# empower – Traditional Session 4 Agenda

# **January 11, 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; & Wendy Oakes, Ph.D.

## **Session 4:** tieR 2 Interventions in Ci3T Models: lOGISTICS AND ILLUSTRATIONS

## 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 Secondary (Tier 2) Interventions in Ci3T Models: Data-informed Decision-making
3. Intervention 1: Direct Behavior Rating as a Tier 2 Intervention
4. Intervention 2: Self-monitoring as a Tier 2 Intervention
5. Exploring Other Secondary (Tier 2) Interventions in Ci3T Models
6. Wrapping Up and Moving Forward

### SESSION DESCRIPTION

In this session, we provide an overview of Secondary (Tier 2) Intervention Grids in a Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention. We describe the components of each intervention grid including: the name of the support, description, school-wide entry criteria, data to monitor progress, and exit criteria). Will explain and illustrate the processes involved with data-informed decision-making efforts at Tier 2, focused on how to use school-wide data collected as part of regular school practices to detect students who need more than primary, Tier 1 prevention efforts have to offer. We provide two illustrations of how to design, implement, and evaluate Tier 2 interventions, Direct Behavior Rating and Self-monitoring, to meet students’ academic, behavioral, and/or social and emotional well-being needs.

### Learning objectives

1. Describe how secondary (Tier 2) interventions are situated in a Ci3T model of prevention, including describing the organization of intervention grids. (BCBA Task List: H-1 State intervention goals in observable and measurable terms, H-2 Identify potential interventions based on assessment results and the best available scientific evidence)
2. Gain proficiency in conducting data-informed, decision-making efforts at Tier 2, including using screening and other data collected as part of regular school practices to detect and assist students who require more than Tier 1 efforts offer. (BCBA Task List: H-6 Monitor client progress and treatment integrity, H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision)
3. Describe Direct Behavior Rating as a Tier 2 intervention including explaining the supporting research, benefits and challenges, as well as implementation steps. (BCBA Task List: G-20 Use self-management strategies, H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased, H-9 Collaborate with others who support and/or provide services to clients)
4. Describe self-monitoring as a Tier 2 intervention including explaining the supporting research, benefits and challenges, as well as implementation steps. (BCBA Task List: G-20 Use self-management strategies, H-8 Make data-based decisions about the need for ongoing services)

### 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