# R01 Recommended Readings Training Year

Readings specific to Ci3T are listed for reading prior to the noted sessions. We recommend each Ci3T Leadership Team member have access to these readings (e.g., a copy for each team member, copies of hard copy books to share, one interactive eBook per team member). In the boxes are additional readings to extend learning on larger themes. We encourage Ci3T Leadership Team members, Ci3T District Leadership Team members (or other District Decision Makers), and Ci3T Coaches to read the relevant readings prior to attending each professional learning session. In addition, we hope you will explore the additional readings to enrich your learning experience.

Books
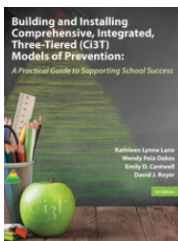
Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). Phoenix, AZ: KOI Education. (interactive eBook)
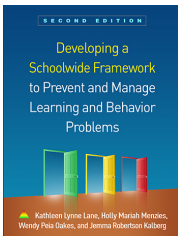
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press.
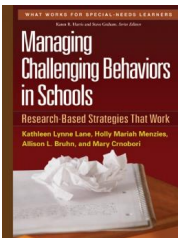
Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press.
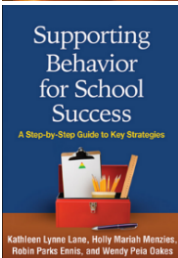
Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A step-by-step guide to key strategies.* New York, NY: Guilford Press.

## Website

www.ci3t.org

Journals: Ci3T special issues

Designing, Implementing, and Evaluating Comprehensive, Integrated, Three-Tiered Models of Prevention: A Step-by-Step Guide (2014).

A special issue of *Preventing School Failure*, volume *58*, issue 3
http://www.tandfonline.com/toc/vpsf20/58/3

To order reprints, contact Taylor and Francis
customerservice@TaylorandFrancis.com or visit
https://taylorandfrancis.com/partnership/commercial/reprints/
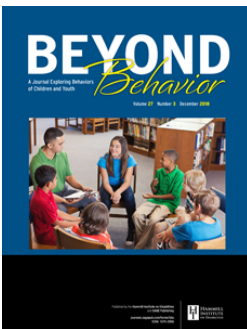
Effective Low-Intensity Strategies to Enhance School Success: What Every Educator Needs to Know (2018).

A special issue of *Beyond Behavior*, volume *27*, issue 3
https://journals.sagepub.com/toc/bbxa/27/3

This 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.

To order reprints, contact Sage Publishing
https://us.sagepub.com/en-us/nam/reprints
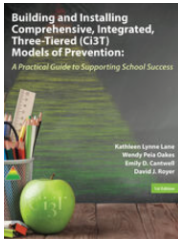
Read to prepare for <u>Session 1</u>

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 Chapters 1-2)
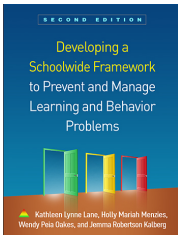
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 1-2)
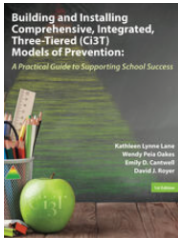
Readings for extended learning on themes

Lane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Why does my school – and district – need an integrated approach to meet students' academic, behavioral, and social needs? *Preventing School Failure, 58*, 121-128. doi:10.1080/1045988X.2014.893977
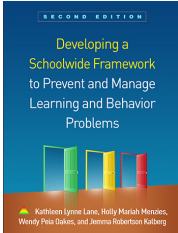
Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing comprehensive, integrated, three-tiered (Ci3T) models of prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure, 58*, 129-142. doi:10.1080/1045988X.2014.893976

Read to prepare for Session 2

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, J. R. (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 themes

Bradshaw, 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)

Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*, 129-152. (PDF available online)

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)
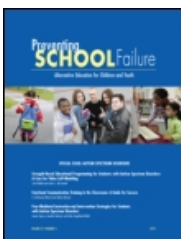
Lane K. L., Oakes, W. P., & Magill L. (2014) Primary prevention efforts: How do we implement and monitor the Tier 1 component of our comprehensive, integrated, three-tiered (Ci3T) model? *Preventing School Failure, 58*, 143-158. doi:10.1080/1045988X.2014.893978

Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., Menzies, H. M., Jenkins, A. & Hicks, T. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education, 40,* 51-62. doi:10.1177/0741932518786787

Marchant, M., Heath, M. A., & Miramontes, N. Y. (2012). 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)

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.2019.03.001

Scott, 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:10.1177/10983007040060010401

Weist, 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)

Read to prepare for <u>Session 3</u>
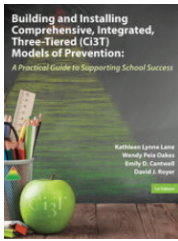
Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapter 4)
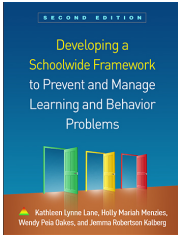
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 4-5)

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)

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.
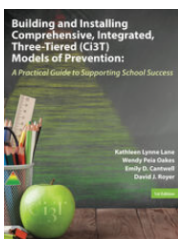
Oakes, W. P., Lane, K. L., Cantwell, E. D., & Royer, D. J. (2017). Systematic screening for behavior in k-12 settings as regular school practice: Practical considerations and recommendations. *Journal of Applied School Psychology, 33*(4), 369-393. doi:10.1080/15377903.2017.1345813

