

*Character  
Strong*

**Webinars**



**@characterstrong**

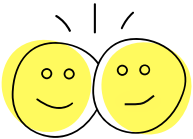
# Getting Tier 1

**RIGHT**

# Before We Begin



This webinar is being recorded and attendees are in Listen Only mode

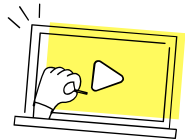


Links and resources will be shared in the chat

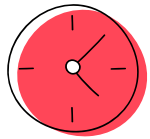


Use the chat or Q&A feature to engage today

# Before We Begin



We will be sending out the slides in PDF format



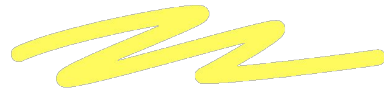
We are recording this webinar so you can watch later or share as you want to



Drop questions in the chat as you have them!

# What is Tier 1?

(and why is it critical to get it right?)



# Common Language



Every Student +  
Holistic Needs +  
Integration =

**Tier 1**



# Common Language



## Tier 1

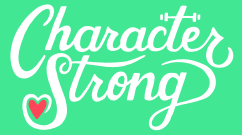
**“Every Student”**

# Common Language



**Tier 1** is the foundation and represents the enriched experiences that **each and every student** receives daily & consistently.





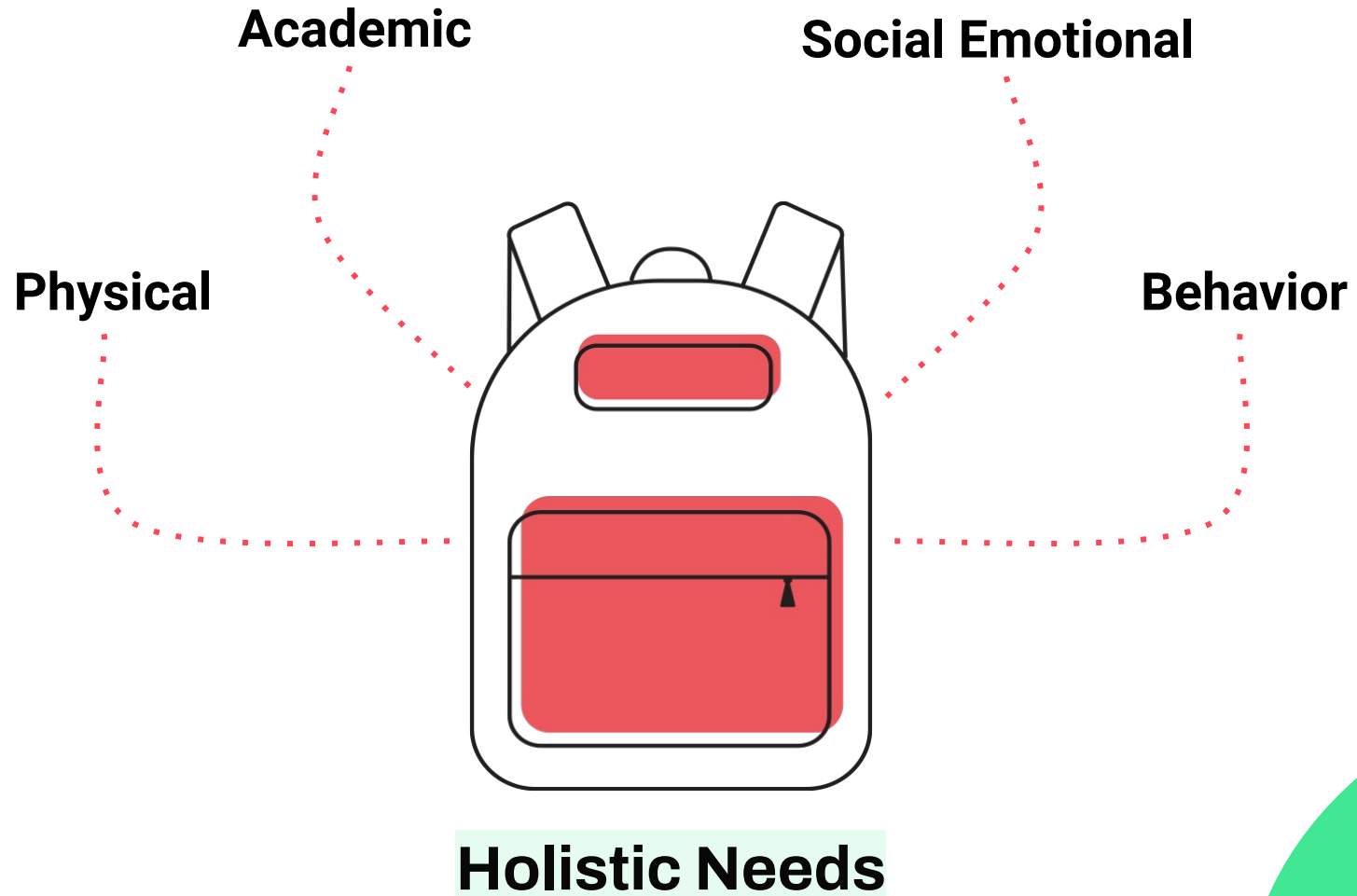
# Common Language



## Tier 1

**“Holistic Needs”**

# Common Language





# Common Language



## Tier 1

# “Integration”

# Common Language



## Tier 1 Definition

The intentional integration and high fidelity implementation of social, emotional, behavioral, and academic supports that every student receives daily and consistently to be well, belong, and engage fully in learning experiences that cultivate critical competencies that enable students to be life-ready.

# Common Language



## Purposes of Tier 1

- Prevent difficulties or problems from emerging in the first place
- Optimize and enhance success-enabling factors
- Provide a solid foundation that enables more intensive interventions to work

# The Baking Metaphor



# What is a recipe?

a set of guidelines and instructions about how to combine ingredients together to produce specific outcomes of interest



# Outcome

what we want to achieve or happen on purpose as a result of what we do.





# Ingredient

a component or part of a recipe that combines with other ingredients to produce an outcome.



