# Character Strong Jet 2

Getting Tier 2 Right



# What is needed to get Tier 2 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



#### During the Webinar





Clarity around what drives Tier 2 success



5-Step Problem-Solving Process



**Effective Tier 2 Teaming** 



#### 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!



#### What are your needs around Tier 2?

We have a clear Tier 2 Process, I am just here for a tune-up & tips



We have a scattershot approach to the Tier 2 process and could use some help organizing the process



We are struggling to implement a coordinated Tier 2 process and need some urgent support





#### Getting Tier 2 Right

**Implementation Fidelity** 

**Process Fidelity** 

**Intervention Fidelity** 

The degree to which implementation supports are in place for the adults to create the conditions for high fidelity use of the Tier 2 process and delivery of effective interventions for students.

The degree to which a **team follows the Tier 2 coordinated problem- solving process** as planned that results in effective intervention programming from start to end.

The degree to which educators implement the student-facing interventions are delivered as planned and that increases the likelihood of positive outcomes.



#### Getting Tier 2 Right

#### Clarity

Shared clarity about the what, why, how, and roles of Tier 2.

#### Competence

Supports to ensure
Tier 2 process and
interventions are
competently delivered
with fidelity.

#### Consistency

Supports that enable the core Tier 2 process and interventions to be implemented consistently over time.



Tier 3 (FEW)

## Tier 2 (SOME)

**CLARITY**What is Tier 2?

Tier 1 (ALL)



### Formula for Tier 2

Some Students (who) +
Targeted Support (what) +
Team-Driven Process (how) =

Tier 2



#### **Some Students**

Students who express academic, social-emotional, and/or behavioral needs in addition to Tier 1



## **Targeted Support**

Supports that target the root cause that explains why a student's need exists



#### **Team-Driven Process**

Coordinated steps that a team of educators follows including the gathering and use of data to drive important decisions at each step of the Tier 2 process



#### What is Tier 2?

Tier 2 is early intervention

Tier 2 is a team-driven, data-based problem-solving process

**Tier 2** is about providing targeted, precise support as close to the time when a student's need emerges

**Tier 2** is for 10-15% of students with needs that warrant intervention **in addition to Tier 1** 



#### What are Tier 2 Supports?

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



Tier 1



Tier 2



Tier 3





## What does a successful Tier 2 System of Support look like?



#### Connecting the Tier 2 Dots

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

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

Rule-in and rule-out students from Tier 2 (i.e., triage) Determine the root cause that explains why the student's need exists

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



## What is a process?



## Process is a series of steps that are followed to achieve certain results.



## A team-driven, data-based, problem-solving process that reflects a series of steps that are followed to:



Produce a return on the time and energy educators invest in students with needs



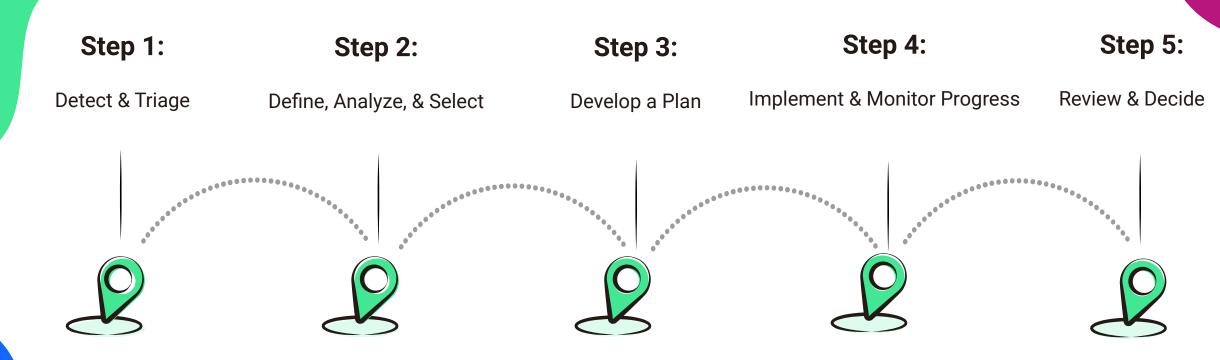
Improve school and life course outcomes for a subset of students with needs in addition to Tier 1



