • Report card indicating at benchmark in reading • Specific curriculum-based measures at or above proficiency (e.g., Unit Tests)
Check-In, Check-Out (CICO) 5-10 minutes	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 progress meeting the school-wide Ci3T model expectations.	Behavior: • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • SRSS-E7 score: High (9-21) • SRSS-I5 score: High (4-15) • 2 or more major discipline referrals in a 5-week period	Student measures: Daily progress reports CICO (Check in and Check out) Treatment integrity: Coach collects sheets and records percentages daily Social Validity: Teacher: IRP-15 (Intervention Rating Profile) Student: CIRP	Behavior: • SRSS-E7 score: Low (0-3) • SRSS-I5 score: Low (0-1) • With 6 weeks of data, student has made their CICO goal 80% of the time and there have not been any

		• 2 or more tardies or absences per quarter • Progress report: one or more course failures • Progress report: Targeted for Growth for academic learning	(Child's Intervention Rating Profile)	office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.
Small Group with Counselor Varying times	Small group working with students who may struggle in various areas. The content of the group will be determined by the needs of the students each year.	SRSS data showing one of the following scores: • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • SRSS-E7 score: High (9-21) • SRSS-I5 score: High (4-15) OR • Two or more office discipline referrals and Parental Consent	Student Measures: Students will show growth based off goals created at beginning of each group Treatment Integrity: Ci3T member direct observation Social Validity: Teacher: IRP-15 Student: CIRP	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.
Scheduled Breaks Varying times	Student can have scheduled breaks in their day not contingent on their behavior.(We use various staff for these breaks. ie. office staff, custodian, library, teachers) The breaks are limited to 10 min. Student will interact with staff. Break can differentiate and meet the need of the student. Example: Sensory paths, playdough, board game, discussing day, etc.	Behavior: • Student struggles with transitions or difficulty with peers, off-task behavior, poor peer relations • One discipline referral per week OR one crisis call per week • SRSS-IE: High-Risk for Externalizing	Student Measures: Frequency tallies on problem behavior Treatment Integrity: Number of times taking break, the time the break was and the duration of the break. Can be recorded on post-it note Social Validity: • Teacher: Adult Intervention Rating Profile	Behavior: • Student no longer showing a need • SRSS-IE: Low-Risk for Externalizing

			Student: Children's Intervention Rating Profile	
Direct Behavior Rating (DBR) DBR Training Site (UConn)  Enhancing Core 2 Module Direct Behavior Rating to Support Classroom Behavior and Engagement	DBR intervention offers flexibility to design the instrument and procedures to fit the need and context. For example, core behavioral competencies such as academically engaged or disruptive behaviors could be appropriate targets, or targets could be mapped to schoolwide behavior expectations. The DBR scale includes a range from 0-10, with descriptors or pictures added to assist the rater. DBR procedures involve rating target behaviors following specified observation period(s) (e.g., math intervention; ELA core instruction). Typically, the teacher serves as the rater, although multiple informants including the student could be added. After each observation period, the rater uses the DBR form to indicate the degree to which the student displayed each behavior. When used as part of a Tier 2 intervention, the rater reminds the students of the expected behaviors prior beginning the observation. The rater meets briefly with the student to share the DBR	Behavior: - SRSS-E7 score: Moderate (4-8) - SRSS-I5 score: Moderate (2-3) AND - Parental Consent	<u>Student measures</u> Direct Behavior Rating (DBR; daily) <u>Social validity</u> Teacher: IRP-15 <u>Student: DBR Student</u> Social Validity form/interview <u>Treatment integrity</u> - DBR treatment integrity measure	- Student goals met for 10-12 weeks (team reviews progress to determine) - SRSS-E7 score: Low - SRSS-I5 score: Low

