

# Expanding Tier 3 Supports

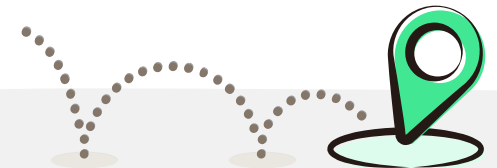
Webinar Hosted By

*Customized*    
Implementation  
Supports BY 

## 4 Corners: How are you feeling today?



Using the knowledge, methods, and tools from **implementation science**, we specialize in partnering with schools to build internal capacity to achieve successful and sustainable implementation of effective social, emotional, behavioral, and academic programs in the service of producing better and more equitable student outcomes.

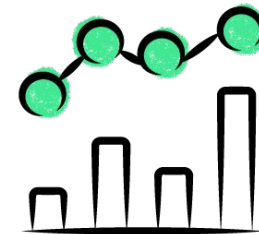


# Today's Visual Cues

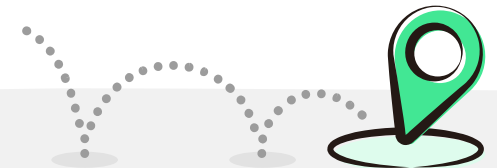
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Be Ready to Share

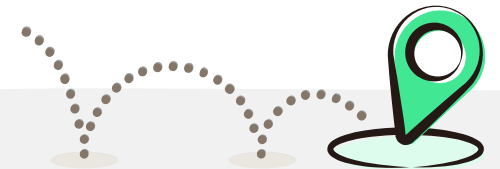
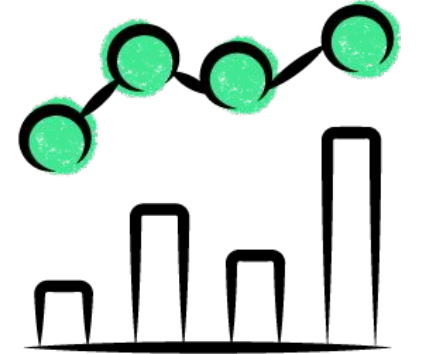


Engage in a Poll



# Goals for Today's Webinar

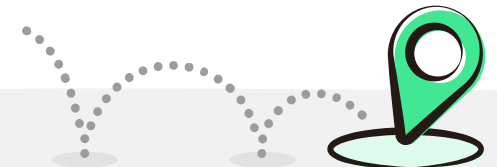
1. Clarity about Tier 3
2. Tier 3 menu of interventions
3. Implementation planning to achieve fidelity
4. Tier 3 as a continuous improvement process



## MTSS Big Ideas

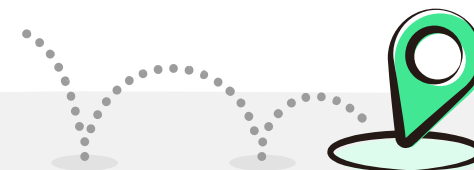
## Opposite of Big Ideas

Multiple tiers of integrated supports	One-size-fits-all approach
'Effective' practices across all tiers	Ineffective or potentially harmful practices
Proactive detection to activate early intervention	Waiting for students to fail
Diagnostic assessment to tailor intervention	Shooting in the dark; trial and error
Progress monitoring	Not tracking or summative evaluation
Fidelity of implementation	Making it up; inconsistency
Data-based decision making	Biased or subjective decisions
Problem-solving across all tiers	Admiring problems rather than solving problems



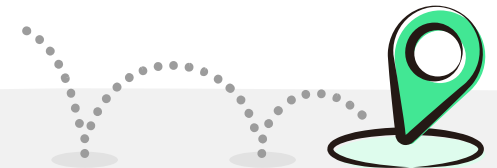


# What is **Tier 3**?



# Calculating Access Gaps

- A** = Number of students in your school (500 students)
- B** = 20% of students flagged by screener (100 students)
- C** = Tier 2 & 3 capacity to deliver intervention (35 students)
- D** = Access Gap =  $B - C = 65$  students





# Closing Access Gaps

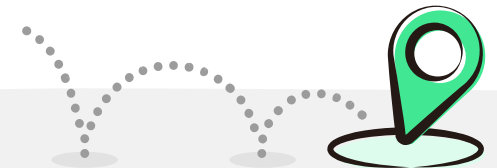
**B** = Decrease # of students detected by screener by **improving Tier 1**

10% of 500 = 50 students

**C** = **Improve Tier 2 & 3 capacity** through efficiency & improvement

Capacity increased from 35 to 50 students

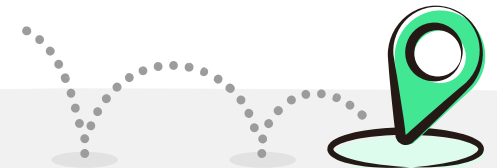
**D** = Access Gap =  $B - C = 0$  students



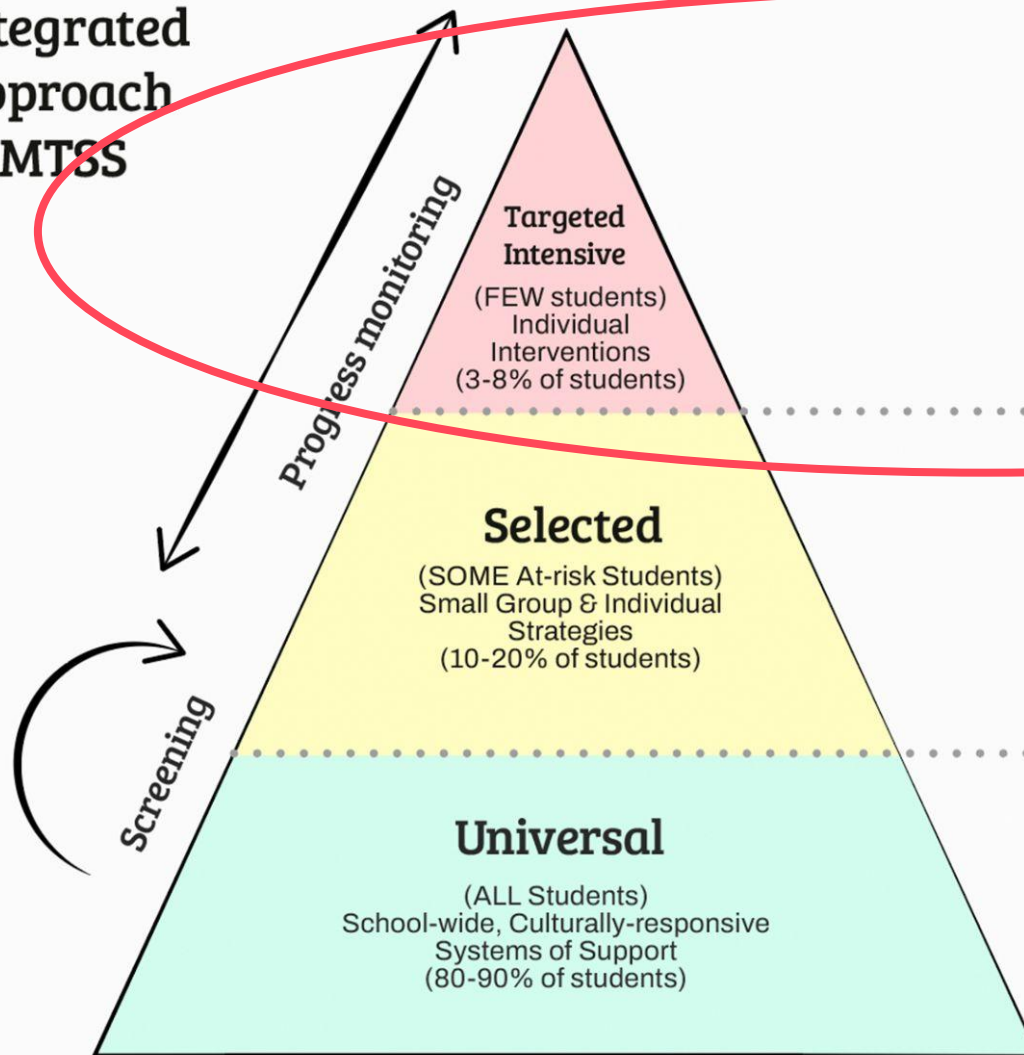
# What are Tier 3 Supports?

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- 1 Individual **intensive interventions** (↑dosage, ↑intervention components)
- 2 Interventions that tend to require **specialty training**
- 3 Interventions **matched to the hypothesized root causes** of the need



## Integrated Approach to MTSS



### Tier 3 System of Support for a FEW:

- Intensive academic interventions
- Individualized behavioral and mental health services
- Wraparound supports
- Medical intervention

### Tier 2 System of Support for SOME:

- Menu of academic interventions (math, literacy)
- Menu of social, emotional and behavioral interventions