#### What Drives Successful Tier 2

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 that are precisely tailored to the root cause that explains why the student's need exists Tools to plan interventions, monitor student progress and track intervention fidelity to inform data-based decisions





**5-Step Problem-Solving Process** 



#### What Drives Successful Tier 2

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

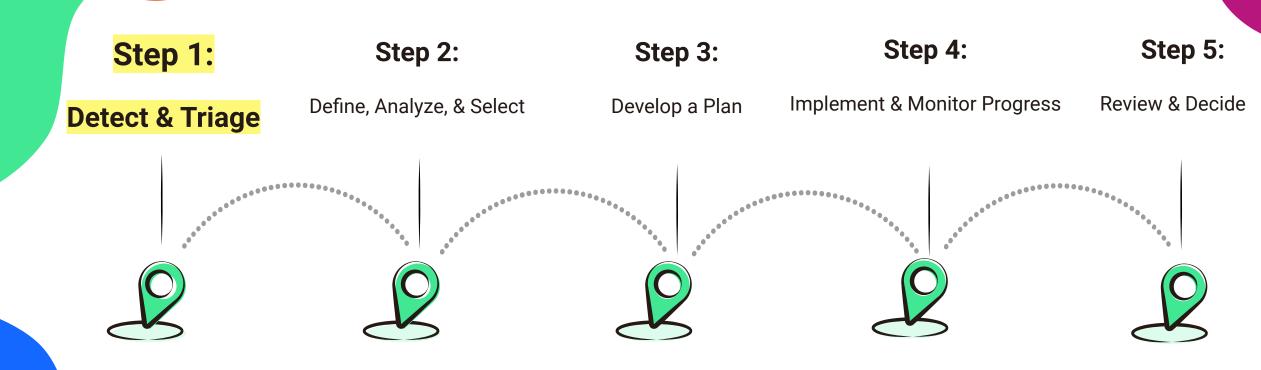
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Menu of evidence-based interventions that are precisely tailored

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

Tools to plan interventions, monitor student progress and track intervention fidelity to inform data-based decisions





5-Step Problem-Solving Process





### Tier 2 is all about early intervention

How do students go from Tier 1 to Tier 2?





#### **Medical Analogy**

Screen blood pressure

160/110 (normal = 120/80)

What's the next step?



