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| **Ci3T Meetings: Between Sessions 3 and 4** | | | | |
| **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 3**

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

**Ci3T Leadership Team Members Present:**

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**Coach(es):**

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| **Session 3 Readings** |
| Read to prepare for Session 3 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 4)  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 4-5)  Readings for extended learning on themes  Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148. doi:10.1177/1098300709334798 (available from nevadapbis.org)  Foorman, B. R. (2007). Primary prevention in classroom reading instruction. *TEACHING Exceptional Children, 39*, 24-30. doi:10.1177/004005990703900504 Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice, 8*, 80-85. doi:10.1007/s40617-015-0045-4 Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, *11,* 133-144. doi:10.1177/1098300709332067 (PDF available [online](https://journals.sagepub.com/doi/pdf/10.1177/1098300709332067))  Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S. (2009). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. *School Psychology Review, 38,* 135-144.  Oakes, W. P., Lane, K. L., Cantwell, E. D., & Royer, D. J. (2017). Systematic screening for behavior in k-12 settings as regular school practice: Practical considerations and recommendations. *Journal of Applied School Psychology, 33*(4), 369-393. doi:10.1080/15377903.2017.1345813  Oakes, W. P., Lane, K. L., Cox, M. L. & Messenger, M. (2014) Logistics of behavior screenings: How and why do we conduct behavior screenings at our school? *Preventing School Failure, 58*, 159-170. doi:10.1080/1045988X.2014.895572  Pas, E. T., Johnson, S. R., Debnam, K. J., Hulleman, C. S., & Bradshaw, C. P. (2019). Examining the relative utility of PBIS implementation fidelity scores in relation to student outcomes. *Remedial and Special Education, 40*, 6-15. doi:10.1177/0741932518805192  Additional Resources:   * Center on Response to Intervention at American Institutes for Research; <http://www.rti4success.org/> * Also see **R01 Recommended Readings Training Year** for additional information. |

**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 and polish assessment schedule  (**Ci3T Blueprint D Assessment Schedule**) |  | 0 1 2 |  |
|  | Plan for professional learning to support faculty and staff knowledge of systematic screenings (**R04 Ci3T Professional Learning Plan**) |  | 0 1 2 |  |

Considerations:

1. \_\_Are all student-level data sources (screening, assessments, and outcome measures) listed on the assessment schedule? \*These data sources will be used to connect students with secondary (Tier 2) and tertiary (Tier 3) supports – please ensure this list is complete.
2. \_\_Are the months that the assessments occur recorded on the schedule (indicated by an X)?
3. \_\_Are screening measures identified for academics and behavior/social skills clearly outlined on the **Ci3T Blueprint D Assessment Schedule**?
4. \_\_When will professional learning for screening and other assessments occur? Who will lead training? What information will be shared? How will the training be planned to support initial learning *and* follow-up supports for new faculty and staff and those who would like a refresher?Use **R04 Ci3T Professional Learning Plan** to plan for professional learning.
5. \_\_What is the plan for sharing information about screening with parents and how screening information is used to support instruction? Will this come from the school or the district? How will screening data be shared with parents?
6. \_\_In what context will teachers have the opportunity to examine student-level data for decision making? Are these times on the master calendar? Who will support interpretation and use of data? What additional expertise/personnel will be available initially to guide teachers in this new practice?

**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 procedures for monitoring to faculty and staff  (**Ci3T Blueprint A Primary [Tier 1] Plan**) |  | 0 1 2 |  |
|  | Discuss screening options; share district- and site-level decision making process |  | 0 1 2 |  |

Considerations for need:

1. \_\_\_Explain the purpose for conducting behavior screenings as well as academic screenings. For example, **Ci3T Leadership Teams** could explain how academic and behavior screening will help determine which students need more support in the domains of academics, behavior, or social skills.
2. \_\_\_Explain why and how (the process used for decision making) specific screeners were chosen.
3. \_\_\_Consider an opportunity for feedback and discussion before the final decision is made and announced. Provide information or clarification to address any concerns or questions.

**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 selecting screening tools. |  | 0 1 2 |  |

**After Session 3 Coaching Tips:**

1. Support a shift in language that describes students with Tier 2 and/or Tier 3 needs, avoiding identifying the student as a Tier 2 or Tier 3 student.
2. Ensure teams understand screening is universal/schoolwide/for ALL students (including preschoolers, students receiving special education services, English language learners, etc.). Ci3T provides for prevention within the general education framework. ALL students have access to primary (Tier 1) prevention. Likewise, supports are considered for all students meeting the specified criteria for Tier 2 and 3 supports. For example, a student may participate in a special education program for reading and also a Tier 2 support in reading, math, or both.
3. Consider implications for screening for school-level, class-level, or student-level decision making (refer to ci3t.org for videos). Examining your screening data:
   1. Implications for primary (Tier 1) prevention: School-level – consider a focus on implementing preventative and proactive Tier 1 practices with fidelity, in addition to secondary (Tier 2) and tertiary (Tier 3). If school screening data suggest large numbers of students are in need of secondary and tertiary supports, strengthening primary prevention is an effective investment in the long term. Needs of students who need supports should continue to be addressed as well; we are not saying that the needs of students should not be addressed when detected – we are saying strengthening Tier 1 will have the greatest benefit for all students.
   2. Implications for teachers: Classroom-level – classroom level data are used to support teachers with professional learning opportunities and the allocation of other school resources. Data are used to inform prevention efforts in identifying which teachers’ classes could benefit from more low-intensity strategies.
   3. Implications for students – emphasize the importance of multiple sources of data; a full picture of student information is used for decisions; avoid the use of only one source of data. Screening is meant to detect students who may be at risk for behavior challenges; screening tools are not designed as diagnostic tools.
4. Behavior screenings are typically conducted by homeroom teachers in elementary and during a specific period(s) for middle school (MS) and high school (HS). The school selects the best period for screening at the MS and HS levels. Select a period where all students are on a teacher’s roster (e.g., not periods where students have late arrival, early dismissal, or off-campus vocational studies).
5. When schools screen in the fall, make certain Tier 1 efforts are implemented with integrity and then consider beginning with teacher-level strategies (e.g., increasing instructional choice, increasing students’ opportunities to respond).
6. Support schools in planning ahead for the next school year by placing screening and assessment windows on the master school and district calendars. Also include on the calendar regular team meeting times, school assemblies (if applicable), and professional learning opportunities. For example, you may want to consider a screening refresher just before each fall screening and supports for teacher-level strategies after data are reviewed.

**Coaching Reflection:**

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