Taking on Tier 1 & Tier 2 Simultaneously

Webinar hosted by

CharacterStrong

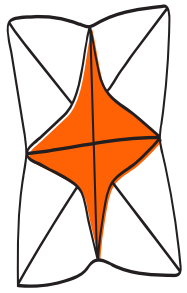
Implementation Supports

Character Strong Tier 2

4 Corners

Choose a number to reveal 4 images. Share which image best reflects your personality or mood today.

1



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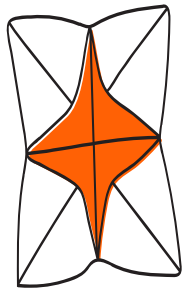

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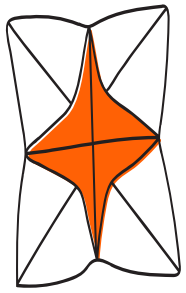

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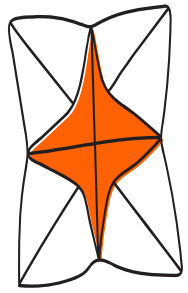

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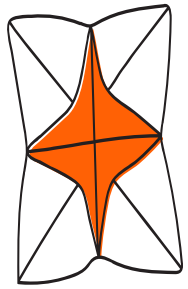

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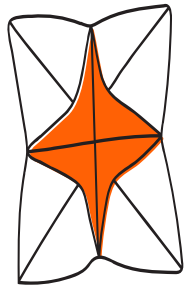

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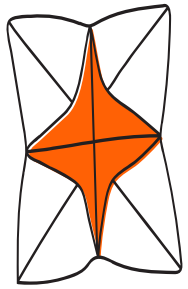

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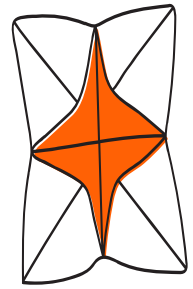
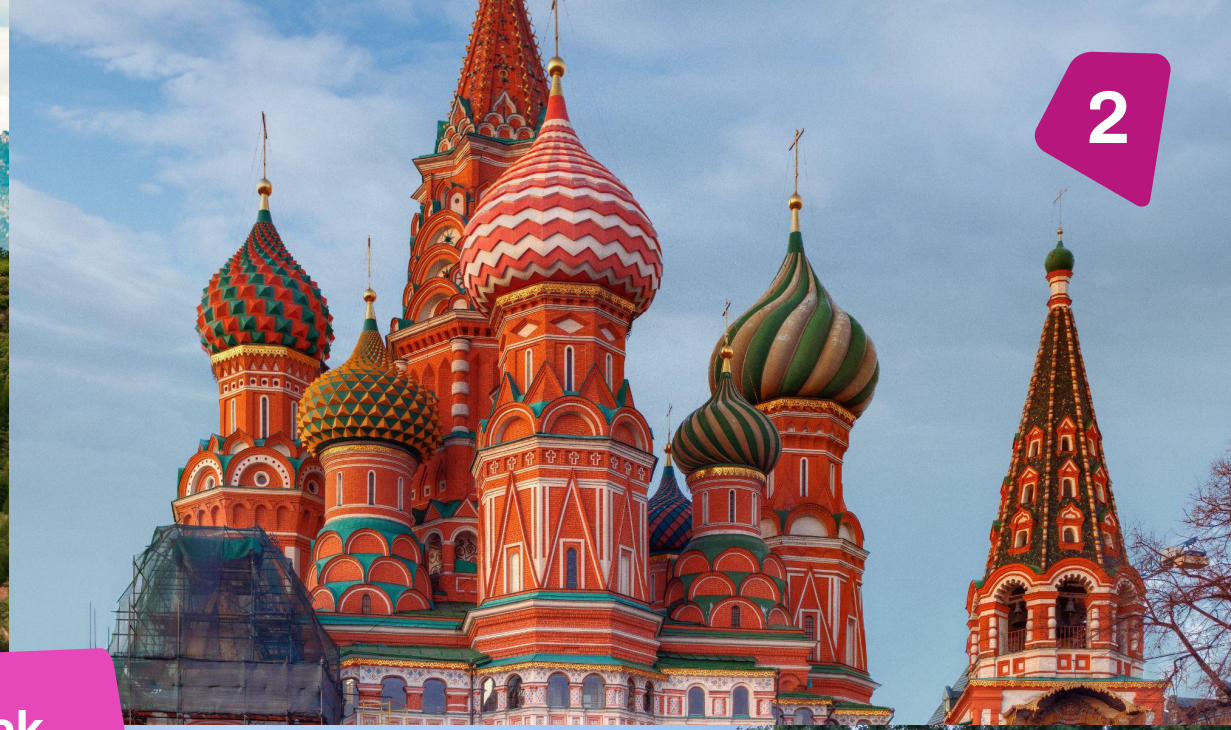


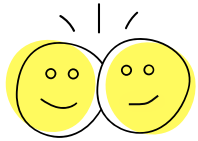


Go Back

Character Strong
Implementation Supports

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

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During the Webinar

Clarity around why to take on Tier 1 & Tier 2 in an MTSS Framewo

Understanding robust Tier 1 & Tier 2 Supports

How to coordinate supports across the Tiers

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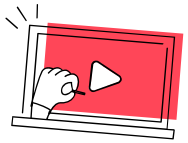
After the Webinar



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 **call or demo!**

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“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.”

— Desmond Tutu

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What are the implications of kicking the Tier 2 can down the road?

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Do you believe in PREVENTION?

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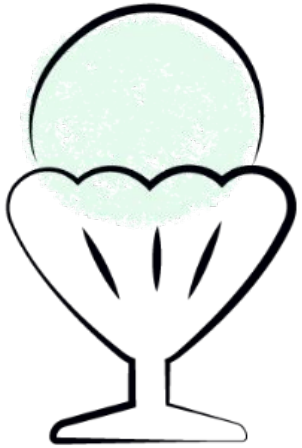
Layering of Supports

Start with a strong base
Layer supports in addition to the base (not in replacement of the base)
More individualization as students needs increase/intensify



Tier 1

Tier 2

Tier 3

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WTF

Wait-to-Fail

Two Levels

Students who **do not access the foundational experiences** they need to promote belonging, well-being, engagement, and academic growth

Tier 1

Students with needs for additional support who are **unable to access early, timely intervention** as close to the time when the need emerges

Tier 2

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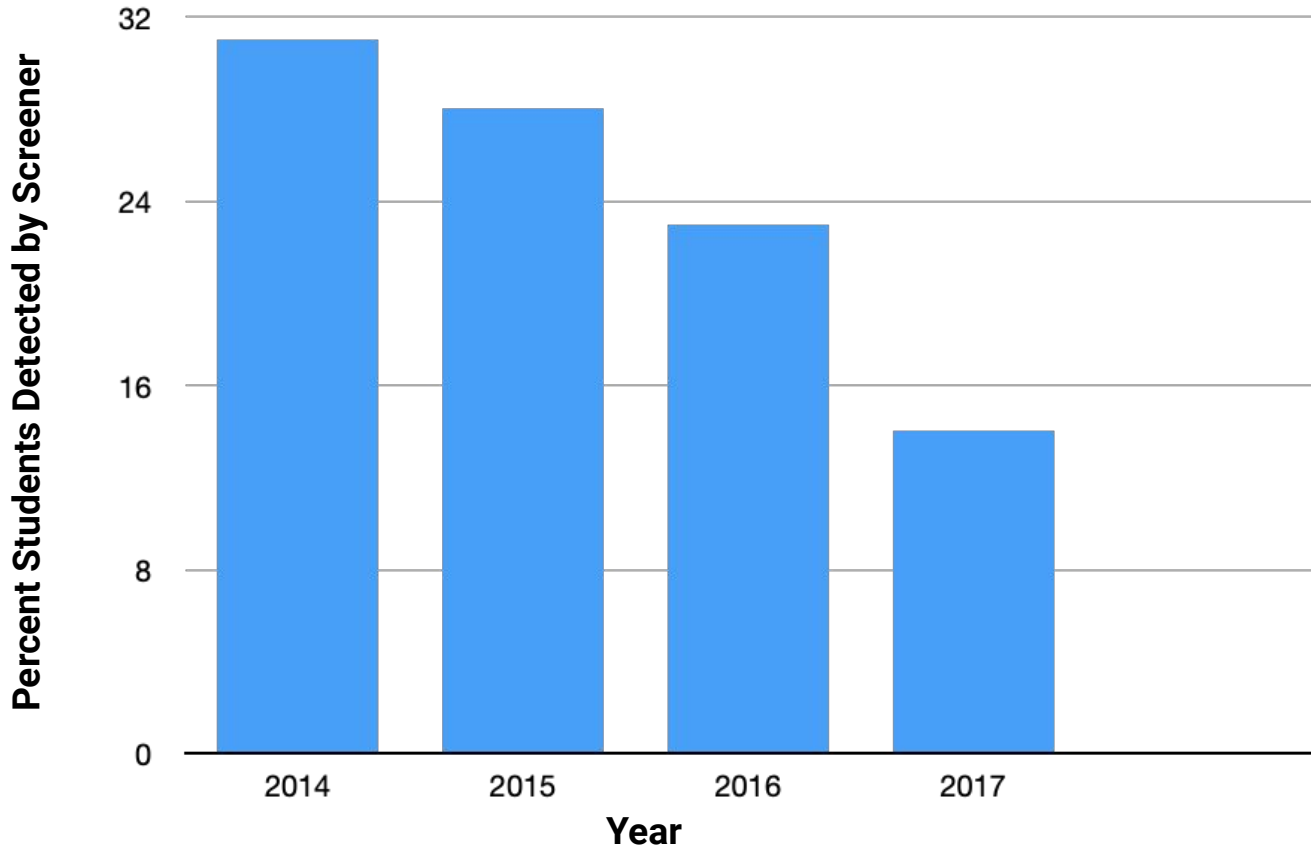
Agree or Disagree?

When **Tier 1** is weak, lots of students look like they need intervention.



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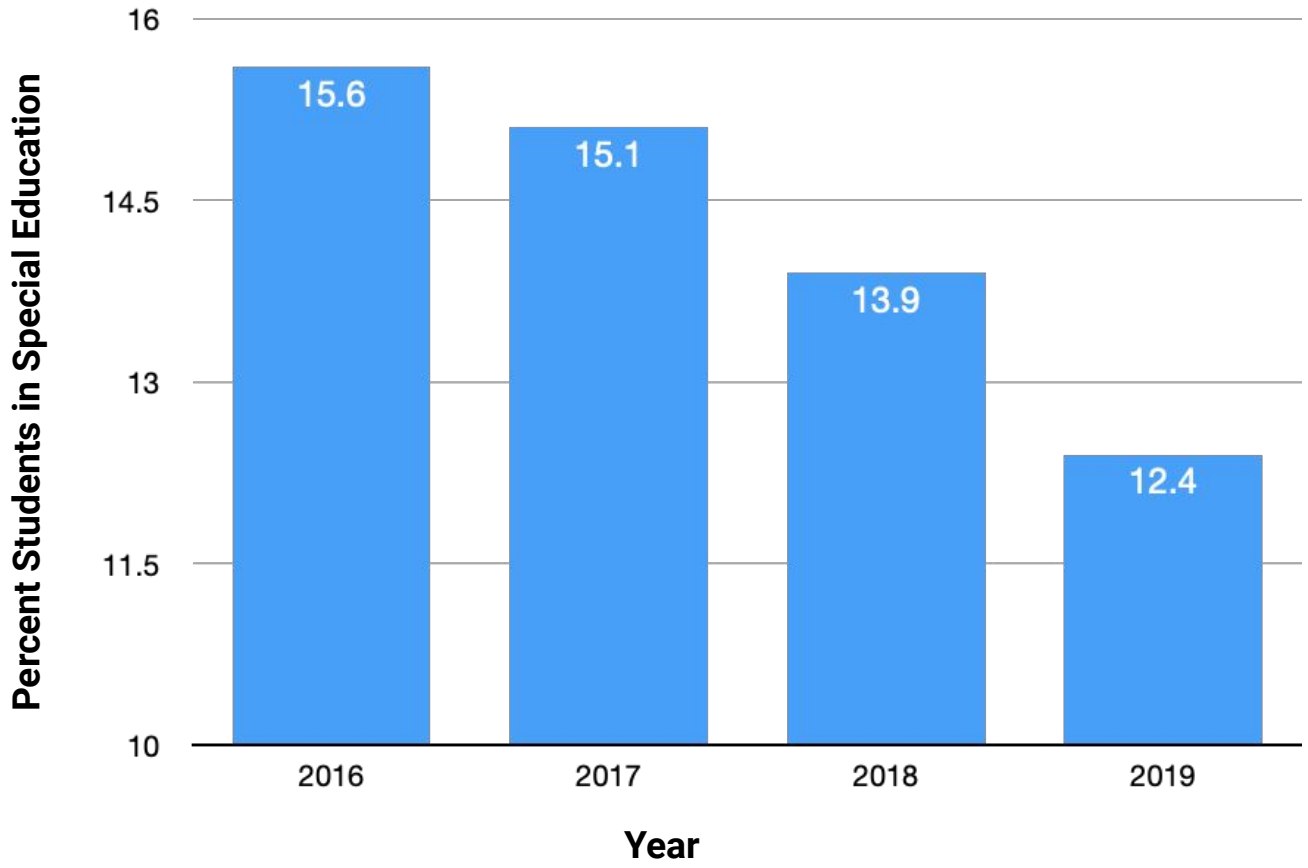
Agree or Disagree?

When **Tier 2** is weak, lots of students look like they need Tier 3 or special education.



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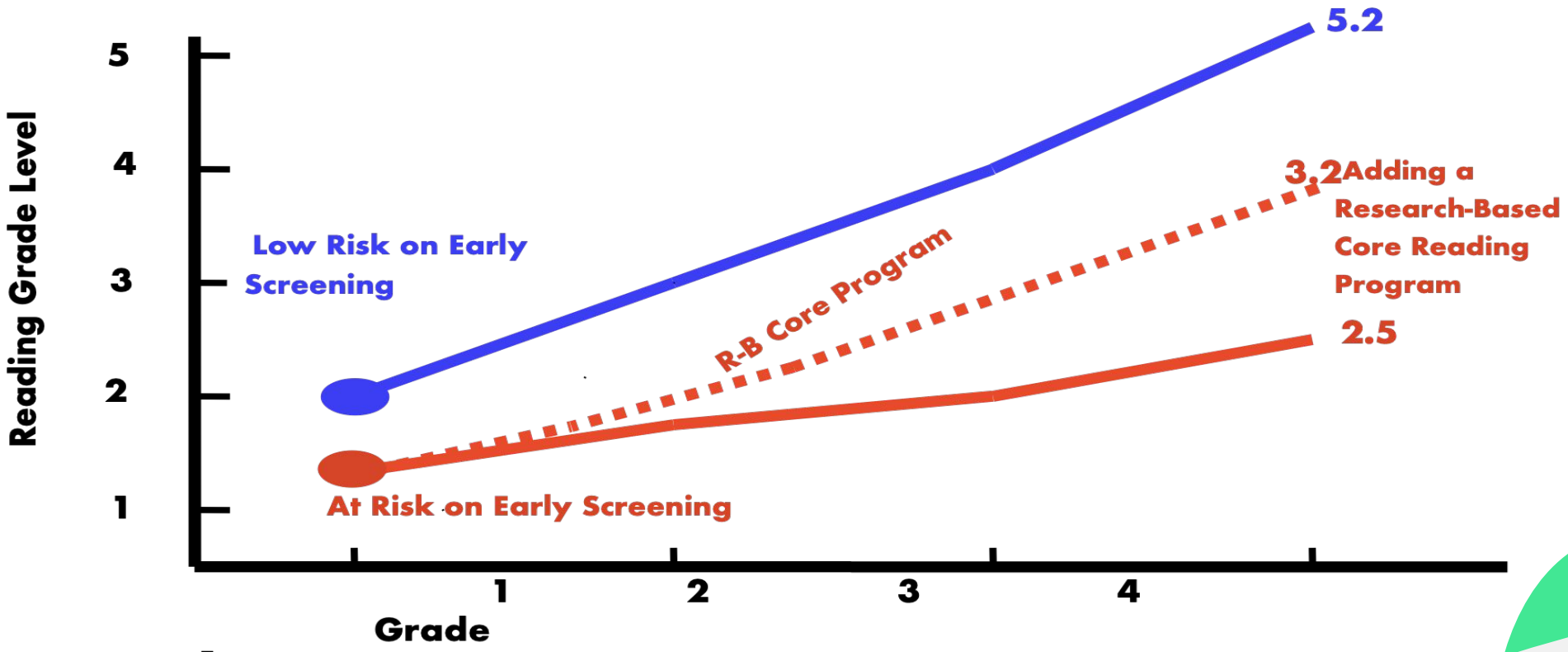
MTSS Reading



Torgesen, J.K. (2001). The theory and practice of intervention: Comparing outcomes from prevention and remediation studies. In A.J. Fawcett and R.I. Nicolson (Eds.). Dyslexia: Theory and Good Practice. (pp. 185-201). London: David Fulton Publishers. Slide coursety of W. Alan Coulter http://www.monitoringcenter.lsuhsc.edu

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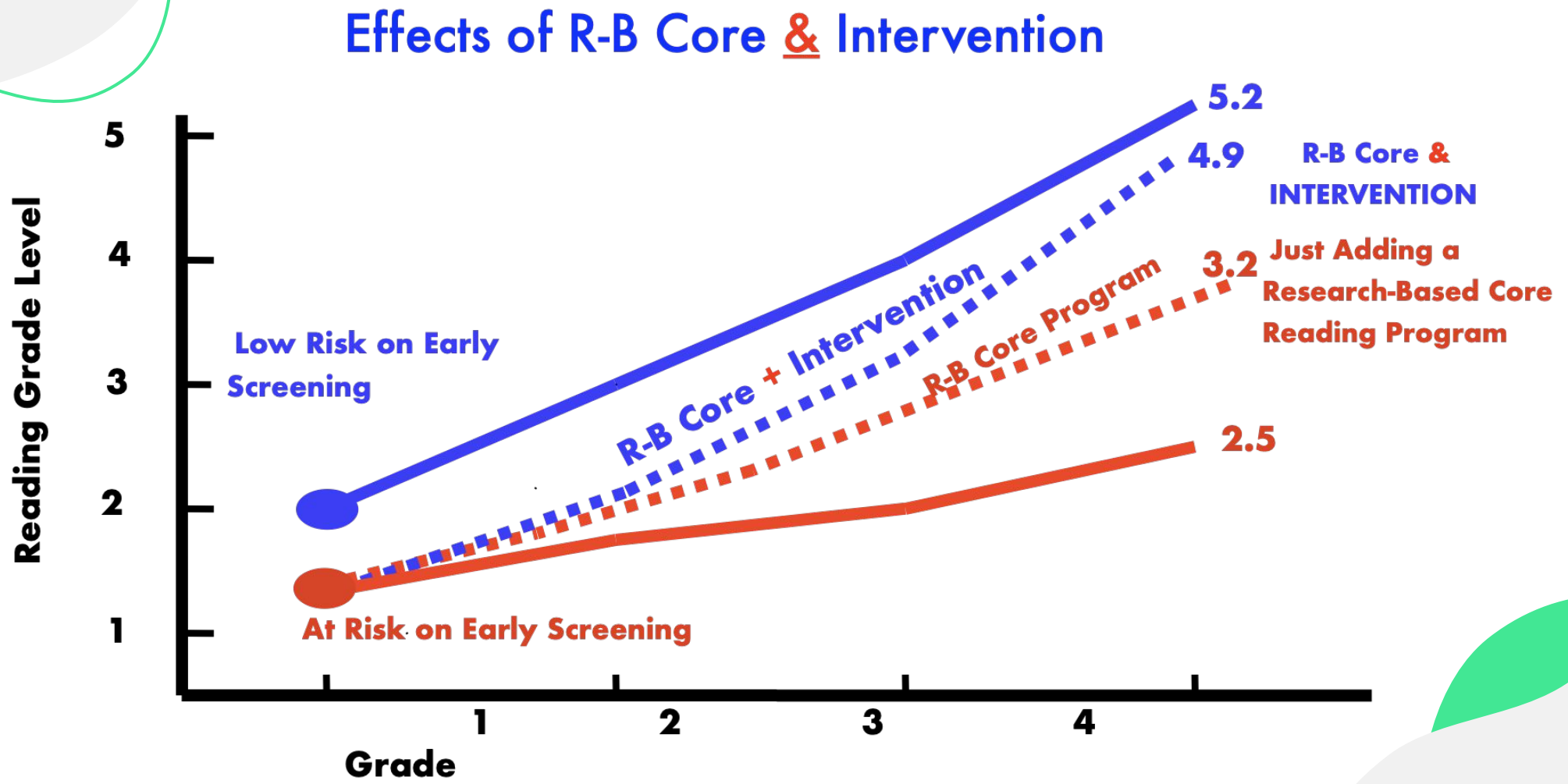
MTSS Reading



