Where did that come from? Understanding and Managing Acting Out Behavior

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Paloma Pérez-Clark, Ed.S.
Katie S. Austin, M.Ed.

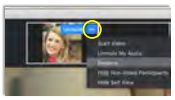
Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

1

Renaming: First and Last Name

To help us interact and collaborate today, please ensure the name that appears on your zoom square is your first and last name.

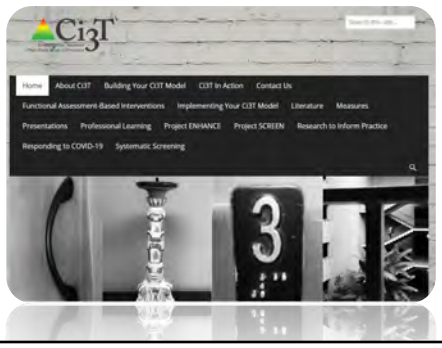
A. Click the **three dots** at the top right corner of your **video square.**



B. Rename yourself with your **First and Last Name**

2

ci3t.org



3

Accessing Project EMPOWER Professional Learning

4

Agenda

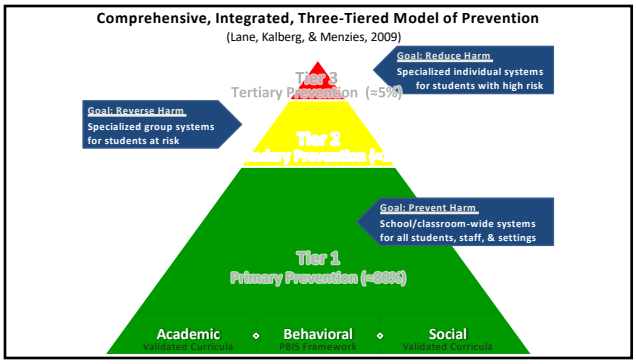
- Welcome & Overview of Ci3T
- A Look at Acting Out Behavior: Timing is Everything!
- Managing Acting Out Behavior: Seven Phases
- Pathways to Success: Understanding Educator-Student Interactions
- Tier 3: Building a De-escalation Plan
- Wrapping up: Resources and Questions

5

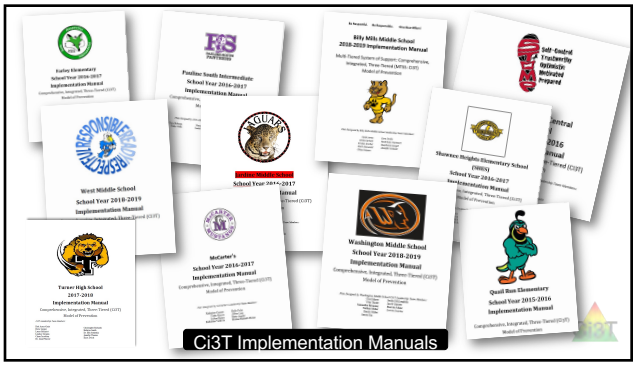
Ci3T

Welcome & Overview of Ci3T

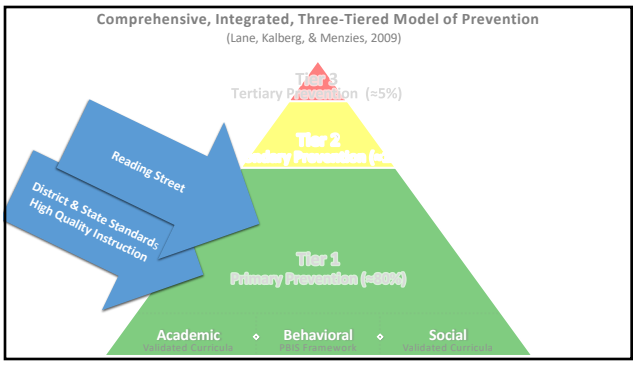
6


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Tertiary Prevention (≈5%)
Goal: Reverse Harm
Specialized group systems for students at risk
Tier 2
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

