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| **Ci3T Meetings: Between Sessions 4 and 5** | | | | |
| **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 4**

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

**Ci3T Leadership Team Members Present:**

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**Coach(es):**

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| **Session 4 Readings** |
| 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* (v1.3). 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)  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* 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  Lane, 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 Additional Resources:  * National Technical Assistance Center on PBIS; <http://www.pbis.org/> * National Center on Intensive Intervention at American Institutes for Research; <http://www.intensiveintervention.org/> * Florida Center for Reading Research; <http://www.fcrr.org/assessment/ET/routines/routinesPA_K1.htm> * 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 schoolwide data to identify high school students for targeted supports. *Journal of Applied School Psychology, 29*, 203-229. doi: 10.1080/15377903.2013.778773 |

**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** |
|  | Complete **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid** with the names and descriptions of currently available supports |  | 0 1 2 |  |
|  | Draft how students are considered for secondary supports and the data used to monitor progress |  | 0 1 2 |  |

Considerations:

1. \_\_When describing each support on the **Ci3T Blueprint E Secondary (Tier 2) Intervention Grid**, provide sufficient detail for decision making, and consider answering “who does what, to whom, and under what conditions?” as you write the descriptions.
2. \_\_Begin by listing the currently available supports and interventions at the school site.
3. \_\_ Review entry and exit criteria (that is, specific data sources and scores or categories) to ensure they are parallel to demonstrate student’s growth on the outcome 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 that it is restrictive enough not to overwhelm available resources.
5. \_\_Maintain one **Secondary (Tier 2) Intervention Grid** of all strategies, practices, and supports for academic, behavior, and social components as they are to be considered in an integrated fashion (e.g., do not have one grid for academic, one for behavior, and one for social).
6. \_\_Determine additional evidence-based and promising strategies, practices, and programs to supplement the currently available supports to address unmet student needs.

**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** |
|  | Share the presentation of your current draft of your Ci3T primary (Tier 1) plan with faculty and staff |  | 0 1 2 |  |
|  | Remind faculty and staff they will be receiving a link to complete the Primary Intervention Rating Scale (PIRS) survey and ask them to have surveys completed by [date] so the team will have feedback in time for next session to make revisions |  | 0 1 2 |  |

Considerations for need:

1. \_\_\_Plan for gathering feedback from faculty and staff on the drafted Ci3T plan is examined using results of the Primary Intervention Rating Scale (PIRS; Lane et al., 2009). Consider ways to increase participation – allotting time for faculty and staff at a meeting to log in and complete the survey is the most effective. Be sure they understand that the **Ci3T Leadership Team** will use this information to refine the Ci3T plan and it is a way to make sure their ideas are considered.
2. \_\_\_All faculty and staff (teachers, paraprofessionals, custodial staff, cafeteria staff, office staff, related service providers, etc.) should be present, if possible, for the meeting. If not, consider other ways to allow for their full participation in reviewing the drafted Ci3T plan and providing feedback.
3. \_\_\_How will the final presentation be shared? Will the presentation be emailed out ahead of time for a “preview”? Will there be time for faculty and staff to meet by department/team/grade level/professional learning community to discuss the plan? In what ways may all faculty and staff learn about the draft Ci3T plan and offer informed feedback on the PIRS?

**After Session 4 Coaching Tips:**

1. Communicate with district leaders regarding interventions that are expected to be offered across all district schools (e.g., how will each school address the big five areas in reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension? Will all schools offer check/in check/out as an evidence-based practice?).
2. Consider secondary (Tier 2) interventions in the big 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).
3. Consider secondary (Tier 2) interventions in the major areas of math (computation, application).
4. Consider directing teams to ci3t.org > Professional Learning to view example interventions (materials for implementation as well as intervention grids).
5. Review your school improvement plan or priorities for improvement for other specific areas to target.
6. Interventions are the supports or services that individuals and specialists provide and not the specialist him or herself. For example, the counselor may provide multiple intervention groups and supports – these are each listed as a separate line on the grid without the counselor’s name.
7. Use multiple sources of data when designing each intervention row (e.g., screening and attendance data).
8. Exit criteria are specific and provide a way for the student to exit the intervention either with primary (Tier 1) in place or to move on to tertiary (Tier 3) interventions if the need is present. Often exit criteria are informed by the same information (data) used to determine entry criteria (i.e., entry and exit criteria should parallel).
9. Schools describe interventions with specific criteria so that they have sufficient resources to meet the identified needs.
10. Encourage  **Ci3T Leadership Team** to have others who are unfamiliar with the plan vet the interventions to see if the descriptions and entry/exit criteria are specific and transparent enough for decision making by all teachers for whom the intervention might work best and how the intervention is implemented.

**Coaching Reflection:**

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