# Expecting the Outcome with a Single Ingredient



≠



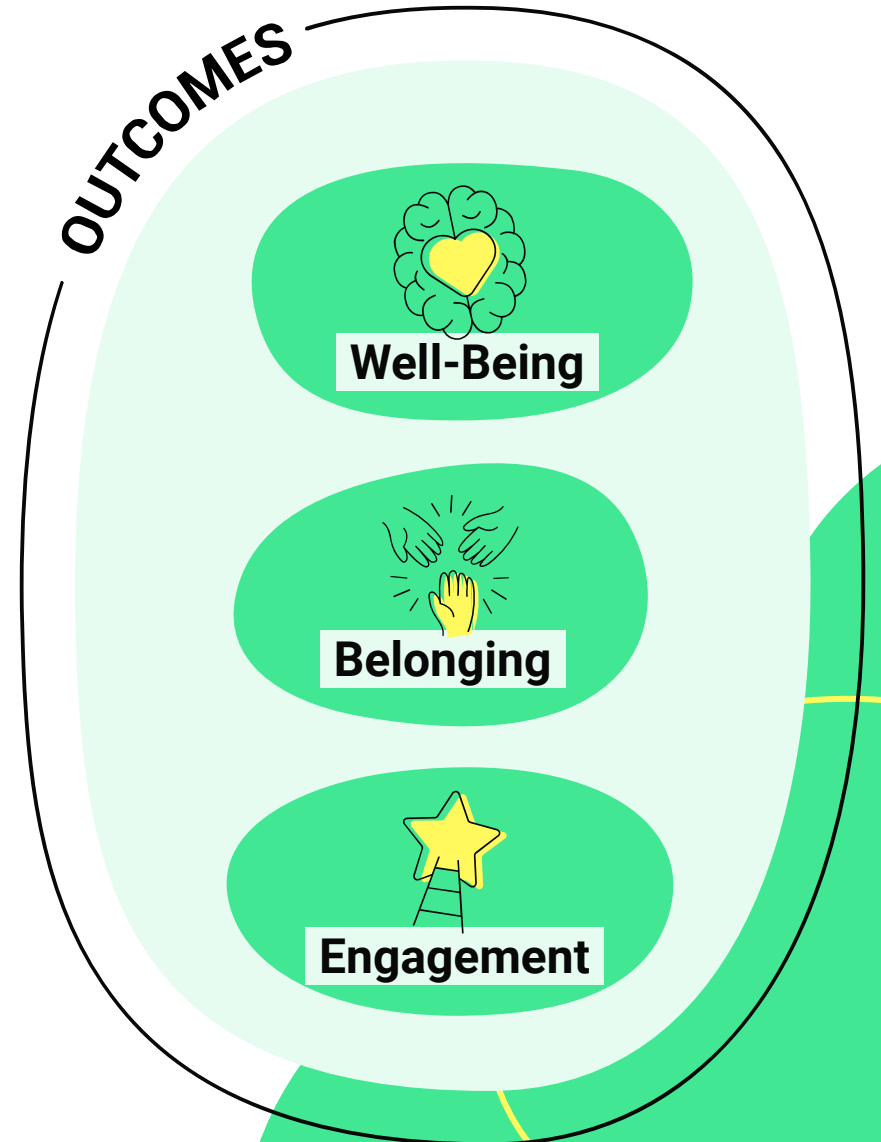
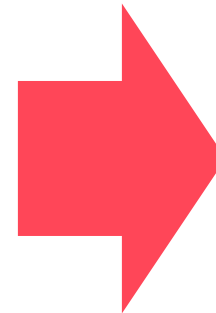
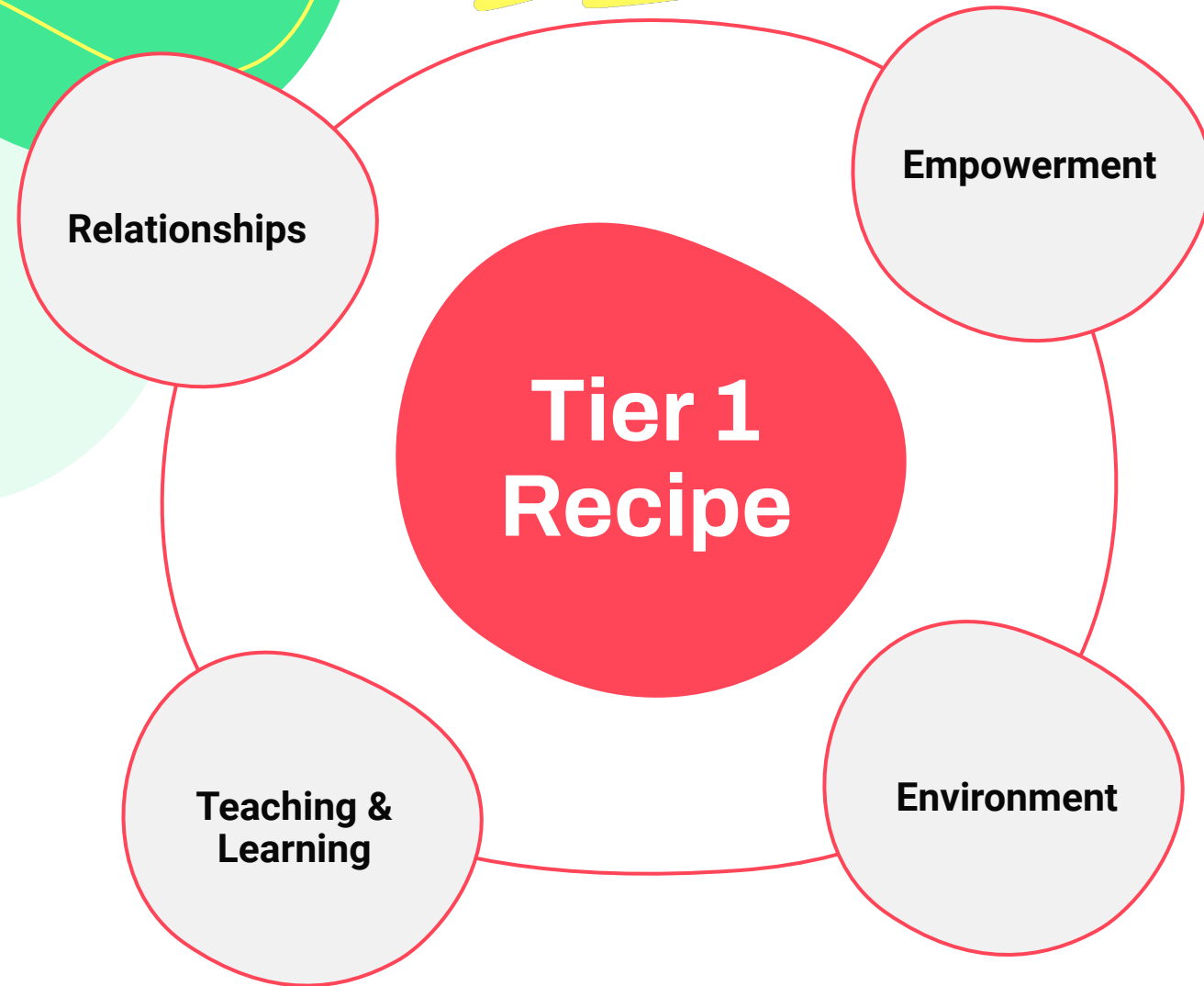
# Combining Ingredients of a Good Recipe



