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

# Session 5 Agenda

* Welcome
* How did your faculty and staff perceive the plan? Obtaining feedback on the **Ci3T Blueprint A Primary (Tier 1) Plan**
* How can we use the Primary Intervention Rating Scale (PIRS) data to revise our **Ci3T Blueprint A Primary (Tier 1) Plan**?
* How do we coordinate supports at the tertiary (Tier 3) level? Drafting the **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**
* Where do we go from here? Setting goals for Session 6

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| **Session 5 Homework** | | | |
| Homework Item | Ci3T Leadership Team Member Responsible | Due Date | Item Completed |
| Determine existing and generate new tertiary supports (**Ci3T Blueprint F Tertiary [Tier 3] Intervention Grid)** |  | Session 6 |  |
| Share the entire revised **Ci3T Blueprint A Primary (Tier 1) Plan** (based on PIRS feedback) and PowerPoint slides created at Session 5 with all faculty and staff. Ask them to complete **Ci3T Feedback Form**. |  | DATE |  |
| Read to prepare for Session 6  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* (v1.3)*.* Phoenix, AZ: KOI Education. (interactive eBook: Chapters 7-8)  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. (Chapter 8) Readings for extended learning on themes 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).(PDF available [online](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf))  Horner, R. H., Ward, C. S., Fixsen, D. L., Sugai, G., McIntosh, K., Putnam, R., & Little, H. D. (2019). Resource leveraging to achieve large-scale implementation of effective educational practices. *Journal of Positive Behavior Interventions, 21*, 67-76. doi:10.1177/1098300718783754  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*, 209-222. doi:10.1177/1098300715578916  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,* 168-178. doi:10.1177/1098300713484065  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*, 5-21. doi:10.1002/pits.20448  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*, 100-110. doi:10.1177/1098300715599960  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, 18*, 209-218. doi:10.1177/1098300715599737  Shepley, C., & Grisham-Brown, J. (2019). Multi-tiered systems of support for preschool-aged children: A review and meta-analysis. *Early Childhood Research Quarterly*, *47*, 296-308. doi:10.1016/j.ecresq.2019.01.004  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 (PDF available [online](https://www.researchgate.net/profile/Brenda_Dobia/publication/275255235_Positive_Behavior_Interventions_the_Issue_of_Sustainability_of_Positive_Effects)) |  | Session 6 |  |