# empower – Traditional Session 3 Agenda

# **November 15, 2022**

# 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; & Wendy Oakes, Ph.D.

## **Session 3:** Teacher-delivered, low-intensity supports: 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 Supports in Ci3T Models
3. Strategy 1: Behavior Specific Praise
4. Strategy 2: Instructional Choice
5. Exploring Other Teacher-Delivered, Low-Intensity Supports in Ci3T Models
6. Wrapping Up and Moving Forward

### SESSION DESCRIPTION

In this session, we explain how teacher-delivered, low-intensity supports 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 two strategies – behavior specific praise and instructional choice – 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 supports 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 behavior specific praise, including explaining the supporting research, benefits and challenges, as well as implementation steps. (BCBA Task List: G-3 Establish and use conditioned reinforcers, 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 instructional choice, 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)

### 2022-2023 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 |
| Moving Forward with Ci3T: Setting up for Success | Sept. 21, 2022 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Using Systematic screening data to meet students’ multiple needs: What do I need to know? | Oct. 20, 2022 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Teacher-delivered, low-intensity supports: Practical strategies to maximize engagement and limit disruption | Nov. 15, 2022 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Tier 2 interventions in Ci3T Models: Logistics and Illustrations | Jan. 11, 2023 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Tier 3 Interventions in Ci3T Models: Assisting Students with Intensive Intervention Needs | Mar. 22, 2023 | 3:00 – 5:00 p.m. (Pacific)  5:00 – 7:00 p.m. (Central)  6:00 – 8:00 p.m. (Eastern) |
| Moving Forward with Ci3T: Planning for Success | Apr. 27, 2023 | 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