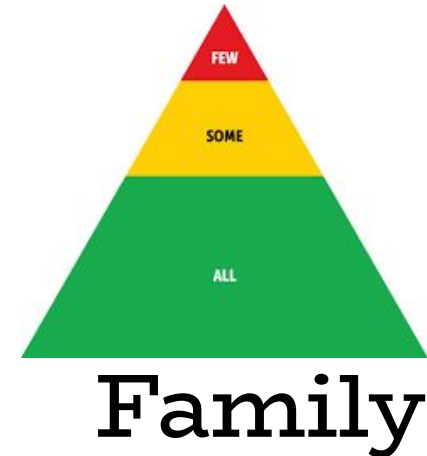
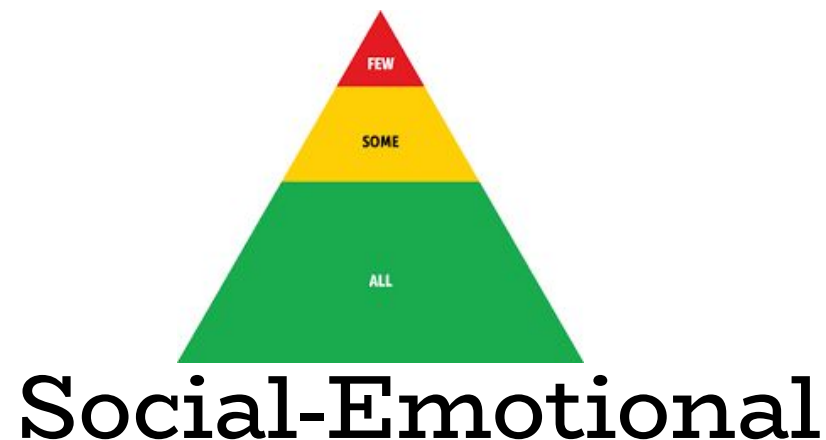
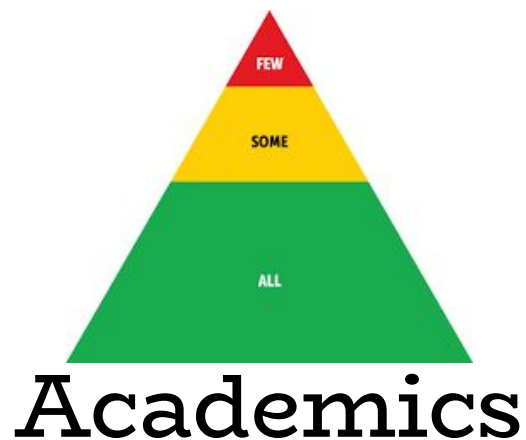
### Tier 1 System of Support for ALL:

- Core academic curriculum instruction
- School-wide behavior support
- Social-emotional learning curriculum
- Relationship practices
- Rested, nourished. & physically well





# Tiering Up Support





Academics

Behavior

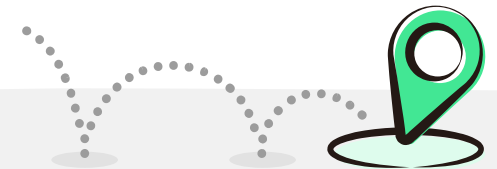
Social  
Emotional

Family



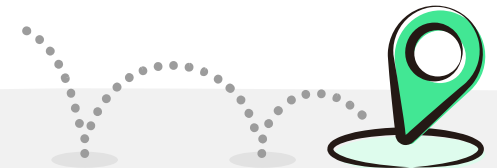


# Who needs Tier 3?



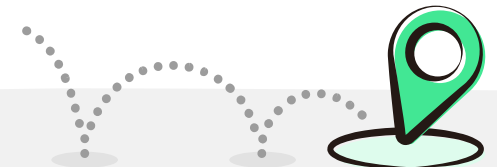
# Who Needs Tier 3 Supports?

- 1 Students with **intensive needs** who necessitate precisely tailored intervention right away
- 2 Students who are non-responsive to prior supports **implemented with fidelity (i.e., Tier 2)**

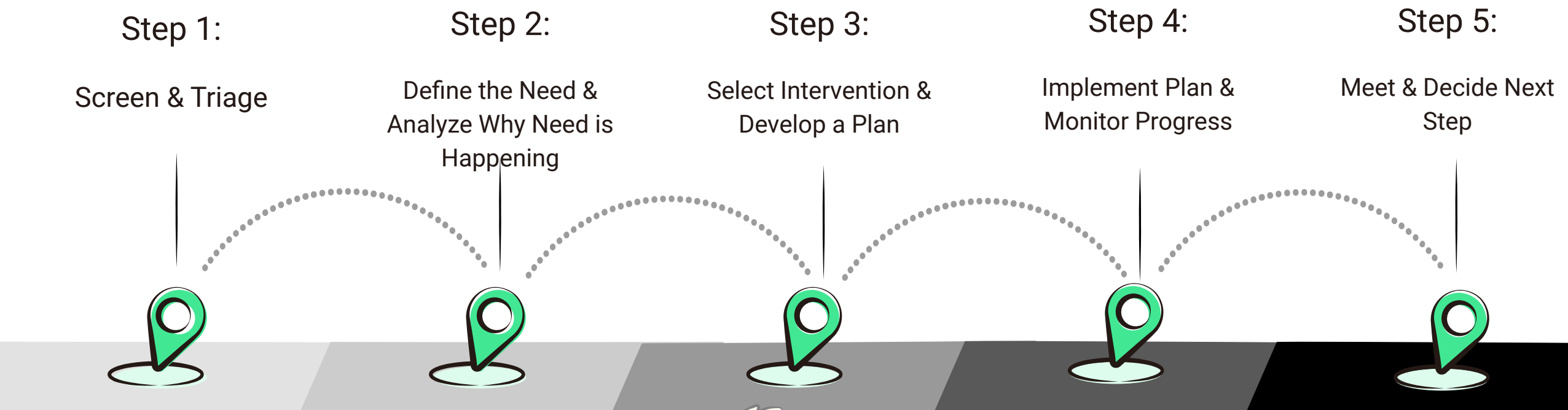


## No successful implementation without a dedicated team

1. The right people in the right seats
2. Meet routinely with consistent attendance
3. Follow a structured process problem-solving process (problem ID, problem analysis, plan development & implementation, & plan evaluation)
4. Gather progress monitoring & intervention fidelity data for decision making

