2025-2026 Project EMPOWER+Professional Learning Series

# From Data to Action: Using Systematic Screening to Inform Instruction

# Session 2

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| **Date:** October 08, 2025  **Time:** 2:30-4:30 PM Pacific ▵ 4:30-6:30 PM Central ▵ 5:30-7:30 PM Eastern  **Location: Zoom**  Prepared and presented by members of the Ci3T Research Team: Elise Sarasin, M.S.E & Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2 |

**Audience**: This professional learning series is offered at no cost to preK-12 educators, administrators, related service providers, paraprofessionals, and parents/guardians interested in learning more about proactive, systematic methods of looking for students who might require additional assistance to experience success in school. Each session provides stand-alone information to build knowledge, skill sets, and confidence in developing structures and practices to meet students’ multiple academic, behavior, and social-emotional well-being needs effectively and efficiently within a Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention.

## AGENDA

* Welcome
* Situating Systematic Screening in Ci3T Models
* Using Systematic Screening Data to:
  + Inform Instruction at Tier 1
  + Empower Teachers with Low-Intensity Strategies
  + Connect Students to Validated Tier 2 and Tier 3 supports
* Wrapping Up and Moving Forward

## SESSION DESCRIPTION

We describe how systematic academic and behavior screening occurs within tiered

models of prevention to inform instruction for students and professional learning for

adults. Learn how to use systematic screening data alongside other data collected

as part of regular school practices to (a) inform instruction at Tier 1, (b) empower

teachers with low-intensity strategies (e.g., instructional choice), and (c) connect

students to validated Tier 2 (e.g., self-monitoring) and Tier 3 (e.g., functional

assessment-based interventions) supports.

## Learning objectives

1. Explain the purpose and key features of systematic screening within Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention.
2. Describe how to use systematic screening data to inform instruction at Tier 1, empower teachers use of low-intensity strategies, and connect students to validated Tier 2 and Tier 3 supports.
3. Explain the importance of monitoring treatment integrity, social validity, and student performance at each level of prevention

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| Project EMPOWER Professional Learning Series Schedule  Location: Zoom  Attended by: District and school Ci3T Leadership Teams, teachers, administrators, related service providers, paraprofessionals, and parents/guardians | Time  2:30-4:30 PM Pacific  4:30-6:30 PM Central  5:30-7:30 PM Eastern  Date |
| 1. Starting Strong: Effective Tier 1 Practices for Educators | September 24, 2025 |
| 1. From Data to Action: Using Systematic Screening to Inform Instruction | October 8, 2025 |
| 1. Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction | November 18, 2025 |
| 1. Mastering Behavior Specific Praise and Precorrection | January 21, 2026 |
| 1. A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice | February 10, 2026 |
| 1. A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record. | March 25, 2026 |
| 1. A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI) | April 28, 2026 |

Visit [ci3t.org/pl](https://www.ci3t.org/pl) for more information on each session and to register.

## BCBA CEUs

Board Certified Behavior Analysts (BCBAs) attending this session may accrue up to 2 learning continuing education units (CEU). Please reach out to Stacie Williams ([stacie.w@ku.edu](mailto:stacie.w@ku.edu)) and Allison Bernard ([allison.bernard@ku.edu](mailto:allison.bernard@ku.edu)) with questions or for more information.

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| BCBA Task List (6th ed.) |
| H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources). |
| H.6 Make data-based decisions about procedural integrity. |
| H.7 Make data-based decisions about the effectiveness of the intervention and the need for modification |