R01 Recommended Readings  
Training Year

Readings specific to Ci3T are listed for reading prior to the noted sessions. At the end is an additional section of readings to extend learning on larger themes. These are presented as samples of available readings, not an endorsement of the work therein.

# Books (typically schools acquire one set of books per team to share)

|  |  |
| --- | --- |
|  | Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook) |
|  | Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press |
|  | Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press. |
| http://www.guilford.com/covers/large/9781606239513.jpg | 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., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. |

# Journal: Preventing School Failure – Ci3T special issue

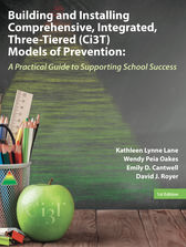
|  |  |
| --- | --- |
|  | Designing, Implementing, and Evaluating Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: A Step by Step Guide (2014).  A special issue of *Preventing School Failure*, volume 58, issue 3  <http://www.tandfonline.com/toc/vpsf20/58/3> |

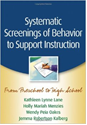
# Please read to prepare for Session 1:

## Website

[www.ci3t.org](http://www.ci3t.org)

## Books

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook Chapter1 - 2)

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press. (Chapter 1)

## Journal Articles

Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure, 58*, 121-128. doi: 10.1080/1045988X.2014.893977

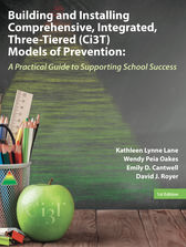
Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing comprehensive, integrated, three-tiered (Ci3T) models of prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure, 58*, 129-142. doi: 10.1080/1045988X.2014.893976

# Please read the following after Session 1:

## Website

[www.ci3t.org](http://www.ci3t.org)

## Books

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 3)

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. (Chapters 2, 3, 4, and 7)

## Articles

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). School-wide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7,* 6-31. doi:10.3776/joci.2013.v7n1p6-31 \*open access

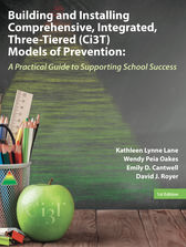
Lane K. L., Oakes, W. P., & Magill L. (2014) Primary prevention efforts: how do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure, 58*, 143-158. doi: 10.1080/1045988X.2014.893978

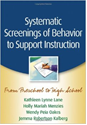
# Please read the following after Session 2:

Website

[www.ci3t.org](http://www.ci3t.org)

## Books

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 4)

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press. (Chapters 4 and 8, plus select 2, 3, 5, 6, or 7)

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. (Chapters 4 and 5)

## Articles

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.

doi: 10.1177/1044207310379123 Available on Google Scholar (on Wendy Oakes’s research gate)

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.

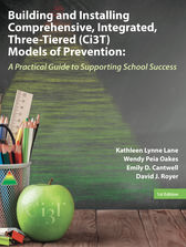
Oakes, W. P., Lane, K. L., Cox, M. L. & Messenger, M. (2014) Logistics of behavior screenings: How and why do we conduct behavior screenings at our school? *Preventing School Failure, 58*, 159-170. doi: 10.1080/1045988X.2014.895572

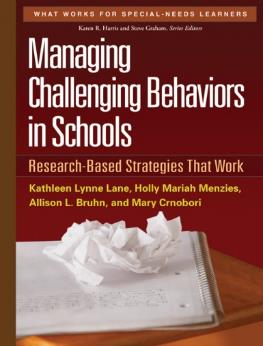
# Please read the following after Session 3:

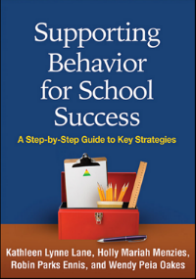
## Website

[www.ci3t.org](http://www.ci3t.org)

## Books

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 5)

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. (Chapters 4-6)

Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. (Chapters 1-5)

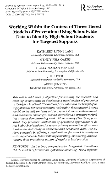
## Articles

Kalberg, J. R., Lane, K. L., & Menzies, H. M. (2010). Using systematic screening procedures to identify students who are nonresponsive to primary prevention efforts: Integrating academic and behavioral measures. *Education and Treatment of Children, 33,* 561-584*.* doi: 10.1353/etc.2010.0007