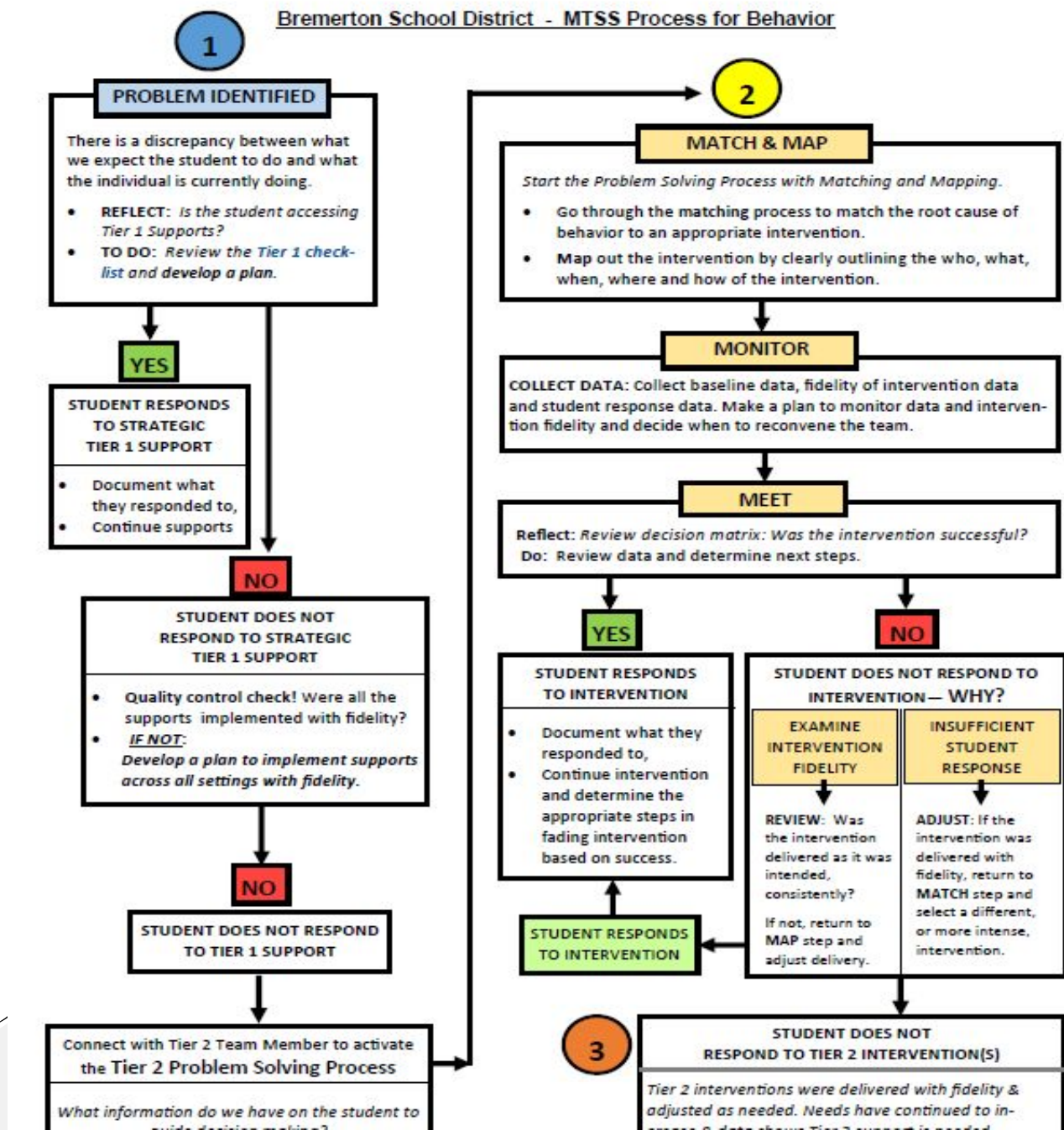




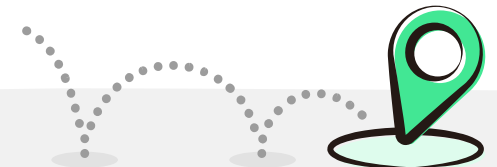
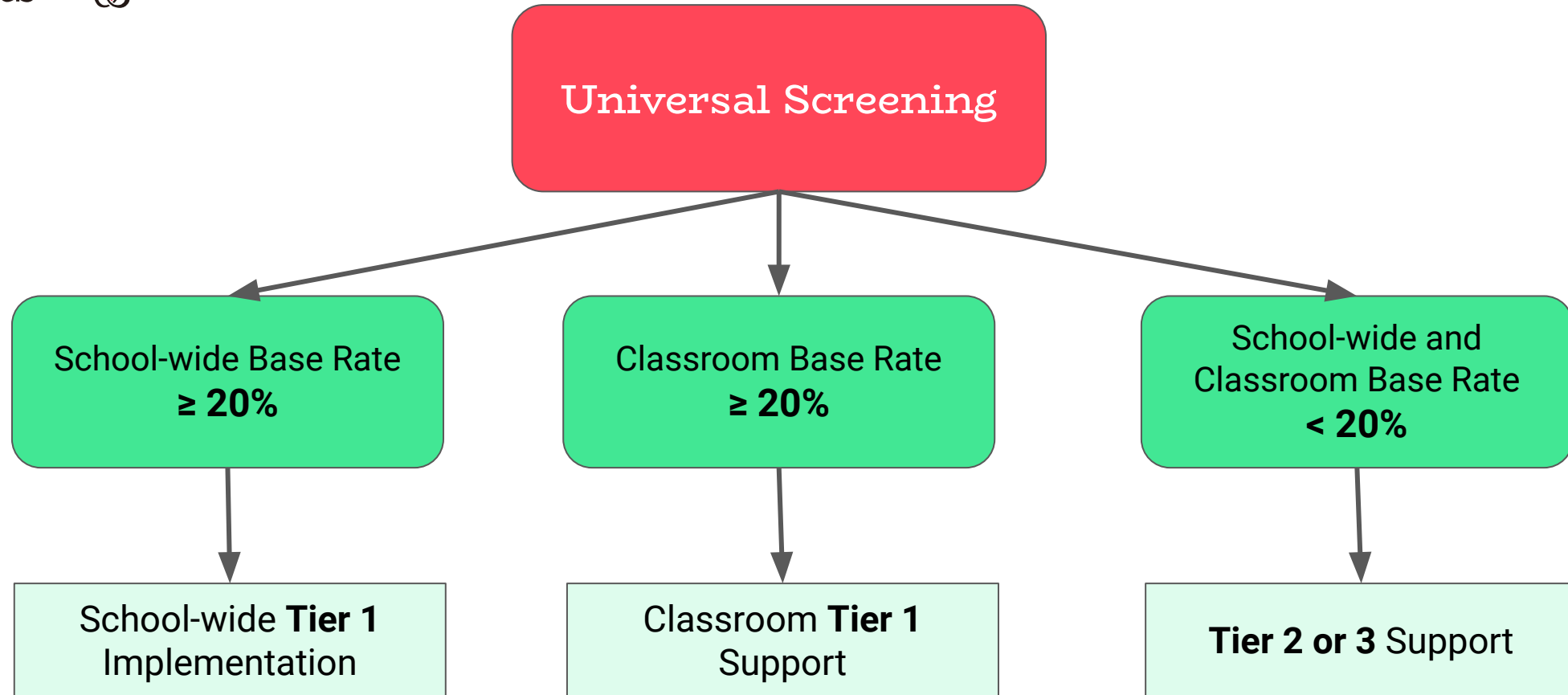


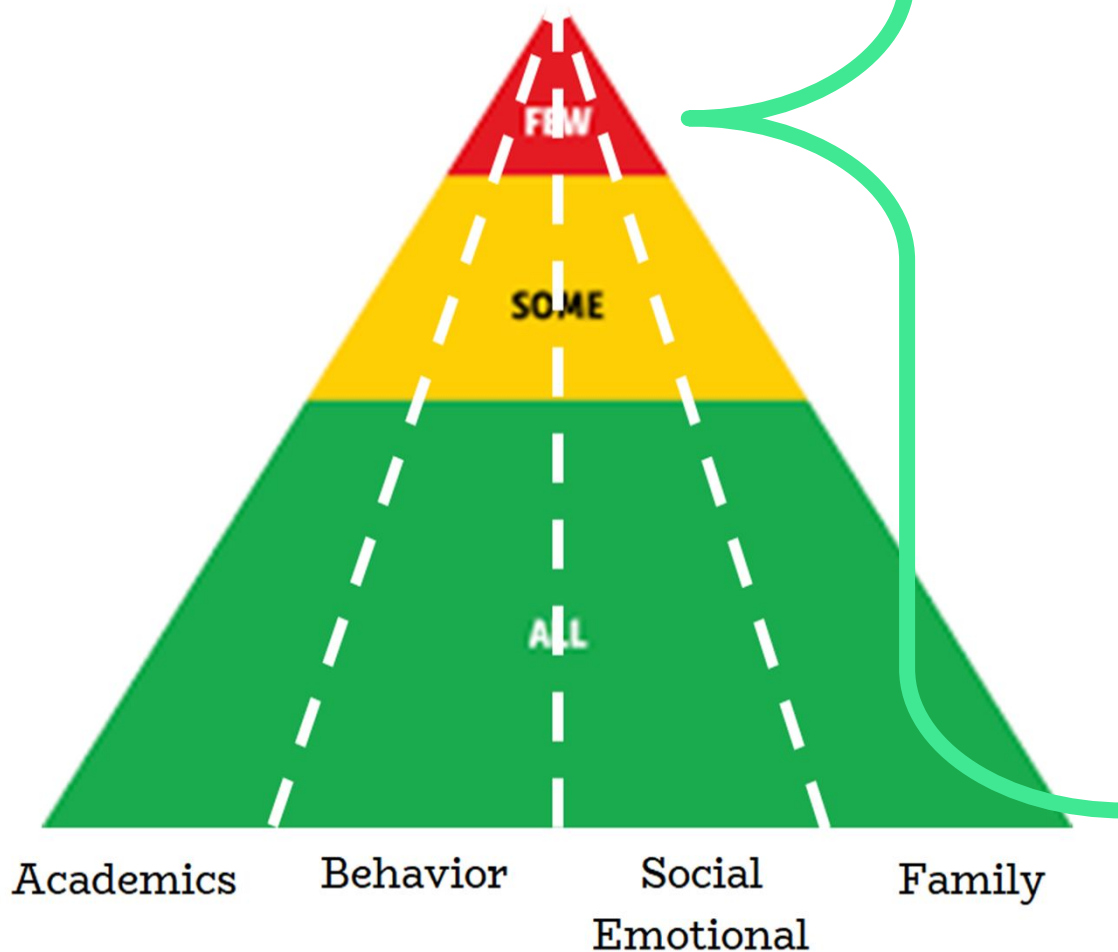
## 5 Steps in the Tier 2 & 3 Intervention Programming Process

# Customizing the Process to the District



# When to activate Tier 2 or 3?





## Tier 3 Menu:

### **Behavior**

#### Function-Based Behavior Intervention Plans

- Setting event strategies
- Antecedent strategies
- Teaching strategies
- Consequent strategies

### **Social-Emotional**

#### Cognitive Behavior Therapy

- Psychoeducation
- Relaxation (physiological regulation)
- Cognitive regulation strategies
- Affective regulation strategies
- Exposure

### **Family**

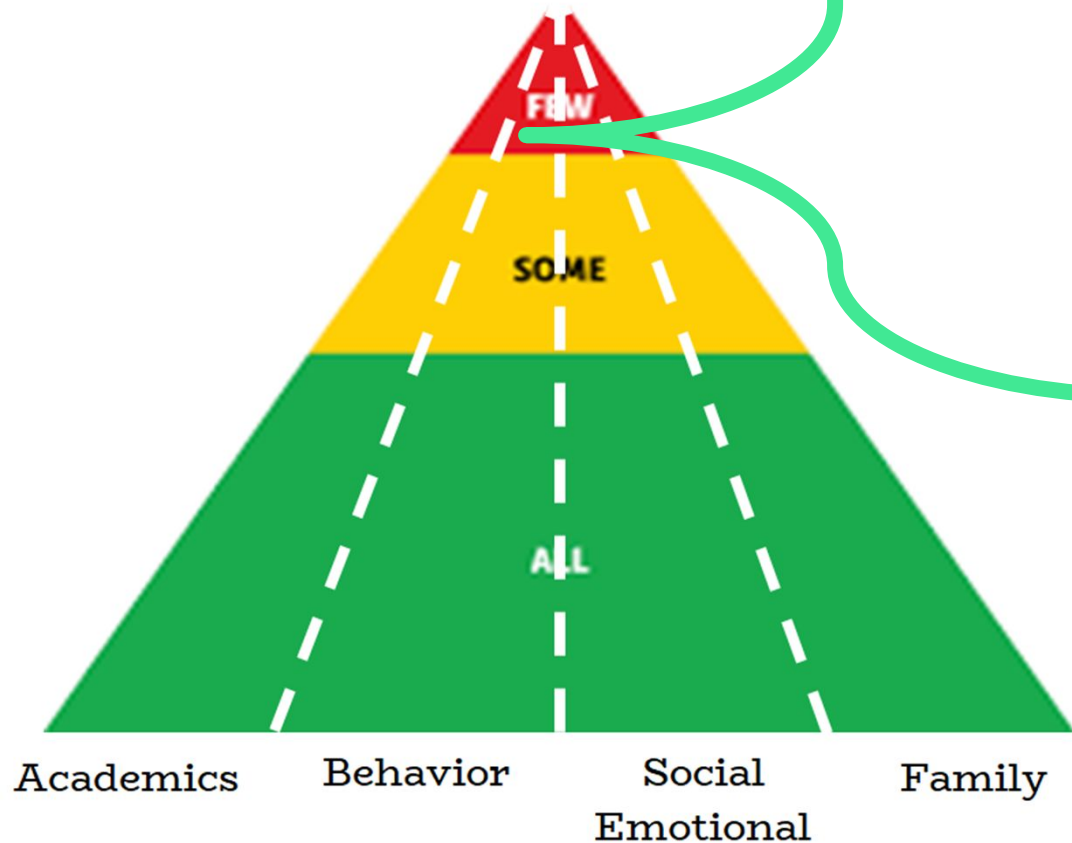
#### Intervention & support

- Parent outreach & training
- Wrap-around

## **Step1: When Analyzing Why the Student's Need Exists:**

What support or combination of supports do we believe will best address the underlying root causes for why the need exists?



