2025-2026 Project EMPOWER+Professional Learning Series

# Mastering Behavior-Specific Praise and Precorrection

# Session 4

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| **Date:** January 21, 2026**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 Teacher-Delivered, Low-Intensity Strategies in Ci3T Models
* Strategy 1: Behavior-Specific Praise
* Strategy 2: Precorrection
* Wrapping Up and Moving Forward

## SESSION DESCRIPTION

We provide step-by-step procedures for using behavior-specific praise and

precorrection, as well as guidance on how to make sure these strategies are in

place as designed (treatment integrity) with social validity (get feedback on goals,

procedures, and outcomes). We illustrate how these strategies can be used at Tier

1, as a stand-alone Tier 2 intervention, as well as a component of a Tier 2 or Tier 3

intervention. We will provide a range of professional learning resources to support

the immediate use of these low-intensity strategies and how you can share them to

advance the learning of others supporting Ci3T implementation.

## Learning objectives

1. Describe how teacher-delivered, low-intensity strategies can be used as a part of Tier 1 efforts, as a stand-alone Tier 2 intervention, or as a component of a Tier 2 or Tier 3 intervention.
2. Follow a step-by-step process to implement behavior-specific praise
3. Follow a step-by-step process to implement precorrection.
4. Explain the importance of and prepare to monitor treatment integrity, social validity, and student performance data.

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| Project EMPOWER Professional Learning Series ScheduleLocation: ZoomAttended by: District and school Ci3T Leadership Teams, teachers, administrators, related service providers, paraprofessionals, and parents/guardians | Time2:30-4:30 PM Pacific4:30-6:30 PM Central5:30-7:30 PM EasternDate |
| 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) and Allison Bernard (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. |