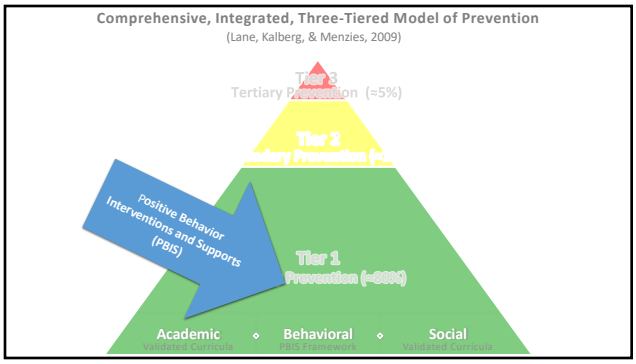
7


Ci3T Implementation Manuals

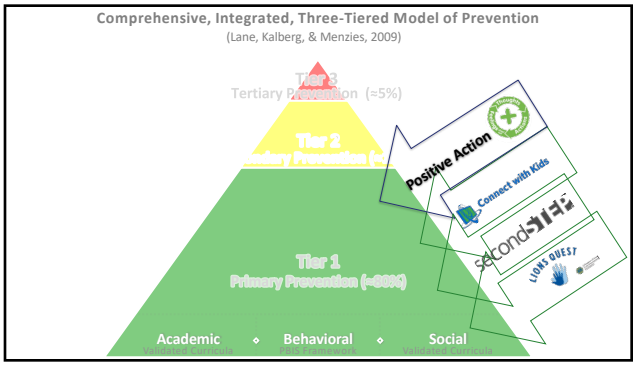
8


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (≈5%)
Tier 2
Reading Street
District & State Standards
High Quality Instruction
Tier 1
Primary Prevention (≈80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

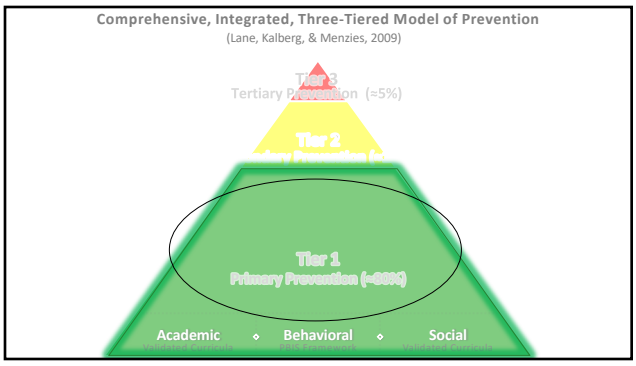
9


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 2
Positive Behavior Interventions and Supports (PBIS)
Tier 1
Prevention (~80%)
Academic
Behavioral
Social

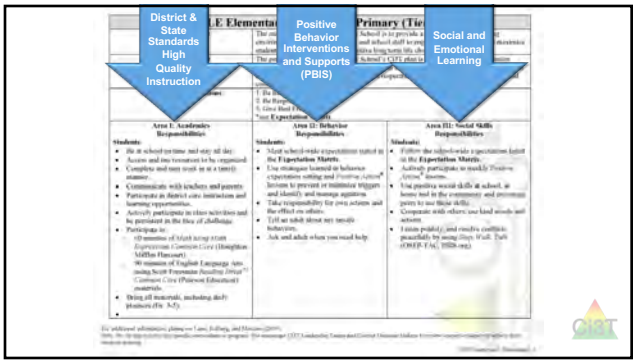
10


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 2
Positive Action
Connect with Kids
second STEP
LIONS QUEST
Tier 1
Primary Prevention (~80%)
Academic
Behavioral
Social

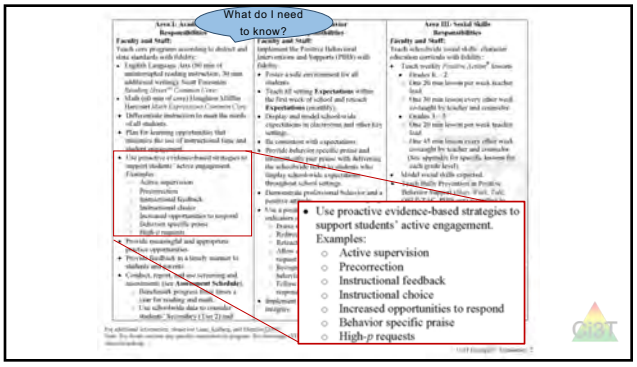
11


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 2
Tier 1
Primary Prevention (~80%)
Academic
Behavioral
Social

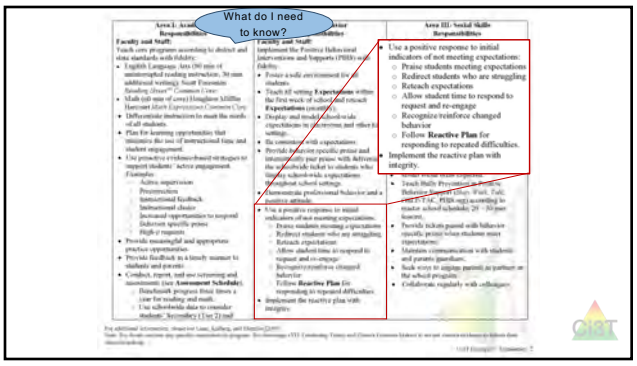
12


District & State Standards High Quality Instruction
Positive Behavior Interventions and Supports (PBIS)
Social and Emotional Learning