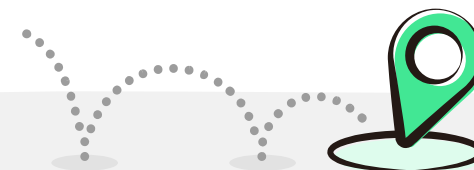


## Tier 3 Menu:

### **Behavior**

#### Function-Based Behavior Intervention Plans

- Setting event strategies
- Antecedent strategies
- Teaching strategies
- Consequent strategies



# Science of Human Behavior: **Student Example**

Poor sleep;  
negative  
interaction  
before school

Setting  
events

Events that  
increase the  
likelihood that  
the trigger will  
elicit a behavior



Request to do  
transition from a  
preferred activity  
to a non-preferred

Triggering  
Antecedents

The immediate  
event that  
provokes the  
behavior



Task refusal;  
noncompliance  
to redirections

UNSKILLFUL  
Behavior

The main  
behavior of  
concern



Avoid the  
non-preferred  
activity

Maintaining  
Consequences

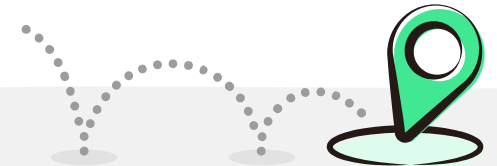
The purpose or  
reason why  
the behavior occurs  
(i.e., function)





# Setting Events

Factors outside the immediate situation that increase the probability a situation will evoke a behavior



# Triggering Antecedent (the Match)



=

Unanticipated changes  
in routine

Academic requests /  
activities

Certain social  
interactions

Noises

Preferred to  
non-preferred  
transitions

Availability of attention

Tests / exams

Public performance





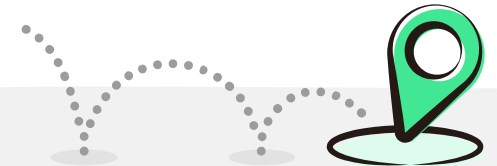
# Maintaining Consequence (Behavior Function)

## Behavior Motivated to Get or Obtain Something Desired

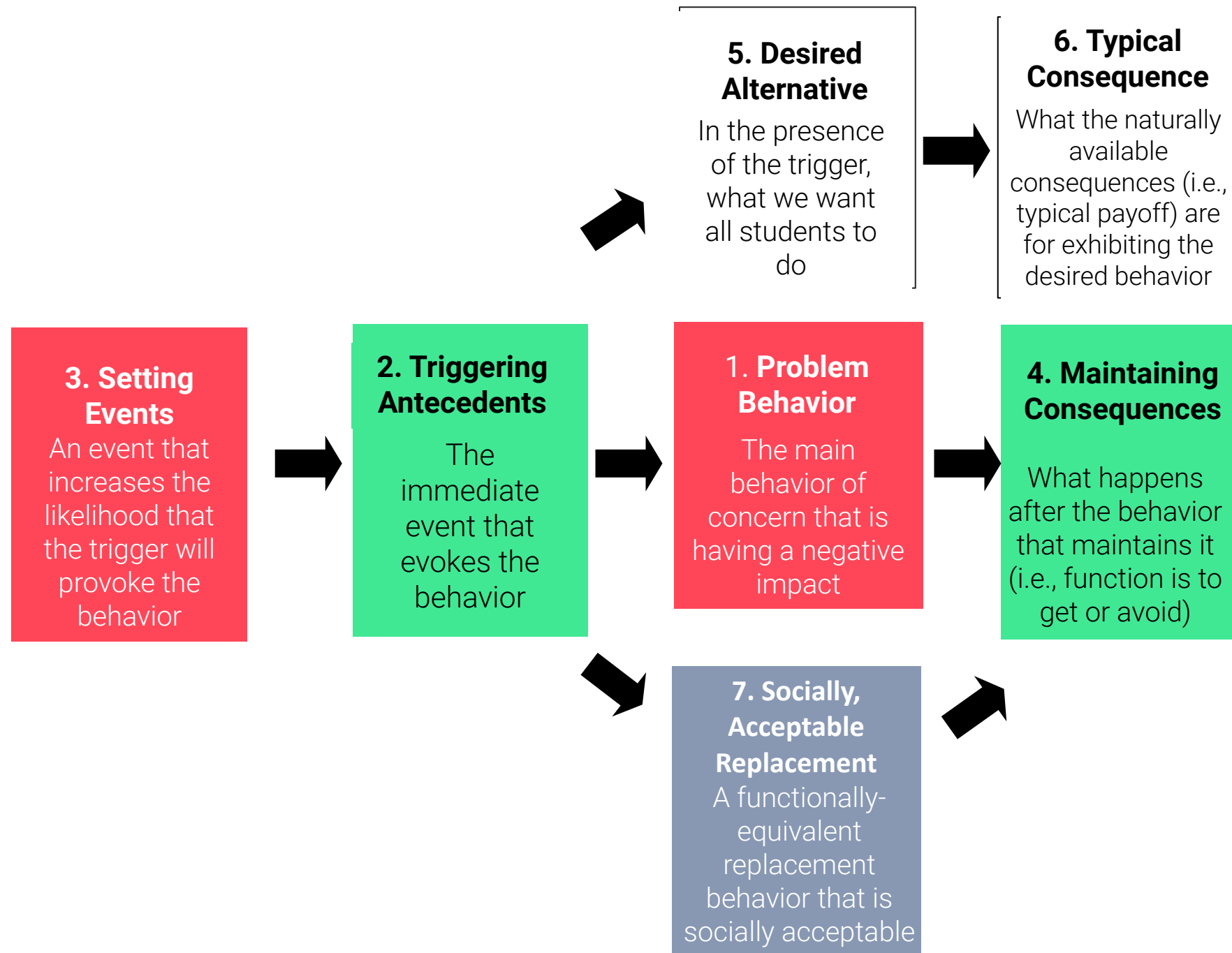
- Attention
- Access to a preferred activity
- Tangible item
- Social experience
- Sensory stimulation

## Behavior Motivated to Avoid or Escape Something Undesired

- Activity or task
- Social interaction
- Uncomfortable physiological state
- Unwanted transitions



# Pathway Chart



# Multi-Pronged Behavior Intervention Plan

## Categories of Interventions

### Setting Event Strategies

- Elimination strategies
- Neutralizing routines

### Antecedent Strategies

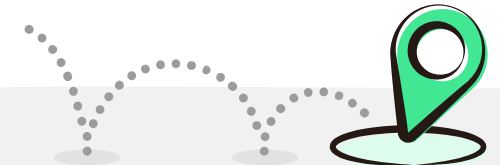
- Precorrection
- Prompts
- Alter environment

### Teaching Strategies

- Replacement behavior
- Functionally equivalent behavior
- Self-regulation skills

### Consequent Strategies

- Positive reinforcement
- Collaborative problem-solving
- Restorative practices
- Contribution plan



# Multi-Pronged Behavior Intervention Plan

## Setting Event Strategies

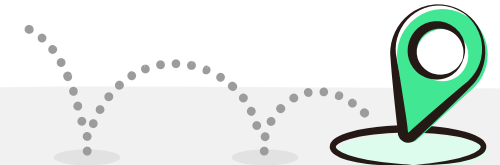
### Elimination Strategy

Go to the source to prevent lighter fluid



### Neutralizing Routine

Lessen the impact by washing off the lighter fluid



# Elimination Strategies & Neutralizing Routines

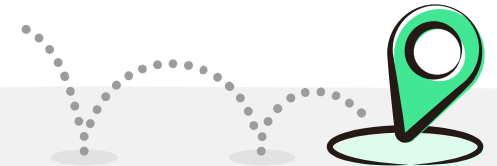
Common Setting Events	Internal Drive	Elimination strategy	Neutralizing routine
Hunger	Physiological dysregulated	Ensure family has consistent access to food	Access to food @ school
Fatigue/tired	Lower distress tolerance	Improve sleep regime at home	Physical activity to increase energy or rest
Conflict w/ peer	Angry	Increased supervision and proactive support	Emotion regulation activity / strategy
Conflict teacher previous day	Fear, agitation	Improve responding to behavior w/ empathy	Restorative communication
Forgot medication	Physiologically dysregulated	Work with parent to improve med adherence	Medication adherence routine and incentive
Home stressor	Stress response activated	Develop plan to reduce exposure to home stressors	Social connection and emotion regulation
Social/emotional neglect	Motivation for attention	Increase child-time and attachment to caregivers	Social connection and emotion regulation