	rating, providing behavior specific praise and instructional feedback. Additional components involving family-school communication can be added as appropriate (e.g., daily ratings shared with caregiver, request for return acknowledgement or possible consequences).			
Recognize. Relax. Record. (Project ENGAGE) 	RRR is a self-monitoring intervention package. The intervention occurs in an educator-led small group (3 students). Students learn and practice the three components of Recognize. Relax. Record. over the course of 15 lessons of 20-30 min each (RRR Instruction). 1. Recognize: Students learn to identify thoughts and feelings related to being anxious—a key component of self-awareness (3 lessons). 2. Relax: Students learn relaxation strategies to support self-regulation. Students learn the following relaxation strategies: breathing strategies, self-talk, guided imagery, and progressive muscle relaxation (8 lessons).	Behavior* - SRSS-I5 score: Moderate (2-3), or - SRSS-I5 score: High (4-15) Attendance - Missing no more than 5 days in the first 6 weeks of school as regular attendance is important to access the instruction. Grade Level - Third-, fourth-, or fifth-grade *Students with co-occurring externalizing risk (moderate or high) may also be considered for inclusion	<u>Student Performance</u> Use of selected relaxation strategies and level of goal behavior (e.g., academic engagement) as measured by: - RRR Teacher Recoding Form to measure engagement and internalizing behaviors - RRR Student Recording Sheet to measure anxious feelings, engagement, and use of Relax strategies) <u>Social Validity</u> - Teacher: IRP-15 - Student: CIRP <u>Treatment Integrity</u> - RRR Implementation Checklist	Reduced internalizing behaviors as measured by the SRSS-I5 score: Low (1-2) Demonstrated independent use of strategy(ies) (goal set for expected improvement: trend or level). Increased Engagement consistently meeting goal set (as measured by the DBR)

	3. Record: Students learn to self-monitor their thoughts and feelings, using selected Relax strategies, and engagement (2 lessons). 4. RRR Ready-Go!: After several days of using self-monitoring, students work with their teacher to review how things are going, ask questions, and receive feedback and reinforcement (1 lesson). 5. Optional Review: This lesson can be used as a booster lesson or following an extended break or absences from school (1 lesson). The teacher provides a self-monitoring form for the student to use, and selects a time of day (RRR Rating Period) when the student could benefit from self-monitoring (see Record). Teachers collect data to monitor progress throughout the intervention using Direct Behavior Rating.		<u>RRR Treatment Integrity Checklist</u>	
<u>Behavior Contract</u>	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target	Behavior SRSS data showing one of the following scores:	Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.

 Behavior Contracts to Support Classroom Behavior and Engagement	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, family member, and student. Defining Behaviors Identifying and defining a goal behavior—often referred to as a replacement behavior—is an important first step for any behavioral intervention. Read on to learn about the components and characteristics of clear behavior definitions. Label • Define • List examples • List non-examples Label Provide a name for the goal behavior Academic engagement Definition Provide an accurate and concise description Engaging in instructional tasks as requested Examples Generate a list of examples Eyes on the teacher, raising hand quietly Non-examples Generate a list of non-examples Non-academic talk with peers, doodling... Characteristics of a clear behavior definition 1. Objective, observable description 2. Unambiguous and clear, so an observer could easily understand 3. Clearly articulates what does and does not meet the definition 4. Leaves little room for subjective judgement 5. Describes an action (e.g., shouting out) rather than a non-action (e.g., not raising hand) Adapted from: Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson. For more information visit a3b.org	• SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • SRSS-E7 score: High (9-21) • SRSS-I5 score: High (4-15) • High number of discipline referrals and Parental Consent	Passing grades on progress reports Social Validity Teacher: Intervention Rating Profile (IRP-15) Student: Children's Intervention Rating Profile (CIRP) Treatment Integrity Implementation checklist & treatment integrity checklist	
CharacterStrong Skill-building Groups	Small group skill-building curriculum that is adaptable to target four different skill acquisition needs: • Coping (internalizing emotions) • Regulation (externalizing emotions) • Relationships (social skills) - PK-K Only	SRSS data showing one of the following scores: • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3)	Student Measures Coping (Courage) 1st-2nd Monitoring Log 3rd-5th Monitoring Log Regulation (Calm) 1st-2nd Monitoring Log 3rd-5th Monitoring Log Relationships 1st-2nd Monitoring Log 3rd-5th Monitoring Log Treatment Integrity: Embedded attendance & fidelity dashboard	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.

