Ci3T Template Emails

Directions. Template sample emails to **Ci3T Leadership Team** members are provided for Session 5.

# Session 5

## Week Before Email

Subject: Ci3T Session 5 [day of the week] [date]

Greetings and happy spring!

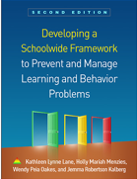
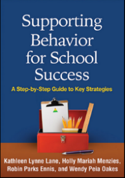
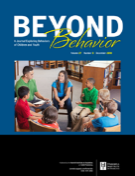
[Personable greeting. e.g., I hope everyone had a great spring break!]. We are looking forward to working with you and your team’s student representative next week at the fifth Ci3T professional learning series session held on **[day of the week, date, start time – end time, location, address].** Check in will begin at **x:xx PM** with light snacks. Also, please feel free to arrive early to read through your school’s Primary Intervention Rating Scale (**PIRS Pre-Implementation**) report. We were pleased to see the thoughtful feedback your faculty and staff contributed!

Thank you in advance for your participation. Please note **student team members are encouraged to attend** this training session, and it’s team picture day! Team photos will be used to document this celebrate your productive collaboration and can be added to your school’s Ci3T poster.

**Preparation**

For this session, please bring:

* Laptops & chargers (1 per team member)
* your Ci3T interactive eBook
* the books and journal special issues

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* your school’s **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** with the additional interventions completed. Ideally, each **Ci3T Leadership Team** member would have completed two rows, one independently and one working with a colleague outside of the team.

By now or before Session 5 you should have already

* worked independently and with a colleague outside of the team to develop two additional secondary (Tier 2) supports to add to your **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid**, and
* read the following chapters and articles:

Read to prepare for Session 5

|  |  |
| --- | --- |
| A picture containing indoor, green  Description automatically generated | 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) |
| 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) |
| A close up of a sign  Description automatically generated | 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 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. | |

Please feel free to contact any of us if you or any of your faculty/staff have questions or concerns. We appreciate your engagement and participation, and look forward to seeing you next week on **[day of the week, date, start time – end time]** (check in starts at x:xx PM; please bring student team members to this session and be ready for picture day!).

Sincerely,

## Day Before Email

Subject: Ci3T Session 5 Tomorrow

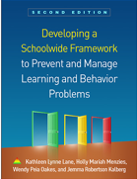
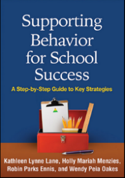
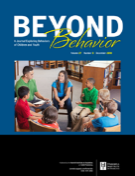
Greetings!

[Personable greeting]. We are looking forward to working with you and your team’s student representative tomorrow at the fifth Ci3T professional learning series session held on **[day of the week, date, start time – end time, location, address].** Check in will begin at **x:xx PM** with light snacks. Also, please feel free to arrive early to read through your school’s Primary Intervention Rating Scale (**PIRS Pre-Implementation**) report. We were pleased to see the thoughtful feedback your faculty and staff contributed! Thank you in advance for your participation. Please note that **student team members are encouraged to attend** this training session, and it’s team picture day! Team photos will be used to document this celebrate your productive collaboration and can be added to your school’s Ci3T poster.

**Preparation**

For this session, please bring:

* laptops & chargers (1 per team member)
* your Ci3T interactive eBook
* the books and journal special issues

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* your school’s **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid**, with the additional interventions completed.

Please feel free to contact any of us if you or any of your faculty/staff have questions or concerns. We look forward to seeing you tomorrow on **[day of the week, date, start time – end time]** (check in starts at x:xx PM; please bring student team members to this session and be ready for picture day!).

Sincerely,

## Thank you Email

Subject: Ci3T Session 5 Thank You

Greetings!

Thank you for your participation at yesterday’s Ci3T professional learning series Session 5! We enjoyed listening to your team discussions as you worked to revise your **Ci3T Blueprint A Primary (Tier 1) Plan** based on PIRS feedback, built your slides illustrating your Ci3T Blueprint revisions and responses, and drafted an email to all faculty and staff about the revisions and directions for completing the **Ci3T Feedback Form**. We look forward to receiving your **Ci3T Feedback Form** data, preparing your reports, and getting the information back to you.

**Homework**

If you haven’t already, please email the PowerPoint slides created yesterday (**R08 PIRS Feedback to Faculty and Staff**) to all faculty and staff, along with directions to complete the **Ci3T Feedback Form** when they receive the emailed survey link from Qualtrics, as soon as possible. You might also consider attaching your revised **Ci3T Blueprint A Primary (Tier 1) Plan, Ci3T Blueprint B Reactive Plan, Ci3T Blueprint C Expectation Matrix, Ci3T Blueprint D Assessment Schedule**, in full, plus the **PIRS Report** PDF to share this information with all faculty/staff as soon as your **Ci3T Leadership Team** feels they are polished.

* + If the date you would like us to send the link to the **Ci3T Feedback Form** changes from what you decided previously and confirmed yesterday, please let us know so we can make adjustments. Here is what we have scheduled:

Ci3T Model of Prevention: Feedback Form Dates

|  |  |  |
| --- | --- | --- |
|  | **Window: [start–end dates]** | |
| Date | Time |
| School 1 |  |  |
| School 2 |  |  |
| School 3 |  |  |
| School 4 |  |  |
| School 5 |  |  |
| School 6 |  |  |

* Please continue working on your **Ci3T Blueprint F Tertiary (Tier 3) 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/staff member at your school site not on your **Ci3T Leadership Team,** particularly those who might be delivering the supports!
* Please consider taking pictures of students (for whom you have parent releases) in various settings (e.g., classroom, hallway, commons, cafeteria) demonstrating school-wide expectations around your campus before the year ends. Student pictures are great for making photo expectation posters (IM08), setting expectation posters (IM09), and more. Being featured on a poster might be a great reinforcer for some students when they see their picture displayed!

**In order to get your Ci3T Feedback Form data back by Session 6:**

* Please ask *everyone* in your building to complete the **Ci3T Feedback Form** via the emailed Qualtrics link by **[day of the week, date, and time]** after reviewing revisions and full **Ci3T Blueprint**.

Read to prepare for Session 6

|  |  |
| --- | --- |
| A picture containing indoor, green  Description automatically generated | 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 Chapters 7-8) |
| A close up of a sign  Description automatically generated | 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. J*ournal 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) | |

Feel free to contact any of us if you or your faculty/staff have questions or concerns. We have enjoyed these last five sessions with you and look forward to seeing you again at the final session **[day of the week, date, start time – end time]** (breakfast and registration start at x:xx AM)!

Sincerely,

## Day Before Faculty and Staff Meeting with Ci3T Feedback Form

Subject: Meeting with your faculty and staff - Ci3T Feedback Form

Dear [school name] Ci3T Leadership Team,

[Personable greeting]. I wish your team success presenting your revised plan to faculty and staff tomorrow. Please be sure to invite all faculty and staff, including paraeducators, custodial staff, cafeteria workers, bus drivers, etc. so you offer every adult in the building an opportunity to participate in designing your school’s Ci3T plan by giving their feedback. We look forward to hearing how the meeting goes!

We have set the **Ci3T Feedback Form** 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 display as being sent from [sender] but is generated by Qualtrics online surveys, so it may accidentally go into junk/spam/clutter 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,