Kalberg, J. R., Lane, K. L., & Lambert, W. (2012). The utility of conflict resolution and social skills interventions with middle school students at risk for antisocial behavior: A methodological illustration. *Remedial and Special Education, 22,* 23-38*.* doi: 10.1177/0741932510362514

Oakes, W. P., Lane, K. L., Germer, K. A. (2014). Developing the capacity to implement Tier 2 and Tier 3 supports: How do we support our faculty and staff in preparing for sustainability? *Preventing School Failure, 58*, 183-190. doi: 10.1080/1045988X.2014.895575

### Choose one:

Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229. doi: 10.1080/15377903.2013.778773

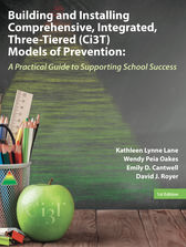
Oakes, W. P., Lane, K. L., Cox, M., Magrane, A., Jenkins, A., & Hankins, K. (2012). Tier 2 supports to improve motivation and performance of elementary students with behavioral challenges and poor work completion. *Education and Treatment of Children, 35,* 547-584. doi: 10.1353/etc.2012.0024 Available on Google Scholar (on Wendy Oakes’s research gate)

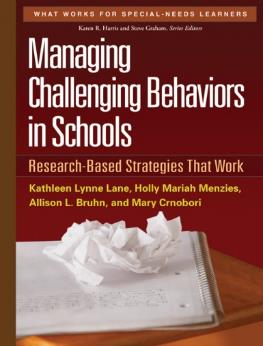
# Please read the following after Session 4:

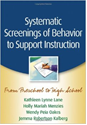
## Website

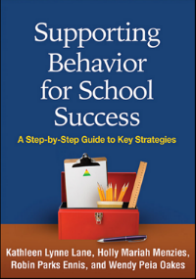
[www.ci3t.org](http://www.ci3t.org)

## Books

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 6)

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. (Chapters 7 and 8)

Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press. (Please read the chapter illustration of your school’s chosen screener; e.g., chapter 4 = Student Risk Screening Scale)

Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. (Chapters 6-9)

## Articles (choose one)

### cid:image013.jpg@01D04C64.DD49DB70Elementary

Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G., Oakes, W., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student’s on-task behavior in a general education classroom. *Beyond Behavior, 20,* 19-30.

### cid:image014.jpg@01D04C64.DD49DB70Middle

Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Beyond Behavior, 20,* 44-54.

### cid:image015.jpg@01D04C64.DD49DB70High

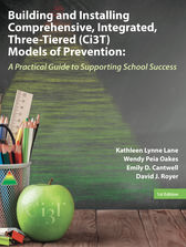
Majeika, C. E., Walder, J. Pl., Hubbard, J. P., Steeb, K. M., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). Improving on-task behavior using a functional assessment-based intervention in an inclusive high school setting. *Beyond Behavior, 20,* 55-66.

# Please read the following after Session 5:

## Website

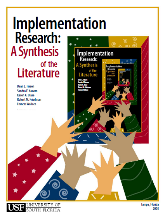
[www.ci3t.org](http://www.ci3t.org)

## Book

[](https://itunes.apple.com/us/book/id1171269209)Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success.* Phoenix, AZ: KOI Education.. (interactive eBook Chapters 7-8)

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. (Chapter 7)

## Articles

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools, 47*. doi: 10.1002/pits.20448

Lane, K. L., Carter, E., Jenkins, A., Magill, L., & Germer, K. (2015). Supporting comprehensive, integrated, three-tiered models of prevention in schools: Administrators’ perspectives. *Journal of Positive Behavior Interventions*, *17*(4), 209-222. doi: 10.1177/1098300715578916

# readings for extended learning on themes

## Websites

National Reading Panel: <https://www.nichd.nih.gov/research/supported/Pages/nrp.aspx>

What Works Clearinghouse; <http://ies.ed.gov/ncee/wwc/>

Substance Abuse and Mental Health Services Administration (SAMHSA); <http://www.samhsa.gov/>

National Center on PBIS; <http://www.pbis.org/>

Center on Response to Intervention at American Institutes for Research; <http://www.rti4success.org/>

