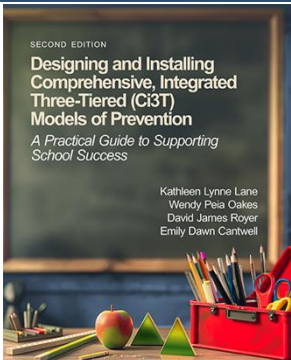
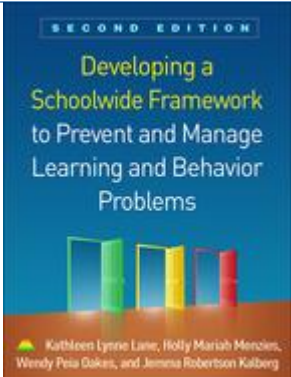


R01 Recommended Readings

Ci3T Design Year

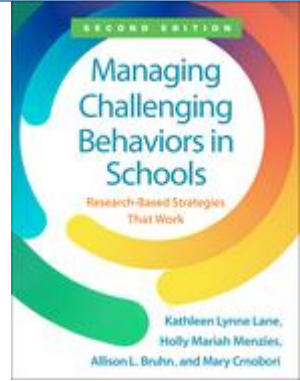
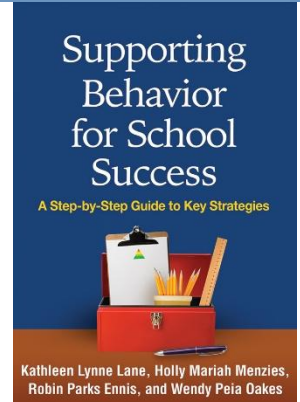
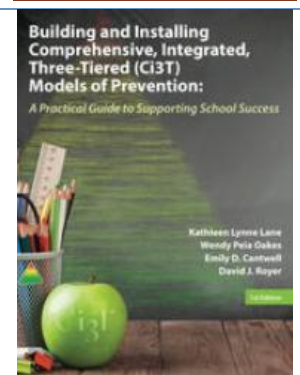
Readings specific to Ci3T are listed for reading prior to each session. We encourage each Ci3T Leadership Team member to have access to these readings (e.g., a copy for each team member, copies of hard copy books to share, device for accessing eBooks) and complete relevant readings prior to each professional learning session. We note when “jigsawing” (distributing readings amongst team members) might be helpful. We include additional optional readings to extend your learning along larger themes. In addition to these readings, in the Ci3T Design Professional Learning Series: Session Content we will connect you to relevant professional learning modules which will later connect to Ci3T implementation efforts.

Books

Book Cover Image	Reference
	Coming soon: Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. Session content for Ci3T Leadership Team members available now at ci3t.org/building 
	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford.

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

	Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2026). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> (2nd ed.) Guilford.
	Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). <i>Supporting behavior for school success: A step-by-step guide to key strategies</i>. Guilford.
	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). KOI Education. (interactive eBook available through June 2026 in the apple store) This book is no longer available after June 2026.

Website
ci3t.org

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

Journals: Ci3T Special Issues – Optional

Using Low-Intensity Strategies to Support Engagement: Practical Applications in Remote Learning Environments for Teachers and Families (2023). A special issue of *Preventing School Failure*, volume 67, issue 2

<https://www.tandfonline.com/toc/vpsf20/67/2>

Articles in this special issue are available online open access.

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>

To order reprints, contact Sage Publishing <https://us.sagepub.com/en-us/nam/reprints>

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.

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

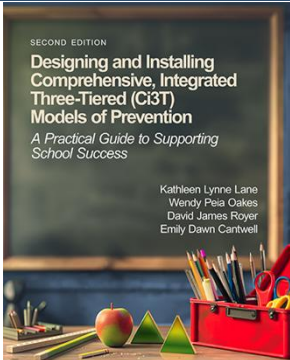
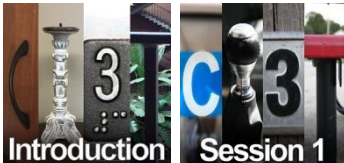
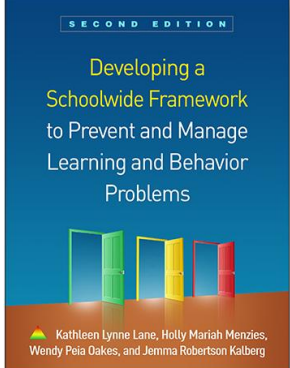
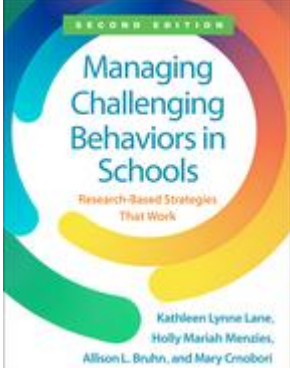
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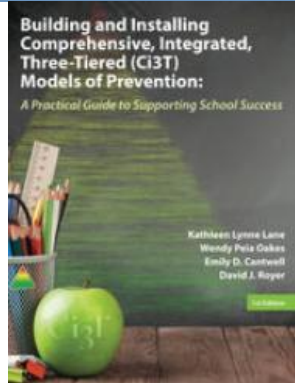
Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