Open heart surgery

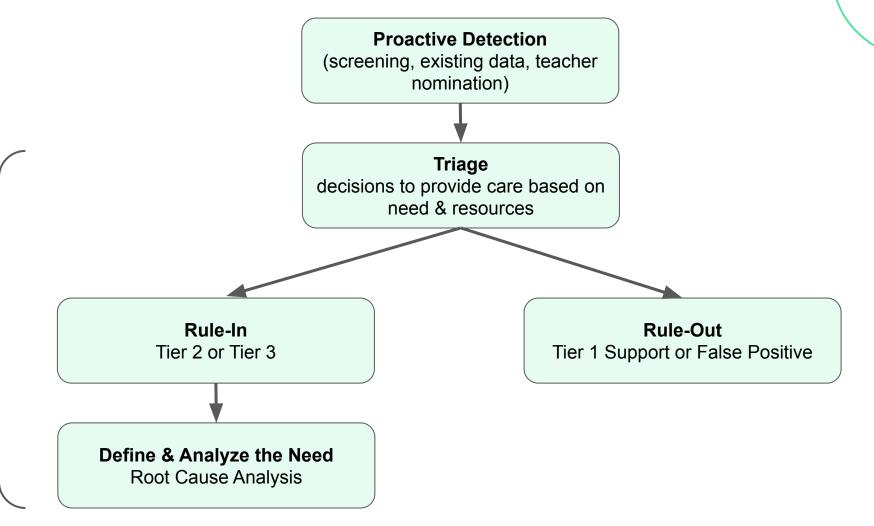
Diet - Exercise - Sleep



#### Step 1: Detect & Triage

Diagnostic Assessment

Information gathering to information best course of action





## 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.

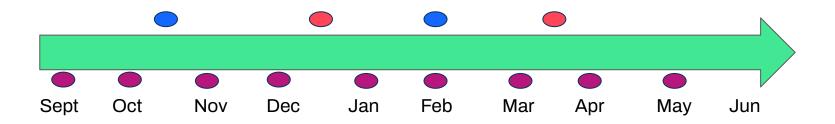


## Proactive Detection: Methods of Data Collection

- ☐ Universal Screening using a validated tool with an established cut-score
- □ Administrative Data with decision-rules to determine which students are at-risk (e.g., grades, attendance, behavior)
- → Structured Student Nomination Data to replace subjective teacher referral



#### **Timeline of Data Review**



#### **KEY**

- Structured Student Nomination
- Universal Screening
- Monthly Proactive Data Review



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	2 ?



#### Two Numbers You Need to Know

**Base Rate** 

**Capacity Rate** 

25% in Need of Support



15% of students can be served





## 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)



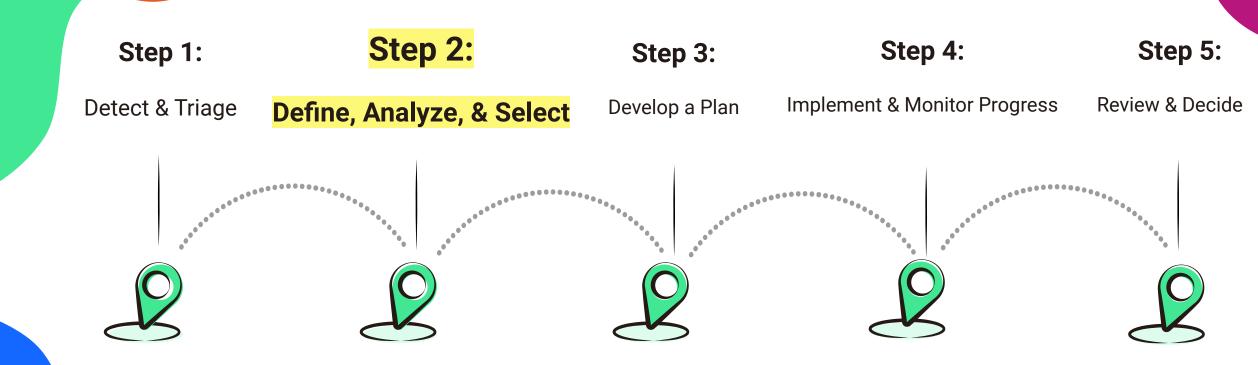
## Develop a Triage Process

Any time a student is detected as having a need answer the following question:

☐ Is the student receiving core Tier 1 practices?







**5-Step Problem-Solving Process** 



## What Drives Successful Tier 2

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**Form** is the behaviors we see.

**Function** is the reason why we see the behaviors.

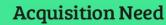
Why is it important to focus interventions on function and not on form?



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



Root Cause Analysis: Analyze WHY the problem is happening



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 the student 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



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

### The WHY

Root cause analysis

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

Select an intervention that targets the hypothesized root cause





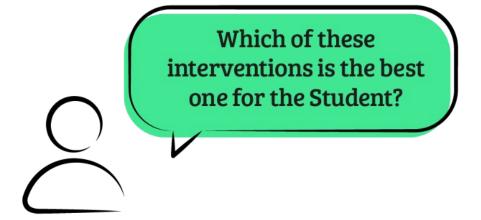
### Menu of Interventions

Intervention 1

Intervention 2

**Intervention 3** 

Intervention 4



6

Why a menu of interventions?





