

Project EMPOWER Kentucky

Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs



2022-2023 Professional Learning Series

- Presenters:** David J Royer, PhD, BCBA, assistant professor at University of Louisville
- Dates:** See table below
- Time:** 5:00–7:00 PM Eastern
- Audience:** Prekindergarten through 12th grade educators: teachers, administrators, counselors, psychologists, related service providers, and paraprofessionals
- Capacity:** 60
- Cost:** Free
- Location:** UofL ShelbyHurst Campus, Burhans Hall Room 207
440 N Whittington Pkwy, Louisville, KY 40222
- Parking:** Free; Parking lots are located on the west side (left) of Burhans Hall
- To register:** <http://www.ci3t.org/pl> or take a picture of the QR code below with any smartphone

Description: This professional learning series includes six (6) stand-alone sessions for interested preK-12 general and special education teachers, administrators, related service providers, paraprofessionals, and others interested in learning about proactive, systematic methods of looking for and supporting students who might require additional assistance to experience success in school. Information will be provided regarding three-tiered models of prevention, systematic screening, low-intensity educator-delivered strategies, the acting-out cycle, internalizing behavior patterns, and student-directed IEPs. Participants are encouraged to attend all six sessions; however, **each session provides stand-alone information** to build knowledge, skill sets, and confidence in supporting students with challenging behaviors.

Professional development credit: Participants working for KY DOE can receive EILA hours. The series also covers behavior analytic content to meet requirements for BCBAs seeking continuing education units (CEUs). Attendees must be present for the entire 2 hr duration to earn two learning CEUs per session.

Professional Learning Series	Date (5:00-7:00 PM Eastern)
Topic 1: Behavior screening tools	Monday September 19, 2022
Topic 2: Empowering educators with low-intensity strategies to increase engagement and minimize disruption	Thursday October 13, 2022
Topic 3: Supporting students who need more than Tier 1: Connecting students with Tier 2 and Tier 3 interventions	Thursday January 5, 2023
Topic 4: Supporting students across the tiers: Managing acting-out behavior	Wednesday February 8, 2023
Topic 5: Supporting students with internalizing behavior patterns	Wednesday March 29, 2023
Topic 6: Supporting student self-determination and self-advocacy through student-directed IEPs	Wednesday April 19, 2023

This professional learning series made possible by

UNIVERSITY OF LOUISVILLE
 COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

In partnership with

 Greater Louisville Education Cooperative



David J Royer, PhD, BCBA is an assistant professor at the University of Louisville in the College of Education and Human Development's Department of Special Education, Early Childhood, and Prevention Science. He earned his master's degree from the University of California, Long Beach and his doctorate from University of Kansas. Dr. Royer was a classroom teacher of high school general education (English and reading) and special education (resource; intensive reading clinic) students for eight years prior to entering academia. His research focuses on the design, implementation, and evaluation of comprehensive, integrated, three-tiered (Ci3T) models of prevention in k-12 schools to prevent learning and behavioral challenges and to respond efficiently and respectfully when challenges do arise. His research within Ci3T models includes systematic screening, which allows students at risk for emotional and behavioral disorders (EBD) to be detected at the earliest signs of concern and to be connected to school-based interventions and supports to meet their multiple needs. Additionally, Dr. Royer researches low-intensity teacher-delivered strategies and their establishment as evidence-based practices, as well as *My IEP*, a student-directed individualized education program (IEP) model. Dr. Royer has served on various state and federally funded grant projects focused on Ci3T models of prevention and systematic screening, and is currently a co-PI on an Institute for Education Sciences MTSS network grant. He has co-authored one book, three book chapters, and published 29 refereed journal articles, with additional journal articles currently under review and in preparation.

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