Read to prepare for Session 1

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Introduction and Chapter 1: Session 1) Session content for Ci3T Leadership Team members available now at ci3t.org/building 
	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford. (Chapters 1-2)
	Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2026). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> (2nd ed.) Guilford. (Chapters 1-3)

Updated: 6/10/2026

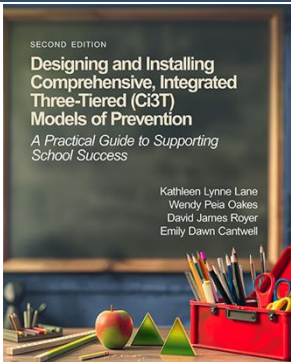
Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). KOI Education. (interactive eBook Chapters 1-2) *optional – for those who have the interactive ebook
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Readings for extended learning on themes

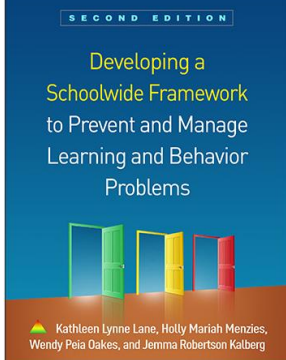
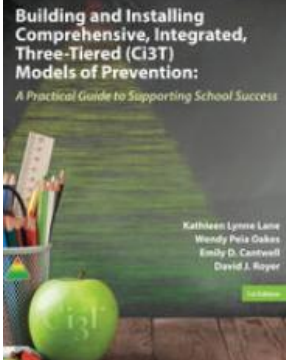
- Buckman, M. M., Oakes, W. P., Lane, K. L., Royer, D. J., Common, E. A., Briesch, A., & Allen, G. E. (2024). Data-Informed Professional Learning and Instruction in Integrated Tiered Systems. *Intervention in School and Clinic*, 60(1), 39-52.
<https://doi.org/10.1177/1053451224125360>
- Lane, K. L., 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(3), 121-128.
<https://doi.org/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(3), 129-142.
<https://doi.org/10.1080/1045988X.2014.893976>

Read to prepare for Session 2

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Chapter 2: Session 2) Session content for Ci3T Leadership Team members available now at ci3t.org/building 

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

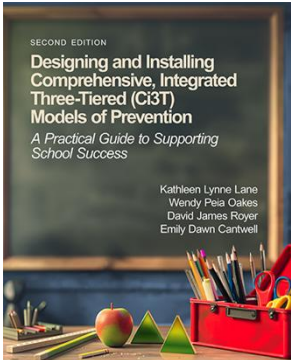
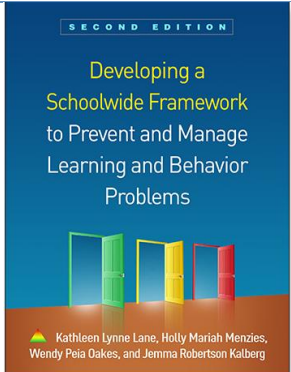
	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford. (Chapters 3 and 6)
	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). KOI Education. (interactive eBook Chapter 3) *optional – for those who have the interactive ebook

Readings for extended learning on themes

- Center on PBIS. (October, 2022). *Why implement Tier 1 PBIS for students with disabilities? What does research say?* Center on PBIS, University of Oregon. <https://www.pbis.org/resource/why-implement-tier-1-pbis-for-students-with-disabilities-what-does-research-say>
- Center on PBIS (2023). *References for the evidence of PBIS effectiveness*. University of Oregon. <https://www.pbis.org/resource/references-for-the-evidence-of-pbis-effectiveness>
- Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, 12, 129-152. ([PDF available online](#))
- I-MTSS Research Network. (2024). Does research support an integrated multi-tiered system of support framework? Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, www.mtss.org
- 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(1), 6-31. <https://doi.org/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(3), 143-158. <https://doi.org/10.1080/1045988X.2014.893978>
- Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., Menzies, H. M., Jenkins, A., & Updated: 6/10/2026
 Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

