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| **Ci3T Meetings: Between Sessions 2 and 3** |
| **Meeting** | **Date** | **Start** | **End** | **Notes:** |
| **Ci3T Leadership Team Meeting** |  |  |  |  |
| **Ci3T Faculty and Staff Meeting** |  |  |  |  |
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| **Coaching Contact** | **Date** | **Start** | **End** | **Notes:** |
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**Coaching Format for this Check-In**

□ In-Person

□ Video Conference

□ Audio/Telephone Conference

□ Email

**Ci3T Coaching Protocol Session 2**

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **District:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ci3T Leadership Team Members Present:**

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**Coach(es):**

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| **Session 2 Readings**  |
| 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) |

**Ci3T Leadership Team Meeting:**

|  |  |  | **When I began this coaching meeting?** | **What direction did I provide?****What feedback did I provide?** |
| --- | --- | --- | --- | --- |
| **Check when completed** | **Item** | **Date Completed** | **Stage****0 = Not Completed****1 = Partially Completed****2 = Fully Completed** | **Coaching Notes** |
|  | Revise expectation matrix based on feedback from faculty and staff meeting(**Ci3T Blueprint C Expectation Matrix**) |  | 0 1 2 |  |
|  | Finalize procedures for teaching and reinforcing in the Ci3T plan(**Ci3T Blueprint A Primary [Tier 1] Plan**)  |  | 0 1 2 |  |
|  | Examine and edit reactive plan (**Ci3T Blueprint B Reactive Plan**) to address minor and major rule infractions |  | 0 1 2 |  |
|  | Revisit and edit items drafted during the session |  | 0 1 2 |  |

Considerations:

1. \_\_\_ The settings (classroom, hallway, bathroom, cafeteria, playground/common area, arrival/dismissal, bus) are the most common settings for the expectation matrix. Are all relevant settings for the school present in the school’s matrix?
2. \_\_\_ Incorporate feedback from faculty and staff into the expectation matrix.
3. \_\_\_ Are there 3-5 positively stated main expectations as well as in each setting?
4. \_\_\_ Are the procedures for teaching and reinforcing realistic for the school? Are they consistent with district policies or contract agreements?
5. \_\_\_ Do they align with the Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center (OSEP-TAC; <http://www.pbis.org/>) recommendations (e.g., only one universal schoolwide reinforcement system- ticket)?
6. \_\_\_ Are there procedures to teach and reinforce all stakeholders?
7. \_\_\_ Are there plans for re-teaching throughout the year?
8. \_\_\_ Are there considerations for what all students might find reinforcing (tangible vs. nontangible, avoid vs. access).

**Faculty and Staff Meeting:**

|  |  |  | **When I began this coaching meeting?** | **What direction did I provide?****What feedback did I provide?** |
| --- | --- | --- | --- | --- |
| **Check when completed** | **Item** | **Date Completed** | **Stage****0 = Not Completed****1 = Partially Completed****2 = Fully Completed** | **Coaching Notes** |
|  | Introduce draft of **Ci3T Blueprint C Expectation Matrix** to faculty and staff |  | 0 1 2 |  |
|  | Obtain faculty feedback for revising **Ci3T Blueprint C Expectation Matrix** |  | 0 1 2 |  |

Considerations for need:

1. \_\_\_\_ How will the **Ci3T Blueprint C Expectation Matrix** be presented to faculty and staff? Will a version be sent out ahead of the faculty and staff meeting? Will each setting be reviewed at that time?
2. \_\_\_\_ Seek input regarding other classroom systems in place, focusing on the rationale for moving to one universal schoolwide system.

**Meeting with District Decision Makers:**

|  |  |  | **When I began this coaching meeting?** | **What direction did I provide?****What feedback did I provide?** |
| --- | --- | --- | --- | --- |
| **Check when completed** | **Item** | **Date Completed** | **Stage****0 = Not Completed****1 = Partially Completed****2 = Fully Completed** | **Coaching Notes** |
|  | Discuss and make a plan for reviewing and adopting a social skills curriculum. |  | 0 1 2 |  |