	• Self-Management (executive functioning)		Social Validity: Teacher: IRP-15 Student: CIRP	
CharacterStrong Individual Performance Supports	Performance based supports are for students experiencing difficulty with consistently exhibiting skillful behaviors and managing unskillful behaviors. • Behavior Contract • Check In Check Out • Class Pass • Pre-Correction Plan • Self-Monitoring • School-Family Communication	SRSS data showing one of the following scores: • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3)	Student Measures • CharacterStrong Behavior Rating Scales • CI3T DBR Treatment Integrity: Embedded attendance & fidelity dashboard Social Validity:	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.
Decodables (Little Blossom Readers, Jump Rope Readers & Benchmark)	These resources can be used in small group to address specific early reading skills. • Phonics • Sight Words • Comprehension • Phonological Awareness • Segmenting	At least one of the following: • FastBridge earlyReading (K): Some Risk • FastBridge COMP efficiency (2nd-5th): Some Risk • FastBridge CBM Reading (1st-5th): Some Risk • NWEA MAPGrowth: Low or Low-Average Quintile • Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: QPA Treatment Integrity: Lesson Guidelines checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: • FastBridge earlyReading (K): Low Risk • FastBridge COMP efficiency (2nd-5th): Low Risk • FastBridge CBM Reading (1st-5th): Low Risk • NWEA MAPGrowth: Average or above Quintile • Specific curriculum-based

				measure at or above proficiency (e.g., Unit Tests)
Quick Reads 	A resource used to help with fluency skills. These are to be used as blackline masters. Students can complete cold and hot reads and track their own progress as well as set goals.	At least one of the following: • FastBridge CBM Reading: Some Risk • FastBridge COMP-efficiency: Some Risk • Report card indicating below benchmark in reading • NWEA MAPGrowth: Low or Low-Average Quintile	Student Performance: QuickReads Benchmark Assessments Treatment Integrity: Lesson Guidelines checklist Student Self-Checks Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: • FastBridge CBM Reading: Low Risk • FastBridge COMP-efficiency: Low Risk • Report card indicating at or above benchmark in reading • NWEA MAPGrowth: Average or above Quintile

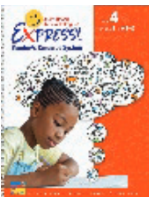
 ELA Classroom Collections ALIGNED WITH BENCHMARK ADVANCE Benchmark Comprehension Books	Enrich Every <i>Benchmark Advance</i> Unit with Purposeful, High-Interest Texts Science of Reading–aligned 48 high-interest titles per grade (K–5) True unit-to-title alignment with <i>Benchmark Advance</i> Perfect for whole-group, small-group, or independent reading Zero-prep for teachers!	At least one of the following: • FastBridge earlyReading (K): Some Risk • FastBridge COMP efficiency (2nd-5th): Some Risk • FastBridge CBM Reading (1st-5th): Some Risk • NWEA MAPGrowth: Low or Low-Average Quintile • Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: QPA Treatment Integrity: Lesson Guidelines checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: • FastBridge earlyReading (K): Low Risk • FastBridge COMP efficiency (2nd-5th): Low Risk • FastBridge CBM Reading (1st-5th): Low Risk • NWEA MAPGrowth: Average or above Quintile • Specific curriculum-based measure at or above proficiency (e.g., Unit Tests)
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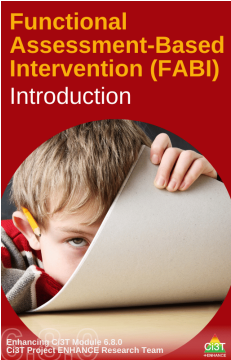
Tertiary (Tier 3) Intervention Grid

