# empower – Traditional Session 3 Agenda

# **November 30, 2023**

# 3:00 – 5:00 PM (Pacific) / 5:00 – 7:00 PM (Central) / 6:00 – 8:00 PM (Eastern)

# Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2; Rebecca Sherod, MSE, Mark Buckman, Ph.D., & Wendy Oakes, Ph.D.

## **Session 3:** practical strategies to maximize engagement and limit disruption

## Audience: This professional development series is offered at no charge to preK-12 grade educators, administrators, related service providers, paraprofessionals, and parents interested in learning more about proactive, systematic methods of looking for students who might require additional assistance to experience success in schools. Each session provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to support the design, implementation, and evaluation of the Ci3T model of prevention

### AGENDA

1. Welcome
2. Overview of Teacher-Delivered, Low-Intensity Strategies in Ci3T Models
3. Strategy 1: Precorrection
4. Strategy 2: Active Supervision
5. Strategy 3: Opportunities to Respond
6. Exploring Other Teacher-Delivered, Low-Intensity Strategies in Ci3T Models
7. Wrapping Up and Moving Forward

### SESSION DESCRIPTION

In this session, we explain how teacher-delivered, low-intensity strategies such as behavior specific praise, instructional choice, pre-correction, increased opportunities to respond, active supervision, high-probability requests, and instructional feedback can be used across the tiers in Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention. We illustrate how three strategies – precorrection, active supervision, and opportunities to respond – can be used as a part of Tier 1 efforts, a stand-alone Tier 2 intervention, as well as a component of a Tier 2 and Tier 3 intervention. We provide opportunities to review a range of professional learning resources to support the immediate application of these strategies as well as advancing the learning of others supporting Ci3T implementation.

### Learning objectives

1. Describe how teacher-delivered, low-intensity strategies can be used as a part of Tier 1 efforts, a stand-alone Tier 2 intervention, as well as a component of a Tier 2 and Tier 3 intervention. (BCBA Task List: G-1 Use positive and negative reinforcement procedures to strengthen behavior, G-17 Use token economies, H-2 Identify potential interventions based on assessment results and the best available scientific evidence, H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision)
2. Describe precorrection, including explaining the supporting research, benefits, and challenges, as well as implementation steps. (BCBA Task List: H-2 Identify potential interventions based on assessment results and the best available scientific evidence, H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity, H-6 Monitor client progress and treatment integrity)
3. Describe active supervision, including explaining the supporting research, benefits, and challenges, as well as implementation steps. (BCBA Task List: H-2 Identify potential interventions based on assessment results and the best available scientific evidence, H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity, H-6 Monitor client progress and treatment integrity)
4. Describe opportunities to respond, including explaining the supporting research, benefits, and challenges, as well as implementation steps. (BCBA Task List: H-2 Identify potential interventions based on assessment results and the best available scientific evidence, H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity, H-6 Monitor client progress and treatment integrity)

### 2023-2024 Empower – Traditional Professional Learning Series schedule

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| EMPOWER – Traditional Professional Learning Series  **Location:** Remote via Zoom  **Attended by:** School Ci3T Leadership Teams, Ci3T District Trainers and Coaches, Faculty and Staff, Families (adults only), and Community Members | | Times |
| Setting Up for Success with Ci3T | Sept. 19, 2023 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Systematic Screening: What Do I Need to Know? | Oct. 19, 2023 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Practical Strategies to Maximize Engagement and Limit Disruption | Nov. 30, 2023 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Secondary (Tier 2) Interventions in Ci3T Models: Logistics and Illustrations | Jan. 9, 2024 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Tertiary (Tier 3) Interventions in Ci3T Models: Logistics and Illustrations | Mar. 28, 2024 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Closing Out and Moving Forward | Apr. 23, 2024 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |

#### please visit [ci3t.org/pl](http://www.ci3t.org/pl) to register or for information and resources on this topic