

An Integrated Approach To Tier 1 Supports

Webinar hosted by

Customized

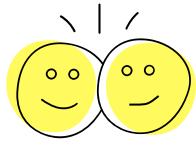


Implementation
Supports BY 

Before We Begin



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

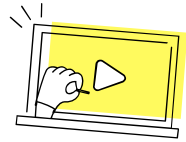


Links and resources will be shared in the chat

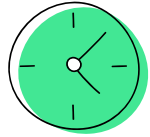


Use the chat or Q&A feature to engage today

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!



Meme Check-In:

Share the meme you
feel the most like
right now!



In the Chat

If you had to teach a class
on one thing for the rest
of your life, what would
you teach?

What is **Tier 1?** (and why is it critical to get it right?)

Common Language

Every Student +
Holistic Needs +
All Hands on Deck =

Tier 1

Common Language

Tier 1

“Every Student”

Common Language

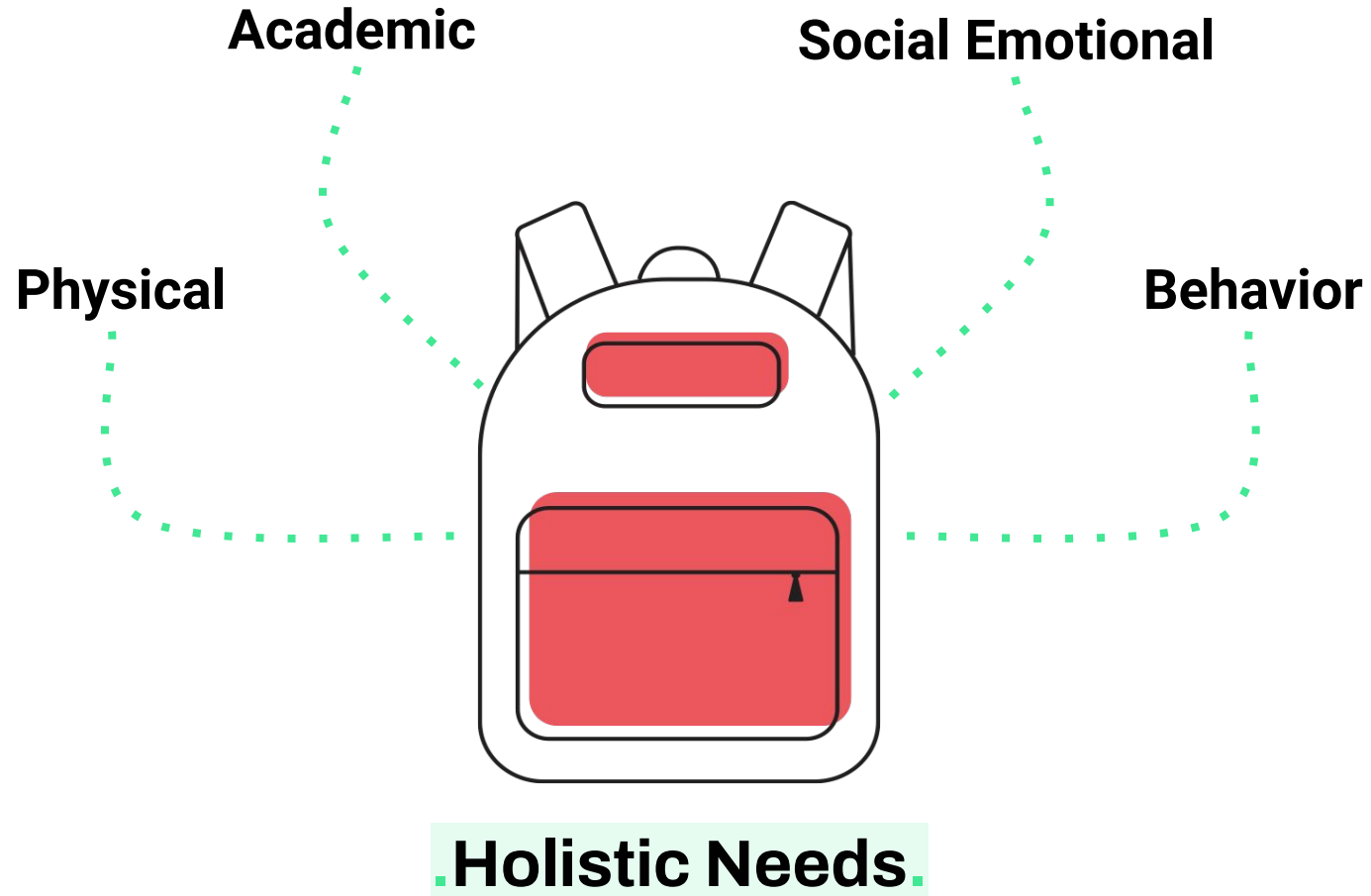
Tier 1 is the foundation and represents the enriched experiences that **each and every student** receives daily & consistently.

Common Language

Tier 1

“Holistic Needs”