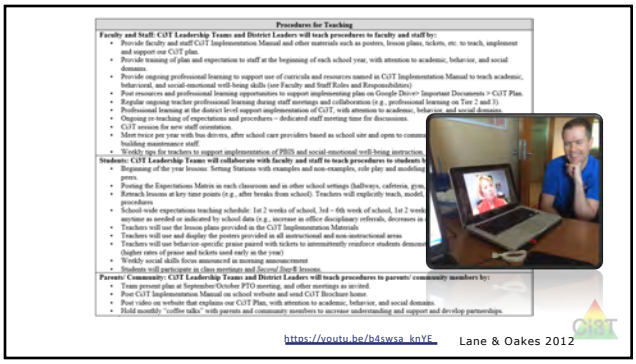
13


What do I need to know?
Use proactive evidence-based strategies to support students' active engagement.
Examples:
Active supervision
Precorrection
Instructional feedback
Instructional choice
Increased opportunities to respond
Behavior specific praise
High-p requests

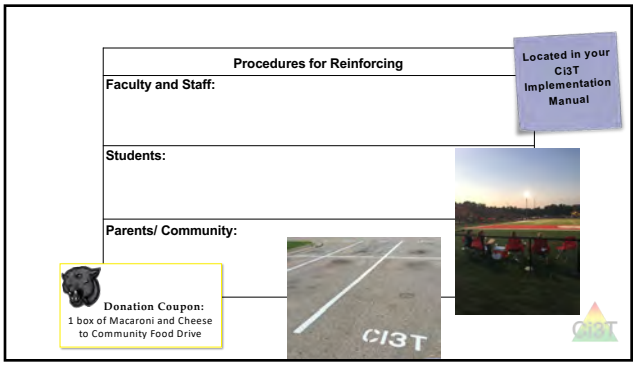
14


What do I need to know?
Use a positive response to initial indicators of not meeting expectations:
Praise students meeting expectations
Redirect students who are struggling
Reteach expectations
Allow student time to respond to request and re-engage
Recognize/reinforce changed behavior
Follow Reactive Plan for responding to repeated difficulties.
Implement the reactive plan with integrity.

15


Procedures for Teaching
https://youtu.be/b4swsa_knYE
Lane & Oakes 2012

16


Procedures for Reinforcing
Located in your Ci3T Implementation Manual
Faculty and Staff:
Students:
Parents/ Community:
Donation Coupon:
1 box of Macaroni and Cheese to Community Food Drive
CI3T

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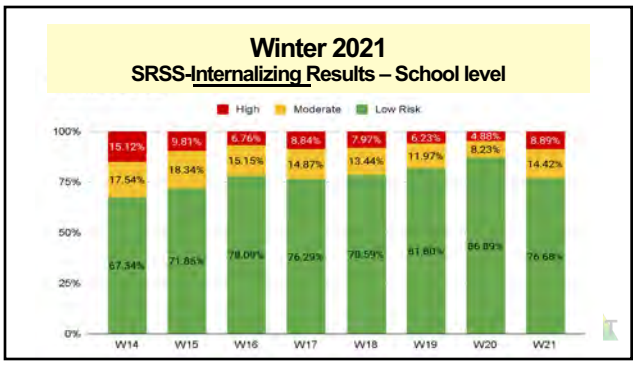
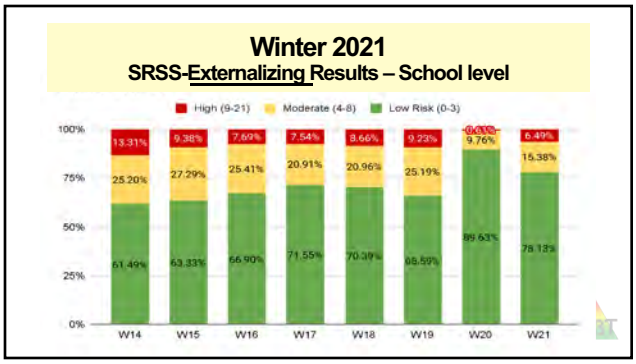
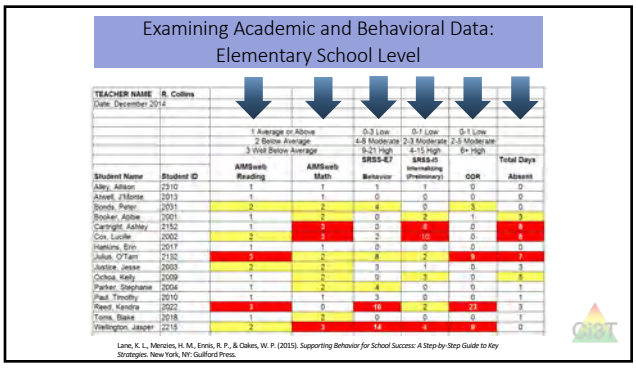

