# empower – Traditional Session 6 Agenda

# **April 23, 2024**

# 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 6:** Closing out and moving forward

## 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 Ci3T: Identifying Successes and Areas for Refinement
3. Closing out the School Year: Positive, Productive Learning Environments
4. Planning for the 2024-2025 Academic Year
5. Establishing Professional Learning Goals
6. Wrapping Up and Moving Forward

### SESSION DESCRIPTION

In this session, we provide guidance on closing out the current school year, with a focus on maintaining positive, productive learning environments. Attendees will establish plans for mobilizing their Ci3T structures to end the year on a positive note (e.g., re-teaching school-wide expectations, integrating social and emotional well-being lessons into instruction, incorporating low-intensity, teacher-delivered strategies to increase engagement, and using the school-wide reinforcement system to acknowledge students). We also discuss plans for the 2024-2025 school year, including using treatment-integrity, social validity, and systematic screening data to inform Ci3T model revisions for the coming year. Finally, we will work with attendees to use these same data sources to establish personal professional learning goals.

### Learning objectives

1. Reflect on and identify implementation successes and challenges during the current academic year. (BCBA Task List: G-1 Use positive and negative reinforcement procedures to strengthen behavior, H-6 Monitor client progress and treatment integrity)
2. Identify actionable steps for facilitating Ci3T Implementation efforts to maintain positive, productive learning environments when closing out the school year (BCBA Task List: G-3 Establish and use conditioned reinforcers, G-17 Use token economies)
3. Describe how to use treatment integrity, social validity, and systematic screening data to inform Ci3T model revisions and refinements for the coming year. (BCBA Task List: H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision, H-9 Collaborate with others who support and/or provide services to clients, I-5 Use performance monitoring, feedback, and reinforcement systems)
4. Create data-informed, professional learning goals for the coming academic year. (BCBA Task List: F-3 Identify and prioritize socially significant behavior-change goals, 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, I-4 Train personnel to competently perform assessment and intervention procedures.)

### 2024-2025 Empower – Traditional Professional Learning Series schedule



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