Ci3T Template Emails

Directions. Template sample emails to **Ci3T Leadership Team** members are provided for Session 4.

# Session 4

## Week Before Email

Subject: Ci3T Session 4 [day of the week] [date]

Greetings!

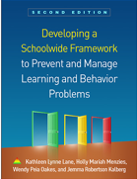
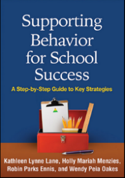
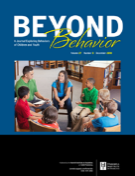
[Personable greeting]. We are eager to work with you next week at the Ci3T professional learning series Session 4 on **[day of the week and date]** from **x:xx AM – x:xx PM** at[location and address]. Registration will begin at **x:xx AM** with a light breakfast.  Thank you in advance for your participation!

Also, we compiled your student team members’ responses from Session 3 and created a PowerPoint for your convenience. You can find the student response presentation attached to this email, as well as in your Dropbox folder.

**Preparation:**

For this session, please bring:

* laptops & chargers (ideally one per team member)
* a list of any secondary (Tier 2) supports currently in place, if any
* your Ci3T interactive eBook
* the books and journal special issues

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By now or before next [day of the week] you should have:

* identified what data are currently collected or available in your school (**Ci3T Blueprint A Primary [Tier 1] Plan** – Procedures for Monitoring)
* revised your **Ci3T Blueprint D Assessment Schedule** based on these findings
* completed your **Ci3T Blueprint C Expectation Matrix**, ready to present as a draft to your full faculty and staff for additional feedback and revision
* completed your **Ci3T Blueprint A Primary (Tier 1) Plan**, also to share with all faculty and staff via a PowerPoint we will build together during Session 4
* discussed and/or decided on a Tier 1 social skills curriculum, mentioned by name in your **Ci3T Blueprint A Primary (Tier 1) Plan**
* read the following chapters and articles:

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* (v 1.3). 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) |
| http://www.guilford.com/covers/large/9781606239513.jpg | 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) |

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| --- |
| 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  Special Series: Effective Low-Intensity Strategies to Enhance School SuccessLane, 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 |

**Food**: A light breakfast and lunch will be provided to support our working lunch time. [lunch food and drink details].

Please feel free to contact any of us if anyone on your team or faculty and staff have questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you next week on **[day of the week and date]** from **x:xx AM to x:xx PM** (breakfast and registration at **x:xx** AM; student team members do not attend this session).

Sincerely,

## Day Before Email

Subject: Ci3T Session 4 Tomorrow

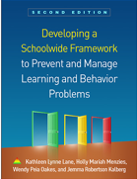
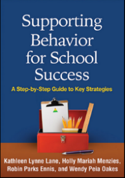
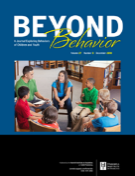
Greetings!

[Personable greeting]. We are eager to work with youat the fourth Ci3T professional learning series session on **[day of the week and date]** from **x:xx AM – x:xx PM** at[location and address]. Registration will begin at **x:xx AM** with a light breakfast.  Thank you in advance for your participation!

**Preparation**

For this session, please bring:

* laptops & chargers (ideally one per team member)
* a list of any secondary (Tier 2) supports currently in place, if any
* your Ci3T interactive eBook
* the books and journal special issues

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Please feel free to contact any of us if you, your parent team member, or any of your faculty and staff have questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you **[day of the week and date]** from **x:xx AM to x:xx PM** (breakfast and registration at **x:xx** AM; **student team members do not attend this session**).

Respectfully,

## Thank you Email

Subject: Ci3T Session 4 Thank You

Good morning!

Thank you for your participation yesterday at the Ci3T professional learning series Session 4! We look forward to reading the first full draft of your **Ci3T Blueprint A-D** and appreciated your enthusiasm as you worked to prepare your faculty and staff presentation.  We were impressed by the conversations we heard taking place about the secondary (Tier 2) supports already offered in your school.

Attached is a document containing a listof all the ideas and extra supports currently offered in your district’s buildings that school teams generated on the poster paper yesterday.  You might find inspiration or wish to collaborate and learn more about some programs other schools have in place.

We look forward to hearing how your upcoming faculty and staff meeting goes. This is where you’ll ask *every adult* in your building to complete the Primary Intervention Rating Scale (**PIRS Pre-Implementation**) online after you present and discuss your drafted Ci3T Primary (Tier 1) Plan using the PowerPoint made at yesterday’s training session (**IM02 Faculty Presentation**).