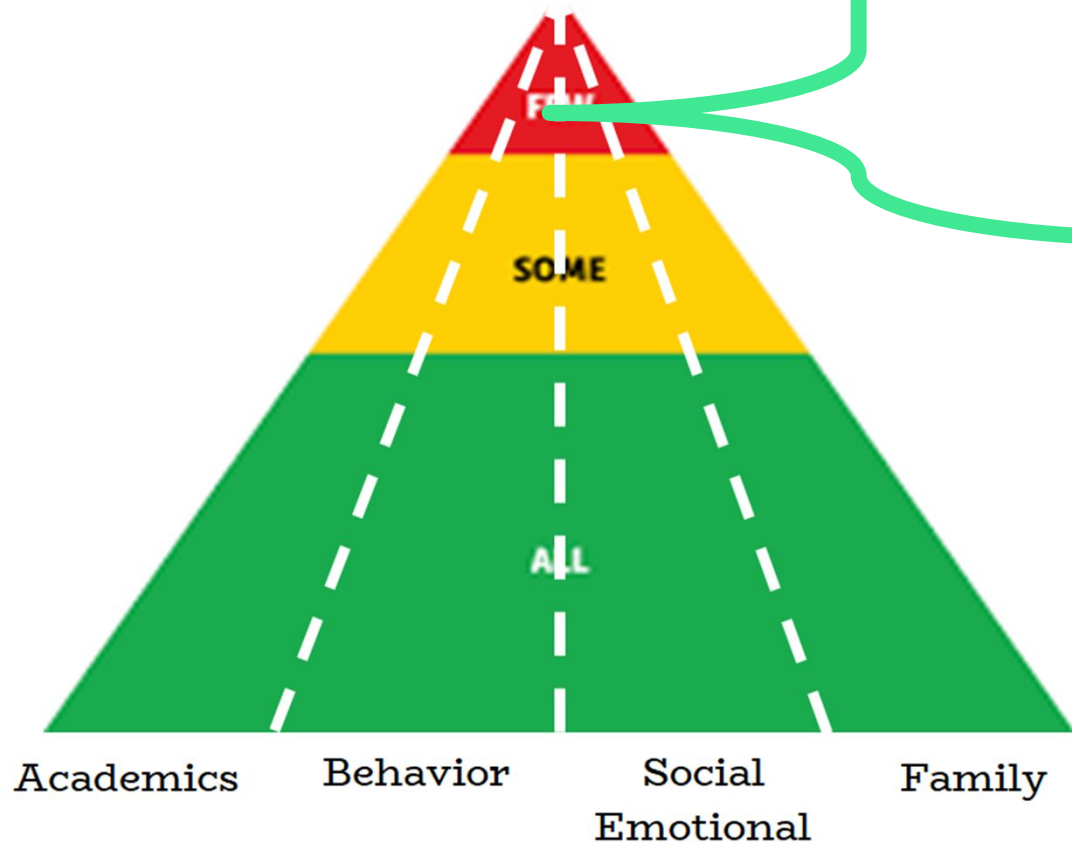


# Flipping the Script Function-Based Protocol for Elopement Behavior



1. Teach Functionally Equivalent Replacement Behaviors
2. Flipping the Script
3. Daily & Consistent Pre-correction
4. Put the student in a decisional dilemma
5. Consistent & contingent access to positive reinforcement





## Tier 3 Menu:

### **Behavior**

#### Function-Based Behavior Intervention Plans

- Setting event strategies
- Antecedent strategies
- Teaching strategies
- Consequent strategies

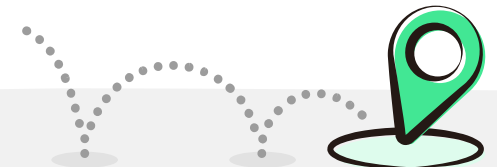
#### Pause & Reflect:

1. Do you have people in your building who have a high level of expertise & who are proficient with Tier 3 Function-Based Behavior Support?
2. What is the success rate of your Tier 3 behavior supports?

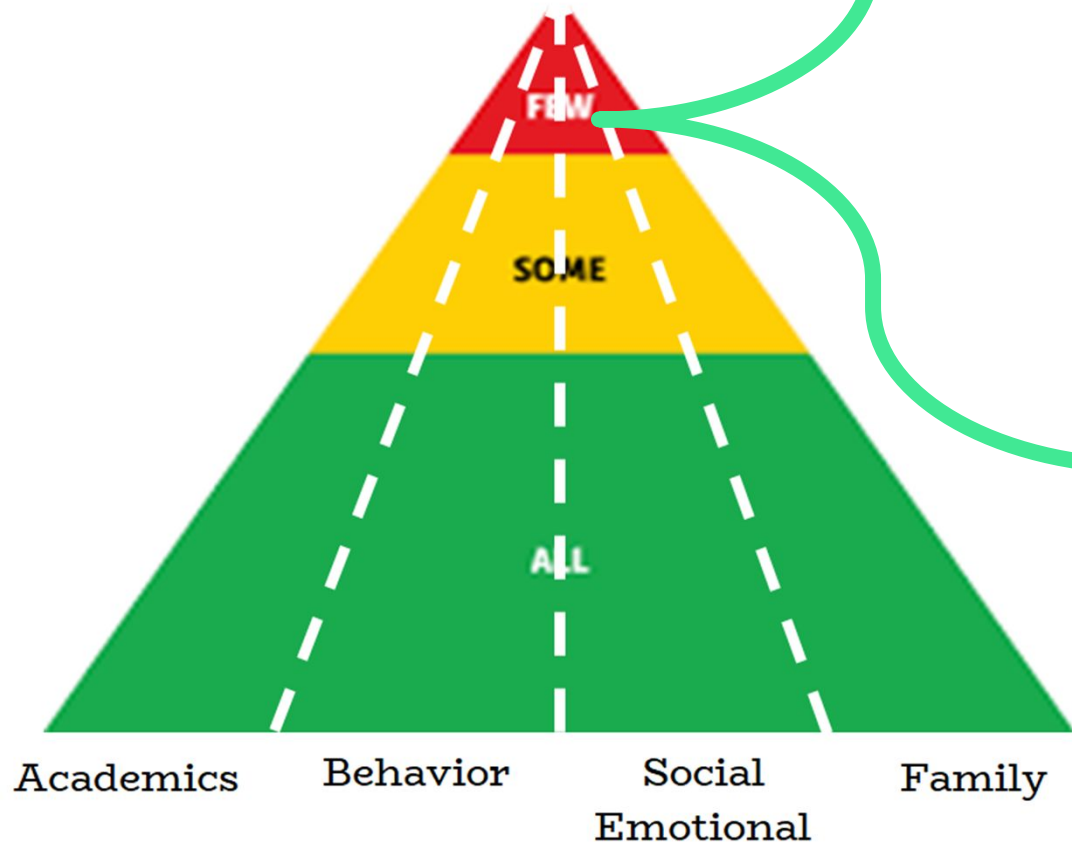
# Resources:

## Function-Based Behavior Intervention Planning

- ❑ On Demand Course - Thinking Functionally About Behavior  
(<https://characterstrong.com/on-demand-professional-development/>)
- ❑ Basic FBA to BIP - <https://basicfba.com/>
- ❑ Positive Environment Network of Trainers - <https://www.pent.ca.gov/index.aspx>
- ❑ Flipping the Script Function-Based Protocol for Elopement -  
<https://docs.google.com/document/d/1Dh1Erg80TP6aAetRe810AwBLcUIOzQXM/edit?usp=sharing&oid=107103708210298221536&rtpof=true&sd=true>



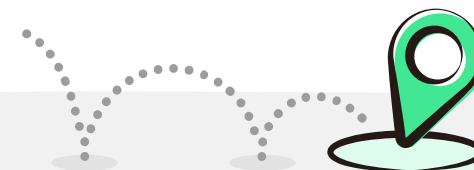


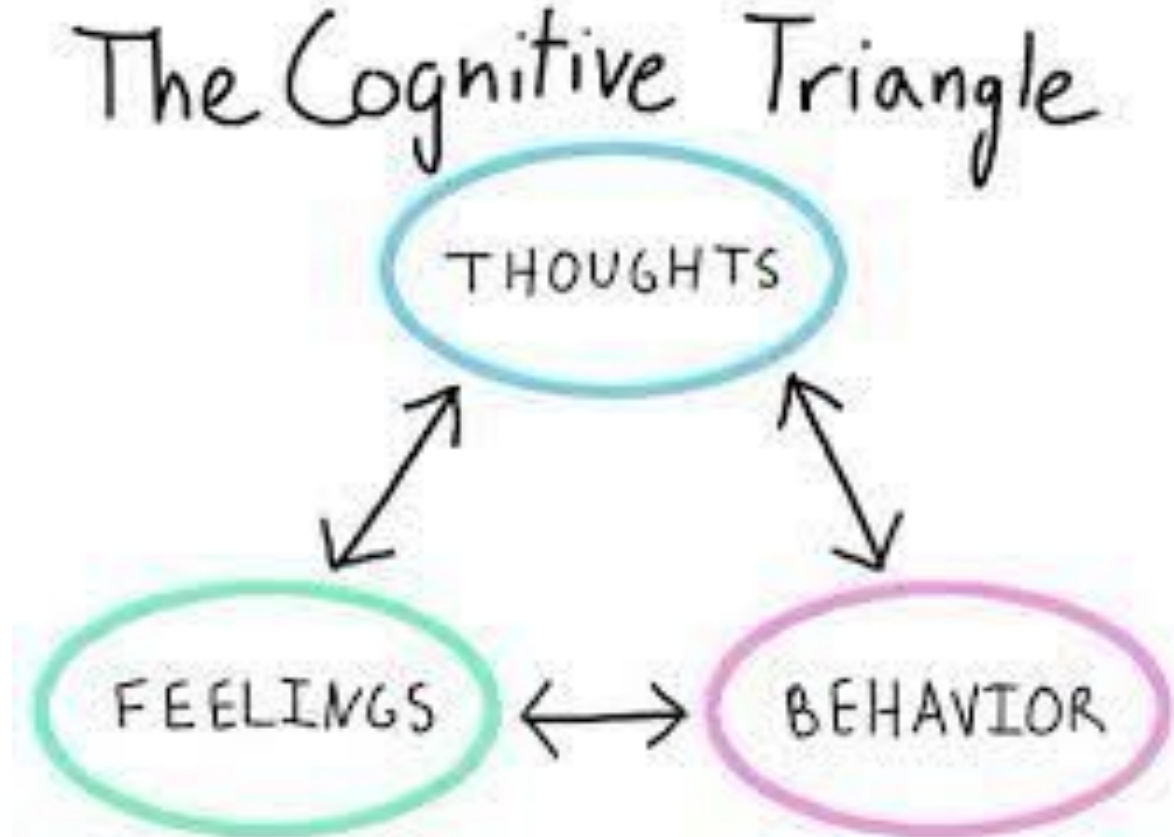


### Tier 3 Menu: **Social-Emotional**

#### Mental Health Services: Cognitive Behavior Therapy

- Psychoeducation
- Relaxation (physiological regulation)
- Cognitive regulation strategies
- Affective regulation strategies
- Behavior regulation strategies
- Exposure



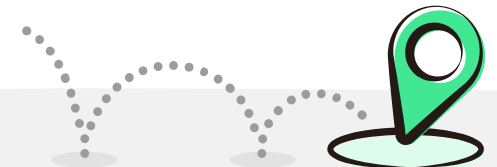


Depression

Anxiety

Trauma (Trauma-Focused CBT)

Anger/aggression

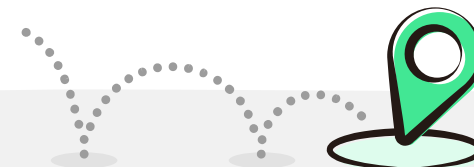


# Thoughts-Feelings-Behavior

## Justified & Proportional Response



Darn it! I stepped in  
dog poop. I better  
clean it off so I can get  
to school.



