# empower – Traditional Session 5 Agenda

# **March 22, 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 5:** tieR 3 Interventions in Ci3T MODELS: Assisting students with intensive Intervention needs

## 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 Tertiary (Tier 3) Interventions in Ci3T Models: Data-informed Decision-making
3. Illustrations: Support Students with Intensive Intervention Needs
   1. Supporting students with acting out behaviors
   2. Supporting students with internalizing issues
4. Exploring Other Tertiary (Tier 3) Interventions in Ci3T Models
5. Wrapping Up and Moving Forward

### SESSION DESCRIPTION

In this session, we provide an overview of Tertiary (Tier 3) 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. We will explain and illustrate the processes involved with data-informed decision-making efforts at Tier 3, focused on how to use school-wide data collected as part of regular school practices to detect students with intensive intervention needs. We provide illustration of how to design, implement, and evaluate Tier 3 interventions to support students with internalizing (e.g., anxious feelings) and acting out behaviors, with a focus on meeting students’ academic, behavioral, and/or social and emotional well-being needs in an integrated fashion.

### Learning objectives

1. Describe how tertiary (Tier 3) 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 3, including using screening and other data collected as part of regular school practices to detect and assist students with intensive intervention needs. (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 Tier 3 interventions to support students with internalizing (e.g., anxious feelings) and acting out behaviors, with a focus on meeting students’ academic, behavioral, and/or social and emotional well-being needs in an integrated fashion. (BCBA Task List F-1 Review records and available data [e.g., educational, medical, historical] at the outset of the case, F-3 Identify and prioritize socially significant behavior-change goals, H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity, H-8 Make data-based decisions about the need for ongoing services, 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