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

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)
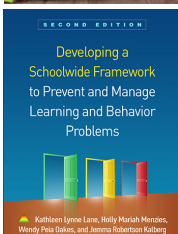
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 6-7; as you consider low-intensity supports, revisit Chapter 6, previously read for Session 2)
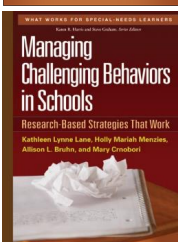
Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press. (Chapters 4-6)
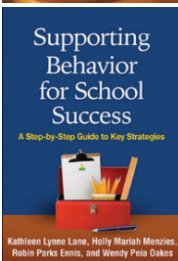
Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. (Chapters 1-5)

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

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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
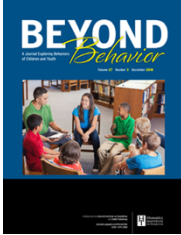
Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2018). Effective low-intensity strategies to enhance school success: What every educator needs to know. *Beyond Behavior, 27*(3). doi:10.1177/1074295618799044

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. (2012). 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)

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)

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)

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

Read to prepare for Session 5
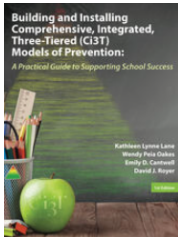
Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapter 6)
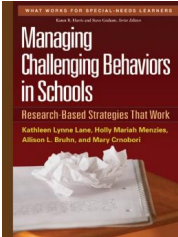
Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work.* New York, NY: Guilford Press. (Chapters 7-8)
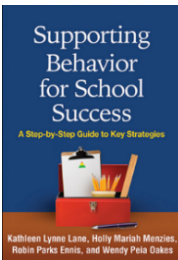
Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. (Chapters 6-9)

We suggest all team members read Chapter 9, then "jigsaw" remaining chapters.

Readings for extended learning on themes

Carter, D. R., & Horner, R. H. (2009). Adding function-based behavioral support to first step to success. *Journal of Positive Behavior Interventions, 11*, 22-34. doi:10.1177/1098300708319125

Debnam, K. J., Pas, E. T., & Bradshaw, C. P. (2012). Secondary and tertiary support systems in schools implementing school-wide positive behavioral interventions and supports: A preliminary descriptive analysis. *Journal of Positive Behavior Interventions*, *14*, 142–152. doi:10.1177/1098300712436844

Sample What Works Clearinghouse intervention reports

What Works Clearinghouse (2012). WWC intervention report: First Step to Success. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_firststep_030612.pdf

What Works Clearinghouse (2016a). WWC intervention report: Functional behavioral assessment-based interventions: Children identified with or at risk for an emotional disturbance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_fba_011017.pdf

What Works Clearinghouse (2016b). WWC intervention report: READ 180. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf

Choose by school level:

Elementary

Germer, K. A., Kaplan, L. M., Giroux, L. N., Markham, E. H., Ferris, G., Oakes, W., & Lane, K. L. (2011). A function-based intervention to increase a second-grade student's on-task behavior in a general education classroom. *Beyond Behavior, 20,* 19-30.

Middle

Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2011). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Beyond Behavior, 20,* 44-54.
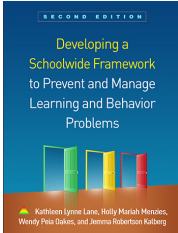
High

Majeika, C. E., Walder, J. Pl., Hubbard, J. P., Steeb, K. M., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). Improving on-task behavior using a functional assessment-based intervention in an inclusive high school setting. *Beyond Behavior, 20,* 55-66.

Read to prepare for Session 6

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 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 themes

Fixsen, 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)

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., Dwiggins, 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:10.1177/1098300715578916

Mathews, S., McIntosh, K., Frank, J. L., & May, S. L. (2014). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 16,* 168-178. doi:10.1177/1098300713484065

McIntosh, 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.20448

McIntosh, K., Kelm, J. L., & Delabra, A. C. (2016). 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:10.1177/1098300715599960

McIntosh, 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. (2016). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 18*, 209-218. doi:10.1177/1098300715599737

Shepley, 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)

Additional readings for extended learning on themes

Websites

Center on Instruction http://www.centeroninstruction.org/

Center on Response to Intervention at American Institutes for Research http://www.rti4success.org/

Collaborative for Academic, Social, and Emotional Learning http://www.casel.org/

Florida Center for Reading Research http://www.fcrr.org/assessment/ET/routines/routines.html

Launching Young Readers Reading Rockets http://www.readingrockets.org

National Center on Intensive Intervention at American Institutes for Research http://www.intensiveintervention.org/

National Center on PBIS http://www.pbis.org/

National Reading Panel https://www.nichd.nih.gov/research/supported/nrp

RTI Action Network http://www.rtinetwork.org

Substance Abuse and Mental Health Services Administration (SAMHSA) http://www.samhsa.gov/

The Iris Center at the Peabody College, Vanderbilt http://iris.peabody.vanderbilt.edu/

What Works Clearinghouse, Institute of Education Sciences http://ies.ed.gov/ncee/wwc/

Practice guides and intervention reports

The Institute of Education Sciences (IES) makes practice guides synthesizing available evidence and expertise for challenges not easily met with a single intervention. Intervention reports are available for over 580 intervention summaries from systematic reviews of the literature.

> http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Reading Next: A Vision for Action and Research in Middle and High School Literacy

> https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools

> https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf