CharacterStrong

Tier 2

Increasing Success with Tier 2 Interventions:
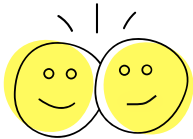## Teaming and Process

EMPOWER

In My Opinion

1 **The tastiest** ice cream flavor is...

2 **The most creative** hobby is...

3 **The comfiest** shoe is...

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

During the Webinar

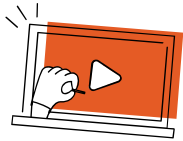☝️ Clarity around what drives Tier 2 success

✌️ Effective Tier 2 Teaming

🤟 5-Step Problem-Solving Process

After the Webinar

We will be sending out the slides in PDF format

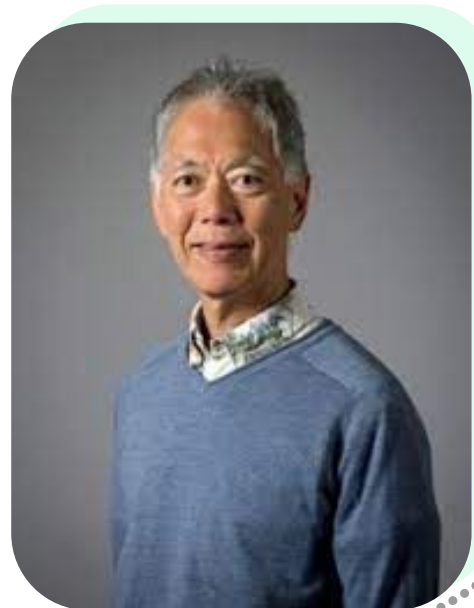We will send the recording so you can watch later or share with colleagues

Get the support based on your needs, including signing up for a **Q&A session** immediately after this or get a quote!

Character Strong Tier 2

What effective Tier 2 is...	**What effective Tier 2 is not...**
Teaming grounded in common language & practice	Something teachers do on their own
Early & timely intervention	Waiting for students to fail
Coordinated problem-solving process	Admiring the problem with limited solutions
Formalized evidence-based interventions matched to need	Differentiated supports or strategies that are a part of Tier 1
Data-driven decisions	Subjective decision-making
Shared ownership & responsibility throughout the school	Ownership by a specific guild (e.g., counselors)

What is Tier 2?
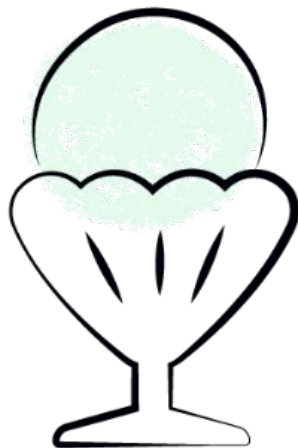
Additional supports for 10-15% of students who exhibit academic, social, emotional, and/or behavioral needs that warrant intervention in addition to Tier 1.

Layering of Supports

Starting with a strong base
Layering supports in addition to or on top of the base (not in replacement of the base)
More individualization as students needs increase/intensify

Tier 1   Tier 2   Tier 3

What are Tier 2 Supports?

1 Inclusive of individual or group-based interventions

2 Interventions do not require specialty training or credentials

3 Intervention selection/tailoring informed by root cause data

What drives successful Tier 2 for students with needs in addition to Tier 1?

What Drives Successful Tier 2

- ☑ Effective Teaming

- ☐ Problem-Solving Process that coordinates Tier 2 from beginning to end

- ☐ Proactive detection methods with decision rules to activate Tier 2 to achieve early intervention

- ☐ Menu of evidence-based interventions to match student's to precise interventions

- ☐ Data tools to monitor student progress & intervention fidelity to drive decisions

Effective Teaming

1. The right people in the right seats
2. Meet routinely with consistent attendance
3. Follow a structured problem-solving process
4. Use of data to drive decisions at different steps of the problem-solving process

Tier 2 Rubric

Effective Tier 2 Teaming: To what extent is high functioning teaming happening to coordinate Tier 2?			
Teaming Items	**Strength** --**Needs Improvement**		
	2 Fully in Place	**1** Somewhat in Place	**0** Minimal/Not in Place
Team Membership: Tier 2 team includes members with (a) administrative authority, (b) teacher perspective voice, (c) knowledge of interventions, and (d) individuals who have the capacity/expectations to case manage interventions.			
Team Logistics: Tier 2 team meets at least 2x monthly with 80% of more members attending meetings, members having clear roles and responsibilities, and uses a structured meeting format/agenda to stay on track.			
Team Use of Data: Tier 2 teams reviews screening and other data to proactively detect students, gathers information to analyze why the student's need exists to inform the select of a precise intervention, and gathers progress monitoring and fidelity data to drive decisions about next steps to support the student.			
Team Processes: Team follows a problem-solving process to facilitate solution-oriented discussions that involve selecting precise interventions matched to the root cause, planning out implementation of the intervention to increase			

A team without a coordinated process is likely to spin its wheels and get sucked into admiring the problem

Why?

Connecting the Tier 2 Dots

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Tier 2

Match the students to a precise intervention from among a menu that targets the root cause

Develop a plan to implement the intervention and gather data to monitor student response to the intervention

Determine the root cause that explains why the student's need exists

Rule-in and rule-out students from Tier 2 (i.e., triage)

Reconvene 4-6 weeks after starting intervention to meet and review data to make a decision

Review screening and other data used to proactively detect students who need additional support

Define the student's need that warrants intervention

5-Step Problem-Solving Process

Step 1:

Proactive Detection & Triage (Rule-In/Rule-Out)

Step 2:

Define the Need & Analyze Why it Exists

Step 3:

Select a Precise Intervention & Develop a Plan

Step 4:

Implement the Plan & Monitor Response

Step 5:

Meet to Make a Data-Based Decision

What Drives Successful Tier 2

☑ Effective Teaming

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Tier 2

Step 1:
Step 2:
Step 3:
Step 4:
Step 5:

Proactive Detection & Triage (Rule-In/Rule-Out)
Define the Need & Analyze Why it Exists
Select a Precise Intervention & Develop a Plan
Implement the Plan & Monitor Response
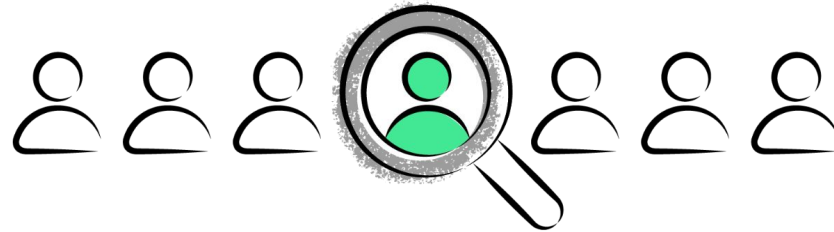Meet to Make a Data-Based Decision

5-Step Problem-Solving Process

Tier 2 is all about early intervention

How do students go from Tier 1 to Tier 2?

Decisions	Data-Driven Decision Rules
Going from Tier 1 to Tier 2	
Going from Tier 2 to Tier 1	
Going from Tier 2 to Tier 3	
Going from Tier 1 to Tier 3	

Tier 2

Universal (ALL) **+** **Screening** (to identify & detect) **=** **Universal Screening**

Two Numbers You Need to Know

Character Strong Tier 2

Base Rate

Capacity Rate

22% in Need of Support

>

12% of students can be served

When to activate Tier 2 or 3?

Universal Screening

School-wide Base Rate
≥ 15%

Classroom Base Rate
≥ 15%

School-wide and
Classroom Base Rate
< 15%

School-wide **Tier 1**
Implementation

Classroom **Tier 1**
Support

Tier 2 or 3 Support

von der Embse, Eklund, & Kilgus, 2022
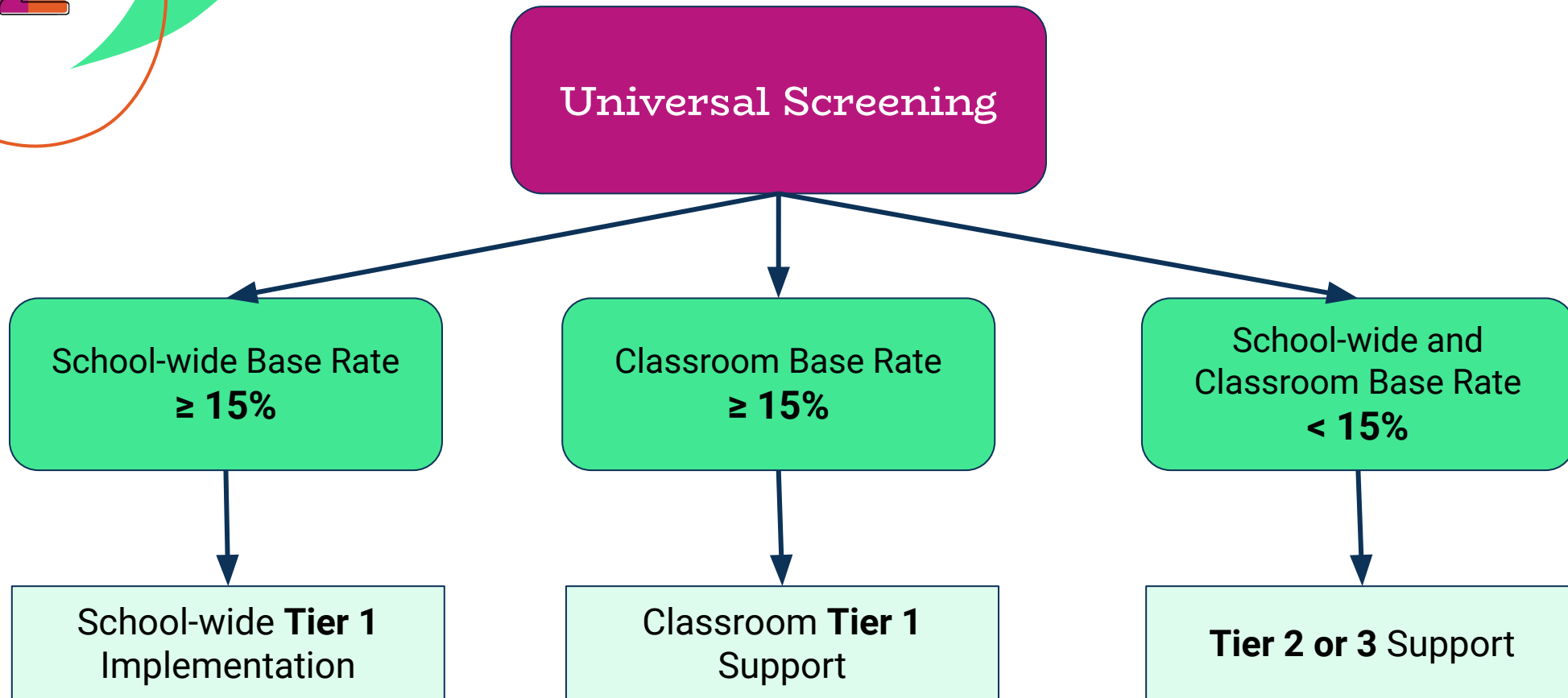
Medical Analogy

Screen blood pressure

↓

160/110 (normal = 120/80)

↓

What's the next step?

Open heart surgery   Medication   Diet - Exercise - Sleep

Step 1: Proactive Detection & Triage

Proactive Detection
(screening, existing data, teacher nomination)

Triage
decisions to provide care based on need & resources

Rule-In
Tier 2 or Tier 3

Rule-Out
Tier 1 Support or False Positive

Diagnostic Assessment
Information gathering to information best course of action
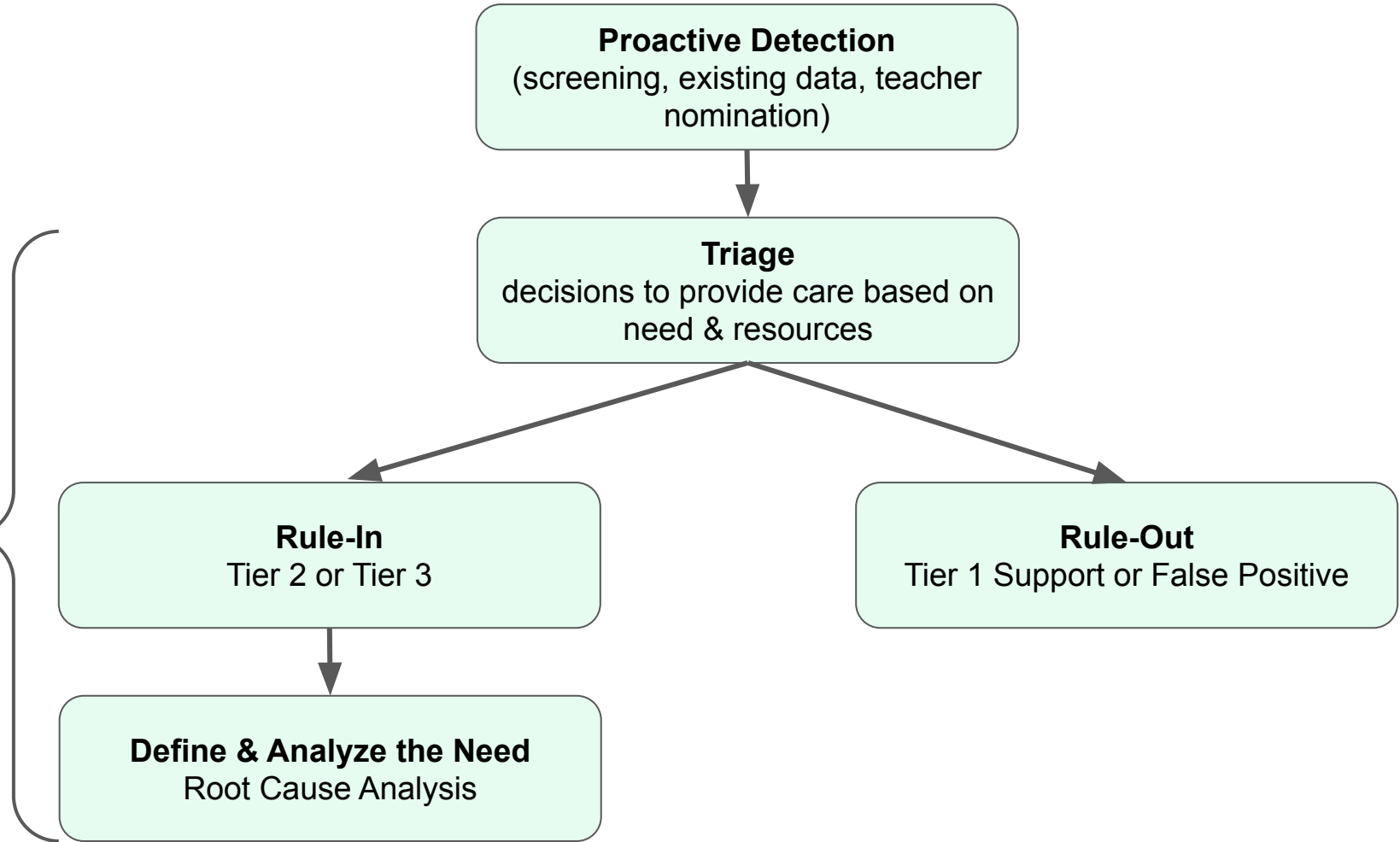
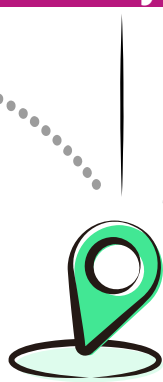**Define & Analyze the Need**
Root Cause Analysis

Step 1:
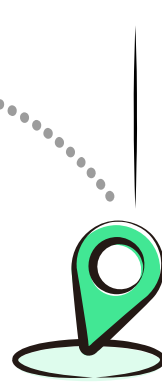Proactive Detection & Triage (Rule-In/Rule-Out)

Step 2:
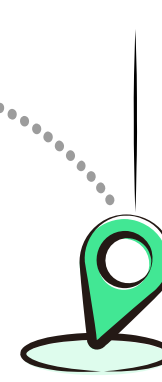Define the Need & Analyze Why it Exists

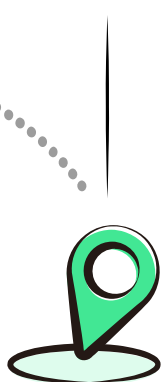**Step 3:**
Select a Precise Intervention & Develop a Plan

Step 4:
Implement the Plan & Monitor Response

Step 5:
Meet to Make a Data-Based Decision

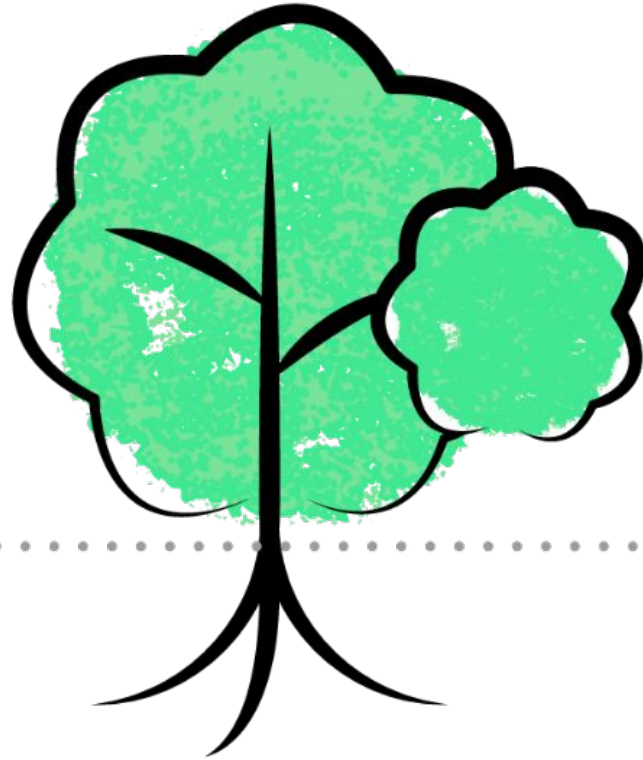# 5-Step Problem-Solving Process

Form is the behavior that we see.

Function is the reason for the behavior we see.

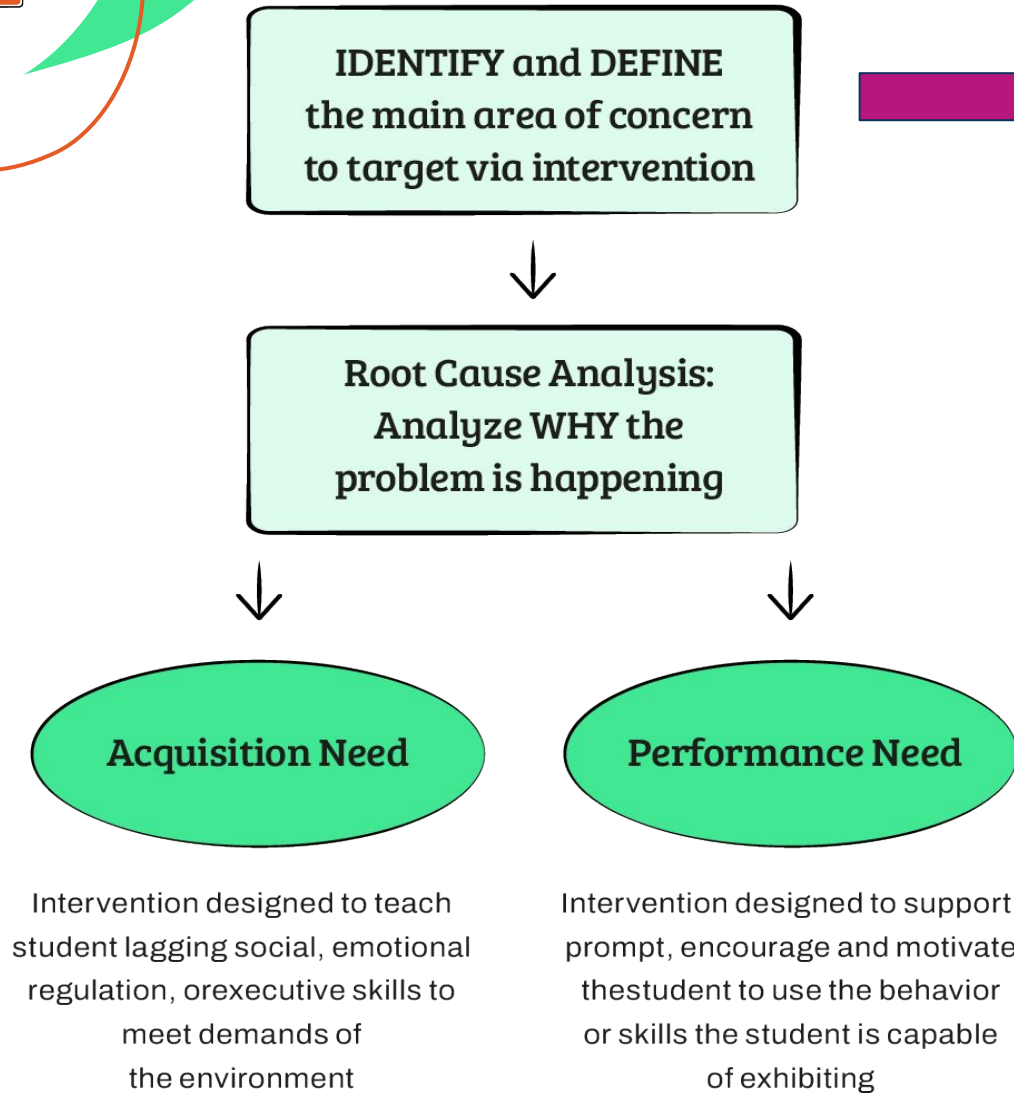**Why is it important to focus interventions on function and not on form?**

Above the surface you see the
Symptoms
of the problem

Dig deeper to find the
Root Cause
of the problem

Step 2: Define & Analyze Need

IDENTIFY and DEFINE
the main area of concern
to target via intervention

↓

Root Cause Analysis:
Analyze WHY the
problem is happening

↓   ↓

Acquisition Need

Performance Need

Intervention designed to teach
student lagging social, emotional
regulation, orexecutive skills to
meet demands of
the environment

Intervention designed to support,
prompt, encourage and motivate
thestudent to use the behavior
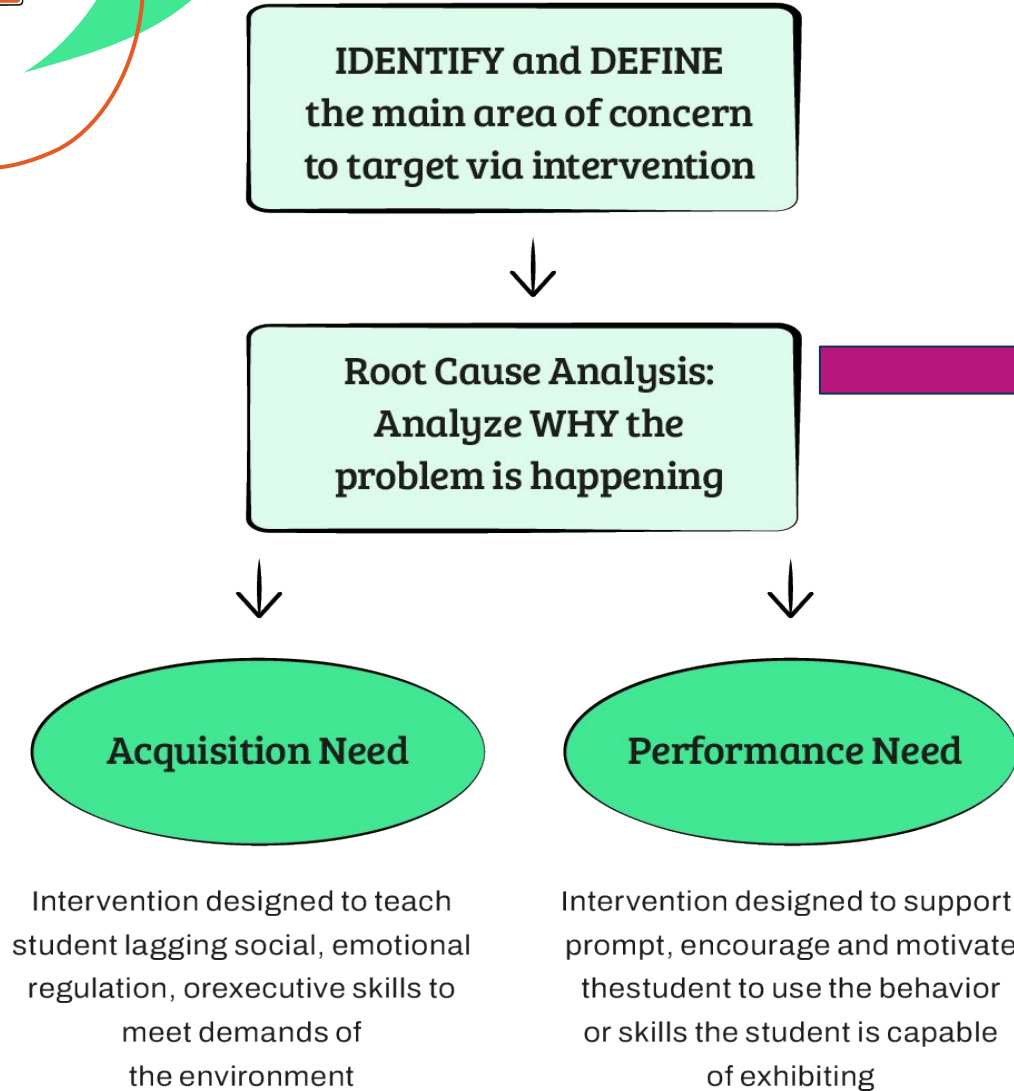or skills the student is capable
of exhibiting

THE WHAT

Behavior to decrease:
- What is the main behavior of concern that is getting in the way?
- When, with whom, and where is the behavior or concern happening?

Behavior or skills to Increase:
- What are the main replacement behaviors or skills to promote?

IDENTIFY and DEFINE the main area of concern to target via intervention

↓

Root Cause Analysis: Analyze WHY the problem is happening

→ **The WHY**

Evidence-based paradigm to conduct root cause analysis

Analysis of why the behavior of concern or need is happening (i.e., root cause)

Intervention must precisely target the hypothesized root cause

↓

Acquisition Need

Intervention designed to teach student lagging social, emotional regulation, orexecutive skills to meet demands of the environment

↓

Performance Need

Intervention designed to support, prompt, encourage and motivate thestudent to use the behavior or skills the student is capable of exhibiting

Step 3: Select Intervention & Develop a Plan
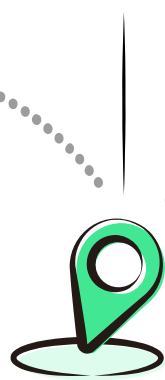
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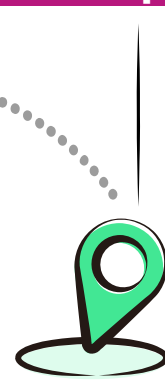Proactive Detection & Triage (Rule-In/Rule-Out)

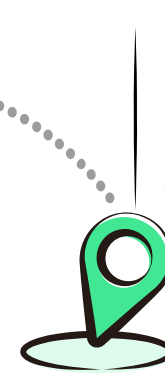**Step 2:**

Define the Need & Analyze Why it Exists

Step 3:
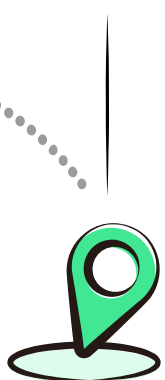
Select a Precise Intervention & Develop a Plan

Step 4:

Implement the Plan & Monitor Response

Step 5:

Meet to Make a Data-Based Decision

5-Step Problem-Solving Process

1. **Empowering Confidence**
   Internalizing Emotions

2. **Empowering Regulation**
   Externalizing Emotions

3. **Empowering Relationships**
   Social Skills

4. **Empowering Self Management**
   Executive Functioning

Class Pass Intervention Script

A structured process designed for students with escape-motivated behavior during academics. Class Pass provides students with class passes that serve as a socially-acceptable replacement behavior while simultaneously motivating them not to use the class passes to engage in academics for longer periods of time.

Students Who Benefit & Why is it Necessary:

- Students who are capable of doing the academic work, but avoid or escape doing so
- Students with low rates of academic engagement (often < 60% academic engaged time) that require responses to get behavior back on track
- Students who have a low tolerance engaging in academic work and instruction
- Students who want to break during academic tasks but need be encouraged to stay engaged for longer periods of time

Core Components:

- Passes that the student can use to request a break
- Determine what the student does when using a class pass
- Develop a system that allows the student to exchange remaining unused class passes.
  - Extra recognition & reinforcement for unused passes
  - Developing an exchange model, where student trades in unused passes for a selected high interest activity or acknowledgement

Acquisition-Based Support
Adaptive Skill Building Curriculum

Performance-Based Support
Environmental supports to encourage & motivate

Implementation Planner

Intervention Support Selected:

Intervention Support Facilitator:

Tier 2 Team Member Contact:

Active Ingredients of the Intervention	Who's Responsible?

Dates:	Start Date:
Baseline Data Collection: • Date: • Who's responsible:	
	Meeting to Review Data:

Character Strong Tier 2

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5-Step Problem-Solving Process

CharacterStrong Tier 2 (CST2)

Direct Behavior Rating (DBR) - Externalizing Behaviors

Directions:
1. Select the specific behaviors that you are going to complete the direct behavior rating on.
2. Select the dimension of the behavior (frequency, duration, or intensity) that you will rate that best captures what you are trying to decrease or increase to improve the student's functioning in school.
3. Identify the specific setting and situation or routine (e.g., class during independent work) where the selected behaviors most often occur and determine the amount of time you will observe the selected behaviors and the specific dimensions of those behaviors.
4. During the specific setting and situation/routines, observe the behavior and immediately after the time ends rate the behaviors by placing a mark along the line that best reflects the frequency (# of times), duration/time (proportion of time), or intensity (magnitude or severity of the behavior) the selected behaviors.

Date: _____ M T W Th F	Student Name:	Setting and Situation/Routine of Rating:
Observation Time: Start:_____ End: _____	**Behavior Descriptions**: ☐ **Behaviors that Disrupt Learning** are defined as behaviors that interfere with learning of self or others. Examples include getting out of seat, talking to others about unrelated topics, making audible noises, blurting or saying things, saying or doing things that interfere with instruction. ☐ Duration (proportion or amount of time) ☐ **Behaviors that Impact Relationships are** defined as behaviors that can harm or hurt relationships with others. Examples include saying hurtful or mean things,	

Behavior Contract

Fidelity Checklist

The following are the 5 active ingredients associated with developing and implementing an effective behavioral contract. For each of the active ingredients below, put a check mark in the ones that have been implemented when delivering this intervention.
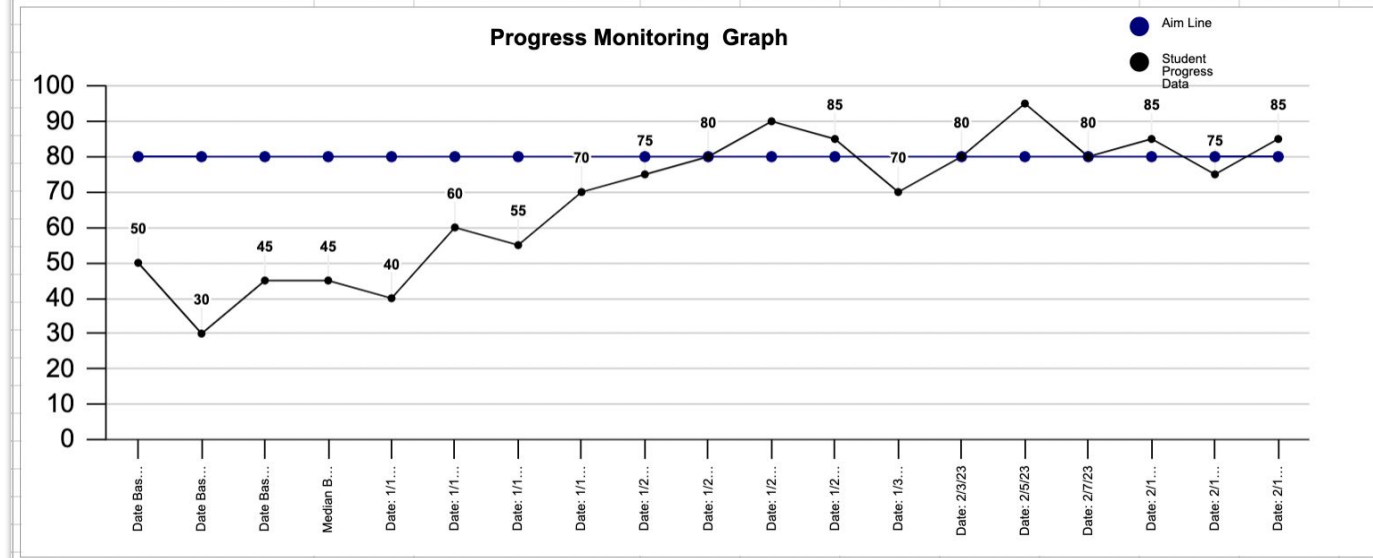
☐ Contract was negotiated with the student to increase buy-in and receive input (contract was developed with the student–not done to the student).

☐ Focus of the contract is on positively stated behaviors that the teachers want to see

Students cannot benefit from interventions they do not receive

Progress Monitoring Data

Monitoring Dates	Goal Line	Student Progress Data
Date Baseline #1 1/2/23	80	50
Date Baseline #2 1/4/23	80	30
Date Baseline #3 1/8/23	80	45
Median Baseline	80	45
Date: 1/10/23	80	40
Date: 1/14/23	80	60
Date: 1/16/23	80	55
Date: 1/19/23	80	70
Date: 1/21/23	80	75
Date: 1/23/23	80	80
Date: 1/26/23	80	90
Date: 1/28/23	80	85
Date: 1/30/23	80	70
Date: 2/3/23	80	80
Date: 2/5/23	80	95
Date: 2/7/23	80	80
Date: 2/10/23	80	85
Date: 2/12/23	80	75
Date: 2/14/23	80	85

Tracking and Visualizing Progress Monitoring Data

Progress Monitoring Graph

Step 4: Monitor Intervention Fidelity

CHECK-IN/CHECK-OUT	FIDELITY RATING DATE			
Intervention Components	10/18	10/24	10/31	11/06
Assignment of an adult mentor who the student likes and is willing to meet with	+	+	+	+
Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)	+	+	+	-
Mentor _checked in_ with the student in the morning on a daily basis to pre-correct problems, made sure the child is ready for the day, and engaged in positive conversation with the student	+	+	+	-
Mentor _checked out_ with the student in the afternoon on a daily basis to connect with the student, provided feedback and reinforcement, and offered advice and Encouragement	+	-	-	
Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback	-	-	+	
Student received positive reinforcement for improved behavior (such as, praise, public recognition, access todesired privileges/rewards)	+	+	+	-
If willing and able, parents were included and provided with daily point sheet to support their child's behavior inthe home.	N/A	N/A	N/A	N/A

62.5% Fidelity

Components Driving Low Fidelity
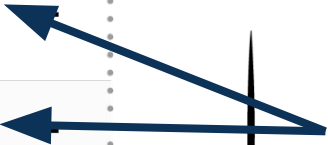
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5-Step Problem-Solving Process

Team reconvenes **4-6 weeks** after starting the implementation of the intervention to review progress monitoring and fidelity data to make a decision

Step 5: Meet & Decide

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

Progress Monitoring

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5-Step Problem-Solving Process

Our solution provides educators with the practical tools and ongoing professional learning they need to be successful with Tier 2, all in one easy-to-access place.

To Do Challenge

Over the **next week**, determine:

1. What is a commitment you want to make around Tier 2**?**

2. Who do you need to share the information with?

Download Samples

Attend a Tier 2 Demo

Request a Quote

Upcoming CharacterStrong Events

Jan. 12th // Tier 2 Demo

Jan. 24th // 5 Low Burden & High Impact Engagement Strategies Webinar

Jan. 24th // Tier 2 Demo

Jan. 25th // 7 Ideas to Transform your School Counseling Program in 2023 Webinar - *ahead of NSCW!*

Jan. 25th // Leadership Demo

Jan. 27th // SSEL Demo

Check Out Panorama's Level Up Your MTSS Summit

CharacterStrong Tier 2

Dr. Clay Cook will be speaking!

LEVEL UP YOUR MTSS
A Virtual Summit for Student Success

February 9th, 2023

To Register Visit: https://www.panoramaed.com/

Decision Rules	Inquiry, Data-Driven Process
Going from Tier 1 to Tier 2	- Was the student detected as having a need for support? - Use of screening data or existing data to determine whether the student has a need for support. - Decision rules - Established cut score for universal screening - Threshold score created and applied to existing data - Behavior discipline (2 or more office discipline referrals) - Unexcused absences (3 or more) - Grades (course failure) - Is the student receiving Tier 1 core practices? - Timely and relevant data to drive determining whether the student is receiving Tier 1 via a rubric.
Going from Tier 2 to Tier 1	- Did the student receive the intervention with fidelity? - Did the student respond to the intervention to close the gap? - Did the student sustain their response as components or dosage of the intervention was faded away?
Going from Tier 2 to Tier 3	- Did the student receive the Tier 2 intervention with fidelity (core components and adequate dosage)? - Data - Did the student demonstrate lack of response to close the gap? - Was the intervention precisely matched the hypothesized reason why the need exists (root cause)? - Did we get the hypothesis wrong, do we think we need more exposure to the intervention we will get a response, is there something else we are not considering before we consider Tier 3?
Going from Tier 1 to Tier 3	- Is the magnitude of the gap between what the student is expected to do and what the student is currently doing large enough to warrant Tier 3? - Timely, relevant data to determine the magnitude of gap between expected and actual performance. - Is the student receiving Tier 1 core practices? - If not, the student still may need Tier 3 but it is critical that Tier 1 supports are implemented. - Timely and relevant data to drive determining whether the student is receiving Tier 1 via a rubric. - Are we sure that Tier 2 supports are not sufficient to address the student's need? - Does the student have co-occurring academic and social, emotional, and behavioral needs? - Does the student have significant outside factors (examples) going on that are impacting engagement and performance in school?