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

# Session 4 Agenda

* Welcome
* How do we refine our assessment schedule and procedures for monitoring?
	+ Revising **Ci3T Blueprint D Assessment Schedule**
	+ Revising procedures for monitoring your plan (**Ci3T Blueprint A Primary [Tier 1] Plan**)
* How do we polish our Ci3T Blueprint?
* How do we present our **Ci3T Blueprint A Primary (Tier 1) Plan** to our faculty and staff? Drafting a plan to present to faculty and staff
* How do we coordinate supports at the secondary (Tier 2) level?
	+ Tier 1 efforts: How is Tier 1 going?
	+ Teacher-delivered strategies: How can we empower teachers with low-intensity?
	+ Organizing secondary (Tier 2) supports
* Where do we go from here? Setting goals for Session 5 (student **Ci3T Leadership Team** members attend!)

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| **Session 4 Homework** |
| Homework Item | Ci3T Leadership Team Member Responsible | Due Date | Item Completed |
| Share presentation of **Ci3T Blueprint A Primary (Tier 1) Plan** with faculty and staff. Ask faculty and staff to complete the PIRS survey |  | DATE |  |
| Complete **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** |  | Session 5 |  |
| Read to prepare for Session 5Lane, 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 themesCarter, 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:10.1177/1098300708319125Debnam, 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:10.1177/1098300712436844Sample 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:ElementaryGermer, 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.MiddleCox, 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.HighMajeika, 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. |  | Session 5Cover Graphic |  |