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

# Session 2 Agenda

* How did your faculty and staff respond to the Ci3T Overview? Sharing faculty feedback
* What do we expect from our students and how do we facilitate their success?
  + Establishing roles and responsibilities for academic, behavior, and social domains
  + Establishing expectations: **Ci3T Blueprint C Expectation Matrix**
* How can we support implementation of Tier 1 roles and responsibilities in academic, behavioral, and social domains? Establishing procedures for teaching (**Ci3T Blueprint A Primary [Tier 1] Plan**)
* How do we reinforce stakeholders for implementing the Ci3T Blueprint? Establishing procedures for reinforcing (**Ci3T Blueprint A Primary [Tier 1] Plan**)
* Where do we go from here? Setting goals for Session 3 (student **Ci3T Leadership Team** members attend!)

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| **Session 2 Homework** | | | | |
| Homework Item | Ci3T Leadership Team Member Responsible | Due Date | Item Completed |
| Introduce draft **Ci3T Blueprint C Expectation Matrix** to faculty |  | Session 3 |  |
| Obtain faculty feedback for revising |  | Session 3 |  |
| Revise **Ci3T Blueprint C Expectation Matrix** from feedback |  | Session 3 |  |
| Finalize procedures for teaching and reinforcing (**Ci3T Blueprint A Primary [Tier 1] Plan**) |  | Session 3 |  |
| Read to prepare for Session 3  Lane, 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 4)  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 4-5) Readings for extended learning on themes 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. (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 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 (PDF available [online](https://journals.sagepub.com/doi/pdf/10.1177/1098300709332067))  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., Cantwell, E. D., & Royer, D. J. (2017). Systematic screening for behavior in k-12 settings as regular school practice: Practical considerations and recommendations. *Journal of Applied School Psychology, 33*(4), 369-393. doi:10.1080/15377903.2017.1345813  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  Pas, E. T., Johnson, S. R., Debnam, K. J., Hulleman, C. S., & Bradshaw, C. P. (2019). Examining the relative utility of PBIS implementation fidelity scores in relation to student outcomes. *Remedial and Special Education, 40*, 6-15. doi:10.1177/0741932518805192 |  | Session 3 |  |