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MTSS Behavior

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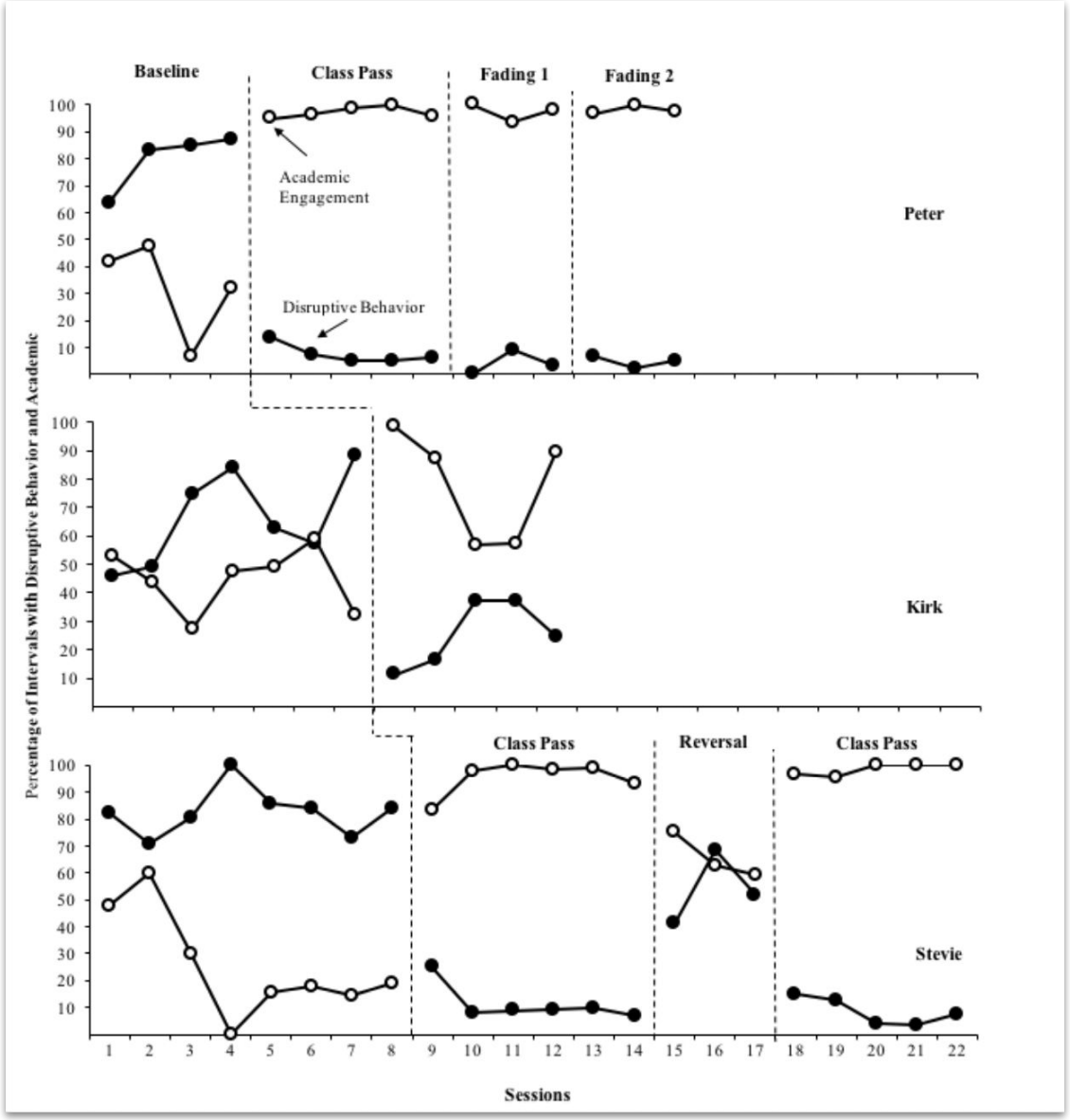
MTSS Behavior



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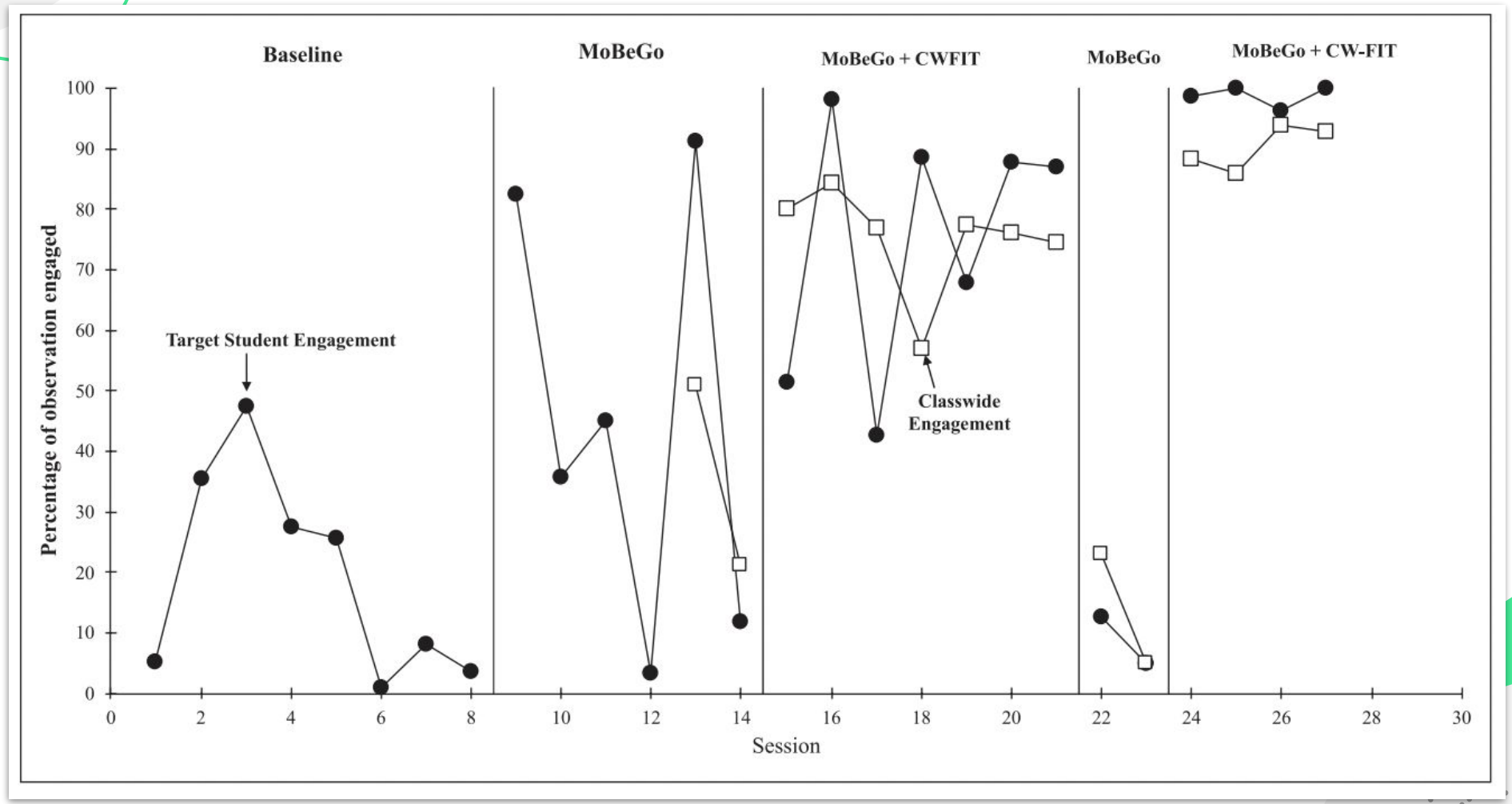
MTSS Behavior



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Based on the data shared, why is it important to move on both Tier 1 and Tier 2 fronts simultaneously?

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How do you define Tier 1 ?

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Every Student + Holistic Needs + All Hands on Deck

Tier 1

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Purposes of Tier 1

PREVENT

Prevent difficulties or problems from emerging in the first place

PROMOTE

Promote access to experiences that optimize and enhance success-enab ling factors

ENABLE

A solid foundation that enables more intensive interventions to work

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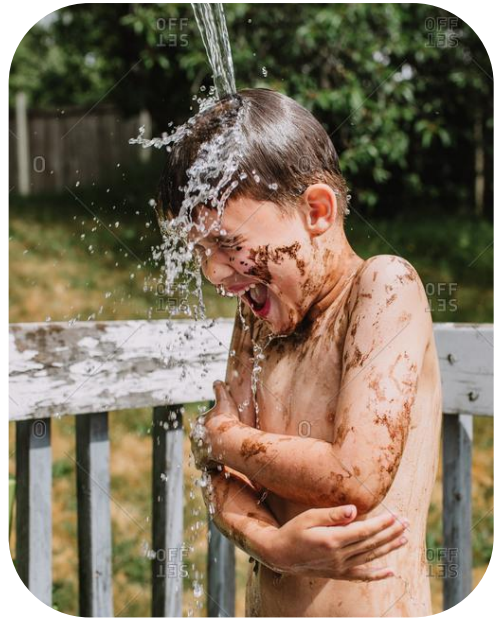
Dirty Pond Analogy

