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

# Session 3 Agenda

* Welcome!
* How will we know if our Ci3T model is making a difference?
* How do we evaluate our Ci3T model? Academic, behavior, social, and program implementation measures
* What data do we currently collect and how do these data inform decision making?
  + Assessment schedule
  + Data-informed decision making
* How does our Ci3T model influence risk?
* How do we monitor implementation, stakeholders’ views, and student performance? Establishing procedures for monitoring
* Where do we go from here? Setting goals for Session 4

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| **Session 3 Homework** | | | |
| Homework Item | Ci3T Leadership Team Member Responsible | Due Date | Item Completed |
| Introduce procedures for monitoring (**Ci3T Blueprint A Primary [Tier 1] Plan**) to faculty and staff |  | Session 4 |  |
| Share chosen screener with faculty and staff |  | Session 4 |  |
| Revise and polish **Ci3T Blueprint D Assessment Schedule** |  | Session 4 |  |
| Plan for professional learning regarding systematic screening efforts |  | Session 4 |  |
| Read to prepare for Session 4  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 5)  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 6-7; as you consider low-intensity supports, revisit Chapter 6, previously read for Session 2)  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)*We suggest all team members read Chapter 1, then “jigsaw” remaining chapters, each of which describes a low-intensity strategy to support instruction. School teams have used this approach in the past to designate a team ‘expert’ on each strategy who can support professional learning. Professional learning materials on each strategy can be found at* [*ci3t.org/pl*](http://www.ci3t.org/pl) Readings for extended learning on themes Gage, N. A. (2015). *Evidence-based practices for classroom and behavior management: Tier 2 and Tier 3 strategies* (Document No. IC-15). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>  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  Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2018). Effective low-intensity strategies to enhance school success: What every educator needs to know. *Beyond Behavior*, *27*(3). doi:10.1177/1074295618799044 *Special issue contains articles on six low-intensity strategies: Behavior-specific praise, instructional choice, instructional feedback, opportunities to respond, active supervision, and high-probability request sequences.*  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  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*, 232-239. doi:10.1177/1053451212463961  Simonsen, B., Freeman, J., Goodman, S., Mitchell, B., Swain-Bradway, J., Flannery, B., … Putman, B. (2015). *Supporting and responding to behavior: Evidence-based classroom strategies for teachers.* Washington, DC: U.S. Office of Special Education Programs, U.S. Department of Education. (PDF available [online](https://osepideasthatwork.org/evidencebasedclassroomstrategies))  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*, 46-55. doi:10.1177/1098300707311369 (PDF available [online](https://www.researchgate.net/publication/242291276_The_Effects_of_a_Targeted_Intervention_to_Reduce_Problem_Behaviors_Elementary_School_Implementation_of_Check_In_Check_Out)) Choose by school level:Elementary Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen, G. E. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders* doi:10.1177/1063426618795443  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 (PDF available [online](https://www.researchgate.net/profile/Wendy_Oakes/publication/259933605_Tier_2_Supports_to_Improve_Motivation_and_Performance_of_Elementary_Students_with_Behavioral_Challenges_and_Poor_WorkCompletion)) Middle and High Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M., Schatschneider, C., & Menzies, H. M. (2019). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27,* 86-100.doi:10.1177/1063426617744746  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 |  | Session 4    Cover Graphic    Special Series: Effective Low-Intensity Strategies to Enhance School Success |  |