# Thoughts-Feelings-Behavior

## Depressive Response

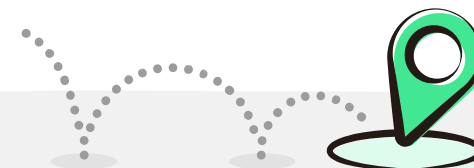


Of course, I step in dog  
CRAP. How symbolic. I  
can't do anything right.  
I am a piece of crap.



# Thoughts-Feelings-Behavior

## Anxious Response

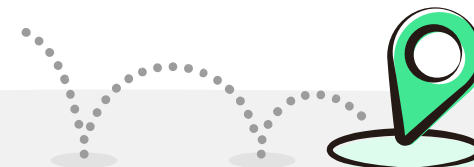


# Thoughts-Feelings-Behavior

## Angry Response

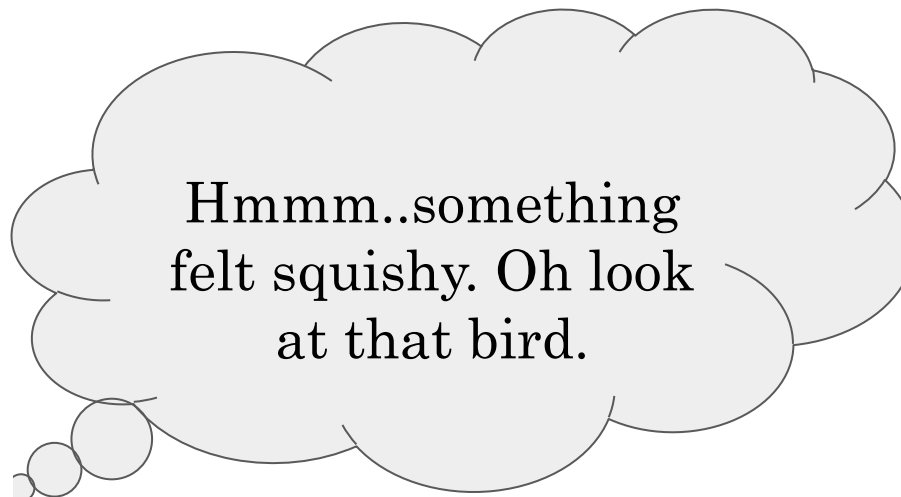


@#\$%# dog!! I bet  
the owner made the  
dog poop here on  
purpose. I hate  
people & dogs.

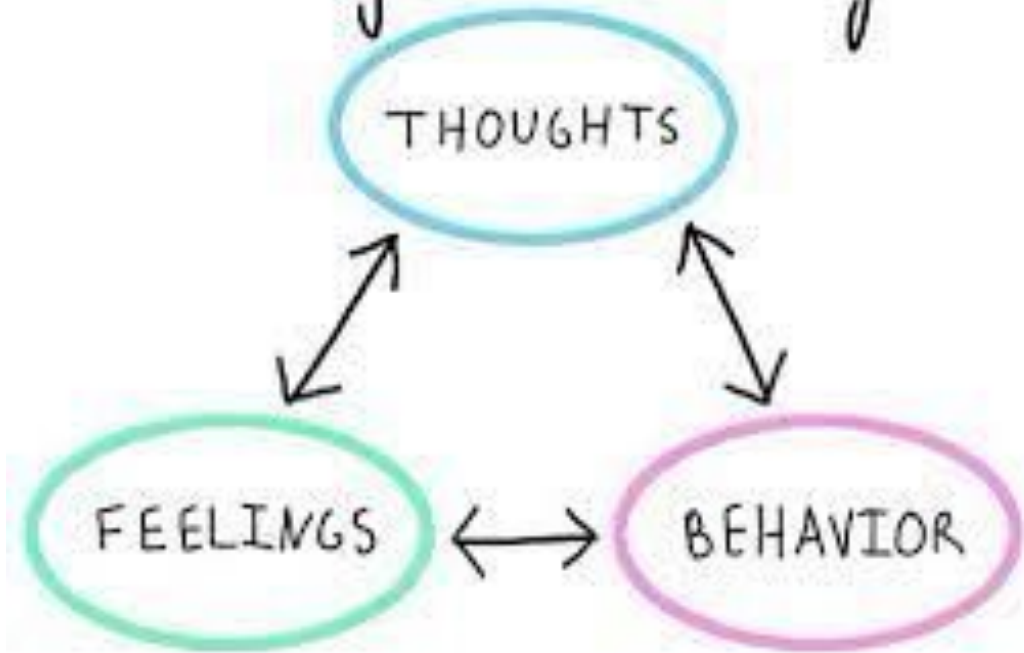


# Thoughts-Feelings-Behavior

## Attention Issues



## The Cognitive Triangle



## CBT Core Components

Psychoeducation to normalize and externalize

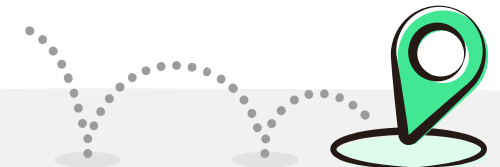
Awareness of emotion-provoking situations & reactions (self-awareness)

Affective/emotion regulation skills

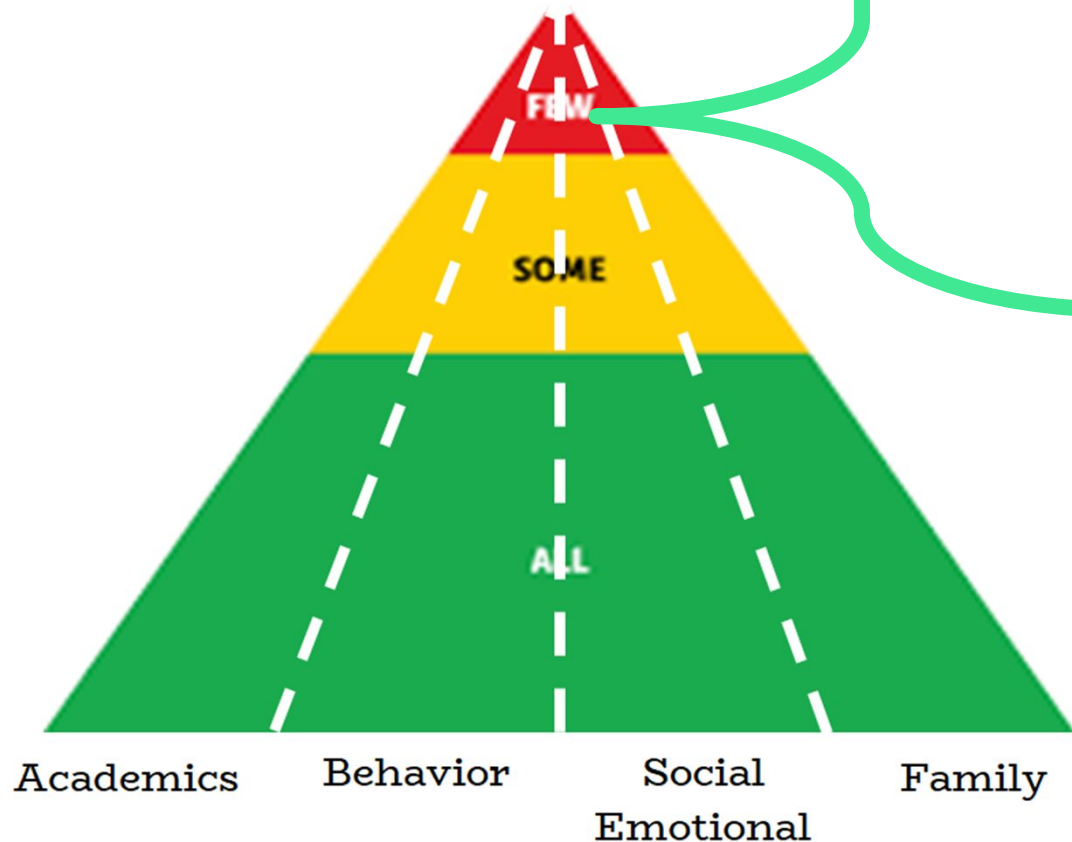
Cognitive & thinking skills (reframing/restructuring)

Behavior regulation skills

Exposure







## Tier 3 Menu:

### **Social-Emotional**

#### Mental Health Services:

#### Cognitive Behavior Therapy

- Psychoeducation
- Relaxation (physiological regulation)
- Cognitive regulation strategies
- Affective regulation strategies
- Exposure

### Pause & Reflect:

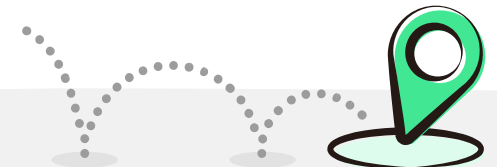
1. Do you have providers in your building who are skilled at delivering mental health services like CBT?
2. Do you need to improve capacity for more students to access needed mental healths services?