- 1.Coping
  Internalizing Emotions
- **2. Regulation**Externalizing Emotions
- 3. Relationships

  Social Skills
- **4. Self Management**Executive Functioning



#### Class Pass Implementation Script

~~~~

A structured process designed for students with escape-motivated behavior during academics. The intervention provides students with structured breaks (class passes) that serve as a socially-acceptable replacement behavior for the escape behavior they are exhibiting. The intervention simultaneously encourages students to refrain from using structured breaks (class passes), which in turn increases motivation, resulting in engagement in academics for longer periods of time.

#### Students Who Benefit and 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 a 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

Acquisition-Based Support Small Group Skill Building Performance-Based Support Environmental supports to encourage & motivate



### **Acquisition-Based Interventions**

Acquisition-Based Support
Adaptive Skill Building
Curriculum

Teach Emotion Regulation & Coping Skills Coping and Managing Externalizing (anger/frustration/aggression)

Coping and Managing Internalizing (anxiety/worry/depression)

Teach Skills to Regulate Behavior Social Skills

**Executive Functioning** 



### Performance-Based Interventions

Performance-Based Support Environmental supports to encourage & motivate Adult Attention/Approval

Check-in/Check-out

Escape/avoid academic work

Class Pass

Earn access to preferred experience

**Behavior Contract** 

Adult / Peer Prompting

Self-Monitoring

Home support

School-Family Communication

**Proactive Encouragement** 

Precorrection Plan





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#### **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 and reinforcement for unused passes
  - Developing an exchange model where student trades in unused passes for a selected high interest activity or acknowledgement

#### Research:

- Studies show that Class Pass increases academic engagement and lowers disruptive behavior
- Self-Management intervention is effective in decreasing walking behavior
- Changes in off-task behavior have been documented from teachers implementing the intervention with fidelity

#### **Examples and Non-Examples:**

| Ineffective Class Pass Methods                                                                                                                                                                                                                                                            | Effective Class Pass Methods                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -Blanket amount of passess given to all students -Not determining the activity that the student will engage in during the class pass timeframe -No plan for reintegrating the student into the educational setting -Telling the student what they will earn from banking the class passes | +Determine the number of passes to give by looking at developmental levels (younger aged children need more passes, less time for a break)  + Predetermine a non-disruptive activity for student during class pass time frame  +Discuss engaging and easy transitions back to the educational setting  +Work alongside student to determine the incentive for banking passes |