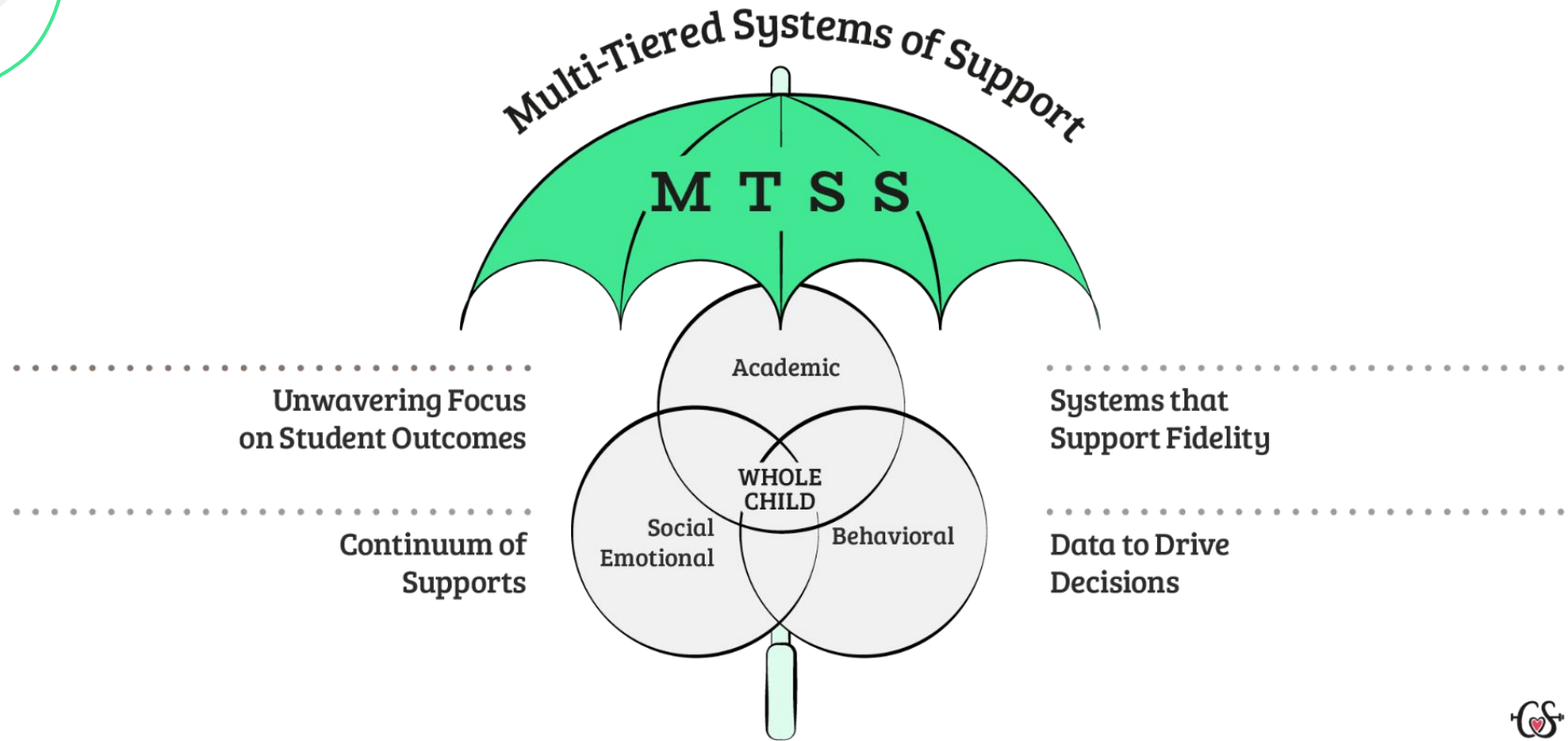
Common Language



Common Language

Tier 1 “Integration”

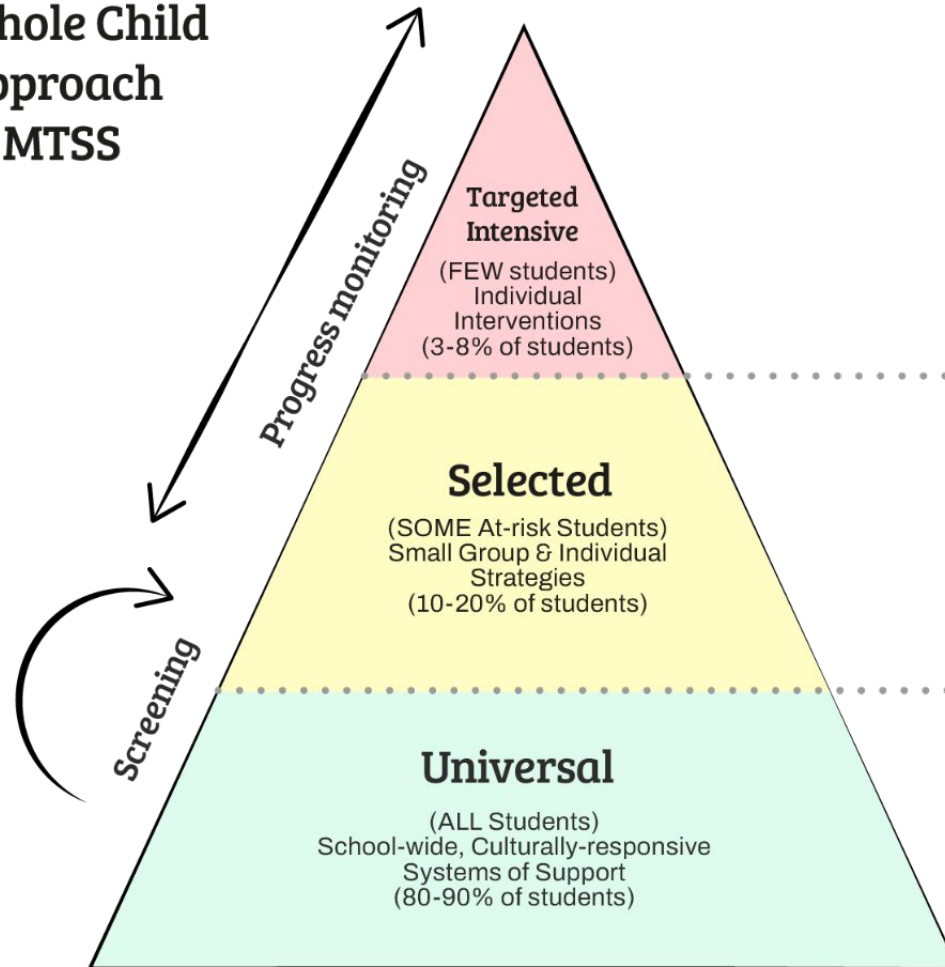
Common Language



Every Student Getting What They Need to Be Socially, Emotionally, and Academically Well

Common Language

Whole Child 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

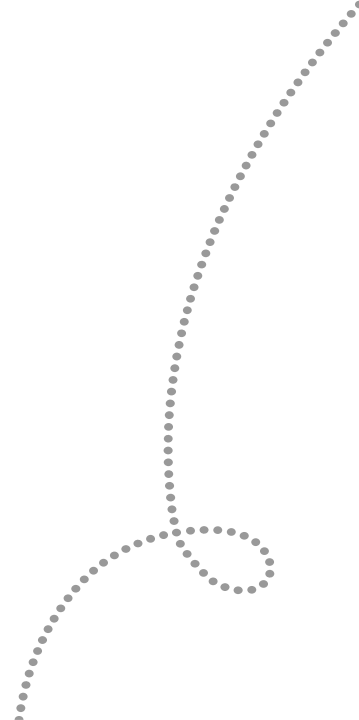
Tier 1 System of Support for ALL:

- Core academic curriculum instruction
- School-wide behavior support
- Social-emotional learning curriculum
- Relationship practices

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.