**After Session 2 Coaching Tips:**

1. Expectation Matrix:
	1. Additional settings can be added based on the school’s unique needs or community.
	2. Settings that are not applicable to the school should be removed (i.e., playground can be common area for a high school matrix).
	3. Classroom expectations will be used by all teachers. It is important for everyone to provide input on components included. The data from the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes, & Menzies, 2010; available at ci3t.org) are used to guide the development of the expectation matrix; however, this should not be the only information used.
	4. Consider multiple ways for all faculty and staff to review the draft expectations (e.g., meeting, email, posted in cafeteria work room, faculty lounge, mailboxes, bus drivers meeting).
	5. Consider language that is explicit and applicable (e.g., instead of “be in assigned seat,” consider “be in assigned area” as band and other areas may not have assigned seats)
	6. Recommendations are for 3-5 expectations as well as 3-5 behaviors to define what it means to demonstrate those expectations in each setting (e.g., how do you show respect in the hallway). Expectations are positively stated so that students know what *to do* (as opposed to what *not* *to do*).
	7. Expectations start with verbs as expectations are actions you are asking students to meet or show (e.g. “Be Respectful” or “Show Respect” instead of “Respectful”).
	8. Encourage team to visit and add a reference to the Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center (OSEP-TAC; <http://www.pbis.org/>) to encourage faculty and staff to access this official PBIS website rather than finding alternative un-vetted sites.
2. Procedures for Teaching:
	1. Consider who will teach the Ci3T plan to students? Will it be taught by classroom teachers, at a whole school assembly? Also, when will the Ci3T plan be taught and how frequently will the plan be retaught? What indicators will be considered to inform re-teaching (e.g., discipline data)? What will the plan be for new students that arrive after the initial teaching of the Ci3T plan?
	2. How will the Ci3T plan be rolled out (taught) to faculty and staff at the beginning of the year? What plans are in place to keep the plan in front of faculty and staff and connect all professional learning to the Ci3T plan to help faculty and staff navigate where new learning fits within the Ci3T framework?
	3. Have schools or districts planned for professional learning for faculty and staff in new programs as well as on-going professional learning? Consider how the plan will be taught to staff who may not attend faculty meetings: bus drivers, custodians, paraprofessionals, cafeteria workers.
	4. How will the plan be taught to new faculty and staff as well as substitute teachers?
	5. How will the plan be shared with families and community stakeholders? Back to school night? Handbook? Brochure? Website? Community meetings? Parent organizations? Consider multiple ways for families to access the information.
3. Procedures for Reinforcing:
	1. Develop one universal schoolwide reinforcer (e.g., ticket) so all adults in the building use the same schoolwide reinforcement system.
	2. Schools may consider surveying their staff and students to decide which reinforcers they will offer to reinforce the Ci3T plan.
	3. When considering models of reinforcement, schools may want to consider tangible and non-tangible reinforcers so that teachers have options for their classrooms and the needs of their students (consider a range of options so there are appropriate choices for different age levels within a building).
	4. When considering models of reinforcement, consider ticket systems that allow students to access the most immediate source of reinforcement (e.g., classroom store/menu or privileges) in addition to schoolwide systems (e.g., schoolwide drawings). For some students, more immediate reinforcement is needed as they learn the system and behaviors are shaped (i.e., learning the new expected behaviors).
	5. If reinforcement menus (a list of choices) are considered for classrooms, will teachers select menu items for their classrooms or as teams, or will these be organized schoolwide? Will the menus be uniform in design or teacher designed? What support is available for teachers to fund classroom reinforcers? If none, consider more nontangible choices.
	6. Discuss options for managing tickets across grade levels. Consider ways in which students manage their own tickets. Have options to support teachers in this discussion as it arises. Will grade levels and specials (e.g., music, art, PE) teachers have different color tickets?
	7. Support teams in using the resource (**R05 Reinforcement Logistics**) available for working through reinforcement logistics. Consider others that might be interested in supporting this effort (e.g., parent organization, other faculty and staff to support the team).
	8. Remind faculty and staff that students are responsible for filling out the tickets, not the teachers. This is part of developing students’ self-determined behaviors (with attention to developmental considerations).
	9. Keep in mind that faculty and staff members are being asked to make shifts in their sometimes well-established practices. Reinforcing faculty and staff for meeting the roles and responsibilities of the plan and implementing the Ci3T plan with fidelity is an important way to acknowledge their effort in making these shifts and continuing to support these system-level changes.

**Coaching Reflection:**

1. How was the coaching support helpful?
2. What might be adjusted for the next coaching session?