



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: _____

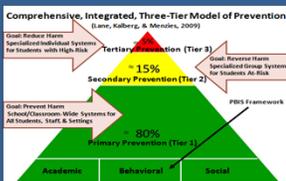
Teacher Name: _____

Date: _____

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

Expectations: Be Responsible Be Respectful Show Pride

Get yours today!



Expectation Matrix

Classroom	Behavior	Academic	Social	Attendance	Appearance	Review
Make up work - Make up work - Participate in class - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful	Use good - Use good - Keep hands - Be on time, seated - Ask for help when needed - Be respectful

Assessment Schedule

Student	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health	Character Education
Student 1	S	S	S	S	S	S	S	S	S	S
Student 2	S	S	S	S	S	S	S	S	S	S
Student 3	S	S	S	S	S	S	S	S	S	S
Student 4	S	S	S	S	S	S	S	S	S	S
Student 5	S	S	S	S	S	S	S	S	S	S

Secondary

Support	Description	Measurement/Target Criteria	Data to Monitor/Process	Exit Criteria
Support	Identified students will check in with daily with teacher after each class period and have their work at the end of each day.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading 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.

Tertiary

Support	Description	Measurement/Target Criteria	Data to Monitor/Process	Exit Criteria
Support	Identified students will check in with daily with teacher after each class period and have their work at the end of each day.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period.	Academic: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period. Behavioral: 20% or more of students will complete 2 or more assignments in a 4.5 week grading period.

- A Functional Assessment Based Intervention (FABI) was conducted in an inclusion math class with a 5th grade boy with a Learning Disability.
- Target Behavior: Off-task behavior
- Replacement Behavior: Academic Engagement Time Measured by Whole-Interval Recording
- Functional Assessment Indicated: The student's behavior was functioning to access teacher and peer attention as well as avoid tasks.
- The intervention included (1) antecedent adjustments (bell-work, a sensory ball, and a Check-In Check-Out sheet), (2) reinforcement contingencies (break cards, PBIS tickets, behavior specific praise), and (3) an extinction component (ignoring inappropriate behaviors and only redirecting with one gestural prompt).

Results