National Center on Intensive Intervention at American Institutes for Research; <http://www.intensiveintervention.org/>

The Iris Center at the Peabody College, Vanderbilt; <http://iris.peabody.vanderbilt.edu/>

Florida Center for Reading Research; <http://www.fcrr.org/assessment/ET/routines/routinesPA_K1.html>

RTI Action Network; [http://www.rtinetwork.org](http://www.rtinetwork.org/)

Center on Instruction; <http://www.centeroninstruction.org/topic.cfm?k=L>

Collaborative for Academic, Social, and Emotional Learning; http://www.casel.org/

Launching Young Readers Reading Rockets; <http://www.readingrockets.org>

## Practice Guides and Intervention Reports

The Institute of Education Sciences (IES) makes practice guides synthesizing available evidence and expertise for challenges not easily met with a single intervention. Intervention reports are available for over 545 intervention summaries from systematic reviews of the literature.

<http://ies.ed.gov/ncee/wwc/publications_reviews.aspx>

Reading Next: A Vision for Action and Research in Middle and High School Literacy

<https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf>

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools

<https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf>

## Articles

### After Session 1

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-144. doi: 10.1177/1098300709332067 \*available through scholar.google.com

Marchant, M., Heath, M. A., & Miramontes, N. Y. (2013). Merging empiricism and humanism: Role of social validity in the school-wide positive behavior support model. *Journal of Positive Behavior Interventions, 15*(4), 221-230. doi: 10.1177/1098300712459356 \*available from researchgate.net

Morgan, P. L., Farkas, G., Tufis, P. A., & Sperling, R. A. (2008). Are reading and behavior problems risk factors for each other? *Journal of Learning Disabilities, 41*, 417-436. doi: 10.1177/0022219408321123 \*available from researchgate.net

Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, *6*, 21-28. doi: 10.1177/10983007040060010401

### After Session 2

Bradshaw, C.P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148. doi: 10.1177/1098300709334798 \*available from nevadapbis.org

Foorman, B. R. (2007). Primary prevention in classroom reading instruction. *TEACHING Exceptional Children, 39*, 24-30. doi:10.1177/004005990703900504

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*. *11,* 133-144. doi: 10.1177/1098300709332067 \*available through scholar.google.com

### Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85. doi: 10.1007/s40617-015-0045-4

### After Session 3

Pool, J. L., Carter, D. R., & Johnson, E. S. (2013). Tier 2 team processes and decision-making in a comprehensive three-tiered model. *Intervention in School and Clinic, 48*(4), 232-239. doi: 10.1177/1053451212463961

Todd, A. W., Campbell, A. L., Meyer, G. G., & Horner, R. H. (2008). The effects of a targeted intervention to reduce problem behaviors elementary school implementation of check in—check out. *Journal of Positive Behavior Interventions*, *10*(1), 46-55. doi: 10.1177/1098300707311369 \*available through researchgate.net

### After Session 5

McIntosh, K., Kelm, J. L., & Delabra, A. C. (2015). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. *Journal of Positive Behavior Interventions, 18*(2), 100-110. doi: 10.1177/1098300715599960

Yeung, A. S., Craven, R. G., Mooney, M., Tracey, D., Barker, K., Power, A., ... & Lewis, T. J. (2016). Positive behavior interventions: The issue of sustainability of positive effects. *Educational Psychology Review, 28*(1), 145-170. doi: 10.1007/s10648-015-9305-7 \*available through researchgate.net

### After Session 6

Mathews, S., McIntosh, K., Frank, J. L., & May, S. L. (2013). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 16*(3). doi: 10.1177/1098300713484065

McIntosh, K., MacKay, L. D., Hume, A. E., Doolittle, J., Vincent, C. G., Horner, R. H., & Ervin, R. A. (2011). Development and initial validation of a measure to assess factors related to sustainability of school-wide positive behavior support*. Journal of Positive Behavior Interventions,* *13,* 208-218. doi: 10.1177/1098300710385348.

McIntosh, K., Mercer, S. H., Nese, R. N., Strickland-Cohen, M. K., & Hoselton, R. (2015). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300715599737