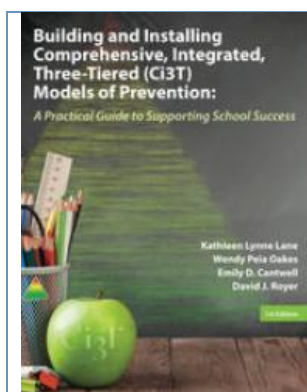
- Hicks, T. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education*, 40(1), 51-62. <https://doi.org/10.1177/0741932518786787>
- Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family 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). University of Oregon Press. (available from pbis.org)

Read to prepare for Session 3

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Chapter 3: Session 3) Session content for Ci3T Leadership Team members available now at ci3t.org/building
	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford. (Chapters 4-5)

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)



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) *optional – for those who have the interactive ebook

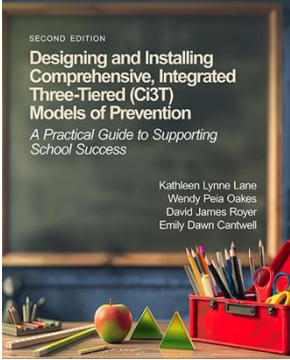
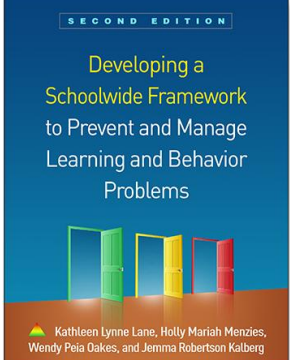
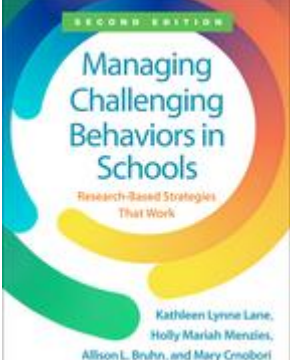
Readings for extended learning on themes

- Lane, H. B. (2024). *Evidence-based reading instruction for Grades K–5* (CEEDAR Innovation Configuration No. IC-12b). University of Florida, CEEDAR Center. <https://cedar.education.ufl.edu/innovation-configurations/>
- 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. <https://doi.org/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(3), 133-144. <https://doi.org/10.1177/1098300709332067> (PDF available online)
- 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. <https://doi.org/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(3), 159-170. <https://doi.org/10.1080/1045988X.2014.895572>
- Patrick, J. D., & Acosta, K. (2024). *Evidence-based reading instruction for adolescents in grades 6-12* (CEEDAR Innovation Configuration No. IC-13b). University of Florida, CEEDAR Center. <https://cedar.education.ufl.edu/innovation-configurations/>
- Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Allen, G. E., McCoach, D. B., Royer, D. J., Common, E. A., & Cantwell, E. D. (2024). Reexamining the relation between social validity and treatment integrity in Ci3T models. *Assessment for Effective Intervention*. 49(3), 159-170. <https://doi.org/10.1177/15345084241239302>
- Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2026). Mapping the research base for universal behavior screeners. *Review of Educational Research*, 96(2), 584-618. <https://doi.org/10.3102/00346543251315168>

Updated: 6/10/2026

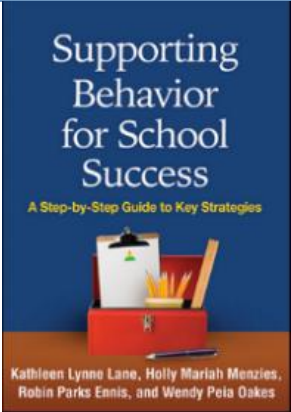
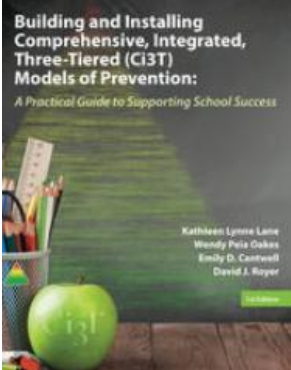
Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