Tier 1



Return to Tier 1

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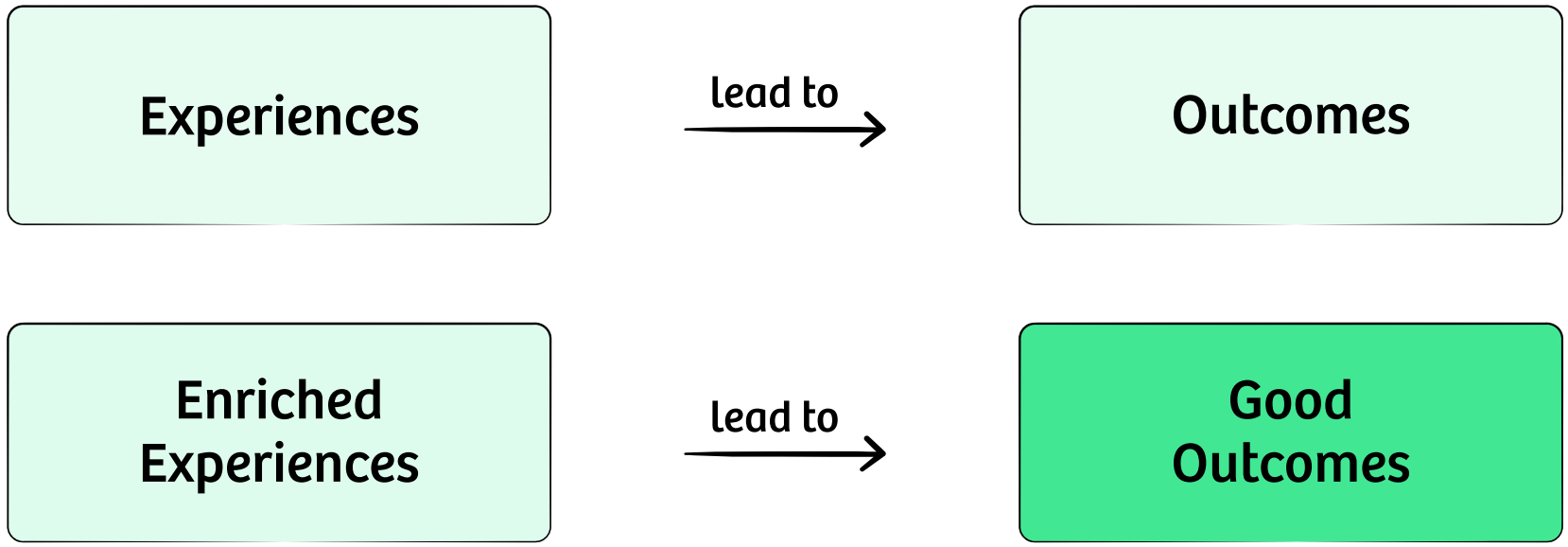
Tier 1 Enriched Experiences



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SYSTEMS OF SUPPORT

Supports that enable educators to learn, improve, and sustain effective practices

PRACTICES

Intentional and consistent behaviors that create access to enriched experiences that lead to outcomes

OUTCOMES

Well-Being

Belonging

Engagement

Character Strong Implementation Supports

Ingredients of Tier 1 Recipe

Tier 1 Recipe

1. Environment
2. Relationships
3. Teaching & Learning
4. Purpose & Agency

OUTCOMES

Well-Being

Belonging

Engagement

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Environment

Character Strong
Implementation Supports

Environment

Safe
Predictable
Proactive
Inclusive

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Core Environment Practices

Establish Norms & Routines

Teach & Model

Precorrect & Prompt

Actively Supervise

Recognize & Acknowledge

Progressively Respond (restorative)

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Relationships

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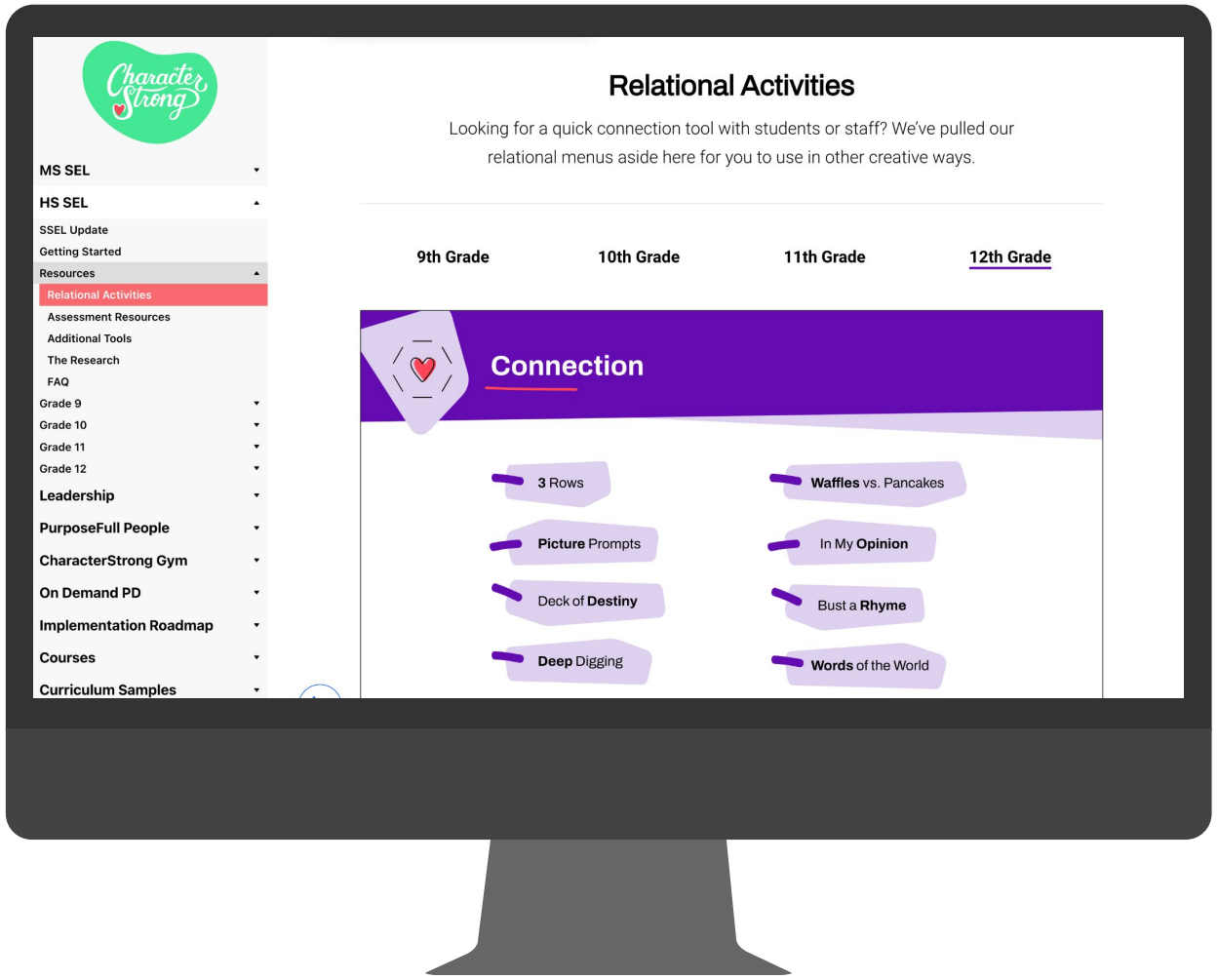
Relationship Practices



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Relationship Practices

Great Educators

S.E.R.V.E.