Winter 2021
SRSS-Internalizing Results – School level
High
Moderate
Low Risk
100%
75%
50%
25%
0%
15.12%
17.54%
67.34%
9.81%
18.34%
71.85%
6.76%
15.15%
78.09%
8.84%
14.87%
76.29%
7.97%
13.44%
78.59%
6.23%
11.97%
81.80%
4.88%
8.23%
86.89%
8.89%
14.42%
76.68%
W14
W15
W16
W17
W18
W19
W20
W21

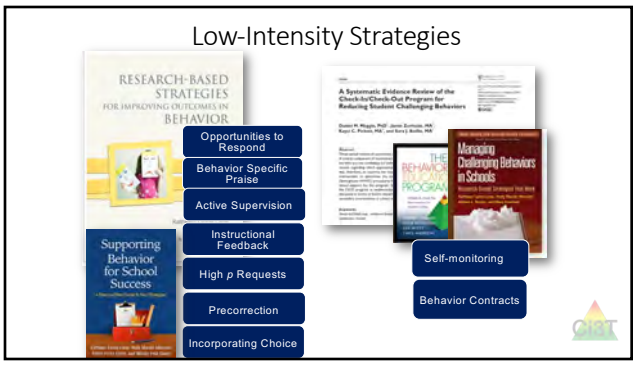
18


Winter 2021
SRSS-Externalizing Results – School level
High (9-21)
Moderate (4-8)
Low Risk (0-3)
100%
75%
50%
25%
0%
13.31%
25.20%
61.49%
9.38%
27.29%
63.33%
7.69%
25.41%
66.90%
7.54%
20.91%
71.55%
8.66%
20.96%
70.39%
9.23%
25.19%
65.59%
9.76%
89.63%
6.49%
15.38%
78.13%
W14
W15
W16
W17
W18
W19
W20
W21

19


Examining Academic and Behavioral Data:
Elementary School Level
TEACHER NAME R. Collins
Date: December 2014
1 Average or Above
2 Below Average
3 Well Below Average
0-3 Low
4-8 Moderate
9-21 High
SRSS-E7
0-1 Low
2-3 Moderate
4-15 High
SRSS-IS
0-1 Low
2-5 Moderate
6+ High
Student Name
Student ID
AIMSweb Reading
AIMSweb Math
Behavior
Internalizing (Preliminary)
ODR
Total Days Absent
Alley, Allison 2310
Atwell, J'Monte 2013
Bonds, Peter 2031
Booker, Abbie 2001
Cartright, Ashley 2152
Cox, Lucille 2002
Harkins, Erin 2017
Julius, O'Terr 2132
Justice, Jesse 2003
Ochoa, Kelly 2009
Parker, Stephanie 2004
Paul, Timothy 2010
Reed, Kendra 2022
Toms, Blake 2018
Wellington, Jasper 2215
Lane, K. L., Menzies, H. M., 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.

20


Low-Intensity Strategies
RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR
Supporting Behavior for School Success
Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Precorrection
Incorporating Choice
Managing Challenging Behaviors in Schools
Self-monitoring
Behavior Contracts

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Tier 1 Low Intensity Strategies	Lawrence High School Experts
Behavior Specific Praise: Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: "Zoe, thank you for adding thorough responses to your assignment today."	• Bill DeWitt, Administration • Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Heidi Woods, Special Education • Sylvia Trevino-Maack, Student Services • Susan Micka, English • Maren Santelli, Special Education • Liz Crickard, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Jeanne Yantzie, Special Education
Opportunities to Respond: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol.	• Bill DeWitt, Administration • Mike Norris, Administration • Sylvia Trevino-Maack, Student Services • Maren Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Stephanie Magnuson, Math
Choice and Preferred Activities: Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors.	• Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Kelsey Buek, English • Jack Hood, Social Studies • Sylvia Trevino-Maack, Student Services • Maren Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Jeanne Yantzie, Special Education

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Ci3T

A Look at Acting Out Behavior: Timing is Everything!