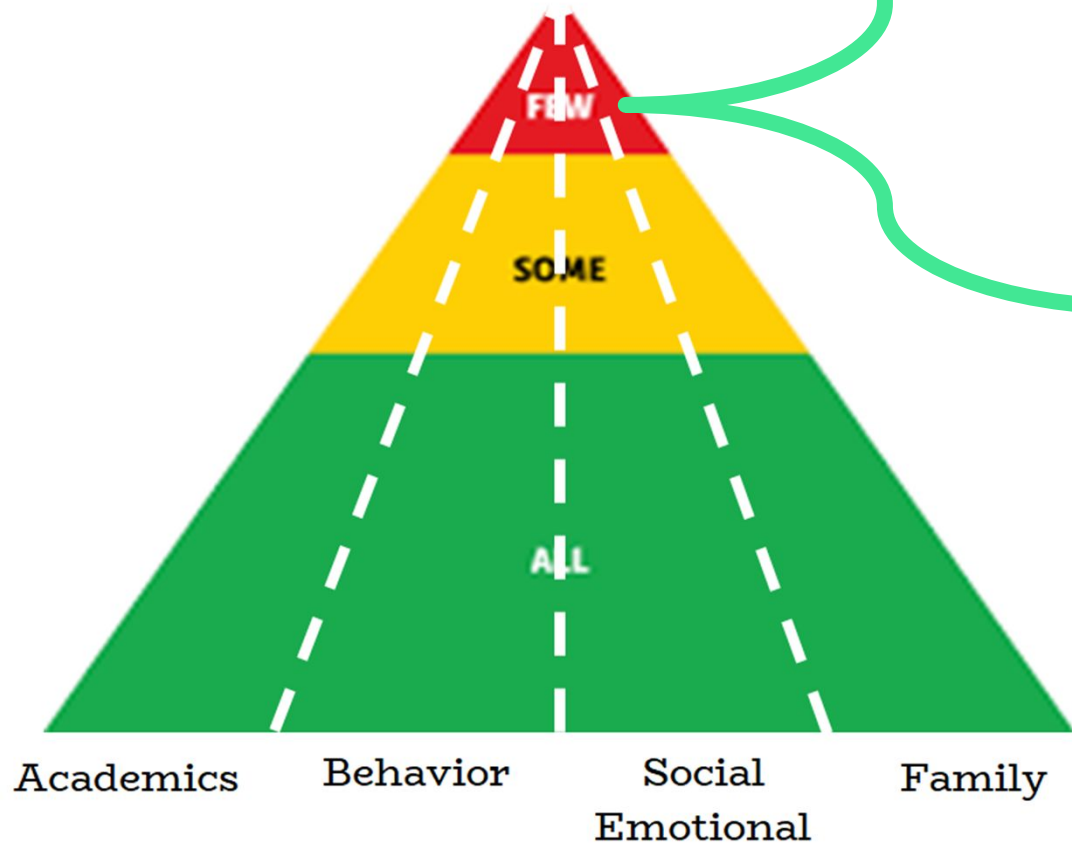


## Resources:

### Mental Health Interventions

- ❑ PracticeWise - <https://www.practicewise.com/>
- ❑ Beck Institute - <https://beckinstitute.org/>
- ❑ CharacterStrong CIS - [www.characterstrong.com/c-i-s/](http://www.characterstrong.com/c-i-s/)
- ❑ Trauma Focused Cognitive Behavior Therapy - <https://tfcbt.org/>



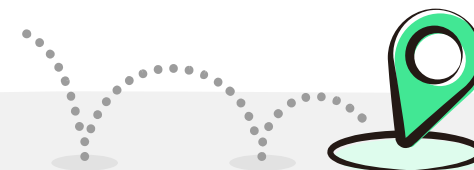


### Tier 3 Menu:

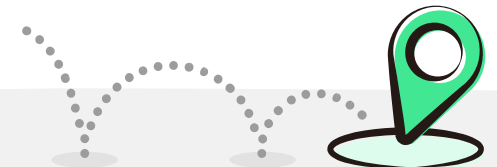
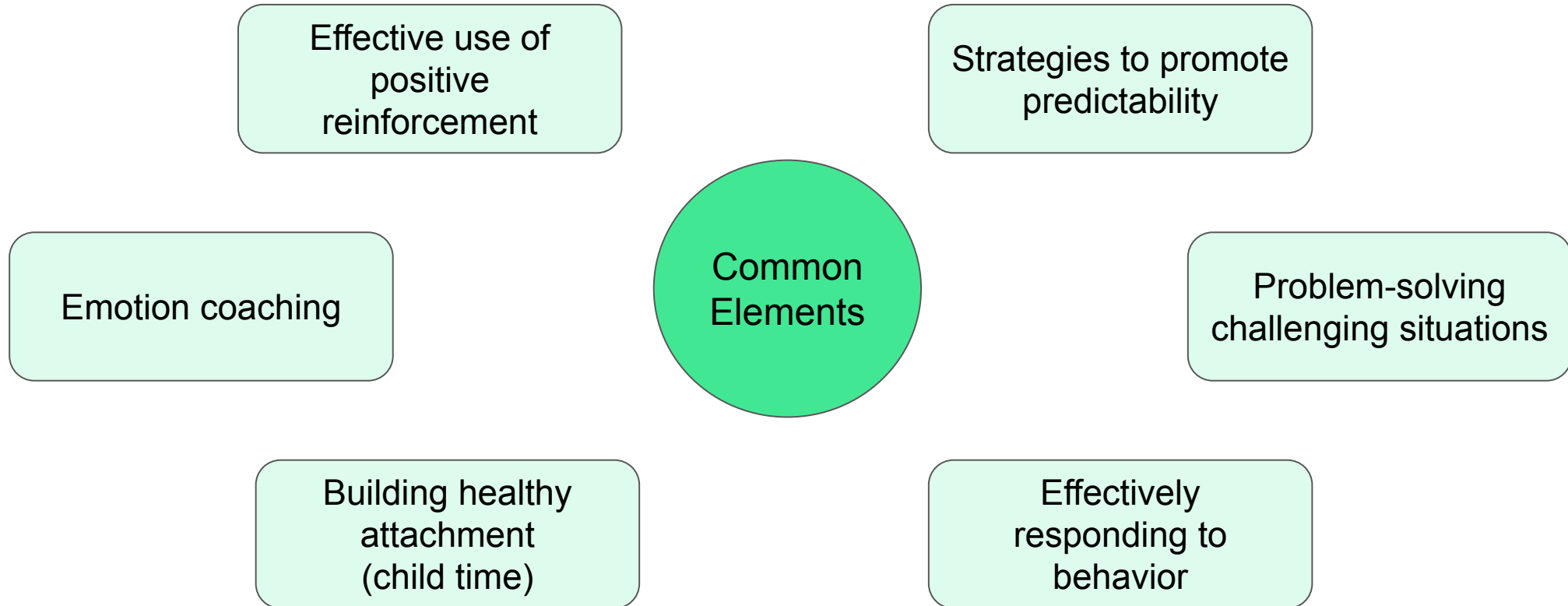
#### **Family**

#### Intervention & support

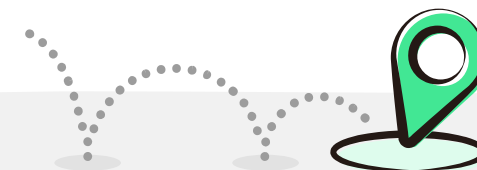
- Parent outreach & training
- Wrap-around



# Common Elements of Effective Interventions for Parenting Adults



# Effective Interventions for Parenting Adults



# Effective Wraparound Approach

Comprehensive, holistic, youth and family-driven approach that puts the child and family at the center. With support from a team of professionals and natural supports in the community, the family's ideas and perspectives about what they need and what will be helpful drive all of the work in Wraparound.



VOICE & CHOICE



CULTURALLY COMPETENT



INDIVIDUALIZED



STRENGTHS-BASED



UNCONDITIONAL CARE/PERSISTENCE



NATURAL SUPPORTS



COMMUNITY BASED



TEAM BASED



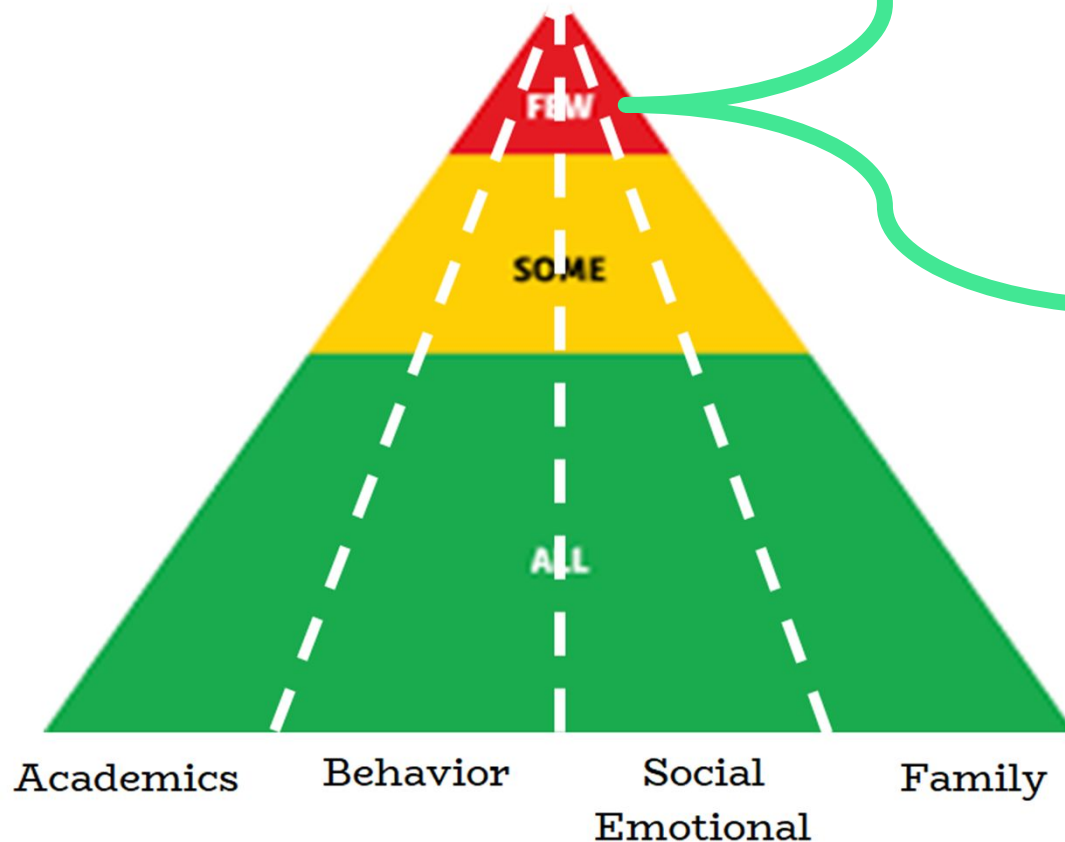
COLLABORATION & INTEGRATION



OUTCOME-BASED & RESPONSIBLE

National Wraparound Initiative <https://nwi.pdx.edu/>





## Tier 3 Menu:

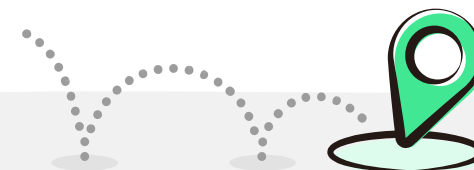
### **Family**

#### Intervention & support

- Parent outreach & training
- Wrap-around

#### Pause & Reflect:

1. What family-focused interventions does your school provide?
2. Is there a need to improve capacity around providing access to family-focused interventions?