Start Intentionally with 4 at the Door Plus 1 More
Engage Relationally with Temperature Checks
Respond with Empathy through Community Agreements
Values Practiced Consistently
Exit Intentionally

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Teaching & Learning

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Core T&L Practices

Opportunities to Respond

Interspersing Choice

First-Then Sequences

Connecting to Lived Experience

Collaboration

Application & Generalization

Connecting to Lived Experience

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Core T&L Curriculum

Academic

- Literacy
- Math
- Science
- Other subjects

Quality Curriculum

Low Burden, High Impact

Grounded in Research

Life Relevant Content

Representative

Standards/Outcomes Aligned

Social, Emotional, Character

- Self-Awareness
- Self-Management
- Relationship Skills
- Social Awareness
- Responsible Decision Making

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Purpose & Agency

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Core Purpose & Agency Practices

Goal Setting with Problem-Solving

Activating Student Voice

Future Possible Selves

Providing Choice

Project-Based Learning

Knowing the ‘Why’

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What is EARLY INTERVENTION?

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All students are in Tier 1

How do we detect students who might need early intervention and whether early intervention is even needed?

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What are the bridging practices between Tier 1 and Tier 2?

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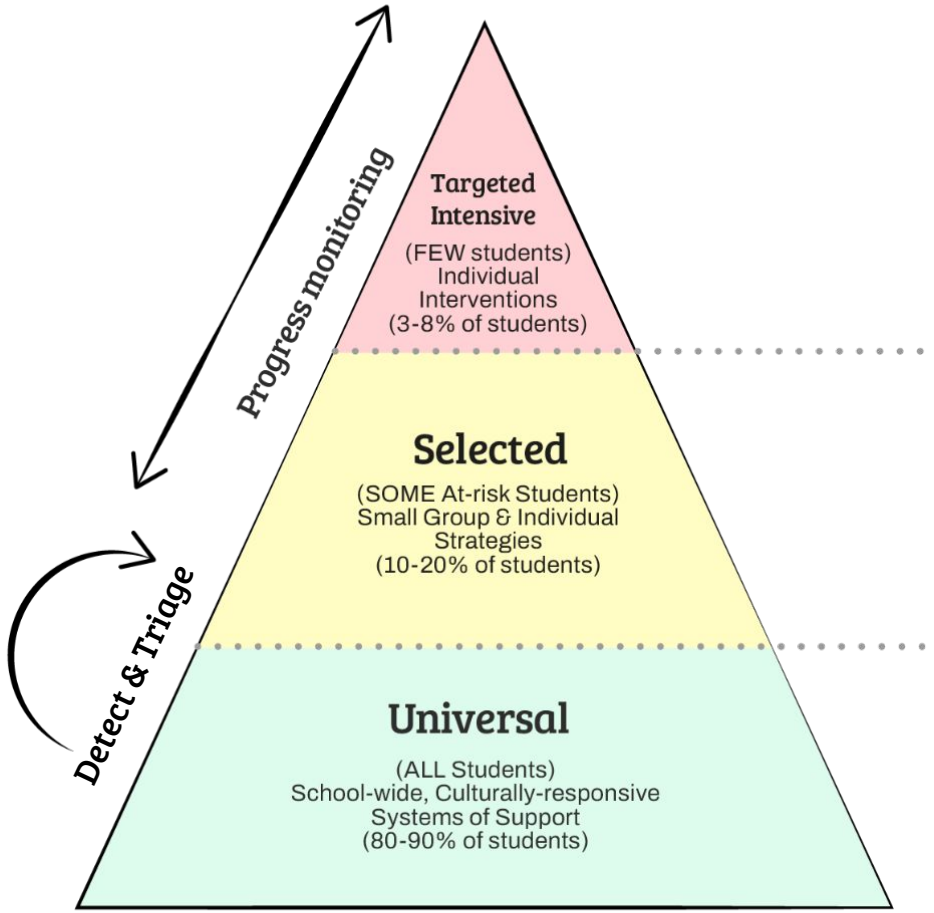

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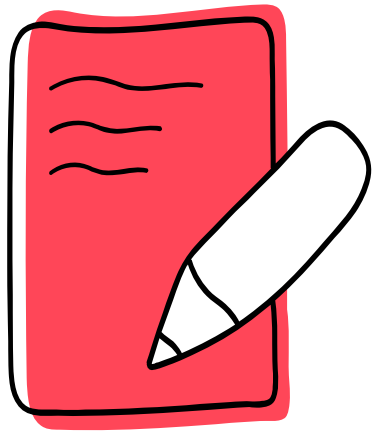
Detect and Triage

Checklist



Prepare

- [ ] Proactive Detection: Selection, Planning, & Decision Rules
- [ ] Estimate Tier 2 Capacity Based on Resources
- [ ] Develop a Triage Process based on Capacity & Student Need

Enact

- [ ] Gathering & Summarizing Data To Create an Initial List
- [ ] Applying Triage Process to Rule-In or Rule-Out Students

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Proactive Detection

Information gathering process to activate early, timely intervention as close to the time when a student's social, emotional, and behavioral need emerges.

- ✓ Systematic process of identifying students who may need intervention
- ✓ Establishes the Base Rate of Need in a school (# and % of students)
- ✓ Influenced by the quality of Tier 1 implementation
- ✓ Data do not mean you have to implement Tier 2

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Triage

A prioritization process of assigning care based on student need and capacity of resources

Is the student's need symptomatic of not receiving sufficient Tier 1 support? → **Rule-Out** (Support Tier 1)

Is the student receiving sufficient Tier 1 support and/or is the student's need significant enough to warrant Tier 2? → **Rule-In** (Tier 2 support)

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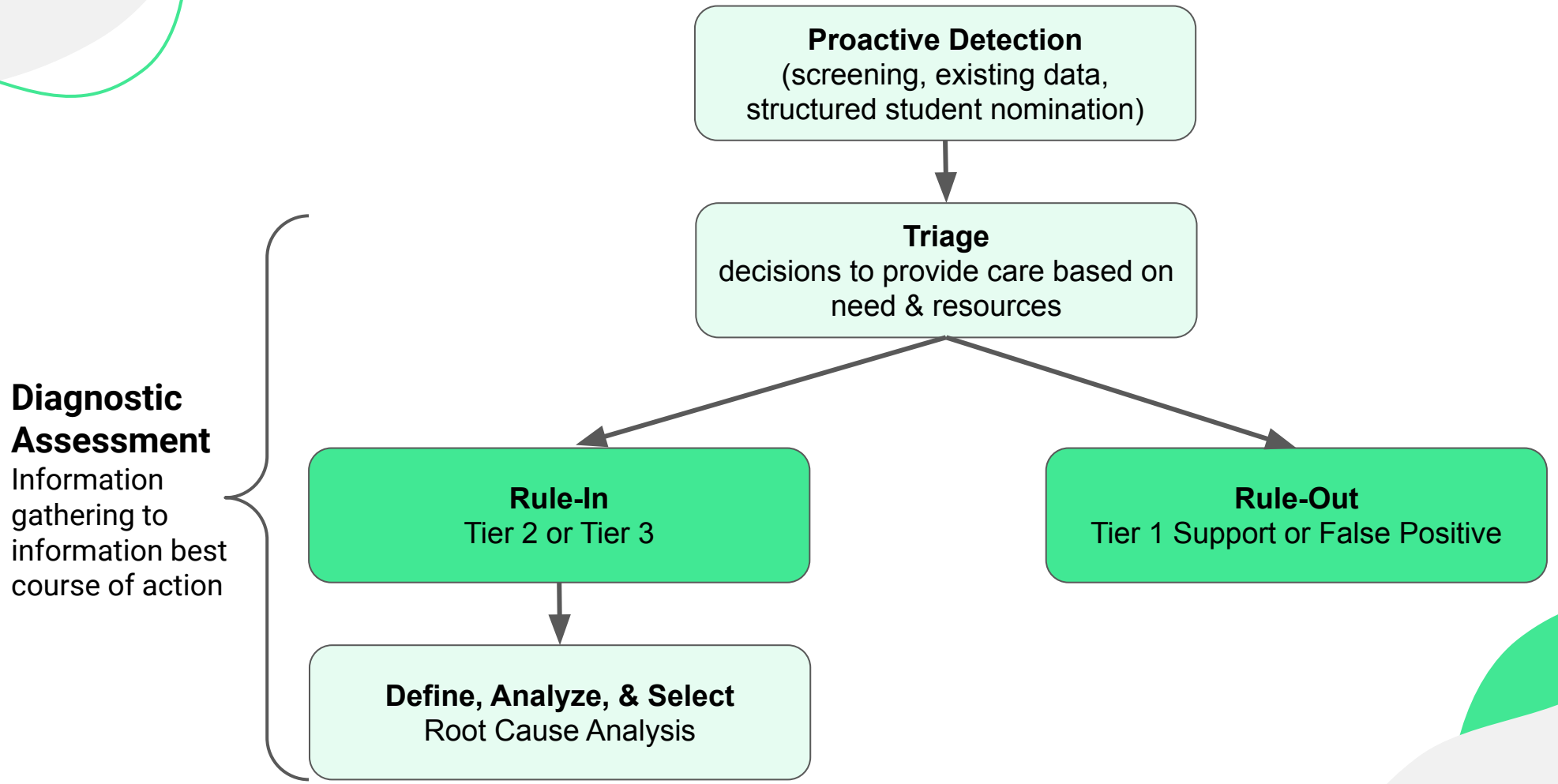
Detection & Triage