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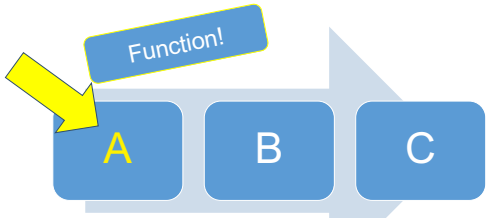
Antecedents -Behavior - Consequences



Precorrection: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior

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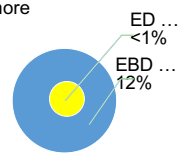
Managing Acting Out Behaviors

- Classrooms are becoming increasingly more diverse
  - Culturally
  - Academically
  - Behaviorally
  - Social skill sets

  (Lane, Wehby, & Robertson, 2008)



- Students with exceptionalities are accommodated in inclusive settings (MacMillian, Gresham, & Forness, 1996)

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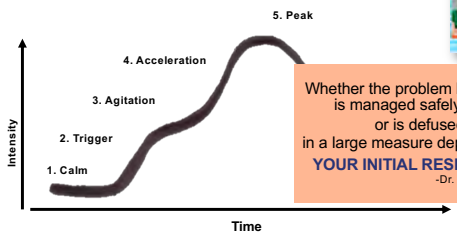
The Acting-Out Cycle



Whether the problem behavior is managed safely or not or is defused in a large measure depends on **YOUR INITIAL RESPONSE**
-Dr. Geoff Colvin

Colvin, 2004

Overview of the Acting Out Cycle--Vanderbilt IRIS Module

26

Behavior Chains

Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.

(Walker, Ramsey, & Gresham, 2004)

27

Change the Behavioral Momentum

(Nevin, 1970)

Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.

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Stages of the Acting Out Cycle

Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-Escalation
- Recovery

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A Look at Tier 1…

- What supports are in place to support students across the three domains
  - Academic
  - Behavioral
  - Social
- Look at the Professional Learning tab on ci3t.org. What low-intensity strategies are currently in place?
- What questions do you have?

00:00

30

Ci3T

Managing Acting Out Behavior: Seven Phases

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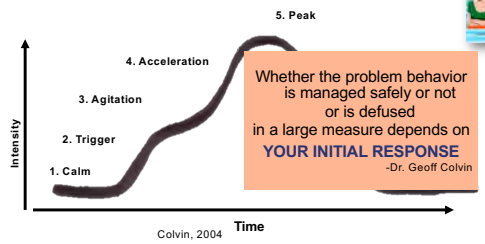
The Model: Seven Phases of The Escalation or Acting-out Cycle



Whether the problem behavior is managed safely or not or is defused in a large measure depends on **YOUR INITIAL RESPONSE**
-Dr. Geoff Colvin

Colvin, 2004

Overview of the Acting Out Cycle--Vanderbilt IRIS Module

Ci3T

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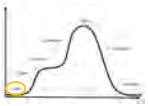
Calm

Overall behavior is cooperative, compliant, and desirable.



- Academically Engaged
- Following Rules & Expectations
- Responsive to Praise and Feedback
- Initiates Interactions
- Goal Directed Behaviors

Ci3T

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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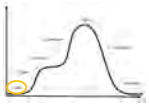
Calm



Strategies:

Intervention is focused on proactive strategies. Focus on **instruction** and **positive behavior support**.

- Implement the schoolwide Ci3T plan
- Vary instructional delivery
- Provide behavior specific praise
- Implement low-intensity teacher managed strategies (e.g. precorrection, active supervision, providing opportunities to respond)
- Carefully plan instruction and implement clear routines and procedures
- Attend to the physical environment for potential problem areas

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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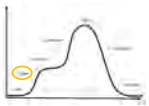
Triggers

Overall behavior involve a series of unresolved problems.



School-Based Triggers

- Conflicts
- Changes in Routine
- Peer Provocations
- Pressure
- Ineffective Problem Solving
- Facing Errors in Instruction
- Facing Correction Procedures
- Denial of Something Needed

Nonschool-Based Triggers

- Dysfunctional Home Life
- Health Problems
- Nutritional Needs
- Inadequate Sleep
- Substance Abuse
- Gangs

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Triggers

Strategies:

Intervention is focused on **prevention** and **redirection.**

- Identify the situation where the behavior is likely to occur.
- Use precorrection to teach appropriate response.
- Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
- Work with all staff and faculty to teach and reinforce social skills.
- Group social skills, anger management, community services.
- Work with families for outside supports of nonschool-based triggers

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Low-Intensity Strategies

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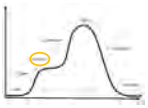
Agitation

Overall behavior is unfocused and off task.



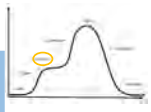
Increases in Behavior
- Darting Eyes
- Non-conversational Language
- Busy Hands
- Moving In and Out of Groups
- Off-task, Then On-task Behavior

Decreases in Behavior
- Staring into Space
- Veiled Eyes
- Non-conversational Language
- Contained Hands
- Withdrawal

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

38

Agitation



Strategies:

Intervention is focused on **reducing anxiety**.

- Show empathy
- Provide reasonable options and choices
- Allow wait time for student to decide (usually less than a minute)
- During wait time, walk away from student, attend to other students, or engage in some other task
- Involve in successful engagement (behavior momentum)

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Acceleration

Overall behavior is teacher-engaging.