Early Childhood & Elementary Tertiary (Tier 3) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Progress Monitor	Exit Criteria
Do the Math 30-45 minutes Grades K-5 	Scaffolded math modules that focus on whole numbers and fractions to strengthen students' ability to make sense of concepts, solve problems, reason, and use appropriate tools. - Teacher-led designed lessons - Builds numerical reasoning - Has pre-assessments and mid-module assessments	<i>As appropriate:</i> At least one of the following: - NWEA MAPGrowth: Low or Low-Average Quintile - Specific curriculum-based measures below proficiency (e.g., Unit Tests) - Report Card indicating below benchmark in math	Student Performance: Every 5th lesson within resource offers an assessment for progress monitoring; NWEA Map Operations Progress Monitoring Treatment Integrity: Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - NWEA MAPGrowth: Average or above Quintile - Specific curriculum-based measures or above proficiency (e.g., Unit Tests) - Report Card indicating at or above benchmark in math
Sonday System 1 30 minutes Grades K-2 	-Review of pre-reading skills -Phonics using vowels, vowel pairs and blends -Consonant blends and digraphs -Spelling practice throughout lessons -Rules of language structure -Compound and non-phonetic words -Reading and writing fluency -Handwriting -Vocabulary and comprehension	At least one of the following: - FastBridge earlyReading Assessments (K): High Risk - FastBridge CBM Reading (1st - 5th): High Risk - FastBridge COMP efficiency (2nd - 5th): High Risk - Report card indicating significantly below benchmark in reading - Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: Mastery Checks Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - FastBridge earlyReading Assessments (K): Some or Low Risk - FastBridge CBM Reading (1st - 5th): Some or Low Risk - FastBridge COMP efficiency (2nd - 5th): Some or Low Risk - Report card indicating at benchmark in reading - Specific curriculum-based measures at or above proficiency (e.g., Unit Tests)

Sonday System 2 30 minutes Grades 3-8 	Review of concepts in Sonday System 1 Syllable types and division Prefixes and suffixes Roots Non-phonetic words Vocabulary and comprehension	At least one of the following: - FastBridge earlyReading Assessments (K): High Risk - FastBridge CBM Reading (1st - 5th): High Risk - FastBridge COMP efficiency (2nd - 5th): High Risk - Report card indicating significantly below benchmark in reading - Specific curriculum-based measures below proficiency (e.g., Unit Tests)	Student Performance: Mastery Checks Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - FastBridge earlyReading Assessments (K): Some or Low Risk - FastBridge CBM Reading (1st - 5th): Some or Low Risk - FastBridge COMP efficiency (2nd - 5th): Some or Low Risk - Report card indicating at benchmark in reading - Specific curriculum-based measures at or above
Wilson Foundations 30 min K-3 	Wilson Foundations is a comprehensive program that teaches the foundations of reading in a fun way. - Phonemic Awareness - Phonics - Vocabulary - Fluency - Comprehension	At least one of the following: - FastBridge earlyReading (K): High Risk - FastBridge CBM Reading (1st-3rd): High Risk - FastBridge COMP efficiency (1st-3rd): High Risk - NWEA MAPGrowth: Low or Low-Average Quintile	Student Performance: [program-specific progress monitoring probe] Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: - FastBridge earlyReading (K): Low Risk - FastBridge CBM Reading (1st-3rd): Low Risk - FastBridge COMP efficiency (1st-3rd): Low Risk - NWEA MAPGrowth: Average or above Quintile
Wilson Just Words 45 min	Just Words ® is a highly explicit, multisensory decoding and spelling program. It is designed for students with below average decoding skills and should be used as a	At least one of the following: FastBridge CBM Reading: High Risk	Student Performance: [program-specific progress monitoring probe] Treatment Integrity: Treatment integrity checklist	At least one of the following: FastBridge CBM Reading: Low Risk

