Ci3T Template Emails

Directions: Template sample emails to **Ci3T Leadership Team** members are provided for Session 2.

# Session 2

## Week Before Email

Subject: Ci3T Session 2 [day of the week] [date]

Greetings!

We are eager to see you again at the second session of the Ci3T professional learning series held on **[day, date, time, location]** with registration beginning at **x:xx AM**. Additional details are listed below – thank you in advance for your participation!

**Preparation – what to read:**

# Read to prepare for Session 2

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| --- | --- |
|  | 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 3) |
|  | Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 3 and 6) |
| Readings for extended learning on themesBradshaw, C. P., Williamson, S. K., Kendziora, K., Jones, W., & Cole, S. (2019). Multitiered approaches to school-based mental health, wellness, and trauma. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (pp. 85-109). Santa Barbara, CA: ABC-CLIO. (Read Chapter 4 on [Google Books](https://books.google.com/books?hl=en&lr=&id=_9aVDwAAQBAJ&oi=fnd&pg=PA85&dq=multi+tiered+systems+trauma&ots=IAFhTHT_-L&sig=BjaIllGYGKVgxXaz4zGnt8hiIRw#v=onepage&q=multi%20tiered%20systems%20trauma&f=false))Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*, 129-152. (PDF available [online](https://files.eric.ed.gov/fulltext/EJ1209431.pdf)) Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). School-wide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7,* 6-31. doi:10.3776/joci.2013.v7n1p6-31 (PDF available [online](http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/249/pdf))Lane K. L., Oakes, W. P., & Magill L. (2014) Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure, 58*, 143-158. doi:10.1080/1045988X.2014.893978Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., Menzies, H. M., & Jenkins, A. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education, 40,* 51-62. doi:10.1177/0741932518786787Marchant, M., Heath, M. A., & Miramontes, N. Y. (2013). Merging empiricism and humanism: Role of social validity in the school-wide positive behavior support model. *Journal of Positive Behavior Interventions, 15*, 221-230. doi:10.1177/1098300712459356 (available from [researchgate.net](https://www.researchgate.net/publication/258174929_Merging_Empiricism_and_Humanism_Role_of_Social_Validity_in_the_School-Wide_Positive_Behavior_Support_Model))Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. *Journal of School Psychology, 73*, 41-55. doi:10.1016/j.jsp.2019.03.001Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, *6*, 21-28. doi:10.1177/10983007040060010401Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts.* Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press. (available from pbis.org) |

**Preparation – what to bring:**

* laptops or tablet computer & chargers (ideally one per **Ci3T Leadership Team** member)
* your Ci3T interactive eBook
* the books and journal special issues

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* completed mission and purpose statements that were assigned as homework after last session
* **your school’s reactive plan for dealing with problem behaviors**

**Reminders:**

* If you haven’t already, show the narrated slide show, Introductory Overview of Ci3T Model of Prevention, ([http://www.ci3t.org/building](http://www.ci3t.org/building%29)) to at your faculty & staff meeting prior to Session 2.
* Parent members of the **Ci3T Leadership Team** are invited and encouraged to attend *all* training sessions
* Student members of the **Ci3T Leadership Team** are asked to *only* attend the evening trainings, Session 3 ([date]) and Session 5 ([date]).

**Food**:

Lunch will be provided to support our working lunch time.

**Location:**

The training session will be held [location name, address, phone number].

**Parking:** Parking is [describe parking option details].

We look forward to working with you again soon! Please feel free to contact us with questions at [contact name, email, phone]. See you soon!

Respectfully,

## Day Before Email

Subject: Ci3T Session 2 Tomorrow

Greetings, everyone!

We are ready and excited to work with everyone again on **[day of the week, date]** from x:xx AM – x:xx PM (check-in begins at **x:xx AM**) at [location]**!** Address: [location full address].

Lunch will be provided.

As a reminder, please bring the following items with you tomorrow:

* laptop or tablet computer
* charger for your laptop or tablet
* your Ci3T interactive eBook
* the books and journal special issues

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* completed mission and purpose statements that were started at Session 1
* **your school’s reactive plan for dealing with problem behaviors**

If you have any questions, feel free to contact us [contact name, email, phone]. Thank you in advance for your participation!

Sincerely,

## Thank you Email

Subject: Ci3T Session 2 Thank You

Dear **Ci3T Leadership Team** Members,

Thank you for your participation at yesterday’s Ci3T Professional Learning Series Session 2! We really enjoyed working with each of you as you began building your comprehensive, integrated, three-tiered model of prevention. We were all impressed with everyone’s focus and participation, a reflection of your tremendous dedication and enthusiasm. We know work time was short, but your **Ci3T Leadership Team** is off to a great start!

**Homework**

At your next faculty meeting:

* If you haven’t already, show the narrated slide show, Introductory Overview of Ci3T Model of Prevention, ([http://www.ci3t.org/building](http://www.ci3t.org/building%29)) to all faculty and staff
* Introduce your drafted **Ci3T Blueprint C Expectation Matrix** to faculty and staff and obtain informal feedback

At your next Ci3T school leadership team meeting:

* Revise your **Ci3T Blueprint C Expectation Matrix** based on faculty and staff feedback
* Polish and complete your **Ci3T Blueprint A Primary (Tier 1) Plan**, including procedures for teaching and reinforcing the plan
* Polish your school’s **Ci3T Blueprint B Reactive Plan** draft
* Continue discussion around social skills curriculum options

**Readings for Session 3:**

# 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) |

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| Readings for extended learning on themesBradshaw, 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:10.1177/004005990703900504Horner, 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/s40617-015-0045-4Horner, 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:10.1080/15377903.2017.1345813Oakes, 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.2014.895572Pas, 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  |

Please feel free to contact any of us if you or your faculty or staff have questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you again for Session 3 on **[day of the week, date, start time – end time, location]** (student team member is encouraged to attend)!

Sincerely,