=



# Start with Outcomes



# The Ingredients of Tier 1



**Relationships**



**Teaching & Learning**



**Empowerment**

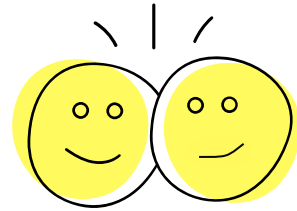


**Environment**

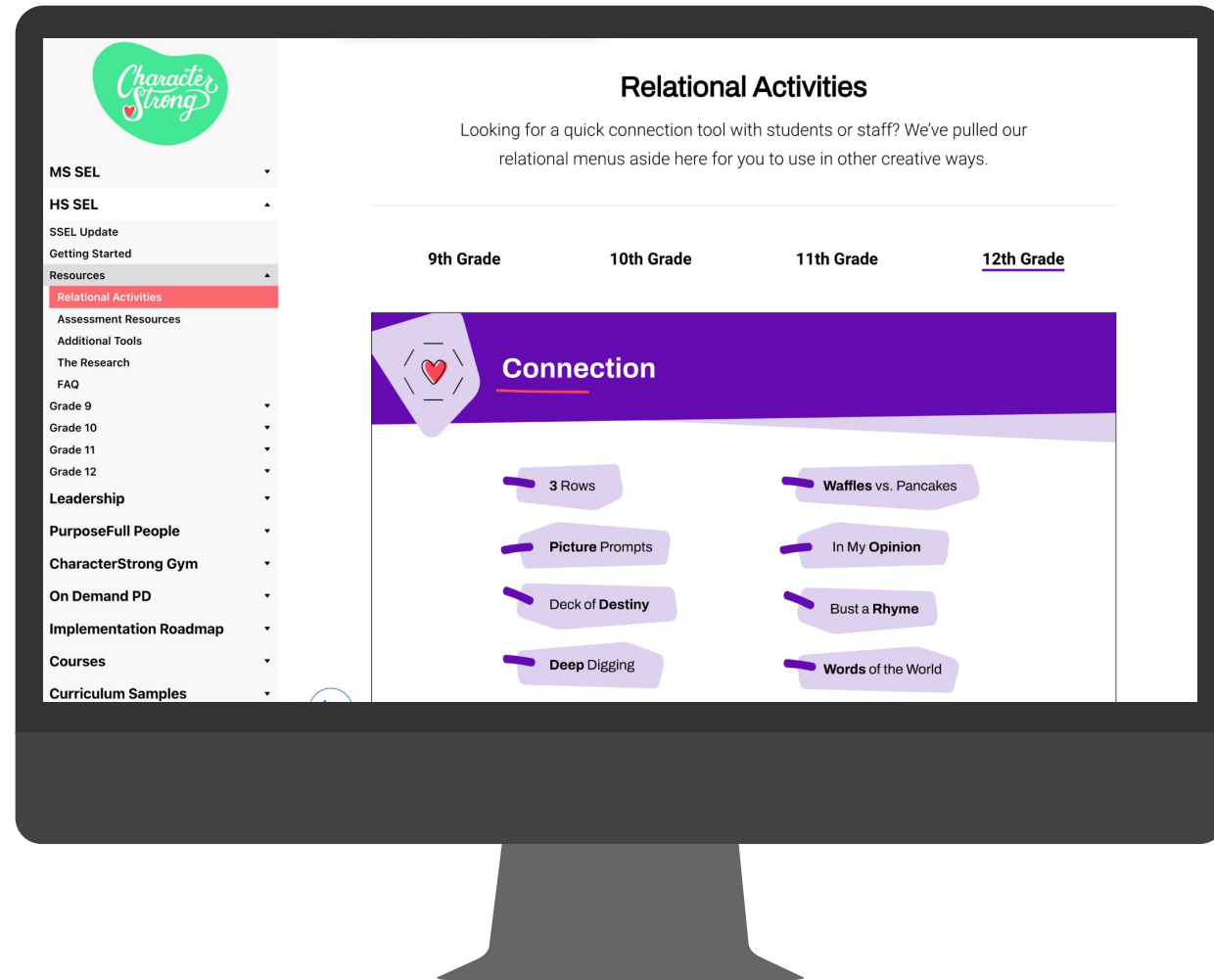


# Relationships





It's all about  
**RELATIONSHIPS**



## Relational Activities

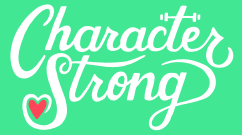
Looking for a quick connection tool with students or staff? We've pulled our relational menus aside here for you to use in other creative ways.

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

### Connection

- 3 Rows
- Waffles vs. Pancakes
- Picture Prompts
- In My Opinion
- Deck of Destiny
- Bust a Rhyme
- Deep Digging
- Words of the World





# Tier 1 Relational Practices



Great Educators  
**S.E.R.V.E.**

# “Start Intentionally”



**Staple:** 4 at the Door + 1 More // **Frequency:** Daily  
**Purpose:** Increase Academic Engaged Time

**1 Eye to Eye**

**3 Hand to Hand\***

**2 Name to Name**

**4 Heart to Heart**

+1 / **Entry Task**



# Tier 1 Relational Practices



**Consistent &  
Predictable**



# Tier 1 Relational Practices



**Low-Burden &  
High-Impact**



# Tier 1 Relational Practices



**Proactive vs.  
Reactive**



# Empowerment



# How Are They Doing?

- Roughly half (52%) of 6th – 12th graders say they enjoy coming to school most of the time.
- Disengagement leads to classroom management challenges which, leads to educator burnout.
- Research shows that when students are given choice, they experience an increase in intrinsic motivation. Effort, performance, and learning all grow with choices.