A big thank you to principals for letting us know when your next staff meetings will be! This allows us to send out the electronic survey link to the **PIRS Pre-Implementation** to all faculty and staff at your next meeting on time. Please take a look at the table below and confirm we have the right day and time. If your meeting changes, please let us know.

**Also, please email us an updated faculty and staff list with names and emails by 2:00 PM tomorrow.** If you find you do not have time to do this, we will plan to use the list provided in fall but we may be missing some people.

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|  | Faculty meeting date and time for the **Primary Intervention Rating Scale (PIRS Pre-Implementation)**  **Window: [start–end date]** | | Faculty meeting date and time for the **Comprehensive, Integrated, Three-Tiered (Ci3T) Feedback Form**  **Window: [start–end date]** | | Date for spring screening (should your team decide to screen in the spring)  **Window: [start–end date]** | |
| Date | Time | Date | Time | Date | Time |
| School 1 Principal Name 1 |  |  |  |  |  |  |
| School 2 Principal Name 2 |  |  |  |  |  |  |
| School 3 Principal Name 3 |  |  |  |  |  |  |
| School 4 Principal Name 4 |  |  |  |  |  |  |
| School 5 Principal Name 5 |  |  |  |  |  |  |
| School 6 Principal Name 6 |  |  |  |  |  |  |

**Homework**

Before your next faculty and staff meeting:

* If you would, please email your **Ci3T Blueprint A-D** documents (primary plan, reactive plan, expectation matrix, and assessment schedule) to all faculty and staff as soon as your **Ci3T Leadership Team** feels they are completed.  We encourage you to add a watermark over each page that reads ‘draft’ so everyone knows their input is needed at your faculty and staff meeting to complete the final version.

During your next faculty and staff meeting:

* Please ask *every adult* in your building to attend, and if you would, make arrangements to meet with staff who cannot attend.
* Present your **Ci3T Blueprint A-D** presentation (**IM02 Faculty Presentation**), making the connection from completing the [**SESSS**](http://www.ci3t.org/measures#sesss) (survey of critical student expectations) at the beginning of the year to your current draft **Ci3T Blueprint C Expectation Matrix**.
* Have a brief discussion to answer clarifying questions.
* Please have *every adult* in your building complete the **PIRS Pre-Implementation** (ideally during your meeting, providing them time) via the electronic survey link that will be emailed at your PIRS meeting time in the table above.

After your next faculty and staff meeting:

* Please follow up with anyone absent from the meeting and provide them the opportunity to review the drafted primary plan, ask questions, and complete the PIRS in order to give feedback to your **Ci3T Leadership Team**.
* Please continue working on your **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** and bring back 4-6 interventions completed by filling in the rows, with particular attention to how you would use your screening data to connect students to supports. We encourage each team member to pair up with a faculty and staff member at your school site not on your **Ci3T Leadership Team**!

Read to prepare for Session 5

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|  | 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* (v 1.3)*.* Phoenix, AZ: KOI Education. (interactive eBook Chapter 6) |
| http://www.guilford.com/covers/large/9781606239513.jpg | 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.* |

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| 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 reports What 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. |

Feel free to contact any of us if you or your faculty and staff have questions or concerns. We are thoroughly enjoying our time with you, appreciate your attentiveness and participation, and look forward to seeing you and your student members again on **[day of the week, date, start time – end time]**!

Sincerely,

## Day Before Faculty Meeting with PIRS

Dear [principal],

[Personable greeting]. I wish you success on your Ci3T presentation with your faculty and staff tomorrow. Please be sure to invite all faculty and staff, including paraeducators, custodial staff, etc. so you offer every adult in the building an opportunity to participate by giving their feedback. We look forward to hearing how the meeting goes!

We have set up the Primary Intervention Rating Scale (**PIRS Pre-Implementation**) survey links to be emailed to your faculty and staff tomorrow at approximately [xx:xx AM] to coincide with your meeting time. The email will be sent from [sender] but is generated by Qualtrics online surveys, so it may accidentally go into junk or spam folders. Please remind faculty and staff to check there if the emailed link cannot be found in their main inbox.

If you have any questions or need any help, please feel free to contact me at [email and phone].

Sincerely,