The CI3T Model of Prevention:
Supporting Academic, Behavioral, and Social Development of Students

Students come to school with a wide range of academic, behavioral, and social strengths and needs. To serve these students well, schools need a carefully crafted plan aligning supports and services in ways that address these individual strengths and needs. Where might your school start? This guide illustrates an approach increasing numbers of Tennessee schools are adopting to meet the needs of diverse students.

A comprehensive, integrated, three-tiered (CI3T) model of prevention is a proactive approach to meet the academic, behavioral, and social needs of students. The CI3T model aims to prevent and respond effectively to the development of learning and behavioral challenges through tiers of support. A school-based team—which is representative of the entire school's staff and includes at least one administrator with the authority to make changes—creates and leads implementation of the CI3T model based on the unique needs and culture of their school. Next, we describe the three tiers of support constituting these plans and address some of the logistics of teaching, reinforcing, and monitoring a CI3T plan.

TIERS OF PREVENTION: DIFFERENTIATING SUPPORTS FOR STUDENTS BASED ON NEEDS

Primary Support
Primary prevention—often called Tier 1 supports and interventions—focuses on the needs of all students with the goal of preventing academic and behavioral challenges before they ever emerge. Approximately 80% of students are likely to respond to this first level of support. Examples of primary prevention programs include providing instruction linked to the district and Common Core State Standards, a Positive Behavioral Interventions and Supports (PBIS) framework, and validated social skills/character education curricula.

Secondary Support
Secondary prevention—often called Tier 2 supports and interventions—involves delivering more focused academic, behavioral, and/or social interventions for students who were not responsive to the primary tier of prevention. The goal of secondary prevention is to reverse existing academic, behavioral, and/or social skills challenges that have begun to emerge. Approximately 10-15% of students in a typical school are likely to require this level of support. Secondary prevention efforts usually involve specialized intervention groups or low-intensity supports designed to address students' acquisition (can't do), fluency (trouble doing), or performance (won't do) deficits. Examples of secondary prevention programs might include small-group social skills instruction, small-group reading instruction, behavior contracts, or self-monitoring plans.

Tertiary Support
Tertiary prevention—often called Tier 3 supports and interventions—entails implementing specialized, one-to-one systems for students who are at heightened risk for school failure because they have not responded to the school's primary or secondary intervention efforts. The goal of this level of prevention is to reduce harm. Approximately 5-7% of students in a school may require this level of support. Examples of tertiary prevention programs include functional assessment-based interventions, multisystemic therapy, and one-to-one academic tutoring.

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COMPONENTS OF THE TIERS: SUPPORTING STUDENTS' NEEDS

Academic Component

The academic component of the CI3T model is based on content learning activities for developing skills and knowledge in English, language arts, mathematics, the sciences, social studies, foreign languages, the arts, trades, athletics, and technology. Using validated curricula adopted at the district level to meet the increased rigor of the Common Core State Standards, teachers should continue to differentiate instruction to meet all students' needs. Standards provide a road map for teachers to develop lessons so that students progress towards the goals of readiness for post-secondary or workplace pursuits. The Common Core State Standards guide educators to coordinate instruction within and across grade levels. Instruction is informed by practices of regularly benchmarking student performance and closely monitoring students' progress toward the benchmark goals. Interventions are available when additional or more specialized instruction is needed for students to meet grade-level standards. Administrators ensure teachers have access to professional development and resources, and instruction adheres to expectations of quality.

Behavioral Component

The behavioral component of the CI3T model is the Positive Behavioral Interventions and Supports (PBIS) framework. This behavioral element should be customized based on the school's values and needs. As a community, schools select 3-5 positively stated behavioral expectations (e.g., be respectful, be responsible, give best effort) and define how each expectation is met across all of the school settings in which students spend their time (e.g., cafeterias, classrooms, clubs, hallways, buses). Behavioral data, such as behavior screenings, are used to identify students who may need secondary and tertiary supports and to monitor their responsiveness to the interventions being delivered.

Social Component

The social component of the CI3T model is any research-based social skills or character education curriculum. School teams should consider the desired character traits they hope to see exhibited by students when they are selecting a curriculum to teach at the primary level to all students. The chosen curriculum should address prevalent school-wide issues (e.g., bullying). Ideally, the same social skills curriculum should be used by all schools within a district to encourage consistency across the age span.

IMPLEMENTATION STRATEGIES: LOGISTICAL CONSIDERATIONS WHEN IMPLEMENTING YOUR PLAN

Teaching the Plan

The CI3T plan should be taught to all key stakeholders, including students, faculty, staff, administrators, parents, and relevant community members. Prior to the beginning of the academic year, the school leadership team should introduce the plan to all faculty and staff, including teachers, cafeteria staff, bus drivers, custodial staff, parent volunteers, and paraprofessionals. During the first week of school, the plan is presented to students and expectations are explicitly taught for all settings throughout
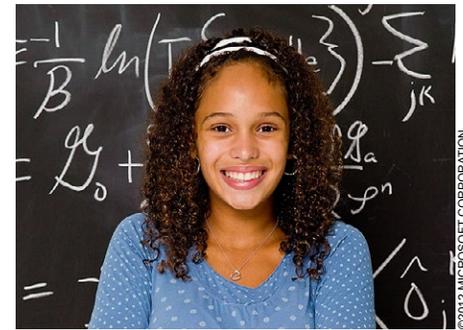
the school. Common methods of teaching the plan include having kick-off assemblies, displaying expectation posters, showing video clips featuring students describing elements of the plan, or reciting the primary plan mottos. In addition, a catchy name for school expectations and reinforcement systems—such as "Dragon Traits" and "Dragon Dollars" for a school with a dragon as the mascot—creates a common language across the school when referring to the CI3T plan. After the initial rollout, teaching the plan continues throughout the school year through mini-lessons designed to remind students of school-wide academic, behavioral, and social expectations.

