Comprehensive, Integrated, Three-Tiered Model of Prevention Professional Learning Series

# Session 1 Agenda

* Welcome!
* Why are you here? Identifying Current Successes and Concerns
* How can a Ci3T model address your priorities? Providing an Overview of Ci3T Models
* What do we want to accomplish as a school? Defining Our Mission and Purpose Statements
* What do our faculty and staff expect from students? Using the Schoolwide Expectations Survey for Specific Settings (SESSS)
* How will the Ci3T professional learning series assist us in meeting our goals, mission, and purpose? Providing an Overview of the Ci3T Professional Learning Series
* Where do we go from here? Setting Goals for Your **Ci3T Leadership Team** and Faculty and Staff

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| **Session 1 Homework** |
| Homework Item | Ci3T Leadership Team Member Responsible | Due Date | Item Completed |
| Show narrated slide show Introductory Overview of the Ci3T Model of Prevention to faculty to explain the three-tiered model (20 min; availble on ci3t.org) |  | Session 2 |  |
| Finalize your mission and purpose statements in **Ci3T Blueprint A Primary (Tier 1) Plan** |  | Session 2 |  |
| Put a copy of your school’s current reactive plan in your training binder and upload it to your school’s Ci3T training folder (reaction to rule or code of conduct violations) |  | Session 2 |  |
| Read to prepare for Session 2Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3)*.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 3)Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 3 and 6)Readings for extended learning on themesBradshaw, C. P., Williamson, S. K., Kendziora, K., Jones, W., & Cole, S. (2019). Multitiered approaches to school-based mental health, wellness, and trauma. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (pp. 85-109). Santa Barbara, CA: ABC-CLIO. (Read Chapter 4 on [Google Books](https://books.google.com/books?hl=en&lr=&id=_9aVDwAAQBAJ&oi=fnd&pg=PA85&dq=multi+tiered+systems+trauma&ots=IAFhTHT_-L&sig=BjaIllGYGKVgxXaz4zGnt8hiIRw#v=onepage&q=multi%20tiered%20systems%20trauma&f=false))Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*, 129-152. (PDF available [online](https://files.eric.ed.gov/fulltext/EJ1209431.pdf)) 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 (PDF available [online](http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/249/pdf))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.2014.893978Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., Menzies, H. M., & Jenkins, A. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education, 40,* 51-62. doi:10.1177/0741932518786787Marchant, 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*, 221-230. doi:10.1177/1098300712459356 (available from [researchgate.net](https://www.researchgate.net/publication/258174929_Merging_Empiricism_and_Humanism_Role_of_Social_Validity_in_the_School-Wide_Positive_Behavior_Support_Model))Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. *Journal of School Psychology, 73*, 41-55. doi:10.1016/j.jsp.2019.03.001Scott, 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:10.1177/10983007040060010401Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts.* Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press. (available from pbis.org) |  | Session 2 |  |