# Character strong Tier 2





### Class Pass Fidelity Tool



The following are the 7 core components associated with developing and implementing an effective Class Pass system. For each of the core components below, put a checkmark beside the ones that have been implemented when delivering this support.

- ☐ Developed the actual class passes to be used.
- □ Determined the number of class passes (e.g., 3-5) and length of time (e.g., 3-5 minutes) the student can break for.
- ☐ Identified the location where the student takes the break (desk, in the classroom, outside of the classroom).
- ☐ Determined a non-disruptive activity the student engages in while on the break.
- $\Box$  Identified the items, privileges, or activities that class passes can be banked and exchanged for.
- ☐ Student received tell-show-do training experience to learn how to use class passes.
- ☐ Teacher prompted the student to consider using the class pass or holding on to them at the first signs of problem behavior.

Total Class Pass Fidelity Score (# of ✓/7) = \_\_\_\_\_\_%





### Class Pass Examples



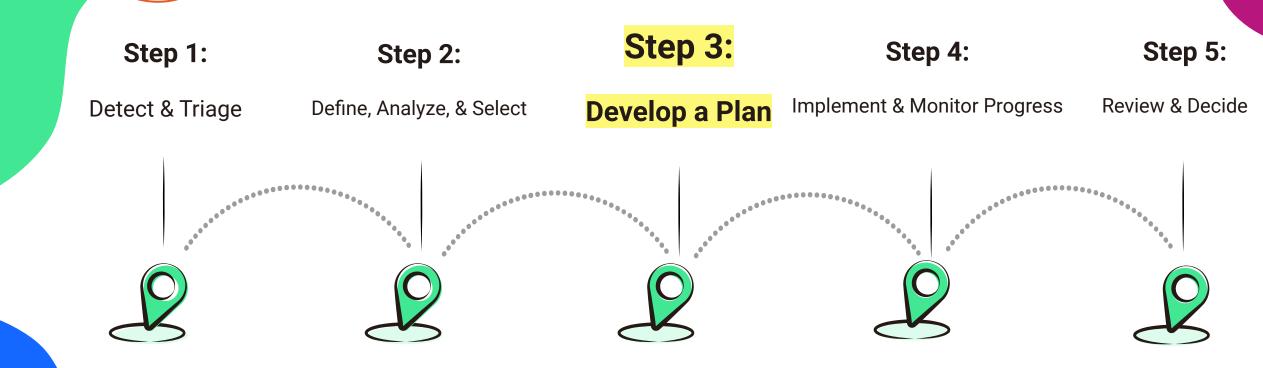


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**FRONT** 

**BACK** 





5-Step Problem-Solving Process



### What Drives Successful Tier 2

- 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
- Tools to plan interventions, monitor student progress and track intervention fidelity to drive decisions



### Based on Your Capacity Rates in Step 1...

Who do you have available in your system to deliver acquisition or performance interventions?

- School Counselors / Social Workers
- School Psychologists
- Behavioral Interventionists
- Administrators
- Classroom educators
- Para educators

Who will be the intervention lead from the Tier 2 team to support the educator above?

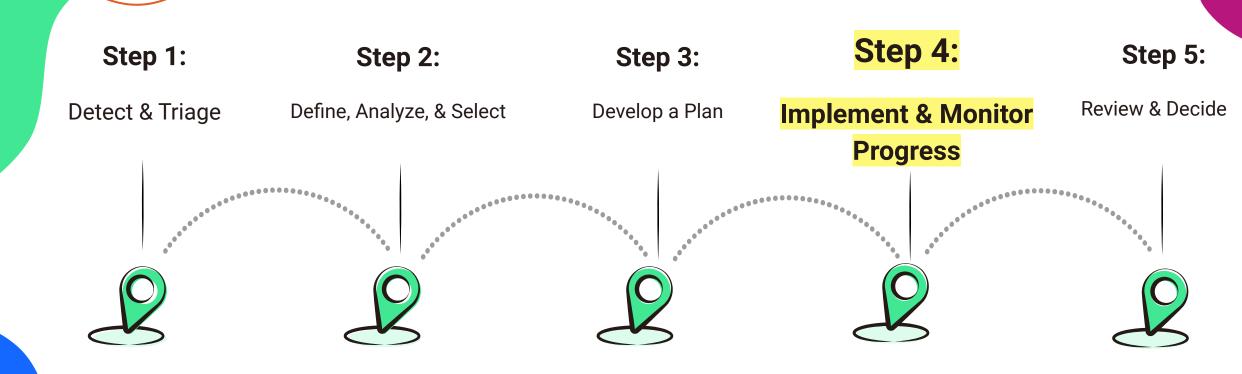


### Step 3: Develop a Plan

Intervention Plan						
Who is the Student and the Tier 2 Team Member supporting this plan?	Student: Educator:					
Which intervention did you select?	Intervention:					
What is the hypothesized root cause?	Root Cause Targeted by the Intervention:					
What are the core components of	Core Components and Person Responsible:					
the selected intervention?	Core Components	Person Responsible	When they will be delieved			
Who is responsible for implementing each component?						
When will those components be delivered?						
denvered:						
Which tool will you use to collect baseline data?						
What tool will you use to gather intervention fidelity data?						
When will you gather baseline	Date for Baseline:  Dates to Gather Progress Monitoring Data:					
data, progress monitoring data, and fidelity data?						
	Dates to Gather Intervention Fidelity Data:					