Reinforcing the Plan

Reinforcement is provided to all stakeholders (e.g., students, faculty, and staff) whenever they display the school-wide expectations. Many schools design and distribute some type of ticket to give to students whenever they meet expectations. To maximize the impact, the reinforcement system should always be paired with behavior-specific praise (e.g., "Great job raising your hand." or "Thank you for being on time.") When designing this reinforcement system, consideration of what motivates different students and adults is absolutely essential. For example, reinforcement could include providing tangible rewards

(e.g., school supplies or pencils, gift cards, lottery items for students; and gift cards or lunch for adults) or nontangible rewards (e.g., principal-for-a-day, time with friends, or lunch with a teacher for students; jeans day or additional planning time for adults). The variety of options allows each school the freedom to select reinforcement strategies consistent with the school's budget, students' interests, and teacher capacity.

Monitoring the Plan

The CI3T plan should be monitored along three dimensions: student responsiveness, opinions of stakeholders (social validity), and level of implementation (treatment integrity). Student responsiveness is measured by analyzing student- and school-level academic, behavioral, and social data collected as part of regular school practice. In addition to results from academic and behavior screeners, CI3T leadership teams might also consider monitoring office discipline referrals, grade point averages, course failures, and referrals to counseling. These multiple sources of data can be used together to identify students who may need secondary and tertiary supports and to monitor the responsiveness to the interventions being delivered. Social validity involves assessing stakeholders' opinions about the goals, procedures, and outcomes of the CI3T plan. These measures indicate the level of "buy-in" of faculty and staff, and are related to their level of participation. Treatment integrity describes the level of actual school-wide participation in the plan as it is written. Monitoring treatment integrity can be conducted using self-reports of faculty and staff, as well as direct observations. Infor-

mation collected from monitoring social validity and treatment integrity is used by the CI3T leadership team to revise and improve the plan between academic years. To ensure the fidelity of implementation, changes to plan components should be made only between years rather than in the middle of a school year.

WHAT DIFFERENCE MIGHT THIS APPROACH MAKE IN YOUR SCHOOL?

When implemented thoughtfully and with fidelity, implementation of a CI3T model may result in improved academic and behavioral outcomes for all students. For example, schools implementing a CI3T model may see improved academic performance, as measured by grade point averages or course failures, and a decrease in problem behaviors, as measured by office discipline referrals and behavior screening tools. In addition, by explicitly teaching students what is expected of them, teachers may find they have more instructional time as behavioral incidents diminish.

ONLINE RESOURCES RELATED TO THE THREE COMPONENTS

Academic Component:
The National Center on Response to Intervention. www.rti4success.org
Behavioral Component:
OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
Social Component:
Social Skills Improvement System. www.pearsonassessments.com • *Positive Action.* www.positiveaction.net • *Olweus Bullying Prevention Program.* www.violenceprevention works.org

SELECTED RESEARCH STUDIES

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly, 41*, 93–99.

Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S. (2009). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. *School Psychology Review, 38*, 135-144.

Sugai, G., & Horner, R. H. (2002). Introduction to the special series on positive behavior support in schools. *Journal of Emotional and Behavioral Disorders, 10*, 130-135.

FOR FURTHER READING

Algozzine, B., Daunic, A. P., & Smith, S. W. (2010). *Preventing problem behaviors: Schoolwide programs and classroom practices* (2nd ed.). Thousand Oaks, CA: Corwin.

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors.* New York, NY: Guilford Press.

Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). S*ystematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press.

CI3T TECHNICAL ASSISTANCE PROJECTS BY REGION: 2012-2015

The Tennessee Department of Education has provided funding to seven projects to provide training and technical assistance to schools as they address the academic, social, and behavioral needs of students within comprehensive, integrated, three-tiered (CI3T) models of prevention. To locate the project assigned to your region, see below.
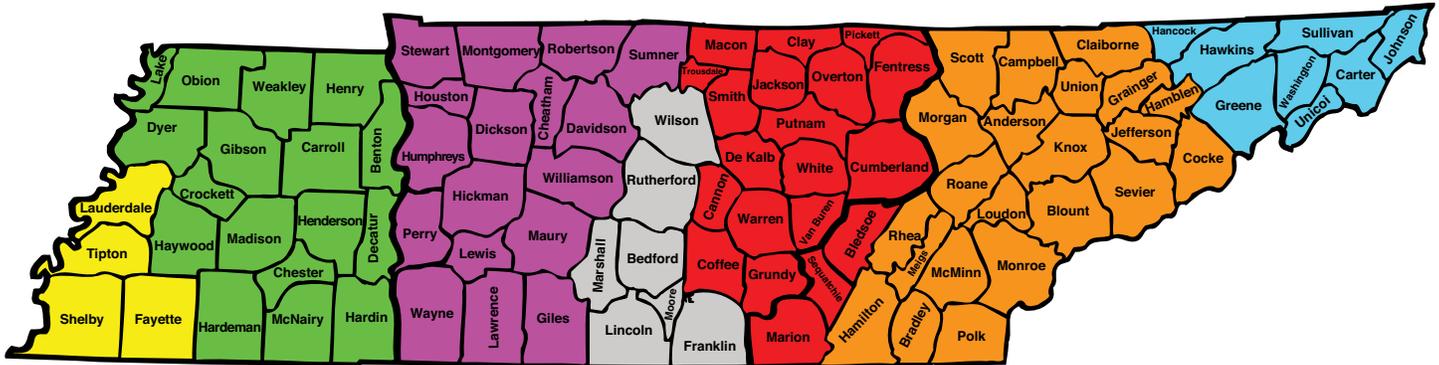
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