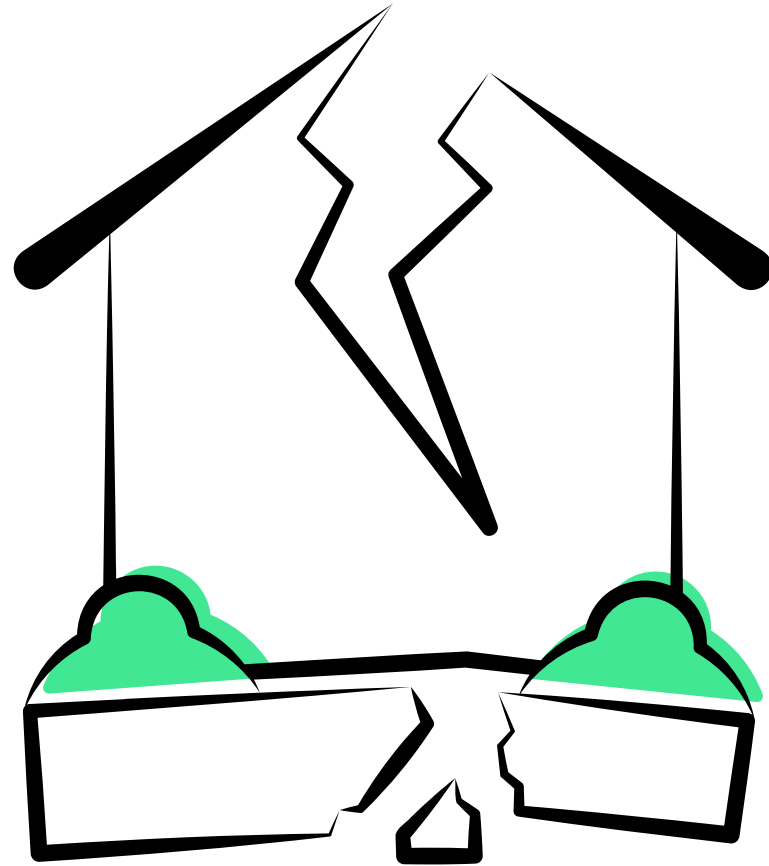


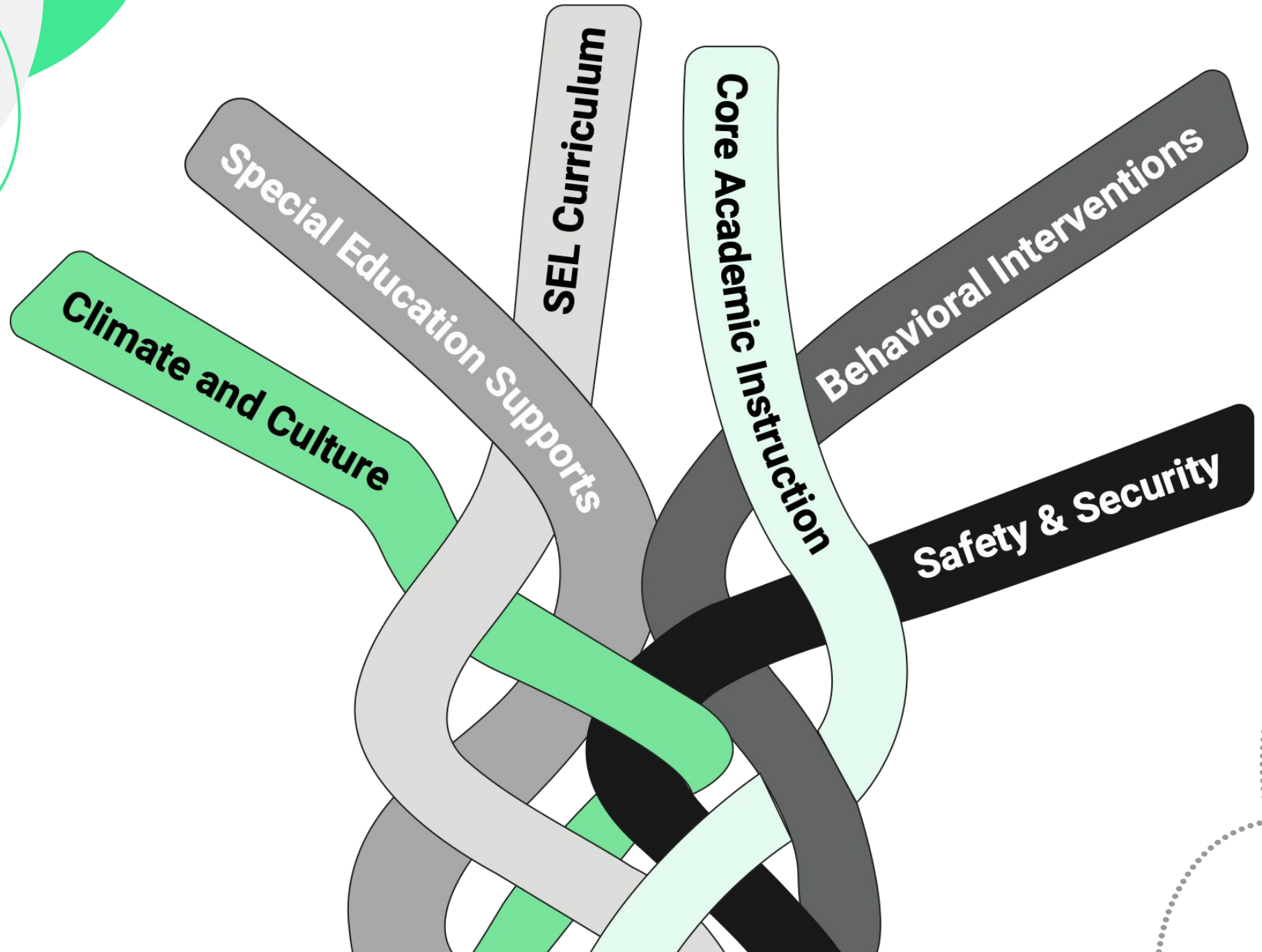
Common Language

Purposes of Tier 1

- **Prevent** - difficulties or problems from emerging in the first place
- **Promote** - access to experiences that optimize and enhance success-enabling factors
- **Facilitate Intervention** - by providing a solid foundation that enables more intensive interventions to work and lays the groundwork for Tier 2 and 3 supports

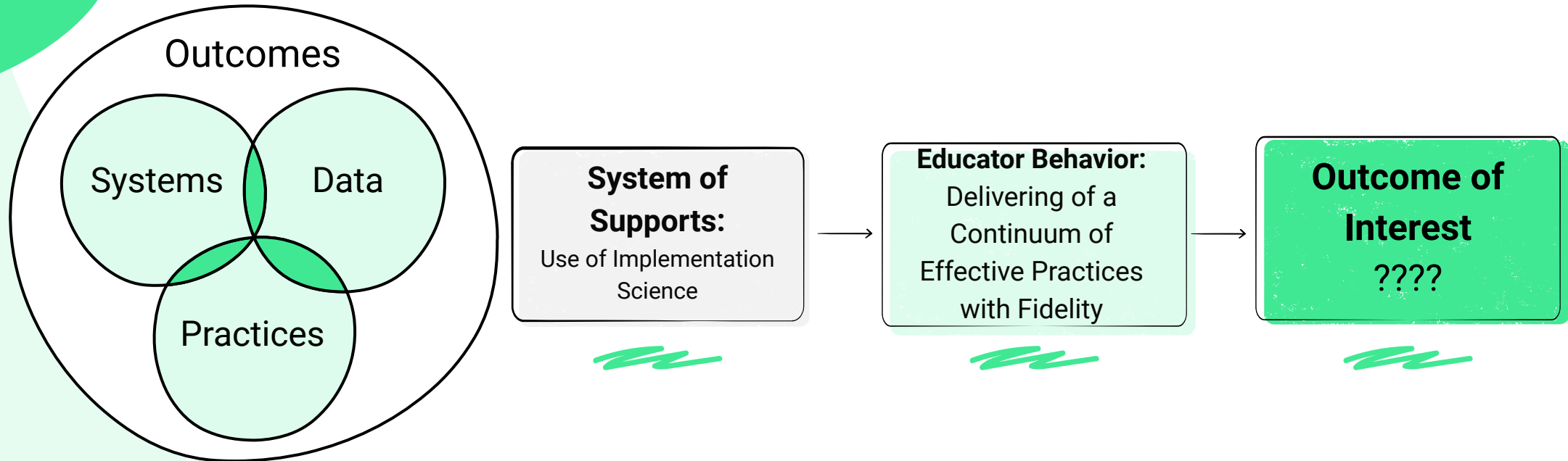
Foundation Metaphor





Common Understanding

Backwards Design to Get to Outcomes



Common Understanding

This is our adult-facing hypothesis

Preconditions:

- All Means All
- Collaborative Relationships
- Diversity, Equity & Inclusion
- Social Emotional Learning

Implementation of Effective Practices:

- PBIS
- Restorative Practices & EMR
- Structured Problem Solving Process
- SEL Curriculum
- Core Instructional Strategies
- WOOP Goal Setting & 4 Components of Student Agency

This is our student-facing hypothesis

Enriched Experiences:

THE TIER 1 RECIPE?

Proximal Outcomes:

- Sense of safety
- Sense of belonging
- Emotional regulation
- Motivation
- Empowerment

Intermediate Outcomes:

- Expected behavior
- Use of social-emotional skills
- Positive Interactions with others
- Engagement in learning
- Academic Growth

Distal Outcomes:

- Academic growth and achievement
- Problem solvers and critical thinkers
- Socially and emotionally competent
- Mentally and emotionally healthy
- Future & goal oriented with a sense of hope/purpose
- Productive members of society
- Reduced SPED referrals

The Baking Metaphor

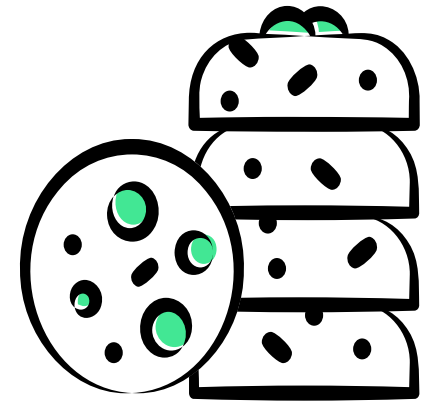
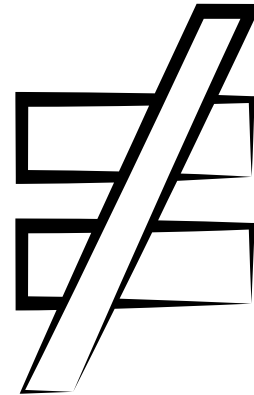
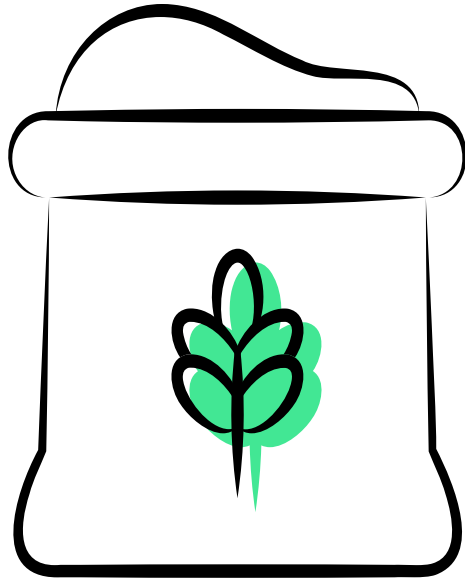


What is a recipe?

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



Expecting the Outcome with a **Single Ingredient**



Outcome

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

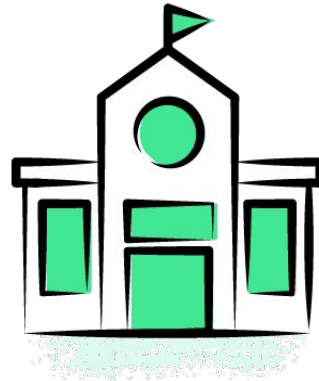
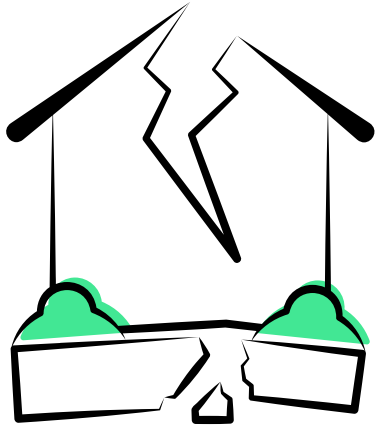