- Questioning and Arguing
- Noncompliance and Defiance
- Off-Task Behavior
- Provocation of Others
- Compliance with Accompanying Inappropriate Behaviors
- Criterion Problems
- Whining and Crying
- Avoidance and Escape
- Threats, Intimidation
- Destruction of Property
- Verbal Abuse

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

40

Acceleration

Strategies:

Intervention is focused on **safety.**

- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Peak

Overall behavior is out of control.

- Serious Destruction of Property
- Assault
- Self-Abuse
- Severe Tantrums
- Hyperventilation
- Running Away/Elopement

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Peak

Strategies:

Focus on **safety only**!

- Remain calm
- Crisis management
- Safe strategies- emergency safety intervention (ESI) if there is immediate danger (if ESI used, document & notify)
- Learn from it…(FBA, BIP, Mental Health Assessment, etc.)

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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De-Escalation

Overall behavior displays confusion

- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming Others
- Responsiveness to Directions
- Responsive to Manipulative or Mechanical Tasks
- Avoidance of Discussion
- Avoidance of Debriefing

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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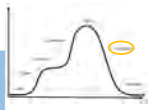
De-Escalation



Strategies:

Intervention is focused on monitoring for re-escalation of behavior.

- Monitor for health/safety of all involved
- Avoid blaming- provide opportunity for non-judgmental discussion
- Allow cool-down time and space
- Engage in independent work- provide easy/concrete tasks

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Recovery

Overall behaviors show eagerness for busy work and reluctance to interact or discuss.

- Eagerness for Independent Work or Activity
- Subdued Behavior in Group Work
- Subdued Behavior in Class Discussions
- Defensive Behavior
- Avoidance of Debriefing

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Recovery

Strategies:

Intervention focuses on returning to normal activities.

- Follow through with consequences-but do not disrupt flow of instruction.
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Debriefing Session

1. Facilitates transition back to task/activity… not further negative consequence.
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms

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The Acting Out Cycle…

- Reflect on each phase
  - What phases do you feel most knowledgeable about?
  - What strategies do you feel comfortable implementing?
  - What professional learning avenues would be useful for building knowledge and confidence?

00:00

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Pathways to Success: Understanding Educator-Student Interactions

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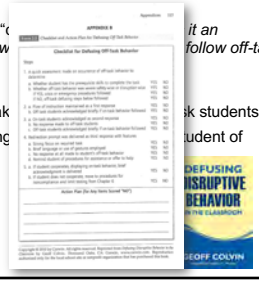
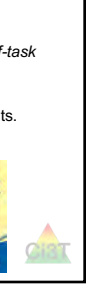
Defusing Off-Task Behavior

1. Assess the situation: determine "d … it an *emergency situation? If so, follow … follow off-task defusing steps).*
2. Maintain the flow of instruction.
3. Recognize on-task students, mak … sk students.
4. Redirect (focus on task, brief lang … udent of procedures for asking for help).
5. Praise compliance.





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Four Key Strategies

1. Take an instructional approach to behavior school wide.
2. Intervene early in the acting out cycle.
3. Learn strategies to intervene at each stage in the acting out cycle.
4. Be respectful at all times.

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Tier 3: Building a De-escalation Plan

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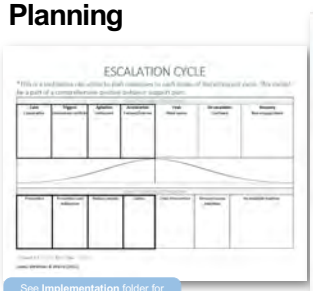
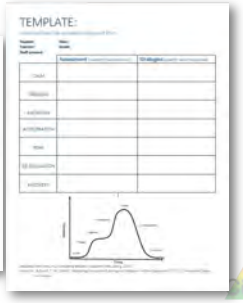
Planning





See Implementation folder for "Individualized De-escalation Support Plan"

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Sample Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: **Behavior:** ☐ SRSS-E7: High (9-21) ☐ Office discipline referrals (ODRs) 6 or more within a grading period	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. **Treatment Integrity:** Treatment integrity checklist **Social Validity:** Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

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Individual De-escalation Support Plan…

- Visit the Professional Learning tab on ci3t.org and explore resources available for the "Tier 3: Individual De-Escalation Support Plan for Managing the Action Out Cycle"
  - Do you have this in place as a Tier 3 intervention?
  - How might this be useful for the work you do?
  - What questions do you have?