Who will collect baseline and progress monitoring data?	Person Responsible Baseline and Progress Monitoring:					
When will intervention	Person Responsible Inte	ervention Fidelity:				
When will intervention implementation start?	Intervention Start Date:					
When will we reconvene as a team to review progress monitoring data and make a decision?	Team Meeting Date:					







5-Step Problem-Solving Process



## Monitoring of 2 Pieces



**Question:** Did the student receive the intervention as planned?

**Data:** Intervention fidelity data (core components)



Question: Did the student respond to the intervention?

**Data:** Student progress monitoring data (baseline and intervention)





# Summarizing Intervention Fidelity

**Component Fidelity** 

Step 4: Intervention Monitoring Data											
Implementation of Core Components - Intervention Round #1											
Directions: For each component that	was delive	red that we	ek, fill in 1	for YES.	For those	component	ts that were	e not delive	ered, fill in a 0 f	or NO.	
Fidelity of Core Components Implemented	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	lotal % Fidelity Score
Mentor or Coach is assigned and the student likes and is willing to meet with	(1 ▼)	(1 ▼)	(1 ▼)	(1 ▼)	(1 ▼)	(1 ▼)	•	•	•	•	100.00%
Mentor provides unconditional positive regard and encouragement	(1 ▼)	(1 ▼)	(1 ▼)	1 🔻	0 •	0 🔻	( ▼)	•	•	( ×)	66.67%
Mentor conducted morning check in and positive conversation daily	(1 ▼)	(1 ▼)	0 🔻	0 🕶	(1 <b>▼</b> )	( 1 <b>v</b> )	•		•	•	66.67%
Mentor checked out with student in the afternoon with feedback and encouragement daily	1 🔻	1 🔻	(1 ▼	(1 ▼)	1 •	1 🔻	•	•	•	•	100.00%
Point sheet completed by teachers	0 🕶	0 🕶	(1 ▼)	(1 ▼)	0 🕶	(1 ▼)	•	( <b>v</b> )	•	•	50.00%
Student received positive reinforcement	(1 ▼)	(1 ▼)	0 🕶	(1 ▼)	0 •	(1 ▼)	( •)	( <b>v</b> )	•	•	66.67%
Daily Behavior Report Sent Home	0 🕶	0 🕶	0 🕶	( 0 ▼	0 •	0 ▼	<b>( •</b> )	•	•	( <b>v</b> )	0.00%
	(	•	•	•	( •	( <b>v</b> )	•	·	< →	•	C A 400
Totals	71.43%	71.43%	57.14%	71.43%	42.86%	71.43%					<mark>64.42%</mark>

**Total Fidelity** 

**Fidelity Consistency** 



### **Direct Behavior Ratings**





### **CharacterStrong Tier 2**

Direct Behavior Rating: Academically Engaged Time

#### Directions:

- Select the main dimension of the behavior (frequency or duration) that you will rate that best captures what you are trying to increase to improve the student's functioning.
- Identify the specific setting and situation (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.
- 3. During the specific setting and situation, observe the behavior and immediately after the time ends, rate the behaviors by placing a mark along the line that best reflects the main dimension: <a href="frequency">frequency</a> (# of times) or duration/time (proportion or amount of time) of the selected behaviors.

Date:	Student Name:	Setting and Situation/Routine of Rating:				
M T W Th F						
Observation Start Time:		Observation End Time:				
Behavior Description:						