Ingredient

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



Foundation & Outcomes



Tier 1 Recipe

1. Relationships
2. Teaching & Learning
3. Environment
4. Empowerment

The Ingredients of Tier 1



Relationships



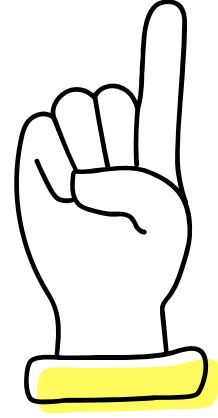
Teaching & Learning



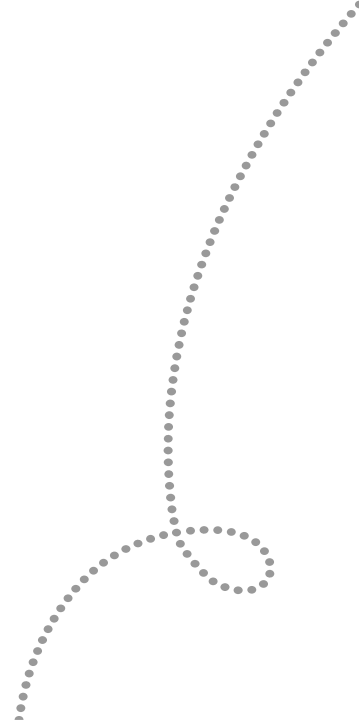
Empowerment



Environment



Relationships



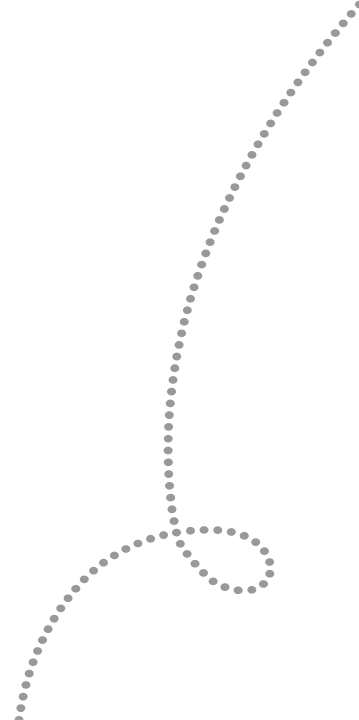
In the Chat

**How do educators
develop relationships
with students?**



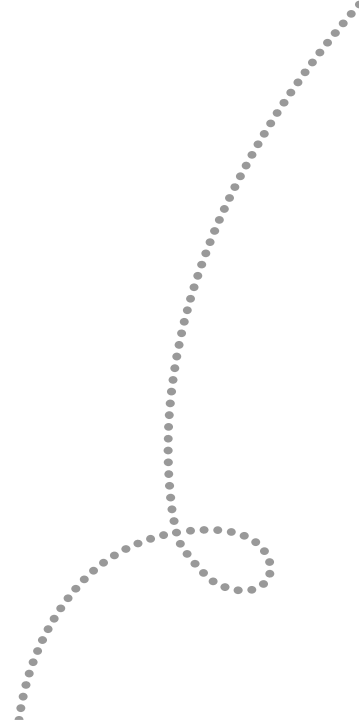
Tier 1 Relational Practices

**Consistent &
Predictable**



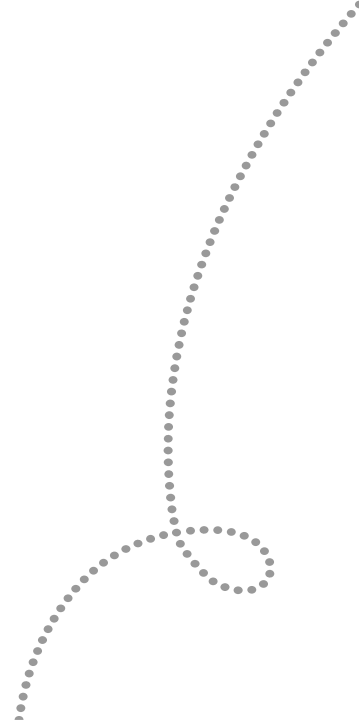
Tier 1 Relational Practices

Low-Burden & High-Impact



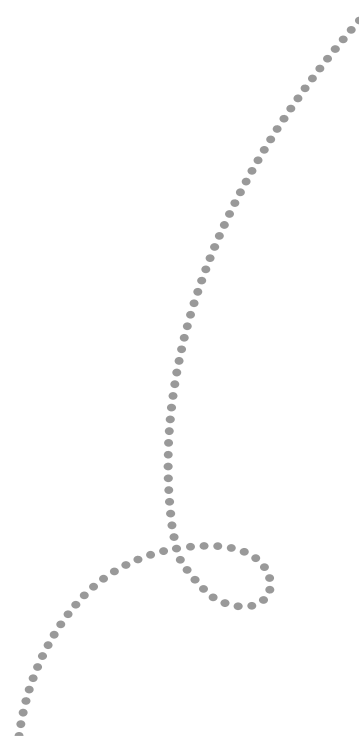
Tier 1 Relational Practices

Proactive vs.
Reactive



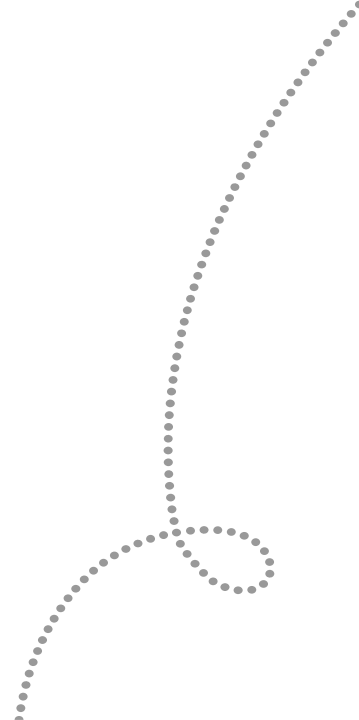
Tier 1 Relational Practices

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



S.E.R.V.E.

START INTENTIONALLY



“**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

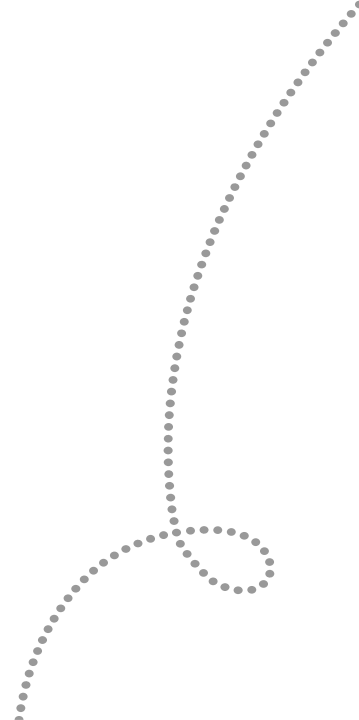
+1 / Entry Task



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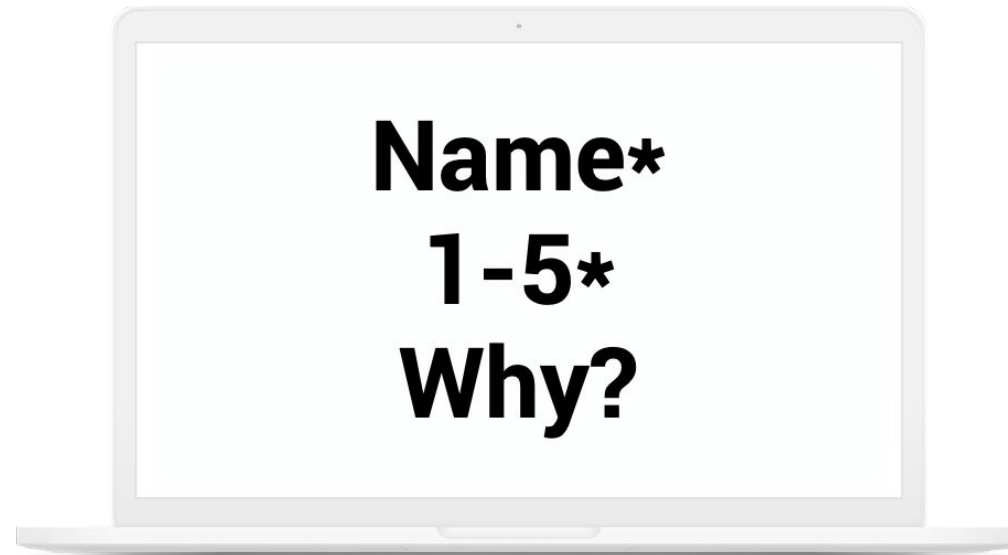
S.E.R.V.E.