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Two Numbers You Need to Know

Base Rate

22% of all students who look like they need intervention

>

Capacity Rate

12% of students who can be served in Tier 2

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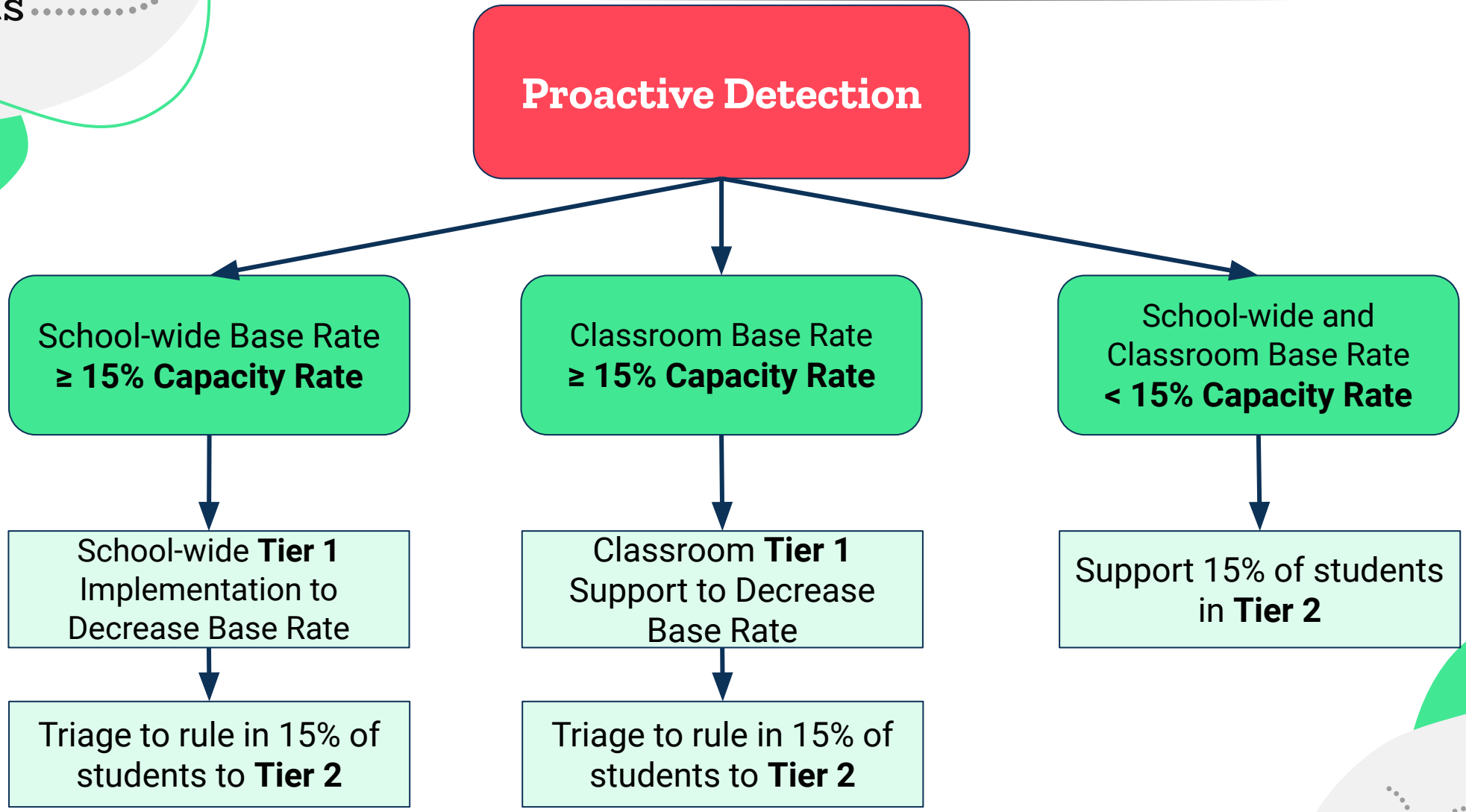
When to activate Tier 2?



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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	

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How do you define Tier 2?

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Tier 2 Definition

Tier 2 is a coordinated problem-solving process that gets activated to deliver early, timely, and targeted intervention for students with needs for support in addition to Tier 1.

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Tier 2 Supports

1. Inclusive of individual or group-based interventions
2. Interventions do not require specialty training or credentials
3. Intervention selection/tailoring is informed by root cause data

Character Strong Tier 2

CST2
5-Step Problem-Solving Process

Step 1:

Detect & Triage

Step 2:

Define, Analyze, & Select

Step 3:

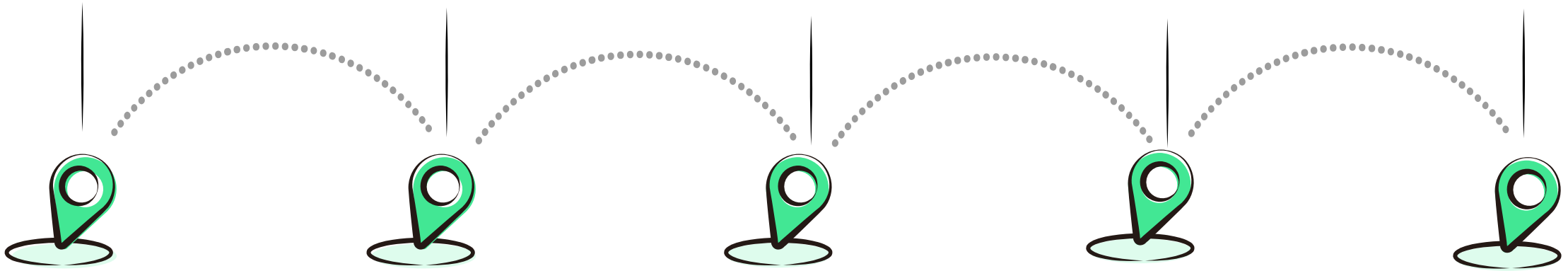
Develop a Plan

Step 4:

