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| **Ci3T Meetings: Between Sessions 5 and 6** | | | | |
| **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 5**

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

**Ci3T Leadership Team Members Present:**

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**Coach(es):**

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| **Session 5 Readings** |
| Read to prepare for Session 5 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 6)  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 7-8)  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 6-9) *We suggest all team members read Chapter 9, then “jigsaw” remaining chapters.* Readings for extended learning on themes Carter, D. R., & Horner, R. H. (2009). Adding function-based behavioral support to first step to success. *Journal of Positive Behavior Interventions, 11*, 22-34. doi:10.1177/1098300708319125  Debnam, K. J., Pas, E. T., & Bradshaw, C. P. (2012). Secondary and tertiary support systems in schools implementing school-wide positive behavioral interventions and supports: A preliminary descriptive analysis. *Journal of Positive Behavior Interventions*, *14*, 142–152. doi:10.1177/1098300712436844 Sample What Works Clearinghouse intervention reportsWhat Works Clearinghouse (2012). WWC intervention report: First Step to Success. Retrieved from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\_firststep\_030612.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__ies.ed.gov_ncee_wwc_Docs_InterventionReports_wwc-5Ffirststep-5F030612.pdf&d=DwMCAg&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=zWspV8VSNBWp30LjTC_TGVXl2DbtPlFUux1B6k1EPPM&m=Okgi1FvW7HvSsMbBgZagUrg2gNyhlhlg3iNQqNEqUME&s=clCNBCJ9nAm8eQn8B-IRbJy7S6R5rSfLaA0wDgiqYg8&e=) What Works Clearinghouse (2016a). WWC intervention report: Functional behavioral assessment-based interventions: Children identified with or at risk for an emotional disturbance. Retrieved from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\_fba\_011017.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__ies.ed.gov_ncee_wwc_Docs_InterventionReports_wwc-5Ffba-5F011017.pdf&d=DwMCAg&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=zWspV8VSNBWp30LjTC_TGVXl2DbtPlFUux1B6k1EPPM&m=Okgi1FvW7HvSsMbBgZagUrg2gNyhlhlg3iNQqNEqUME&s=fscrxMn4aSs_bc50q-jSCkGgqZjcDlOPdNit6wXIdfI&e=)  What Works Clearinghouse (2016b). WWC intervention report: READ 180. Retrieved from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\_read180\_112916.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__ies.ed.gov_ncee_wwc_Docs_InterventionReports_wwc-5Fread180-5F112916.pdf&d=DwMCAg&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=zWspV8VSNBWp30LjTC_TGVXl2DbtPlFUux1B6k1EPPM&m=Okgi1FvW7HvSsMbBgZagUrg2gNyhlhlg3iNQqNEqUME&s=2EkhkoVHA_M_LEvJnpRw6DqrvgpQmDTDT1TWdsj3sd4&e=) Choose by school level:Elementary Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G., Oakes, W., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student’s on-task behavior in a general education classroom. *Beyond Behavior, 20,* 19-30. Middle Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Beyond Behavior, 20,* 44-54. High Majeika, C. E., Walder, J. Pl., Hubbard, J. P., Steeb, K. M., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). Improving on-task behavior using a functional assessment-based intervention in an inclusive high school setting. *Beyond Behavior, 20,* 55-66. |

**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** |
|  | Divide up existing tertiary (Tier 3) interventions amongst team members and create a fully developed description of each support. |  | 0 1 2 |  |
|  | Decide how to share Ci3T Blueprint revisions with faculty and staff prior to them completing the final social validity (**Ci3T Feedback Form**) measure. |  | 0 1 2 |  |

Considerations:

1. \_\_ When describing each support for the **Ci3T Blueprint F Tertiary (Tier 3) Intervention Grid**, interventions and supports are described in sufficient detail for decision making. Consider answering “who does what, with whom, and under what conditions?” as you write the descriptions, naming the position (e.g., counselor) instead of a person’s name.
2. \_\_ List interventions and supports that are currently available in the building. New interventions to meet identified needs can be developed and added for year two of implementation.
3. \_\_ Review entry and exit criteria (that is, specific data sources and scores or categories) are parallel to demonstrate student growth on the outcomes of interest, as appropriate.
4. \_\_Be specific with entry and exit criteria. Think about how many students you can support with a specific intervention and design the entry criteria so it is restrictive enough for students with determined need will be selected.
5. \_\_Tertiary (Tier 3) interventions do not need to correspond with a secondary (Tier 2) intervention, although give consideration for how to respond to the needs of students for whom Tier 2 supports or interventions are insufficient.

**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** |
|  | Informally determine existing tertiary (Tier 3) interventions from faculty and staff and generate new ideas (to be developed and added) for supports |  | 0 1 2 |  |
|  | Share PIRS results with faculty and staff; Share positive feedback and the PPT slides (showing revisions based on feedback); Explain why certain things could not be changed |  | 0 1 2 |  |
|  | Remind faculty and staff that the **Ci3T Feedback Form** survey link will be emailed to them and to please complete the survey by <date> to provide final feedback on the Ci3T plan |  | 0 1 2 |  |

Considerations for need:

1. \_\_\_ How will the team determine which tertiary (Tier 3) interventions are currently available? Will the team meet with departments/teams/grade levels or will they gather information with the whole faculty and staff at a planned meeting?
2. \_\_\_ Invite all faculty and staff (teachers, paraprofessionals, custodial staff, related service providers, office staff, cafeteria staff, bus drivers, etc.) to be present, if possible, for the meeting. Or consider a few meeting options so all may offer opinions.
3. \_\_\_ How will the final presentation be shared? Will the presentation be emailed or posted in a shared space ahead of time for a preview? Will there be time for faculty and staff to meet in groups to discuss the plan?
4. \_\_\_ Feedback on faculty and staff views of the Ci3T plan will be examined using the **Ci3T Feedback Form** (Lane, Oakes, Jenkins, Menzies, & Kalberg, 2014). Consider ways to increase participation – providing dedicated time at a faculty and staff meeting to log in and complete the survey is the most effective. Be sure they understand that the Ci3T Leadership Team will use this feedback to refine the plan and it is a way to make sure their ideas are considered.
5. \_\_\_ Consider how the PowerPoint can be modified to support implementation of the Ci3T plan in the fall.

**After Session 5 Coaching Tips:**

1. Tertiary (Tier 3) interventions are the most time and resource intensive for both the school and student.
2. It is acceptable to have just a few tertiary interventions to start (e.g., two or three). Invest in developing the knowledge and skills of faculty and staff for these few tertiary (Tier 3) interventions. Then, develop other evidence-based and promising interventions, practices, and programs to meet identified student needs.
3. Entry and exit criteria must be specific (with names of assessments or data sources and cut score criteria) and utilize multiple sources of data.
4. Tertiary (Tier 3) interventions are general education practices open to all students who meet criteria and are not special education services.
5. Tertiary (Tier 3) interventions are additive, meaning they are offered in addition to primary (Tier 1) and secondary (Tier 2) interventions and supports.
6. When developing tertiary (Tier 3) interventions, first consider using the schoolwide primary (Tier 1) reinforcement system (e.g., tickets paired with behavior-specific praise) to reinforce students’ behaviors; this supports generalization to the schoolwide system in place when students exit the support. Introducing a new system (e.g., money, stickers, stars, token board) requires a transition back to the schoolwide system and may cause confusion for the student.
7. The final faculty and staff feedback loop for your Ci3T plan (**Ci3T Feedback Form**) is intended to support the Ci3T Leadership Team in making final revisions and planning for professional learning experiences needed prior to and during the first year of implementation.

**Coaching Reflection:**

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