Read to prepare for Session 4

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Chapter 4: Session 4) Session content for Ci3T Leadership Team members available now at ci3t.org/building 
	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford. (Chapters 6-7; as you consider low-intensity strategies, revisit Chapter 6, previously read for Session 2)
	Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2026). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> (2nd ed.) Guilford. (Chapter 4)

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

	Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). <i>Supporting behavior for school success: A step-by-step guide to key strategies</i>. Guilford. (Chapters 1-5) <i>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. Modules and materials for each strategy can be found at ci3t.org/enhance.</i>
	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapter 5) *optional – for those who have the interactive ebook

Readings for extended learning on themes

- Center on PBIS. (September 2024). *Enhancing social emotional and behavioral (SEB) support: A practical guide for selecting and implementing SEB programs within a positive behavioral interventions and support (PBIS) framework*. Center on PBIS, University of Oregon. www.pbis.org (PDF available online)
- 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*, 33(1), 23-38. <https://doi.org/10.1177/0741932510362514>
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2023). Using low-intensity strategies to support engagement: Practical applications in remote learning environments for teachers and families. *Preventing School Failure*, 67(2), 79-82. <https://doi.org/10.1080/1045988x.2023.2181300>
- 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(3), 183-190. <https://doi.org/10.1080/1045988X.2014.895575>
- Center on PBIS. (April 2025). *Supporting and responding to student’s social, emotional, and behavioral needs: Evidence-based practices for educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org. (PDF available online)

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

Choose by school level:

Elementary

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Chang, C., & Cantwell, E. D. (2024). Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*. 49(3), 189-204.
<https://doi.org/10.1177/01987429231222890>

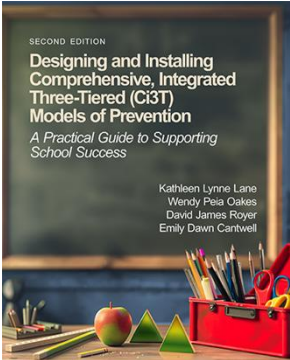
Oakes, W. P., Lane, K. L., Cox, M., Magrane, A., Jenkins, A., & Hankins, K. (2012). Tier 2 supports to improve motivation and performance of elementary students with behavioral challenges and poor work completion. *Education and Treatment of Children*, 35, 547-584. <https://muse.jhu.edu/article/487098> (PDF available online)

Middle and High

Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R., Sherod, R. L., Cantwell, E. D. & Chang, C., &. (2024). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*, 8:1251063.
<https://doi.org/10.3389/feduc.2023.1251063> (PDF available online)

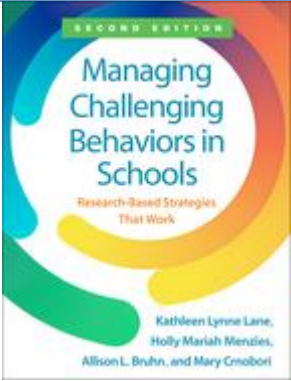
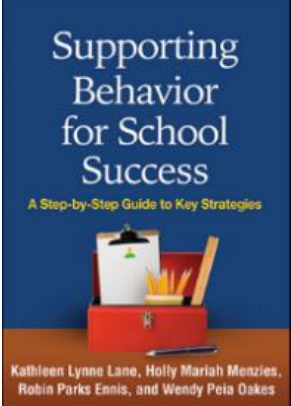
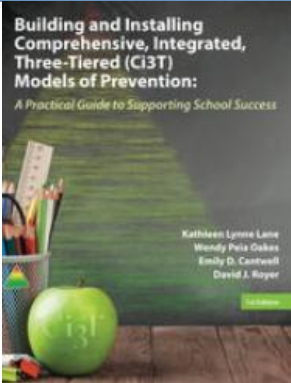
Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A. (2013). Working within the context of three-tiered models of prevention: Using school wide data to identify high school students for targeted supports. *Journal of Applied School Psychology*, 29(2), 203-229. <https://doi.org/10.1080/15377903.2013.778773>

Read to prepare for Session 5

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Chapter 5: Session 5) Session content for Ci3T Leadership Team members available now at ci3t.org/building 

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

	Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2026). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> (2nd ed.) Guilford. (Chapters 5-8)
	Lane, K. L., Menzies, H., Ennis, R. P., & Oakes, W. P. (2015). <i>Supporting behavior for school success: A step-by-step guide to key strategies</i>. Guilford. (Chapters 6-9)
	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapter 6) *optional – for those who have the interactive ebook

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(1), 22-34.