Implement & Monitor Progress

Step 5:

Review & Decide



Character Strong Tier 2

Acquisition Need

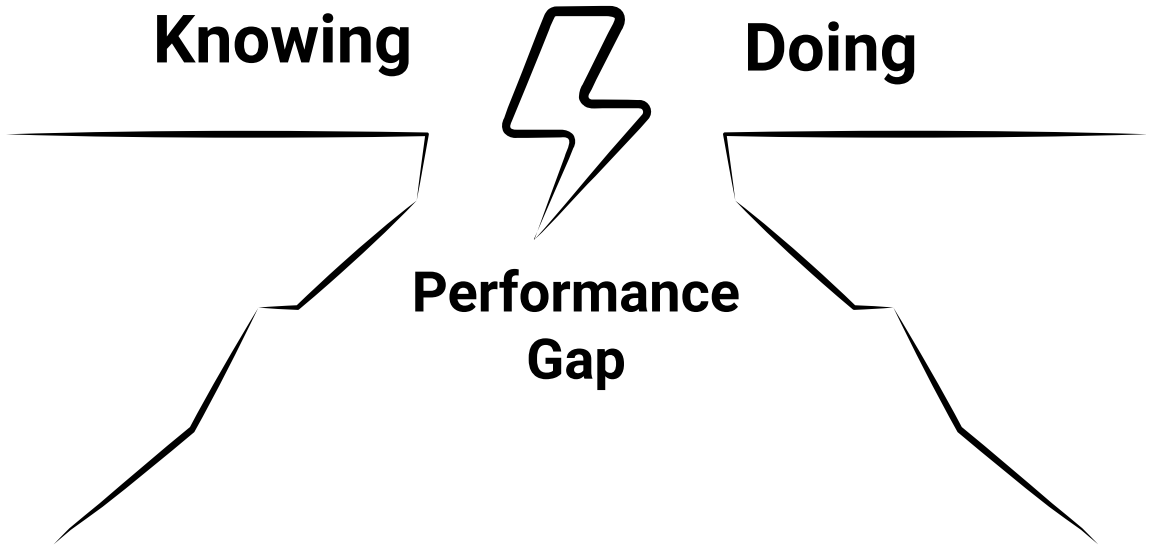
Environment
Magnitude of the expectations or demands

>

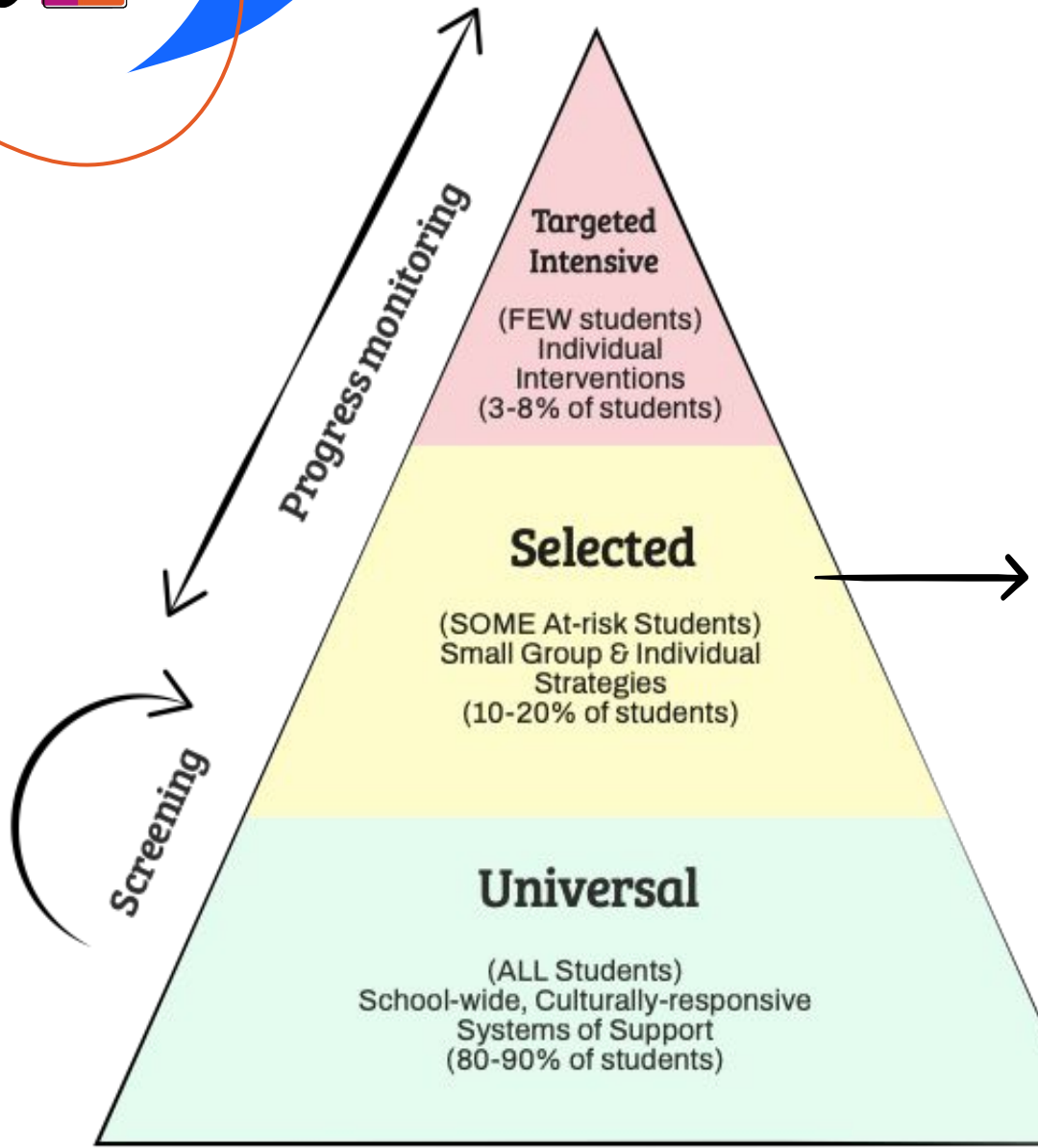
Student
Knowledge and skills currently possessed

Character Strong Tier 2

Performance Need



Tier 2 Targeted Interventions



Acquisition-Based Interventions

- Emotion Regulation
  - Internalizing Emotions/Behavior
  - Externalizing Emotions/Behavior
- Social Skills
  - Establishing Relationships
  - Cooperation
  - Conflict Resolution
- Executive Functioning
  - Organization
  - Staying Focused
  - Following & Remembering Directions
  - Controlling Impulses

Performance-Based Interventions

- Structured Daily Mentoring (Check-in/Check-out)
- Behavior Motivational Contract
- School-Family Communication System
- Self-Monitoring
- Precorrection Plan
- Class Pass Intervention

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Upcoming CharacterStrong Events

TODAY // Tier 1 Secondary Demo

Mar. 6th // Gym Demo

Mar. 7th // Tier 2 Demo

Mar. 9th // Tier 1 Elementary & Secondary Demos

Mar. 15th // Leadership Demo

Mar. 14th & 16th // School Culture Trainings

Mar. 28th - 30th // The Whole Child Summit

CharacterStrong School Culture Training

Increasing Belonging, Well-Being and Engagement in Classrooms and on Campus

Dublin, CA	March 14
Anaheim, CA	March 16

SCAN ME

The Whole CHILD Summit

Conversations Around Mental Health

March 28-30th, 2023

Register for free:
wholechildsummit.com

Dr. Michele Borba

Dwight Carter

Dr. Loretta Whitson

Eric Waldo

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Dr. Jamie Freeny

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Gael Aitor

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