Academically Engaged Time is defined as active, on-task behaviors that involve participating in academic instruction or activities (whole group, small group, independent work) that leads to learning and completion of assignments and tasks. Examples: writing, raising their hand, answering a question, talking about a lesson, listening to the teacher, reading or working independently, or reviewing instructional materials.						
Select 1 Dimens	sion:					
and the second s	cy (# of times) n (proportion or amount of time)					

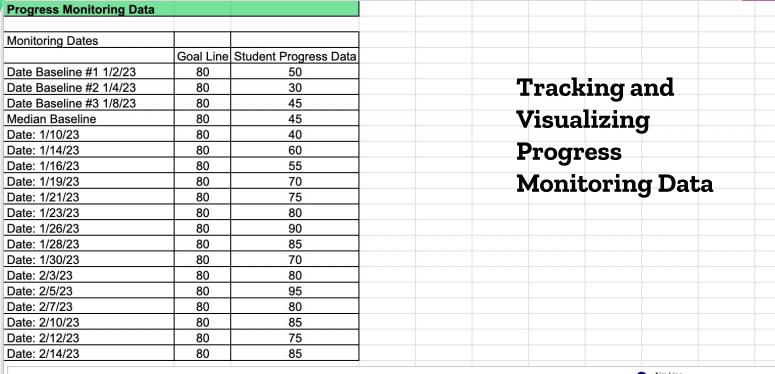
### **Direct Behavior Ratings**

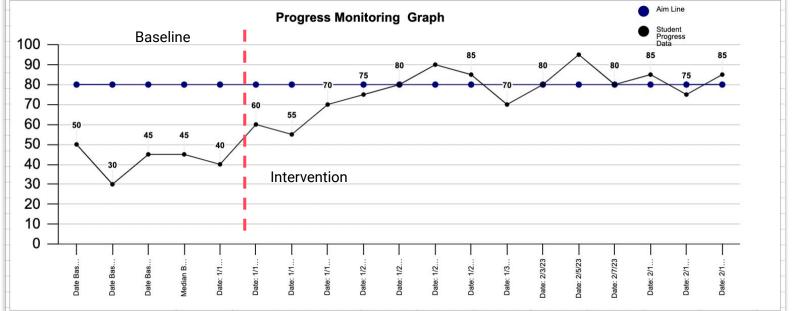
A comprehensive list of the DBRs referenced in CST2 and loaded in the Intervention Planning and Monitoring Tool

Behavior Addressed in DBR	Link to a copy version DBR
cademically Engaged Time	CST2: Direct Behavior Rat
nxious Distress	CST2: Direct Behavior Rat
ttendance	CST2: Direct Behavior Rat
voidant Behavior	CST2: Direct Behavior Rat
ehaviors Inconsistent with Norms/Expectations	CST2: Direct Behavior Rat
ehaviors that Disrupt Learning	CST2: Direct Behavior Rat
ehaviors that Impact Relationships	CST2: Direct Behavior Rat

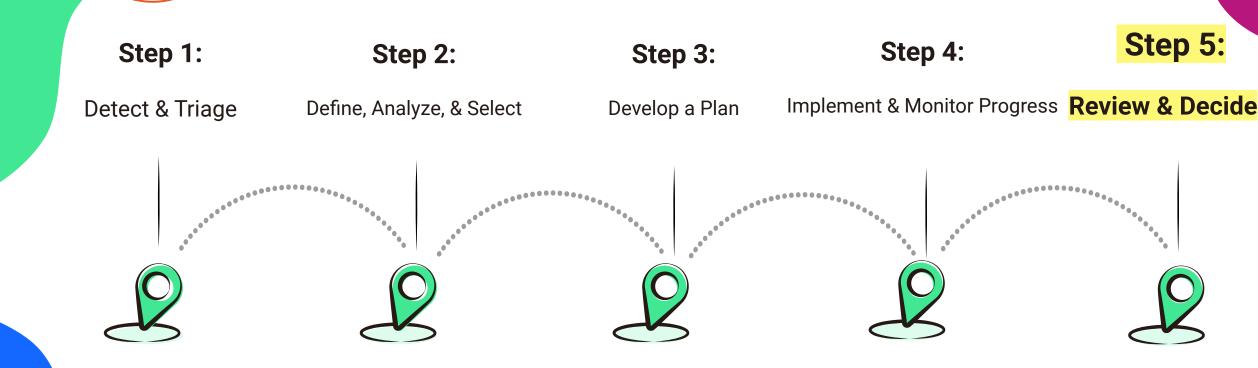


### Step 4: Implement & Monitor









5-Step Problem-Solving Process



### Step 5: Meet & Decide

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

#### **Sufficient Fidelity**

### Insufficient Fidelity



#### **Choose 1 Decision:**

- **Decision:** Maintain intervention and return to Step 4 Implement & Monitor
- Decision: Begin fading intervention and return to Step 3
   Develop a Plan
- **Decision:** Exit from Tier 2 and return to Tier 1 support alone

#### Choose 1 Decision:

- **Decision:** Improve fidelity of core components and return to Step 3
- Develop a Plan to improve fidelity of core components
- **Decision:** Exit from Tier 2 and return to Tier 1 support alone

#### No Student Response

#### **Choose 1 Decision:**

- Decision: Change the intervention within Tier 2 and return to Step 2 - Define, Analyze, and Select
- Decision: Intensify the intervention and bump up to Tier 3 support

#### Choose 1 Decision:

- Decision: Improve fidelity of core components and return to Step 3
   Develop a Plan to improve
- Develop a Plan to improve fidelity of core components not consistently delivered





There is no successful implementation effort without a team that is accountable for implementation.

Why?



### **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









An Effective Teaming Inventory provides the internal capacity within a school building to support continuous improvement towards effective implementation of Tier 2 practices. This checklist should be completed quarterly by the team to monitor the extent to which these essential components of effective team functioning are in place.

Components of Effective Implementation Teaming	0- 1- Not Yet Partiall in Place in Place	and the state of t
The right people are at the table.		
Formal and Informal educational leaders are on the team	•	
<ol><li>Wide selection of staff that represent varying perspectives of the school system</li></ol>		