4-12 	supplement to another literature-rich program. -Phonics -Fluency	• FastBridge COMP-efficiency: High Risk • Report card indicating significantly below benchmark in reading • Specific curriculum-based measures below proficiency (e.g., Unit Tests) • NWEA MAPGrowth: Low or Low-Average Quintile	Social Validity: Teacher: IRP-15 Student: CIRP	• FastBridge COMP-efficiency: Low Risk • Report card indicating at or above benchmark in reading • Specific curriculum-based measures at or above proficiency (e.g., Unit Tests) • NWEA MAPGrowth: Average or above Quintile
Benchmark Steps to Advance Literacy Solution 	Steps to Advance Literacy Solutions targets the often overlooked Language Comprehension strands of Scarborough's Reading Rope, building knowledge and vocabulary while developing reading skills in striving readers. Builds vocabulary, language, reading comprehension, and content knowledge Provides scaffolds to complex text to help students to become confident, on grade-level readers Addresses key informational and literary reading goals Aligns to Benchmark Advance Knowledge Strands for seamless support of core instruction	At least one of the following: • FastBridge earlyReading (K): High Risk • FastBridge CBM Reading (1st-3rd): High Risk • FastBridge COMP efficiency (1st-3rd): High Risk • NWEA MAPGrowth: Low or Low-Average Quintile	Student Performance: [program-specific progress monitoring probe] Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	At least one of the following: • FastBridge earlyReading (K): Low Risk • FastBridge CBM Reading (1st-3rd): Low Risk • FastBridge COMP efficiency (1st-3rd): Low Risk • NWEA MAPGrowth: Average or above Quintile
Wilson Levels 1-6 30-60 min	This program is an intervention for those students who may need additional instruction due	At least one of the following:	Student Performance: [program-specific progress monitoring probe]	At least one of the following:

2nd-12th 	to a language-based learning disability such as dyslexia. -Fluency -Comprehension -Vocabulary	• FastBridge CBM Reading: High Risk • FastBridge COMP-efficiency: High Risk • Report card indicating significantly below benchmark in reading • Specific curriculum-based measures below proficiency (e.g., Unit Tests) • NWEA MAPGrowth: Low or Low-Average Quintile	Treatment Integrity: Social Validity: Teacher: IRP-15 Student: CIRP	• FastBridge CBM Reading: Low Risk • FastBridge COMP-efficiency: Low Risk • Report card indicating at or above benchmark in reading • Specific curriculum-based measures at or above proficiency (e.g., Unit Tests) • NWEA MAPGrowth: Average or above Quintile
Benchmark Express 20-30 minutes K-5th 	Materials to teach EL students targeted skills including phonemic awareness, phonics, and comprehension. Domains taught include listening, speaking, reading and writing	Students who are tested using the KELPA state assessment, KELPA screener and qualify for EL services. This does not include students who are “exempt” or on “monitor” status.	Student Performance: Unit assessments and other command formative assessments. MAPS and Fastbridge may also be used. Treatment Integrity: Performance on the KELPA assessment every spring	Received a proficient overall score on the KELPA.
Individualized Deescalation Plan 	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycle and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: • SRSS-E7 score: High (9-21) • SRSS-I5 score: High (4-15) • 6 or more major discipline referrals (ODR) within a grading period	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.	Behavior: • SRSS-E7 score: Low (0-3) • SRSS-I5 score: Low (0-1) • With 6 weeks of data, student has made their goal 80% of the time and there have not been any major discipline referrals related to targeted behavior.

			Treatment Integrity: Support Plan Template	
Functional Assessment-Based Intervention 	FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the Function Matrix. The Function-Based Intervention Decision Model is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Adjust the environment; Method 3: Shift the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.	One or more of the following: Behavior: • “ SRSS-E7: High (9-21) • “ SRSS-I5: High (4-15) • “ SSiS-PSG ranking of 1, 2, or 3 on Motivation to Learn • “ Office discipline referrals (ODRs) 6 or more within a grading period AND/OR Academic: • “ Progress report: 1 or more course failures • “ Missing assignments: 5 or more within a grading period • Fastbridge: intensive level (math or reading) • MAP Growth: Low	Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation Treatment integrity • “ FABI step checklists • “ Treatment integrity checklist Social validity • “ IRP-15 (teacher) • “ CIRP (student)	The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., A-B-A-B withdrawal) and: • “ Behavior objective for the student is met (see behavior intervention plan).
1:1 with Counselor Varying times	1:1 group working with students who may struggle in various areas. The content of the group will be determined by the needs of the students each year.	SRSS data showing one of the following scores: • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • SRSS-E7 score: High (9-21)	Student Measures: Students will show growth based off goals created at beginning of each group Treatment Integrity: Ci3T member direct observation Social Validity:	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.