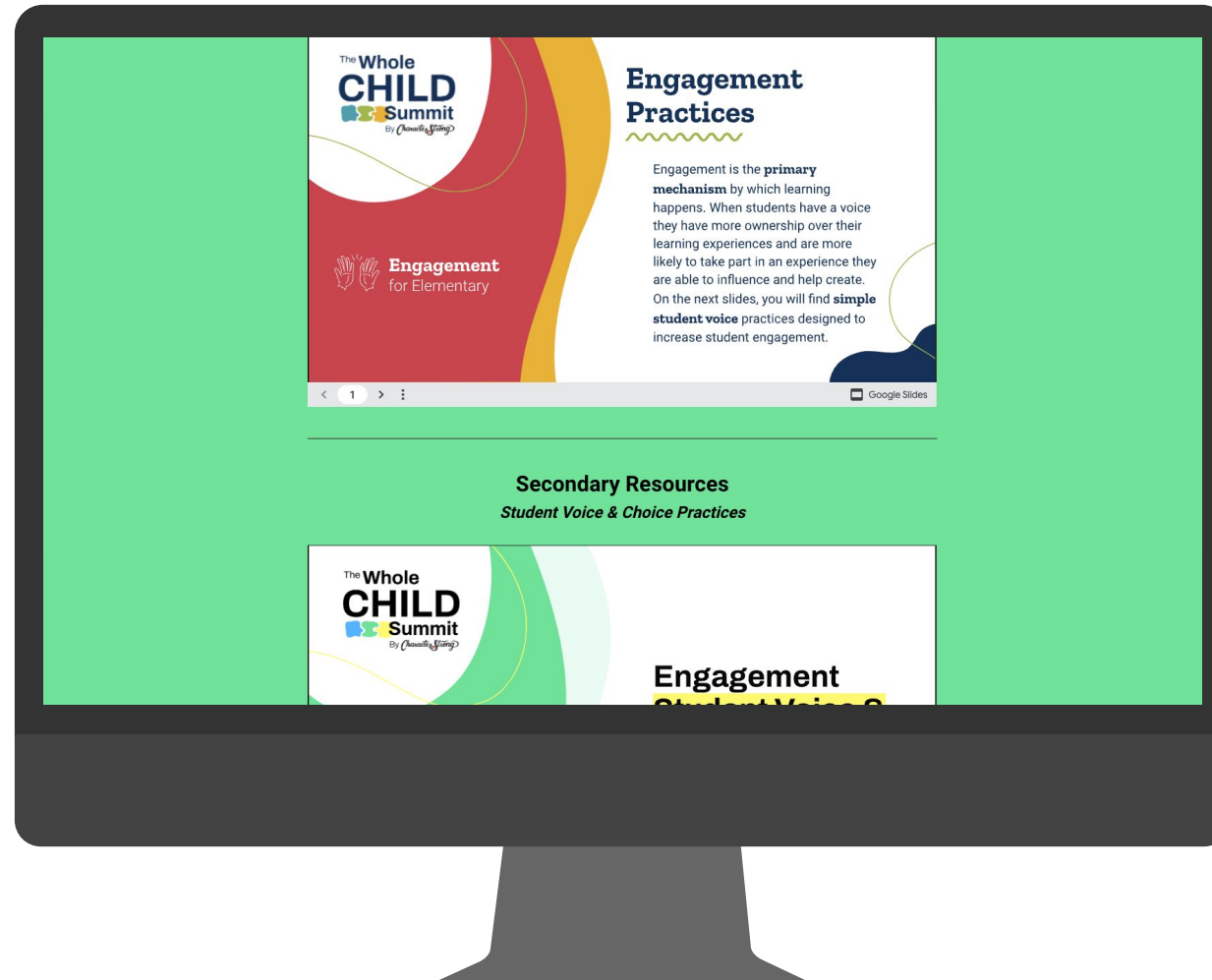
# Student Agency

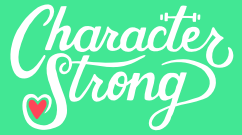


# Voice & Choice



# Student Agency





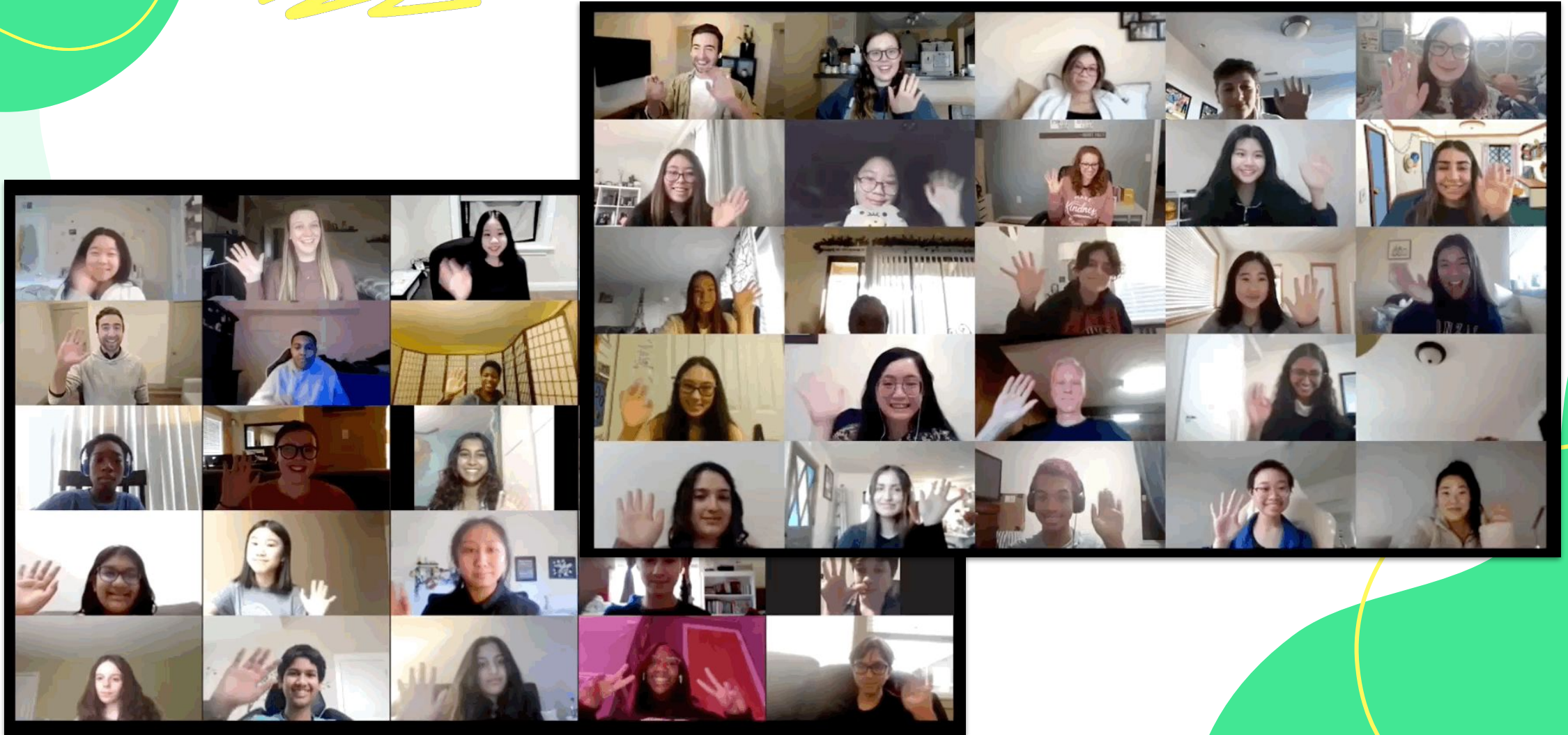
# Student Agency



**With them vs.  
To Them**



# Student Agency





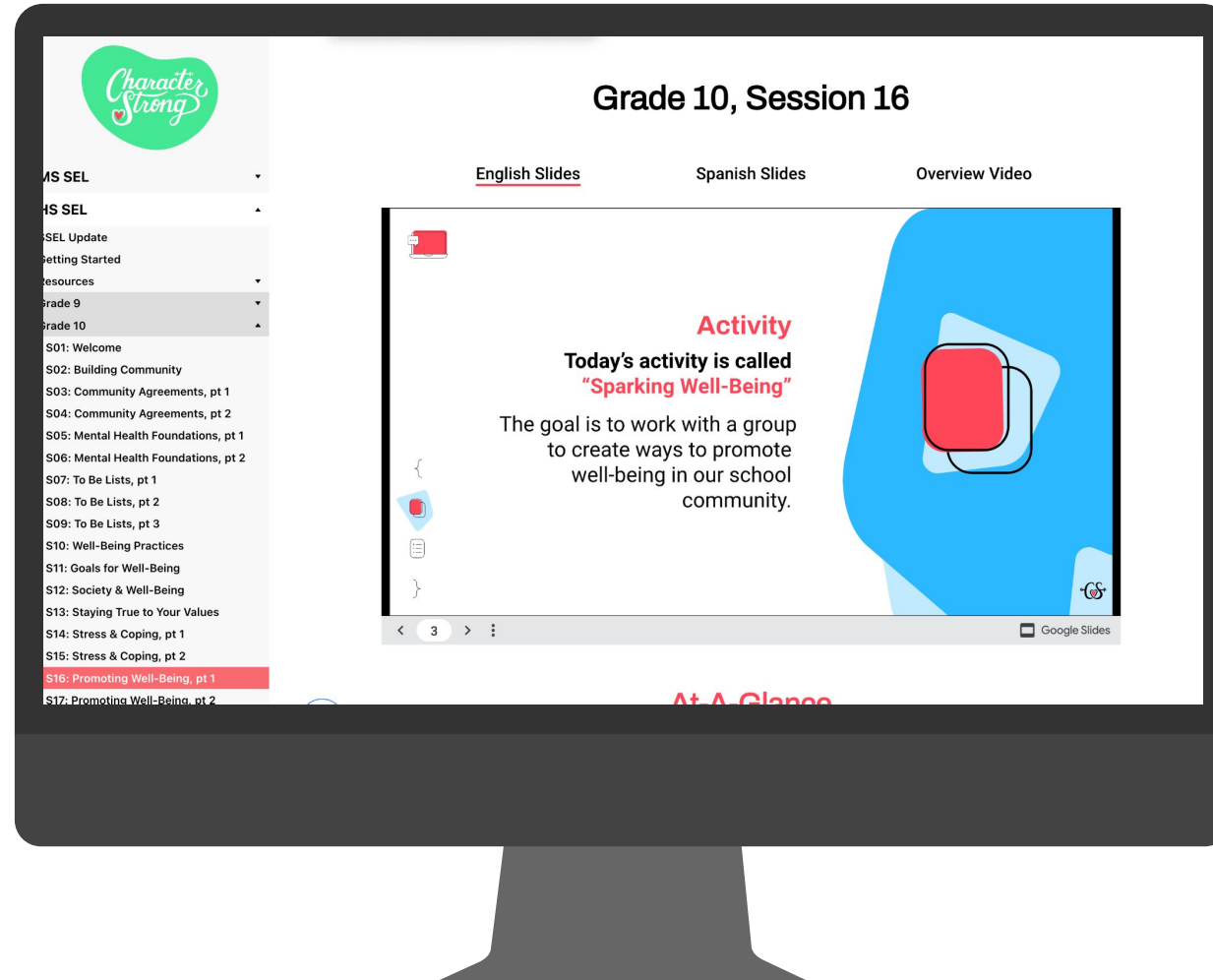
# Student Agency



# Agency & Hope



# Student Agency

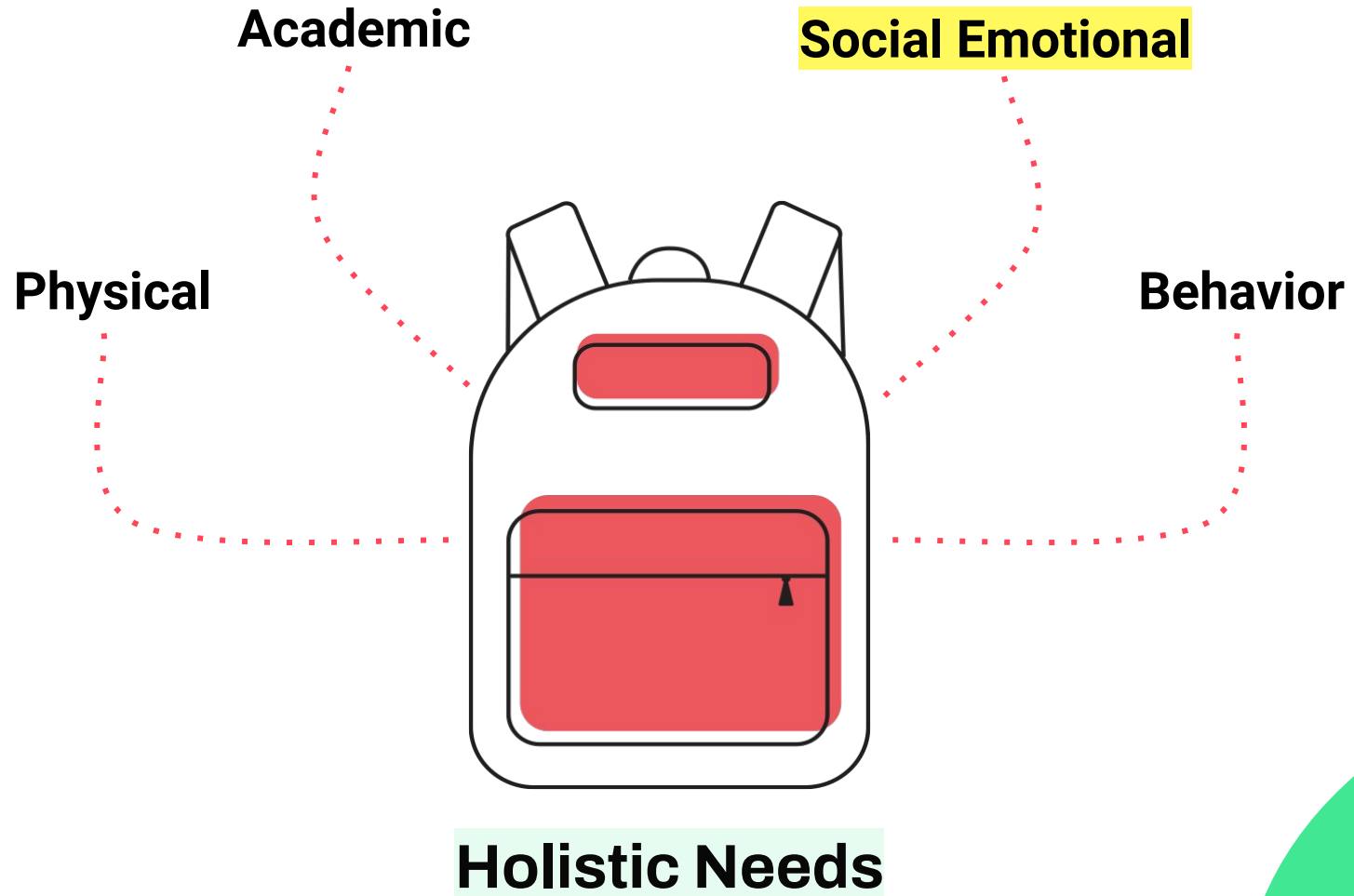