ENGAGE RELATIONALLY



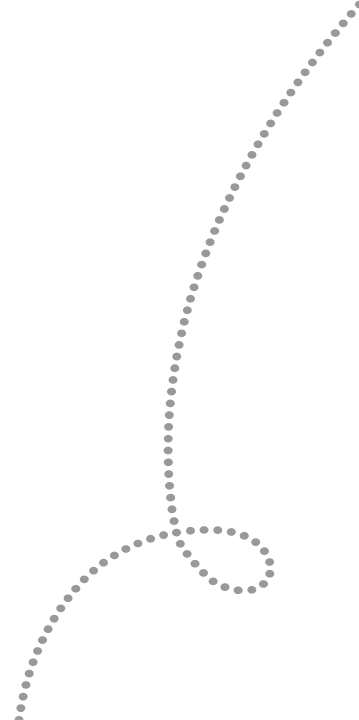
“Engage Relationally”

Staple: Temperature Check // **Frequency:** Weekly
Purpose: Emotional Snapshot



S.E.R.V.E.

RESPOND WITH EMPATHY:



“Respond with Empathy”

Staple: Community Agreements // **Frequency:** Each New Class & Weekly Role Modeling, Reminders, Recognition, & Review
Purpose: Empathetic & Equitable Classroom

Questions to Consider to Co-Construct Community Agreements:

- What do you need from others to feel safe speaking up?
- What do you need from others when working collaboratively?
- How do we want each other to feel at the end of each day/period/lesson?
- How do we hold each other accountable?
- What do you need from me, the teacher, in order for you to be a strong learner?



“Respond with Empathy”

Staple: Community Agreements // **Frequency:** Each New Class & Weekly Role Modeling, Reminders, Recognition, & Review
Purpose: Empathetic & Equitable Classroom

4Rs to Promote Community Agreements

Role Modeling

Reminders

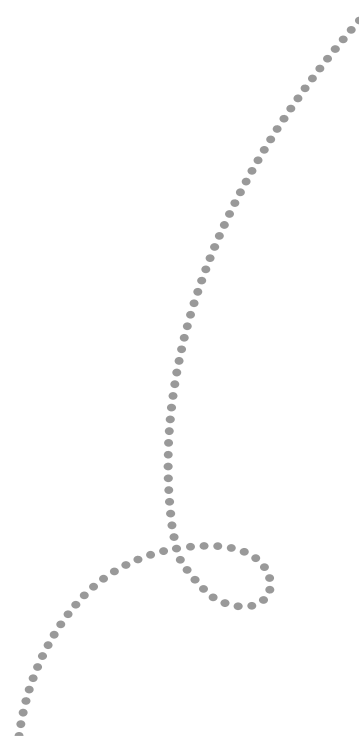
Recognition

Review



S.E.R.V.E.

**VALUES PRACTICED
CONSISTENTLY:**



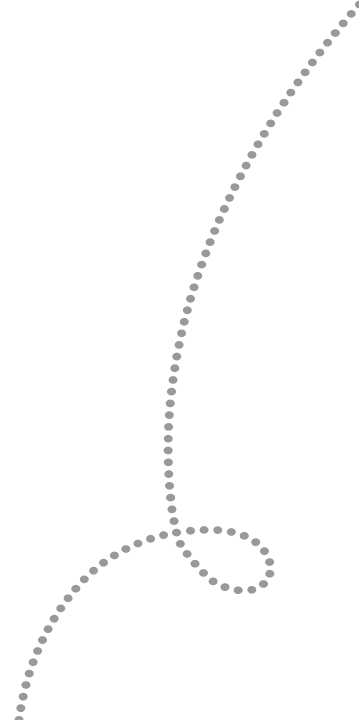
“Values Practiced Consistently”

Staple: Staff CharacterDares // **Frequency:** Weekly
Purpose: Behavioral Role Modeling



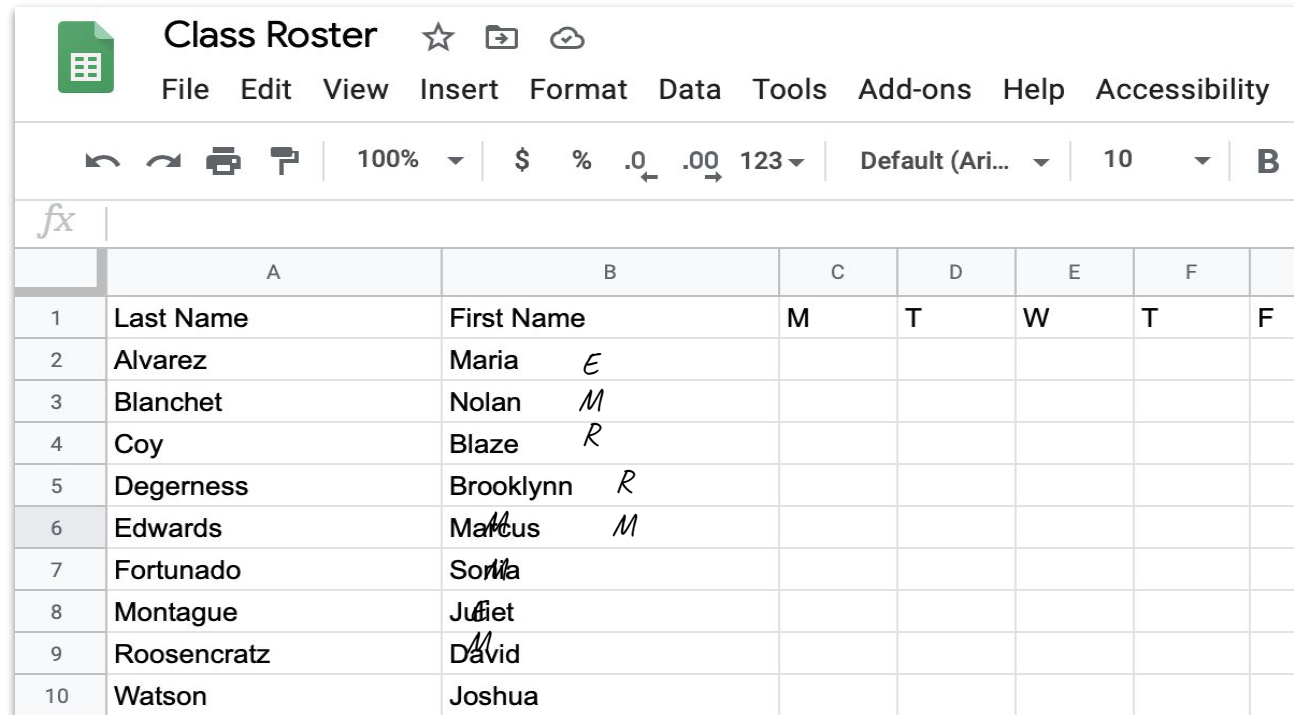
S.E.R.V.E.