		- SRSS-I5 score: High (4-15) OR - Two or more office discipline referrals and Parental Consent	Teacher: IRP-15 Student: CIRP	
Scheduled Breaks Varying times	Student can have scheduled breaks in their day not contingent on their behavior. (We use various staff for these breaks. ie. office staff, custodian, library, teachers) The breaks are limited to 10 min. Student will interact with staff. Break can differentiate and meet the need of the student. Example: Sensory paths, playdough, board game, discussing day, etc.	Behavior: - Student struggles with transitions or difficulty with peers, off-task behavior, poor peer relations - One discipline referral per week OR one crisis call per week - SRSS-IE: High-Risk for Externalizing	Student Measures: Frequency tallies on problem behavior Treatment Integrity: Number of times taking break, the time the break was and the duration of the break. Can be recorded on post-it note Social Validity: - Teacher: Adult Intervention Rating Profile - Student: Children's Intervention Rating Profile	Behavior: - Student no longer showing a need - SRSS-IE: Low-Risk for Externalizing
Character Strong T3 Solutions	Focuses on enhancing the schools' ability to provide excellent, personalized interventions for students with the most intense social, emotional, and behavioral needs. Four skill-focused interventions to address: - Anxiety - Depression - Executive Functioning - Trauma	SRSS data showing one of the following scores: - SRSS-E7 score: High (9-21) - SRSS-I5 score: High (4-15)	Student Measures Program specific tools Treatment Integrity: Program specific fidelity checklist Social Validity: Teacher: IRP-15 Student: CIRP	The students' scores on the SSRS (Student Risk Screening Scale) screener for E7 (externalizing) and I5 (internalizing) are in the low risk category.

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: Steps are followed as outlined in the Reactive Plan. There are incidents when an office discipline referral form is completed due to the severity of the behavior.

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

A: No, it is best to use a single universal reinforcement. That means all students receive the same common token or universal reinforcer (most commonly a paper ticket) when they are meeting expectations. Additionally, universal reinforcement systems are a common component of Positive Behavioral Interventions and Supports (PBIS; pbis.org). PBIS has a strong evidence-base indicating it is an effective framework for supporting positive outcomes for students (e.g., reductions in suspensions, expulsions) and school functioning (e.g., organizational health, safety).

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

A: Teachers will follow the school wide expectations as outlined in the Ci3T plan. Teachers might have individual rules for organizational and system aspects such as lining up, turning in work, sharpening pencils, etc.

Q: *Where do I get STAR Mustang tickets to hand out?*

A: Please see the office staff if you need more tickets.

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

A: Please see the office staff if you need posters to put in your room.

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

A: Each teacher will designate a specific location for student tickets and collection- this can be unique to each space! Examples of these include utilizing envelopes, an organizer, baggies, or pencil boxes.

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

A: Any Ci3T team member would be happy to help guide and support through the interventions and ticket systems.

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

A: There are several things to consider in this situation. First, analyze the implementation of this system in the classroom. Consider the rate of reinforcement, the frequency of reteaching expectations, utilizing teachable moments, etc. That information will help determine if screener data needs to be analyzed further to identify if this student is Tier II or Tier III.

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: The Ci3t model provides a consistent system of intervention across multiple areas (academic, behavior, social skills), utilizes an instructional approach to behaviors and social skills along with academics, and allows us to develop the whole child, not just their academic needs.

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

A: First, consider the resources within our building. We have a large Ci3t team that is very knowledgeable on all aspects of our plan and is familiar with the research behind it. We also have available a collection of Ci3t print resources that may be helpful. Finally, there are online resources that may also be helpful, such as:

– www.pbis.org

– www.ci3t.org

[-http://www.cfchildren.org/second-step](http://www.cfchildren.org/second-step)

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

A: Any Ci3T team member would be happy to help guide and support.

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Appendix

Attach any other documents you would like to reference here