# Teaching & Learning



# Teaching & Learning





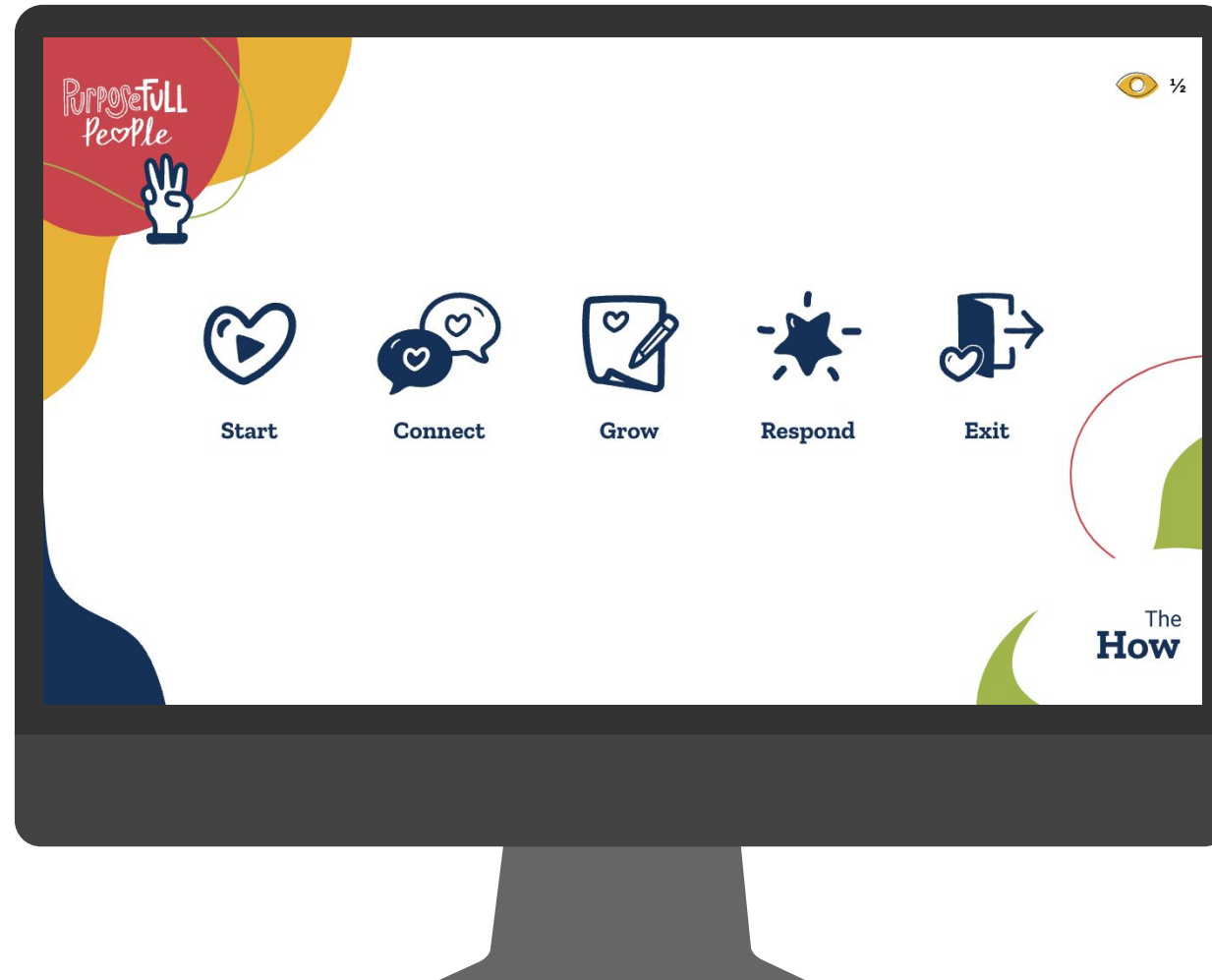
# Teaching & Learning

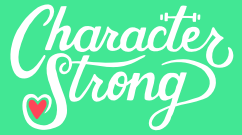


**Consistency =  
Confidence**



# Teaching & Learning



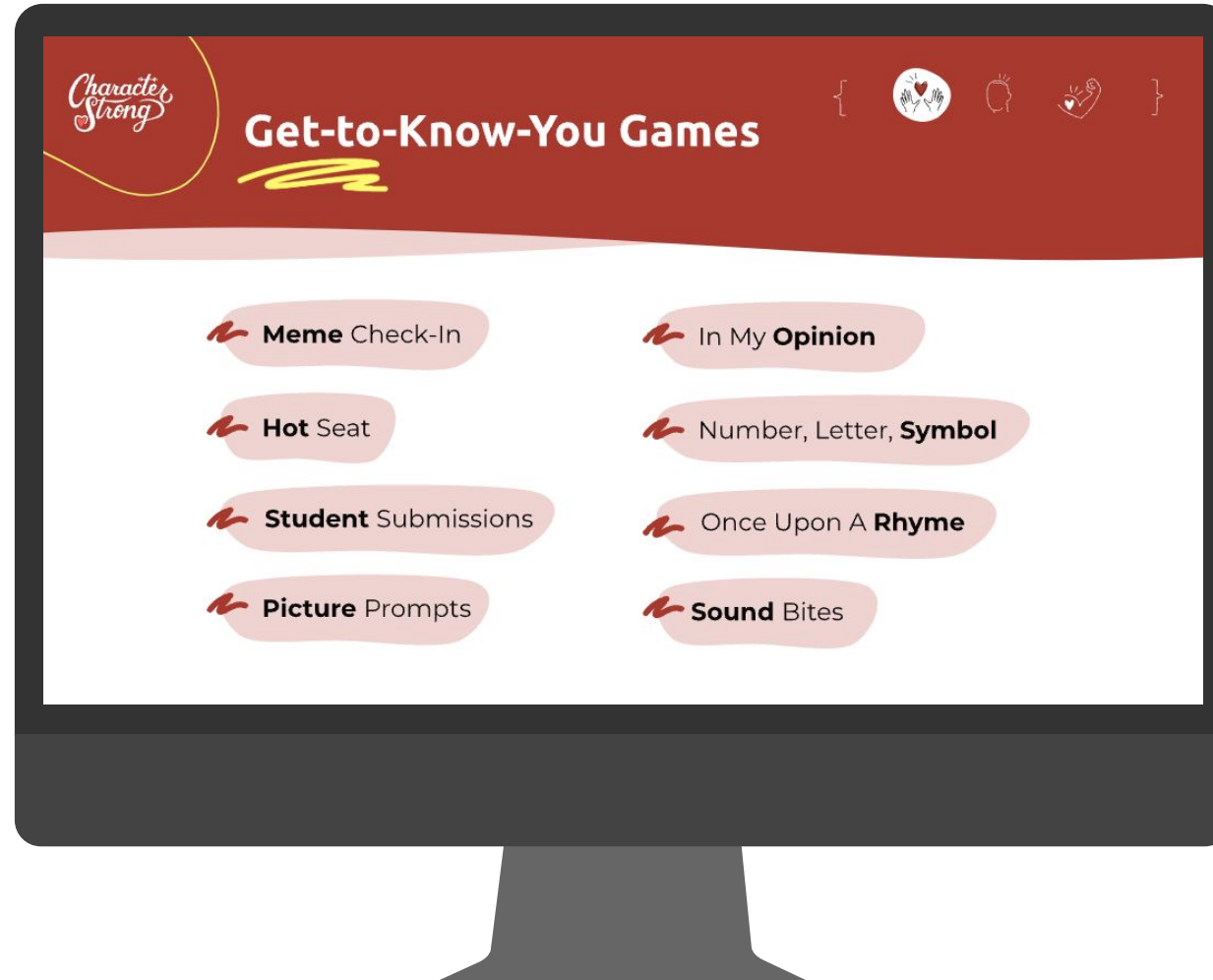


# Teaching & Learning



**Choice =  
Engagement**

# Teaching & Learning



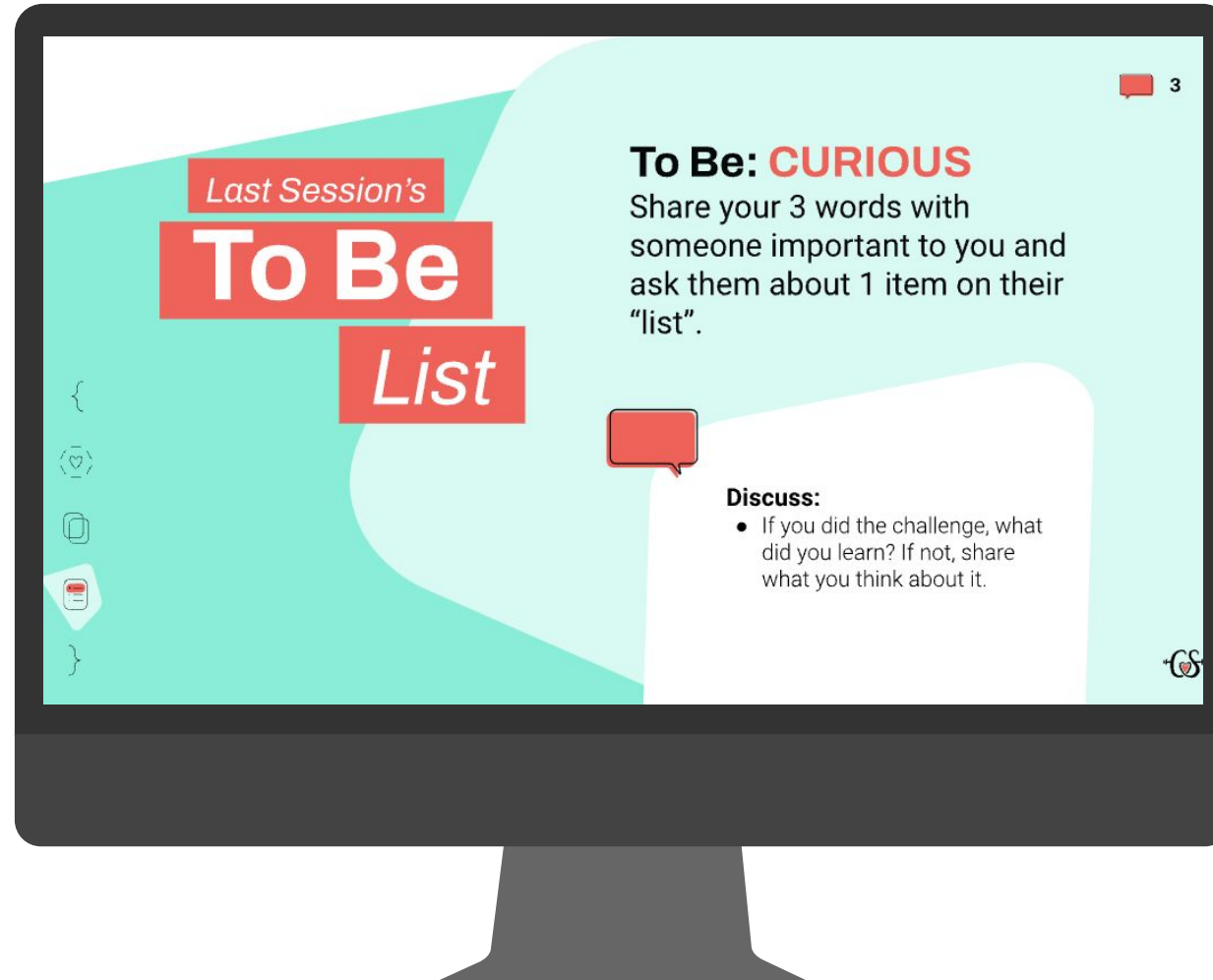


# Teaching & Learning



**Character =**  
**Application**

# Teaching & Learning





# Environment



# Nurturing Environments

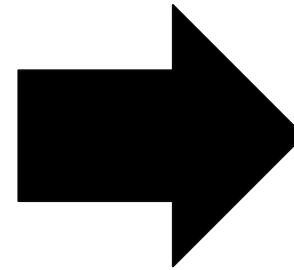


**In the chat, what are the characteristics of an environment that promotes well-being and engagement?**

# Nurturing Environments



**Unsafe  
Unpredictable  
Reactive  
Exclusionary**



**Safe  
Predictable  
Proactive  
Inclusive**



# Nurturing Environments



# Mind Reading Doesn't Work

(establish norms/expectations  
& explicitly teach)



# Nurturing Environments



# #1 Way to Teach is to Role Model

(model the behaviors you  
wish to see in students)

# Nurturing Environments



## Create

# Predictability

(routines, visual schedules, follow through)

# Nurturing Environments



# Reminded More than Taught

(precorrection, prompts, reminders)