00:00

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Wrapping up: Resources and Questions

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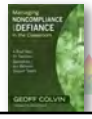
Resources

- Addressing Disruptive and Noncompliant Behaviors: Understanding the Acting-Out Cycle with Kathleen Lane: http://iris.peabody.vanderbilt.edu/module/bi1/
- PBIS Missouri Classroom Management Modules: http://pbismissouri.org/educators/effective-class-practice
- Midwest Symposium for Leadership in Behavior Disorders: www.mslbd.org
- Association for Positive Behavior Support: www.apbs.org
- Dr. Geoff Colvin's Behavior Associates: http://www.behaviorassociates.org/
- Building and Sustaining Student Engagement Project: (strategy briefs) http://k12engagement.unl.edu/



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PBIS.org

On Demand Resources

- Very useful to find research on specific interventions
- PowerPoint presentations are available for some interventions
- Training modules are available on PBIS aspects and interventions
- Some tools and measures are available to be viewed
- Quick FAQs on secondary and tertiary interventions

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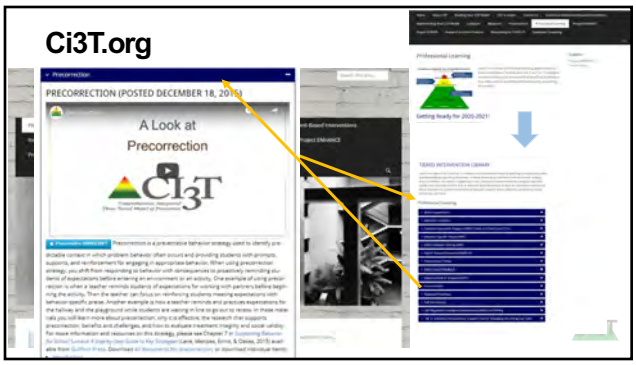
Ci3T.org



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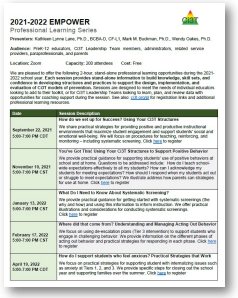
C3T EMPOWER Sessions Location: Remote via Zoom Attended by: School C3T Leadership Teams C3T District Trainers and Coaches Faculty and Staff Families (adults only) Community Members		Times CST All Times Tentative
1. How do we set up for Success? Using Your C3T Structures	September 22, 2021	5:00 p.m. – 7:00 p.m.
2. You've Got This! Using Your C3T Structures to Support Positive Behavior	November 10, 2021	5:00 p.m. – 7:00 p.m.
3. What Do I Need to Know About Screening?	January 13, 2022	5:00 p.m. – 7:00 p.m.
4. Where did that come from? Understanding and Managing Acting Out Behavior	February 17, 2022	5:00 p.m. – 7:00 p.m.
5. How do I support students who are feeling anxious? Practical Strategies that Work	April 19, 2022	5:00 p.m. – 7:00 p.m.


2021-2022 EMPOWER
Professional Learning Series

Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-C | Mark W. Backman, Ph.D., Wendy Oakes, Ph.D.

Audience: PreK-12 educators, C3T Leadership Team members, administrators, related service providers, paraprofessionals, and parents

Location: Zoom Capacity: 200 attendees Cost: Free

We are pleased to offer the following 2-hour, stand-alone professional learning opportunities during the 2021-2022 school year. Each sessions provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to support the design, implementation, and sustainability of a C3T system. These sessions are open to anyone, but are ideal for school and district teams looking to add to their toolkit, or for C3T Leadership Teams looking to learn, plan, and review data with opportunities for coaching support during the session. See also: ink.unpd for registration links and additional professional learning resources.

Date	Session Description
September 22, 2021 5:00-7:00 PM CST	How do we set up for Success? Using Your C3T Structures We share practical strategies for providing positive and productive instructional environments that support students' academic, behavioral, and social and emotional well-being. We will focus on processes for teaching, reinforcing, and monitoring – including systematic screening. Click here to register
November 10, 2021 5:00-7:00 PM CST	You've Got This! Using Your C3T Structures to Support Positive Behavior We provide practical guidance for understanding the role of positive behaviors at school and at home. Questions to be addressed include: How do I teach school-wide expectations effectively to all my students? How can I acknowledge my students' efforts in meaningful ways? What do I do when students don't follow rules or struggle to meet expectations? We illustrate evidence-based parent-can strategies for use at home. Click here to register
January 13, 2022 5:00-7:00 PM CST	What Do I Need to Know About Systematic Screening? We provide practical guidance for getting started with systematic screenings (the why, and how) and using this information to inform instruction. We offer practical illustrations and considerations for conducting systematic screenings. Click here to register
February 17, 2022 5:00-7:00 PM CST	Where did that come from? Understanding and Managing Acting Out Behavior We focus on using de-escalation plans (Tier 3 intervention) to support students who engage in challenging behavior. We provide information on the different phases of acting out behavior and practical strategies for responding in each phase. Click here to register
April 19, 2022 5:00-7:00 PM CDT	How do I support students who feel anxious? Practical Strategies that Work We focus on practical strategies for supporting student with internalizing issues such as anxiety. We will also offer ideas for supporting families during the school year and supporting families over the summer. Click here to register