# Resources:

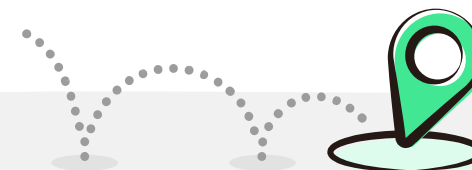
## Family-Focused Supports

### ❑ Parent Training

- ❑ Family Check-Up - <https://reachinstitute.asu.edu/family-check-up>
- ❑ Triple P (Positive Parenting Program) - <https://www.triplep.net/glo-en/home/>
- ❑ Incredible Years - <https://incredibleyears.com/>
- ❑ Generation Parent Management Training Oregon - <https://www.generationpmto.org/>
- ❑ Kazdin Parenting Method - <https://alankazdin.com>

### ❑ Wrap Around

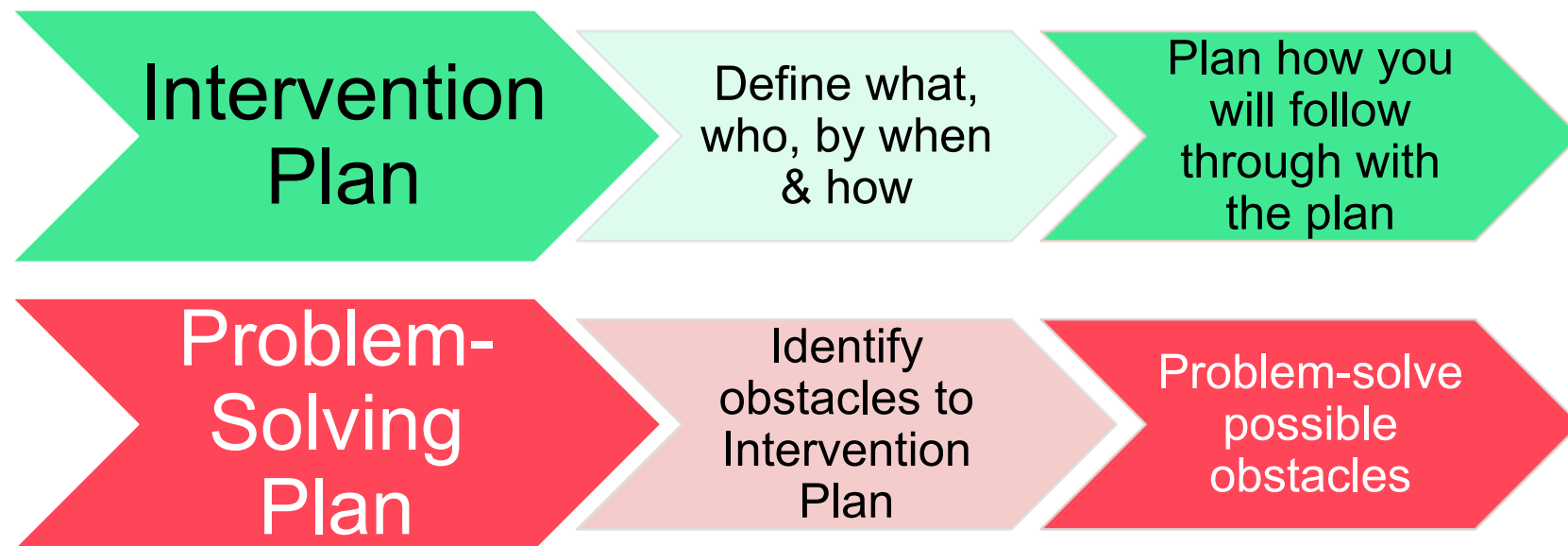
- ❑ Wraparound Evaluation Team - <https://depts.washington.edu/wrapeval/content/home>
- ❑ National Wraparound Initiative - <https://nwi.pdx.edu/>
- ❑ National Wraparound Implementation Center - <https://www.nwic.org/>





# Implementing Tier 3 Intervention Plan with Fidelity

**A goal  
without a  
plan is just  
a dream.**



# Checklist: Intervention Plan

☐

**The Who**: Designated implementers identified

☐

**The What**: Core Intervention Strategies Defined

☐

**By When**: Start date and date to reconvene to review data

☐

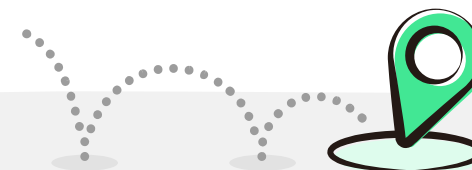
**The How**: Detailing Steps to Implement the Core Intervention Strategies

☐

**The Where**: Settings and Time

☐

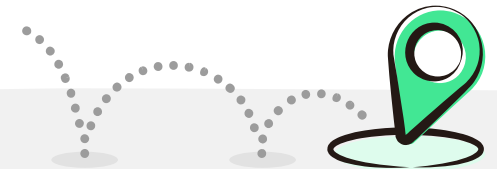
**The Data**: Settings and Time

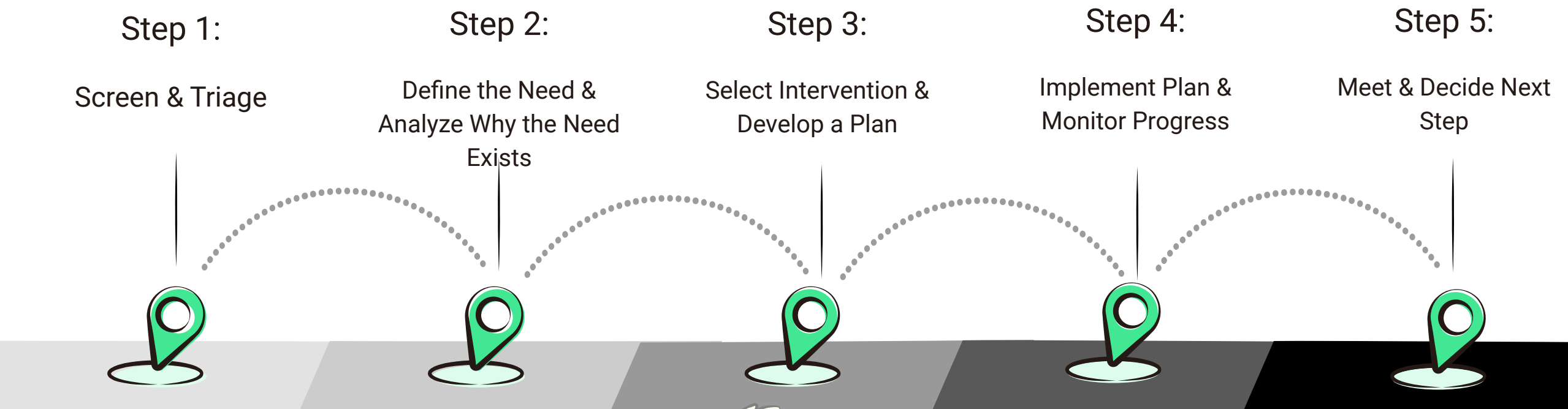


# Problem-Solving Plan: Anticipating & Overcoming Obstacles

Create an **IF-THEN Plan** to Overcome Obstacles that Get in the Way

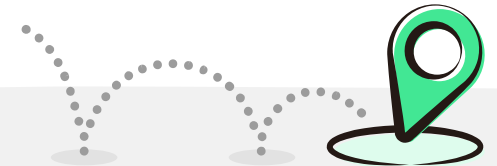
If \_\_\_\_\_ (obstacle) happens,  
then we will \_\_\_\_\_ (solution)  
to overcome it to implement the  
intervention plan with fidelity





5 Steps to Guide Intervention Programming  
from Beginning to End

Team reconvenes 4-6 weeks after starting the implementation of the intervention



Progress Monitoring

Fidelity Data

	ADEQUATE FIDELITY	INADEQUATE FIDELITY
POSITIVE RESPONSE	<b>Maintain or Exit</b> Maintain Intervention, Begin Fading Intervention, or Exit Student Progress	<b>Improve Fidelity or Exit</b> Improve fidelity of Implementation, Exit student (i.e., false positive)
INSUFFICIENT RESPONSE	<b>Change Intervention</b> Select a different intervention, Consider a more intensive intervention	<b>Improve Fidelity</b> Improve Fidelity of Implementation





**In the chat:**

**"I am going to share (strategy/knowledge)  
with (person/team)  
by (date/event)"**



# Upcoming CharacterStrong Events

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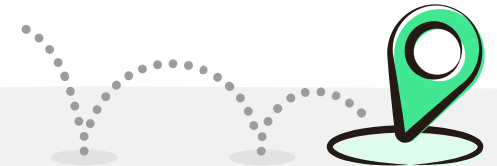
**Tomorrow** // Webinar- The NEW PurposeFull People Curriculum: A Proactive Solution for What Elementary Schools Need Most

**March 10th** // Middle School and High School SEL Demo

**March 15th** // CS Listening Session

**March 16th** // Live Gym Demo



**March 16th**// CIS Demo





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