# Nurturing Environments



## Give Feedback in Both Directions



**Recognize & acknowledge**  
students who engage in  
behaviors that positively  
contribute to the environment



**Progressively respond** with  
empathy when students  
engage in behaviors  
inconsistent with norms

# Proven Approach (PBIS)



**Teach**

**Model**

**Precorrect & Prompt (cues)**

**Recognize & Acknowledge**

**Progressively Respond**

# The Ingredients of Tier 1



**Relationships**



**Teaching & Learning**

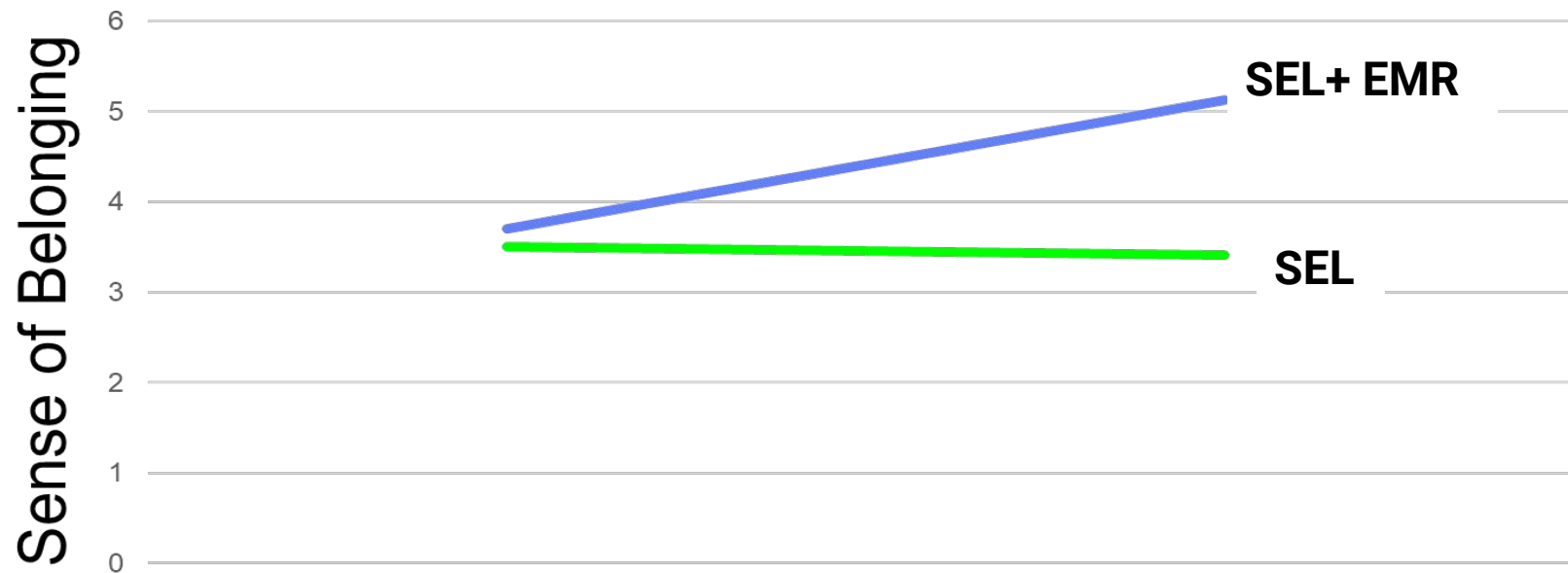


**Empowerment**



**Environment**

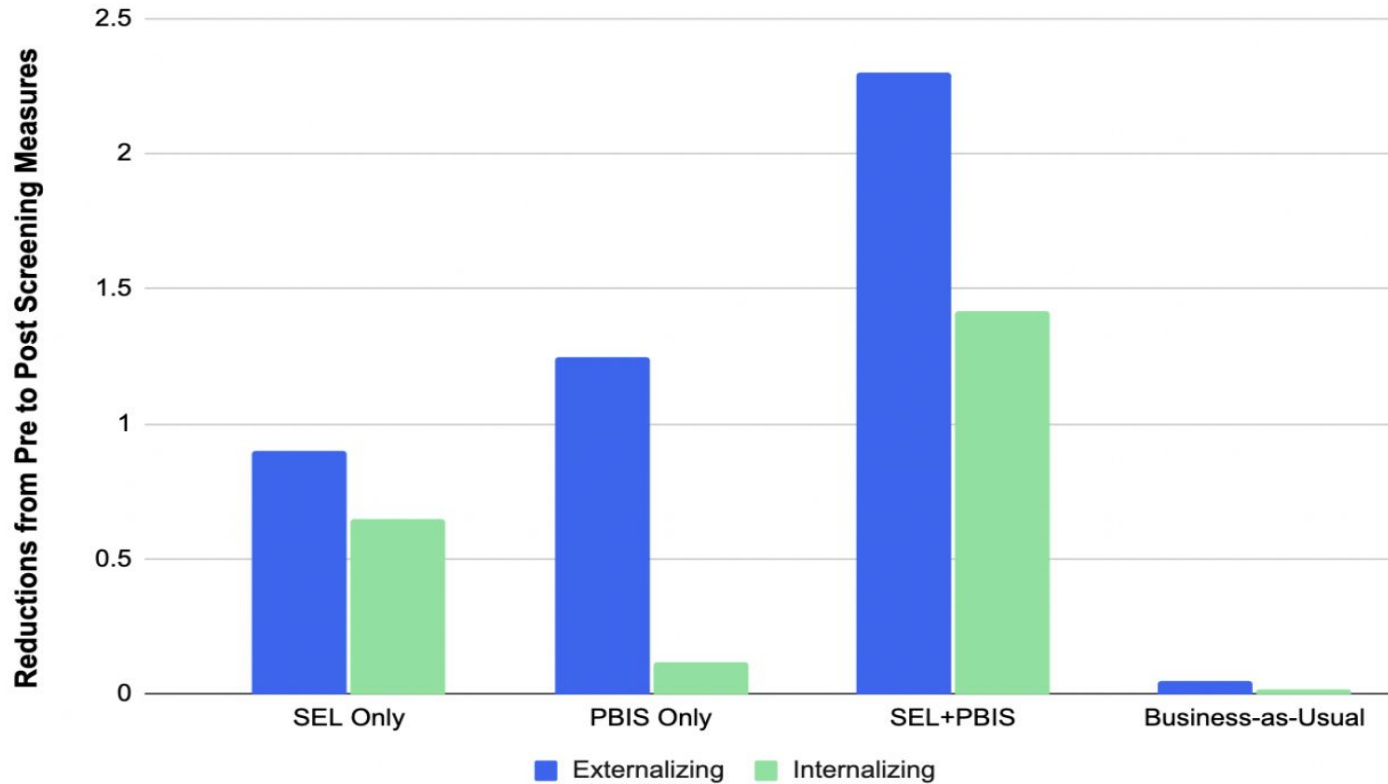
# Integrated Prevention



**Citation:** Cook, C.R., Larson, M., Zhang, Y., \*under review). Additive effects of combining relational practices with high fidelity social-emotional learning programming. *Prevention Science*.



# Integrated Prevention



**Citation:** Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30(2), 166–183.

## Typical Day/Hour

### Desired Students Outcomes

▶ Routines

▶ Behavioral Agreement / Expectations

▶ Communicating Needs & How to Access Support



Setting Up Class (Teaching)

**Behavioral Norms / Expectations**  
**Routines**  
**Social-Emotional & Character Competencies**  
**Request & Access Support When Needed**



Transition into Class

Positive Greeting @ the Door  
 Precorrection



Start of Class

**Classroom Meeting:**  
 Community Building - Neutralizing  
 Routine - Visual  
 Schedule



During Class

Interspersing Choice  
 Opportunities to respond  
 Opportunities for Voice  
 Banking Time



Ending Class

Positive Farewells @ the Door  
 Precorrection





After Class

Indirect compliments through other adults

**Responding to Behavior:** Behavior-Specific; Proximity, Redirections, Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices

# The Baking Metaphor



Customized  Implementation  
Supports BY 



# Upcoming Events

**Later today** // Live Elementary Demo/  
Leadership Demo

**April 28th** // Live MS/ HS Demo

**May 4th** // Overcoming the Challenges of  
High School SEL

**May 5th** // 5 Low-Burden and High-Impact  
Interventions

**May 5th** // CIS Demo

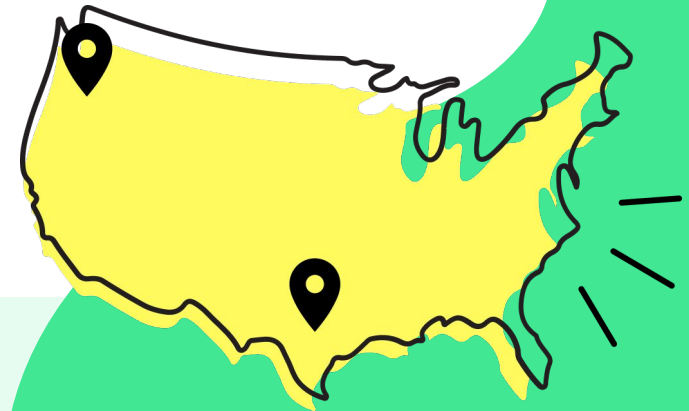
**July 21st** // Virtual Conference Bands

# The *Character Strong* National Conference

Join us In-Person

August 12-13, 2022 - Tacoma, WA

January 20-21, 2023 - Austin, TX



Learn More: [CharacterStrong.com/NationalConference](https://CharacterStrong.com/NationalConference)





# Webinars



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