<ol><li>Champions of Tier 2 implementation are on the tea</li></ol>		
<ol> <li>Key opinion leaders with high social capital are on team</li> </ol>	the	
<ol><li>Parent/Family participation to maximum extent practicable</li></ol>		
Shared vision, knowledge, and understanding of the		
task/objectives		
<ol> <li>A common vision of the work is listed on every age</li> </ol>	nda	
<ol><li>Team members understand and practice the vision</li></ol>		
<ol><li>Team members can communicate the work of the</li></ol>	team	





**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.



#### **PROBLEM-SOLVING PROCESS**

Coordinated 5-Step Process, Tools to Support Universal Screening, Matching, and Progress Monitoring

## TARGETED CURRICULUM TO TEACH SKILLS:

Elementary, MS, & HS Skill Building Curricula Targeting Specific Skill Needs

#### **TEAMING SUPPORT:**

Rubrics to Guide Effective Teaming, Meeting Agendas, Roles & Responsibilities



### TARGETED INTERVENTIONS TO MOTIVATE:

6 Evidence-Based Performance Supports

#### PROFESSIONAL LEARNING:

Live Trainings, Asynchronous Modules, and Coaching Support









### What are your needs around Tier 2?

We have a clear Tier 2
Process, I am just here for a
tune-up & tips



Bring information back to your team

We have a scattershot approach to the Tier 2 process and could use some help



Download Tier 2 / 3 Guide

We are struggling to implement a coordinated Tier 2 process need some urgent support



CS Tier 2 Samples, Demo, Call



### **Upcoming CharacterStrong Events**

August 30th// Tier 2 Demo - LIVE!

August 31st // Secondary Curriculum Demo - LIVE!

September 1st // Gym Demo - LIVE!

September 6th // WEBINAR: 52 Ideas to Support School Culture

September 13th // Leadership Demo- LIVE!







**Certification Training** 

October 12-13, Tacoma, WA





# MTSS

**CERTIFICATION** 



January 29 - 30, 2024 Redondo Beach, CA

Register now at CharacterStrong.com/MTSS-Certification



### **Regional School Culture Trainings**

Increasing Belonging, Well-Being and Engagement

### When and Where?

- October 3, 2023 Dallas, TX
- October 5, 2023 San Antonio, TX
- October 10, 2023 Puyallup, WA
- October 11, 2023 Spokane, WA
- October 26, 2023 Raleigh, NC
- November 2, 2023 Louisville, KY
- November 14, 2023 Davenport, IA
- November 17, 2023 Allentown, PA
- November 30, 2023 Peoria, AZ
- December 5, 2023 Chino, CA





# Character Strong Tier 2

## Thank You!

#### PROBLEM-SOLVING PROCESS

Coordinated 5-Step Process, Tools to Support Universal Screening, Matching, and **Progress Monitoring** 

#### **TEAMING SUPPORT:**

Rubrics to Guide Effective Teaming, Meeting Agendas, Roles & Responsibilities



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Elementary, MS, & HS Skill **Building Curricula Targeting** Specific Skill Needs



#### TARGETED INTERVENTIONS TO MOTIVATE:

6 Evidence-Based Performance Supports

#### PROFESSIONAL LEARNING:

Live Trainings, Asynchronous Modules, and Coaching Support











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