EXIT INTENTIONALLY:



“Exit Intentionally”

Staple: Establish-Maintain-Restore (EMR) // **Frequency:** Weekly
Purpose: Energy & Equity



Class Roster

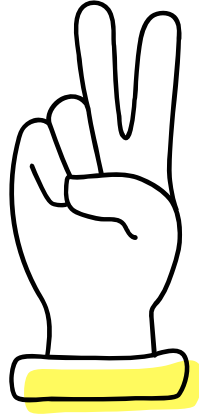
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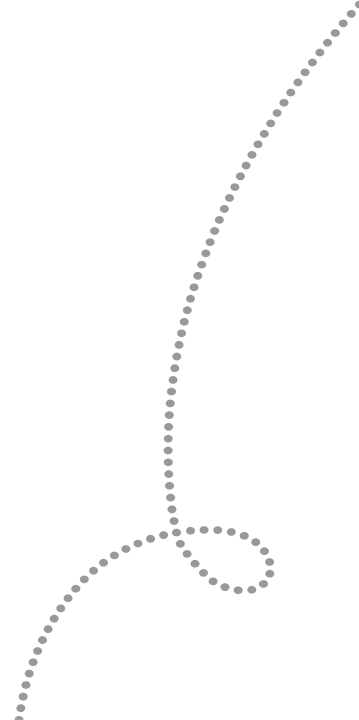
fx

	A	B	C	D	E	F	G
1	Last Name	First Name	M	T	W	T	F
2	Alvarez	Maria <i>E</i>					
3	Blanchet	Nolan <i>M</i>					
4	Coy	Blaze <i>R</i>					
5	Degerness	Brooklynn <i>R</i>					
6	Edwards	Marcus <i>M</i>					
7	Fortunado	Sonia					
8	Montague	Juliet					
9	Roosencratz	David					
10	Watson	Joshua					





Empowerment



In the Chat

**What are the characteristics
of a school that promotes
student empowerment?**



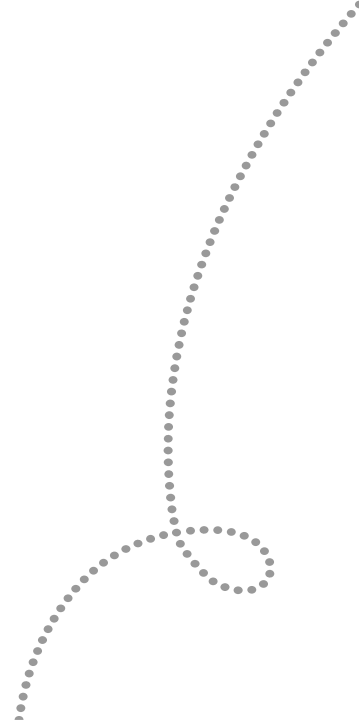
How Are They Doing?

