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| **Ci3T Meetings: After Session 6** |
| **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 6**

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

**Ci3T Leadership Team Members Present:**

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**Coach(es):**

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| **Session 6**  |
| Read to prepare for Session 6Lane, 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)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 themesFixsen, 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:10.1177/1098300715578916Mathews, 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:10.1177/1098300713484065McIntosh, 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.20448McIntosh, 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:10.1177/1098300715599960McIntosh, 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*. Journal 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:10.1177/1098300715599737Shepley, 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](https://www.researchgate.net/profile/Brenda_Dobia/publication/275255235_Positive_Behavior_Interventions_the_Issue_of_Sustainability_of_Positive_Effects)) |

**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** |
| [ ]  | Finalize all plans for teaching the Ci3T plan with faculty & staff and students (kick off)  |  | 0 1 2 |  |
| [ ]  | Complete **IM03 Ci3T Implementation Manual**  |  | 0 1 2 |  |
| [ ]  | Complete **IM17 Implementation Calendar and/ or add implementation dates to the master school calendar** (e.g., include monthly Ci3T Leadership Team meetings, screening dates, professional learning opportunities) |  | 0 1 2 |  |
| [ ]  | Schedule a follow-up meeting with Ci3T Trainers/Coaches |  | 0 1 2 |  |

Considerations:

1. \_\_\_ How will the Ci3T plan be rolled out to stakeholders including families and community members? Consider a school website tab for Ci3T for parent, student, and community communication.
2. \_\_\_How will you initially roll out the plan (introduce and teach the plan) to all faculty and staff? Tip: Consider way for those who interact with students but may not attend faculty meetings to access information (e.g., bus drivers, cafeteria staff, and office staff). Who will lead this effort?
3. \_\_\_How will you continue to teach the plan throughout the year?
4. \_\_\_Finalize plans for teaching students? Who will lead the activities to roll the plan out to students?
5. \_\_\_Finalize plans for teaching parents? Who will lead the activities to roll the plan out to parents?
6. \_\_\_How will faculty and staff access the finalized Ci3T Implementation Manual? Will it be available in printed form, electronically, or both?
7. \_\_\_Who is designing the ticket? Who has final approval? Who will print, package, and disseminate them? Where will extras tickets be stored? Is there information for how to access additional tickets in the Ci3T Implementation ManualFAQ section**?**
8. \_\_\_Who is designing posters? Who has final approval? Who will print them? How will they be funded (school budget, district allocation, parent organization, community business donation)? When will each teacher receive posters? Who will hang posters in all shared school locations? Tip: Remember bus setting posters for your bus drivers to post on buses!
9. \_\_\_When hanging posters, who will confirm that emergency procedures are posted in all classrooms and shared locations (office, cafeteria, gym, library, labs, and hallways)?
10. \_\_\_Who is creating setting lesson plans or other materials to teach all students (refer to Procedures for Teaching students? Who has final approval? How will these be shared with teachers? Who will teach students the lessons and when will lessons be taught? Tip: Add these to the school’s Ci3T master calendar.
11. \_\_\_Are all **Ci3T Leadership Team** meetings scheduled for the year and on the Ci3T master calendar? Who will serve as the **Ci3T Leadership Team** leader for the year? Who will send out meeting reminders, prepare and send **IM18 Ci3T Leadership Team Meeting Agenda** for each meeting, and take and disseminate meeting notes and action items? Who will share Ci3T Leadership Team activities with faculty and staff (ideally monthly but at least 4 times per year)?
12. \_\_\_Are fall, winter, and spring screening windows as well as treatment integrity and social validity assessment windows on the Ci3T master school calendar and/ or **IM17 Implementation Calendar**?

**Faculty and Staff Meeting: Before school begins for the first implementation year**

|  |  |  | **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** |
| [ ]  | Determine date and schedule roll out to faculty and staff |  | 0 1 2 |  |
| [ ]  | Roll out polished Ci3T plan to faculty and staff |  | 0 1 2 |  |
| [ ]  | Teach faculty and staff about the Ci3T plan using **IM03 Ci3T Implementation Manual**  |  | 0 1 2 |  |
| [ ]  | Provide faculty and staff all materials to teach and reinforce the Ci3T plan (tickets, posters, lesson plans) as well as reviewing dates scheduled on the Ci3T **Implementation Calendar** |  | 0 1 2 |  |

Considerations for need:

1. \_\_\_Plan to meet with faculty and staff to build capacity, understanding, and increase fidelity of implementation (e.g., professional learning, technical assistance, coaching).
2. \_\_\_How will you share all logistics for accessing materials: new curriculum and materials, systems for monitoring fidelity of instruction and assessment procedures, posters, lesson plans, tickets, bookmarks? Remember posters for buses, too.

**After Session 6 Coaching Tips:**

1. Focus on high fidelity implementation of Tier 1 at the start of the school year and often during the first implementation year.
2. Structure each faculty and staff meeting to show which part of the Ci3T Blueprint is currently being discussed or operated in (e.g., which part of the triangle are we in right now?), as well as to provide a few Ci3T tips, clarifications, ideas, and feedback. This will show faculty and staff that all school activities fit within the Ci3T framework.
3. Carefully consider how to maximize professional learning time to support faculty and staff in high fidelity implementation – to name a few – Tier 1 practices, social skills instruction, monitoring practices, effective ways to use the reinforcement system, consistent use of the reactive plan across faculty and staff, increased use of effective classroom management strategies, fluent use of data management systems to access student data, looking at multiple sources of data to inform instructional decisions, use of intervention grids as central to determining supports for students – meeting the needs of all students by empowering all teachers and staff to learn and develop interventions to support identified student and teacher needs (and identifying experts who can become resources for those still learning).
4. Identify an outside technical assistance provider – share contact information and establish priorities for year 1 implementation.
5. Consider district level resources for implementation supports needed across schools – data structures to collect, manage, and report data, curriculum adoption and training, as examples.
6. Develop ideas or establish communication systems for your parent and student team members to communicate with stakeholders (e.g., parent organizations, student leadership groups).

**Coaching Reflection:**

* 1. How was the coaching support helpful?
	2. What might be adjusted for ongoing coaching during implementation?