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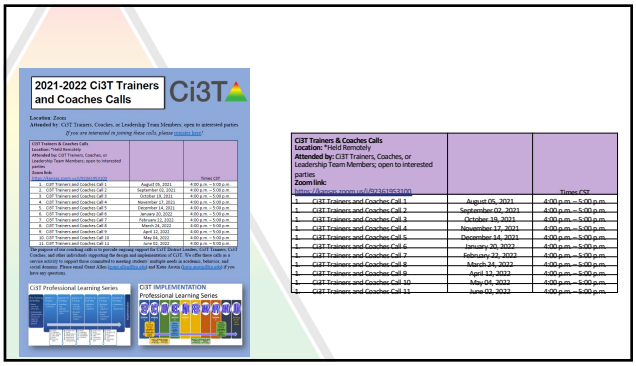
2021-2022 Ci3T Trainers and Coaches Calls

Ci3T

Location: Zoom
Attended by: C3T Trainers, Coaches, or Leadership Team Members; open to interested parties
If you are interested in joining these calls, please answer here!

C3T Trainers & Coaches Calls Location: Zoom Attended by: C3T Trainers, Coaches, or Leadership Team Members; open to interested parties Zoom link:		Times CST
1. C3T Trainers and Coaches Call 1	August 05, 2021	4:00 p.m. – 5:00 p.m.
2. C3T Trainers and Coaches Call 2	September 02, 2021	4:00 p.m. – 5:00 p.m.
3. C3T Trainers and Coaches Call 3	October 19, 2021	4:00 p.m. – 5:00 p.m.
4. C3T Trainers and Coaches Call 4	November 17, 2021	4:00 p.m. – 5:00 p.m.
5. C3T Trainers and Coaches Call 5	December 14, 2021	4:00 p.m. – 5:00 p.m.
6. C3T Trainers and Coaches Call 6	January 20, 2022	4:00 p.m. – 5:00 p.m.
7. C3T Trainers and Coaches Call 7	February 22, 2022	4:00 p.m. – 5:00 p.m.
8. C3T Trainers and Coaches Call 8	March 24, 2022	4:00 p.m. – 5:00 p.m.
9. C3T Trainers and Coaches Call 9	April 12, 2022	4:00 p.m. – 5:00 p.m.
10. C3T Trainers and Coaches Call 10	May 04, 2022	4:00 p.m. – 5:00 p.m.
11. C3T Trainers and Coaches Call 11	June 01, 2022	4:00 p.m. – 5:00 p.m.

The purpose of our coaching calls is to provide ongoing support for C3T District Leaders, C3T Trainers, C3T Coaches, and other individuals supporting the design and implementation of C3T. We offer these calls as a service AND/OR to support those committed to meeting students' multiple needs in academic, behavior, and social-emotional areas. Please email Drew Allen (drew.allen@ku.edu) and Katie Arenas (katie.arenas@ku.edu) if you have any questions.

C3T Professional Learning Series

C3T IMPLEMENTATION Professional Learning Series

C3T Trainers & Coaches Calls Location: **Held Remotely Attended by: C3T Trainers, Coaches, or Leadership Team Members; open to interested parties Zoom link: https://kansas.zoom.us/j/82161953100		Times CST
1 C3T Trainers and Coaches Call 1	August 05, 2021	4:00 p.m. – 5:00 p.m.
1 C3T Trainers and Coaches Call 2	September 02, 2021	4:00 p.m. – 5:00 p.m.
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1 C3T Trainers and Coaches Call 11	June 01, 2022	4:00 p.m. – 5:00 p.m.

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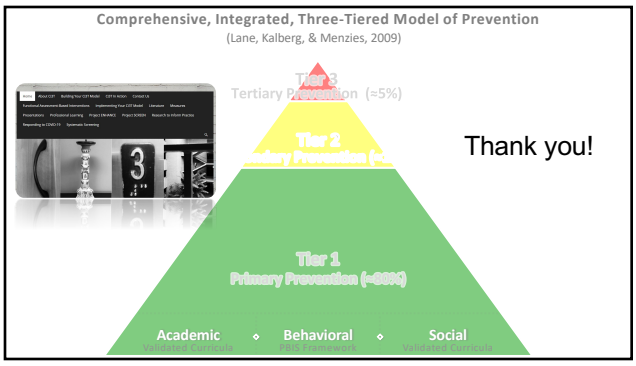

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