2024-2025 EMPOWER⁺

Professional Learning Series

Presenters: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2, Mark M. Buckman, Ph.D., & Ci3T Research Team

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 Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention to meet students' multiple needs effectively and efficiently.

Location: Zoom   **Capacity:** 200 attendees   **Cost**: Free

Date	Session Description
September 24, 2024 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Ci3T FIT: Start the Year Strong** In this session we focus on Ci3T Tier 1 efforts to start the year off, including how to provide integrated instruction across academic, behavioral (positive behavioral interventions and support; PBIS), and social and emotional well-being domains. We also discuss how teachers have a voice in sharing information about implementation (treatment integrity) and their view of the goals, procedures, and outcomes (social validity). We provide practical guidance on how to teach and acknowledge expected behaviors, as well as how to respond effectively when challenging behavior occurs. Plus, we provide step-by-step procedures for providing behavior-specific praise to maximize engagement. Click here to register.
October 09, 2024 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Data-Informed Instruction: This is how we do it!** In this session we describe the role of systematic screening in a Ci3T model of prevention to inform instruction for students and professional learning for adults. We explain how systematic screening data are used along with other data collected as part of regular school practices to (a) inform instruction at Tier 1 (e.g., integrated lesson planning, respectfully responding to challenging behavior), (b) empower teachers with low-intensity strategies (e.g., instructional feedback), and (c) connect students to validated Tier 2 (e.g., self-monitoring, targeted reading instruction) and Tier 3 (e.g., functional assessment-based interventions, FABI) supports. Click here to register.
November 19, 2024 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Practical, Low Intensity Strategies to Maximize Engagement and Limit Disruption: Part 1 | Precorrection & Active Supervision** In this session we provide step-by-step procedures for using precorrection and active supervision, as well as guidance on how to make sure these strategies are in place as designed (treatment integrity) and get feedback on goals, procedures and outcomes (social validity). We illustrate how these strategies 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 will share a range of professional learning resources to support the immediate use of these strategies as well as advancing the learning of others supporting Ci3T implementation. Click here to register.

January 22, 2025 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Practical, Low Intensity Strategies to Maximize Engagement and Limit Disruption: Part 2 | Instructional Choice and Increased Opportunities to Respond** In this session we provide step-by-step procedures for using instructional choice and increased opportunities to respond, as well as guidance on how to make sure these strategies are in place as designed (treatment integrity) and get feedback on goals, procedures and outcomes (social validity). We illustrate how these strategies can be used as a part of Tier 1 efforts, a stand-alone Tier 2 support, as well as a component of a Tier 2 and Tier 3 intervention. We will share a range of professional learning resources to support the immediate use of these strategies as well as advancing the learning of others supporting Ci3T implementation. Click here to register.
February 11, 2025 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Tier 2: Behavior Contracts** In this session we provide step-by-step procedures for conducting behavior contracts as a validated Tier 2 intervention, as well as guidance on how to make sure the intervention is in place as designed (treatment integrity) and get feedback on goals, procedures and outcomes (social validity). 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. And, we illustrate the processes of using data-informed decision-making at Tier 2, with a focus on how to use school-wide data to detect students who might need more than Tier 1 has to offer. Click here to register.
March 26, 2025 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Tier 2: Direct Behavior Ratings** In this session we provide step-by-step procedures for conducting direct behavior ratings as a validated Tier 2 intervention, as well as guidance on how to make sure the intervention is in place as designed (treatment integrity) and get feedback on goals, procedures and outcomes (social validity). 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. And, we illustrate the processes of using data-informed decision-making at Tier 2, with a focus on how to use school-wide data to detect students who might need more than Tier 1 has to offer. Click here to register
April 29, 2025 2:30 – 4:30 p.m. (Pacific) 4:30 – 6:30 p.m. (Central) 5:30 – 7:30 p.m. (Eastern)	**Tier 3: Functional Assessment-based Interventions (FABI)** In this session we provide step-by-step procedures for conducting functional assessment-based interventions as a validated Tier 3 intervention, as well as guidance on how to make sure the intervention is in place as designed (treatment integrity) and get feedback on goals, procedures and outcomes (social validity). 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. And, we illustrate the processes of using data-informed decision-making at Tier 3, with a focus on how to use school-wide data to detect students who might need more than Tier 1 has to offer. Click here to register