- **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

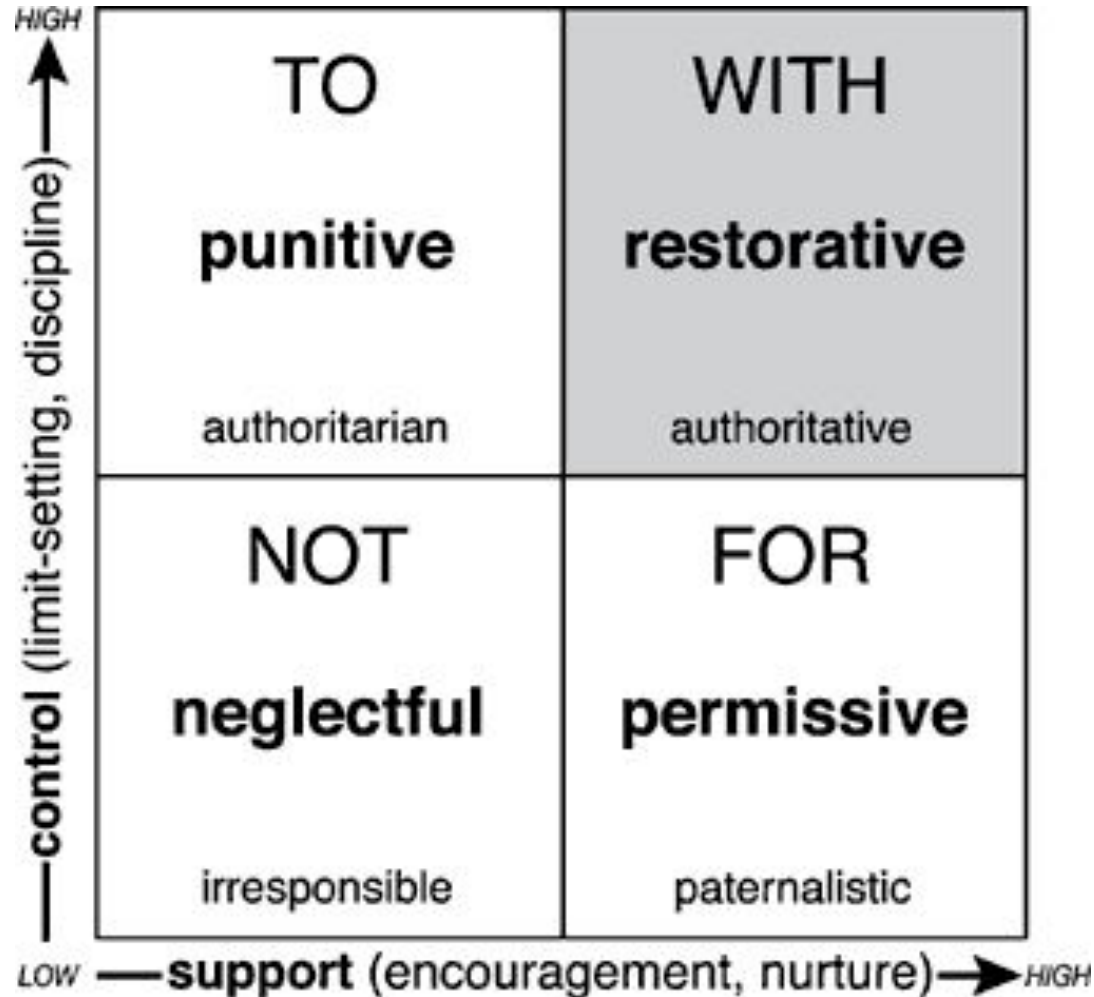


Student Agency

**With Them vs.
To Them or For
Them**

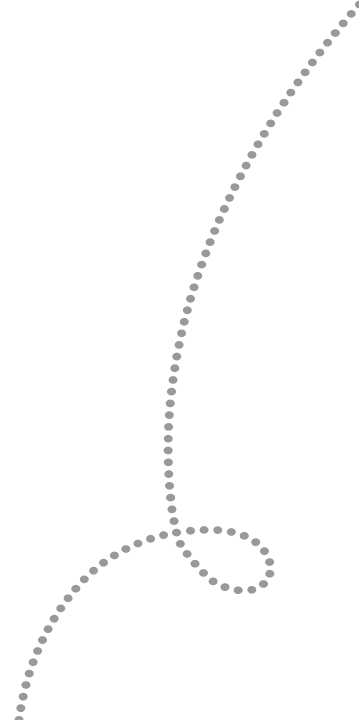


Social Discipline Window



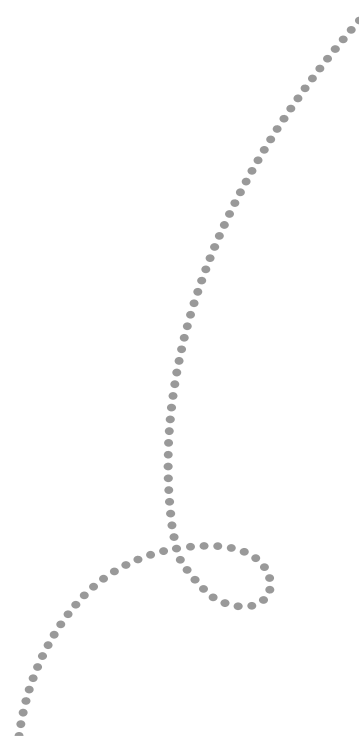
Student Agency

Agency & Hope






Teaching & Learning



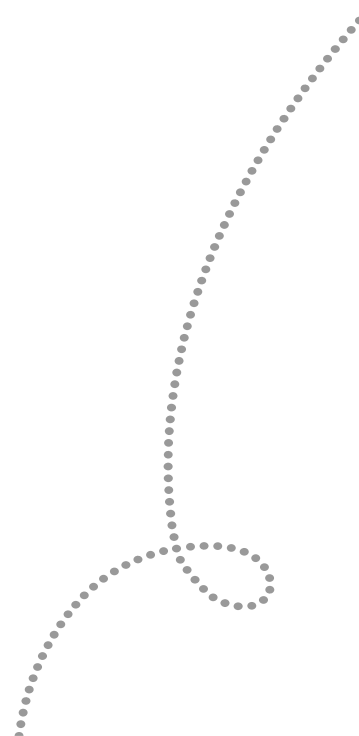
In the Chat

**In the chat, how do educators
connect student learning to
lived experiences?**



Teaching & Learning

Choice =
Engagement



Teaching & Learning

Consistency =
Confidence



Teaching & Learning

Weekly Lesson Components: **START, CONNECT, GROW, RESPOND, EXIT**

These five components are the building blocks of PurposeFull People and are designed to be taught each week. Designed for flexibility, lessons can stand alone or be combined in a variety of ways. Educators can present all five lesson components in one 45-60 minute weekly lesson, deliver one component per day (10-20 minutes), or adjust lessons to meet a variety of scheduling needs.



Intentional activities and rituals designed to build deep understanding of each character trait through the lens of social and emotional learning. START lessons include character-trait sing-alongs, stories, quotes, and illustrations to spark rich discussion and application.


Fun, engaging activities that build relationships among students, creating positive classroom culture. CONNECT lessons are slide-based and interactive.

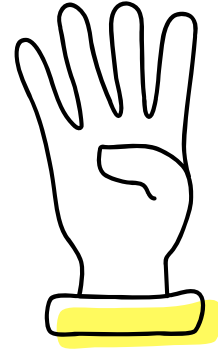
These lessons are the heart of the content, centered around the grade level SEL focus, overarching outcome, and character trait. GROW lessons range from explicit SEL instruction to unique opportunities to put character traits into practice.

This section contains a toolkit of strategies and resources that can be used to help kids respond to a variety of situations. RESPOND includes calming activities for emotion regulation, brain boosters to increase energy and focus, and circle prompts that can be used for reflection and discussion in Morning Meetings, Community Circles, etc.

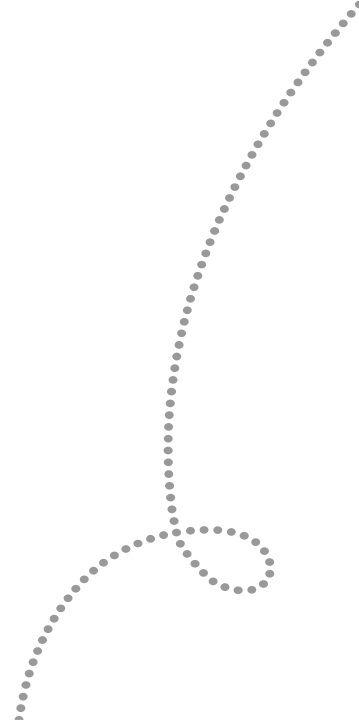
EXIT activities focus on connections and reflections. They create rituals and routines around the end of the day, building a positive classroom culture.



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Environment



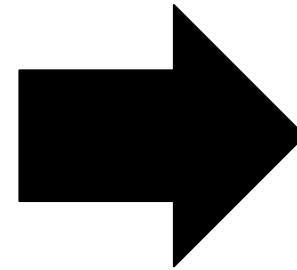
In the Chat

**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 (Tier 1 PBIS)

- **Teach**
- **Model**
- **Precorrect & Prompt (cues)**
- **Recognize & Acknowledge**
- **Progressively Respond**



The Ingredients of Tier 1

Ingredient

Relationships



SERVE Model Adult Relationship Practices
Community Building Relational Activities

Empowerment



Student Voice & Choice Strategies; Goal Setting;
Future Possible Selves

**Teaching &
Learning**



Culturally Responsive Instructional Strategies
SEL: PurposeFull People & CharacterStrong SEL Curriculum
Literacy: Scientifically grounded curriculum
Math: Scientifically grounded curriculum

**Supportive
Environment**



Restorative Approach to PBIS (school-wide and classroom)



Upcoming Events

Oct. 4 // Free Webinar / Proven Tier 1 Strategies to Increase Engagement

Oct. 6 // Virtual Conference Bands

Oct. 6 & 20 // Secondary Curriculum Demo (SSEL)

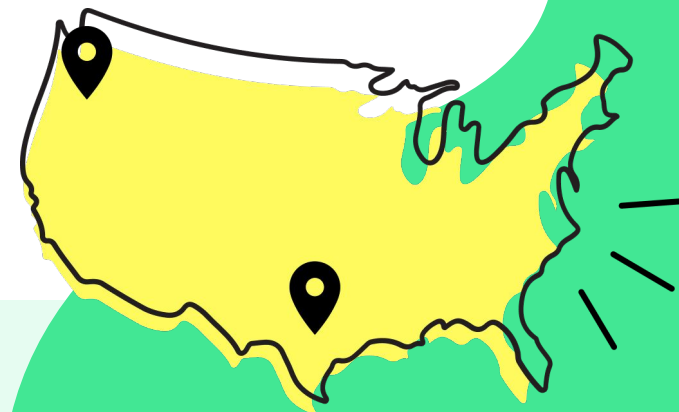
Oct. 11 & 19 // Elementary Curriculum Demo (PfP)

Oct. 27 // Free Webinar / Universal Screening 101

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