<https://doi.org/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(3), 142–152. <https://doi.org/10.1177/1098300712436844>

Sample What Works Clearinghouse intervention reports

What Works Clearinghouse. (2012). *WWC intervention report: First Step to Success*.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_firststep_030612.pdf

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

What Works Clearinghouse. (2016a). *WWC intervention report: Functional behavioral assessment-based interventions: Children identified with or at risk for an emotional disturbance*.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_fba_011017.pdf

What Works Clearinghouse. (2016b). *WWC intervention report: READ 180*.

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(3), 19-30.

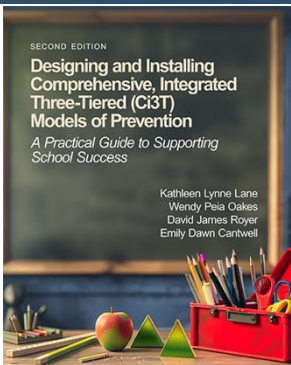
Middle

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(3), 44-54.

High

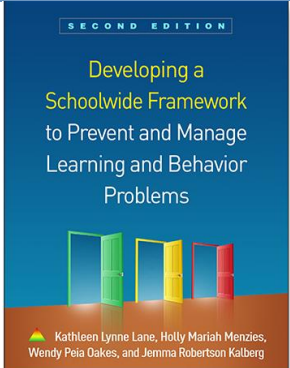
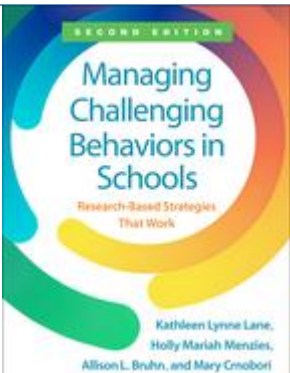
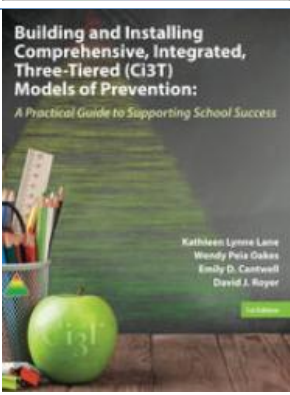
Majeika, C. E., Walder, J. Pl., Hubbard, J. P., Steeb, K. M., Ferris, G. J., Oakes, W. P., & Lane, K. L. (2011). Improving on-task behavior using a functional assessment-based intervention in an inclusive high school setting. *Beyond Behavior*, 20(3), 55-66.

Read to prepare for Session 6

Book Cover Image	Reference
	Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). <i>Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (2nd ed.). Author. (Chapter 6: Session 6 and Conclusion) Session content for Ci3T Leadership Team members available now at ci3t.org/building  

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Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

	Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2020). <i>Developing a schoolwide framework to prevent and manage learning and behavior problems</i> (2nd ed.). Guilford. (Chapter 8)
	Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2026). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> (2nd ed.) Guilford. (Chapter 9)
	Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). <i>Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success</i> (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapters 7-8) *optional – for those who have the interactive ebook

Readings for extended learning on themes

- 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(2), 67-76. <https://doi.org/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(4), 209-222. <https://doi.org/10.1177/1098300715578916>
- 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(1), 5-21.

Updated: 6/10/2026

Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). *Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

<https://doi.org/10.1002/pits.20448>

- 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(4), 209-218. <https://doi.org/10.1177/1098300715599737>
- Menzies, H. M., Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell, E. D., Common, E. A., & Buckman, M. (2021). Elementary Teachers' Perceptions of a Comprehensive, Integrated, Three-Tiered Model of Prevention. *Remedial and Special Education*, 42(4), 207-219. <https://doi.org/10.1177/0741932519896860>
- Yeung, A. S., Craven, R. G., Mooney, M., Tracey, D., Barker, K., Power, A., Dobia, B., Chen, Z., Schofield, J., Whitefield, P., & Lewis, T. J. (2016). Positive behavior interventions: The issue of sustainability of positive effects. *Educational Psychology Review*, 28(1), 145-170. <https://doi.org/10.1007/s10648-015-9305-7> (PDF available online)

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Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)

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>

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

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Lane, K. L., Oakes, W. P., Royer, D. J., & Cantwell, E. D. (2026). Designing and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (2nd ed.). Author. Copyright © 2010-2026. Kathleen Lynne Lane and Wendy Peia Oakes. Permission granted to photocopy for personal and educational use with attribution. All rights reserved. For additional information, see Lane, Menzies, Oakes, and Kalberg (2020)