Ci3T Template Emails

Directions: Template sample emails to **Ci3T Leadership Team** members are provided for Session 3.

# Session 3

## Week Before Email

Subject: Ci3T Session 3 [day of the week] [date]

Greetings!

[Personable greeting. e.g., I hope everyone had a wonderful holiday break and a happy new year!] We are looking forward to working with you and **student team members** next week for the Ci3T professional learning series Session 3 on **[day of the week and date]** from **x:xx PM – x:xx PM** at[location name and address]. Registration and a light snack will begin at **x:xx** PM so we can begin promptly at **x:xx** PM.

**Preparation:** Please bring laptops, your interactive eBooks, your **Ci3T Leadership Team’s** set of books, and the *Preventing School Failure* special issue. The agenda, handouts, and PowerPoint are in Dropbox.

By now or before Session 3 you should have:

* introduced your drafted **Ci3T Blueprint C Expectation Matrix** to faculty, obtained feedback, and revised it based on faculty feedback
* completed **Ci3T Blueprint A Primary (Tier 1) Plan** procedures for teaching and reinforcing the plan
* completed/revised your school’s **Ci3T Blueprint B Reactive Plan** draft
* read the following chapters and articles:

# Read to prepare for Session 3

Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *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*. 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 us if you or your faculty/staff have questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you next week on **[day of the week, date, start time – end time, location]** (with student team members)!

Sincerely,

## Day Before Email

Subject: Ci3T Session 3 Tomorrow

Greetings, everyone!

The third Ci3T professional learning series session is tomorrow! We are eager to work with everyone **[day of the week, date, start time – end time, location, address]**!

Please bring:

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

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* updated documents on Dropbox:
	+ polished **Ci3T Blueprint A Primary (Tier 1) Plan**
	+ polished **Ci3T Blueprint B Reactive Plan**
	+ revised **Ci3T Blueprint C Expectation Matrix**

If you have any questions, feel free to contact us. Thank you in advance for your participation, we are excited for tomorrow and our continued collaboration!

Sincerely,

## Thank you Email

Subject: Ci3T Session 3 Thank You

Dear Ci3T Leadership Team Members,

Thank you for your participation at yesterday’s Ci3T Session 3. I hope you enjoyed the learning time with your team! And a special thank you to everyone for setting your next team meeting date and time, which we are happy to attend and offer our support for any questions that arise. I’ve summarized the meetings in the table below – please let me know if there are any changes.

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| --- | --- | --- |
| School | Meeting Date | Meeting Time |
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We are hopeful your team will use the meeting time to discuss the screening tools overviewed by [Ci3T Trainer] as well as the various programs/ curricula you are considering for the **Ci3T Blueprint A Primary (Tier 1) Plan** social skills component.

**Homework:**

At your next **Ci3T Leadership Team** meeting:

* Further identify what data are currently collected or available in your school.
* Revise and polish your **Ci3T Blueprint D Assessment Schedule** based on these findings.
* Please continue to develop your **Ci3T Blueprint A Primary (Tier 1) Plan**, including procedures for monitoring. Your goal is to have a fully developed plan to share with all of your faculty and staff following the next full day session in [month].
* Plan professional learning time for your team to present to your faculty and staff about screening and your school’s chosen screener(s) (academic and behavior).
* Continue the selection process for the **Ci3T Blueprint A Primary (Tier 1) Plan** social skills component (if not already decided). Review the [What Works Clearinghouse](http://ies.ed.gov/ncee/wwc/) and the [Collaborative for Academic, Social, and Emotional Learning](https://casel.org/what-is-sel/) websites, consider your current goals, and examine the data you currently collect to monitor students’ social and behavior performance. Then, please consider a validated program that fits the interests of your school.

At your next faculty meeting:

* Present, discuss, and garner feedback on your school’s procedures for monitoring academics and behavior.
* Present and explain your school’s chosen systematic screener(s).

**Readings for Session 4:**

# Read to prepare for Session 4

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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 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) |
| http://www.guilford.com/covers/large/9781606239513.jpg | 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*](http://www.ci3t.org/pl) |
| Readings for extended learning on themesGage, 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:10.1177/0741932510362514Special Series: Effective Low-Intensity Strategies to Enhance School SuccessLane, 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.2014.895575Pool, 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:10.1177/1053451212463961Simonsen, 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:10.1177/1063426618795443Oakes, 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 HighLane, 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:10.1177/1063426617744746Lane, 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 |

Please feel free to contact any of us if you or your faculty/staff have questions or concerns. We appreciate your attentiveness and participation, and look forward to seeing you again on **[day of the week, date, start time – end time, location]** (a light breakfast and check-in begin at x:xx AM)!

Sincerely,