

The logo for 'Character Strong' is written in a white, elegant cursive font. The word 'Character' is on the left, followed by a small red heart icon, and then the word 'Strong' on the right. The background behind the text is a dark blue rounded rectangle.

Character Strong

X

The logo for 'Catapult Learning' is written in a white, clean sans-serif font. The word 'Catapult' is on the left, followed by the word 'Learning' on the right. Above the letter 'i' in 'Learning' is a small white icon of a three-leaf sprout. The background behind the text is a dark blue rounded rectangle.

Catapult Learning

A decorative graphic consisting of a grid of small red dots, arranged in four rows and five columns, located in the bottom left corner of the slide.

Strengthening Tier 2 Supports



Houston Kraft


Co-Founder of *Character Strong*
Author of *Deep Kindness*
& *Be Kind*





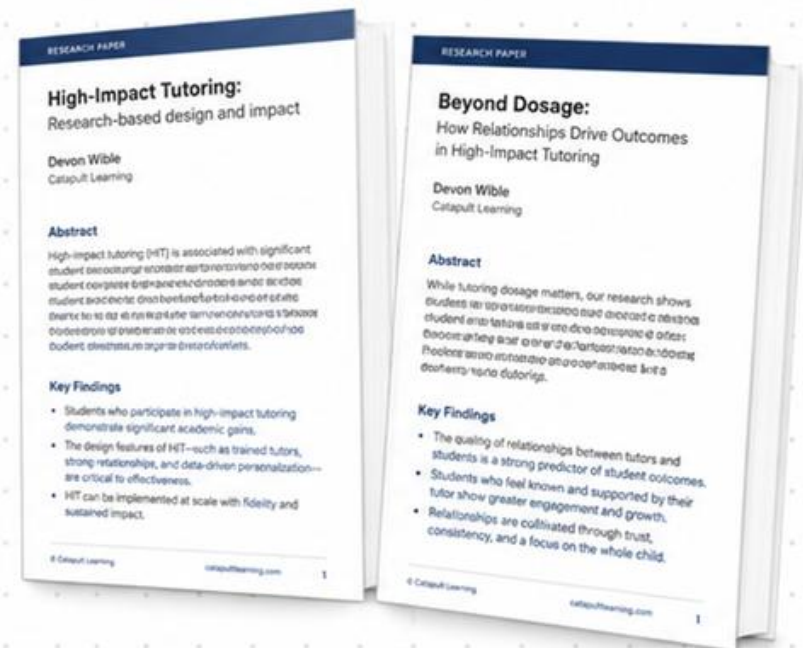
Devon Wible

 VP, Teaching & Learning at **Catapult Learning**.

 Support **180K students** in getting back to grade level in reading and math every year.

 **Author of:**

- **High-Impact Tutoring:**
Research-based design and impact
- **Beyond Dosage:**
How Relationships Drive Outcomes in High-Impact Tutoring



*Character
Strong*

Behavior



*Character
Strong*

Behavior = Culture





Culture: “...goes much deeper than a mission statement... culture is how group members actually **behave,** *repeatedly and habitually.*”

- **James Hunter**





*“When it comes to school **culture** change we are first and foremost in the business of adult **behavior** change.”*

- **Dr. Clay Cook**





*“You either have a school culture by default or a school culture by **design.**”*

- **Phil Boyte**



Culture by Design = Implementation





What do we **NEED?**



Clarity

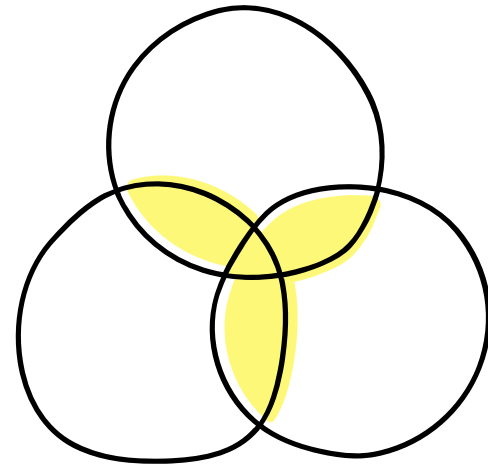


Competence



Consistency





The Circles of

Culture



The Circles of **Culture**



Clarity



What is our shared language?

"We're all on the same page."

Competence



What do people know how to do?

"We know how to do it – and feel prepared."

Consistency

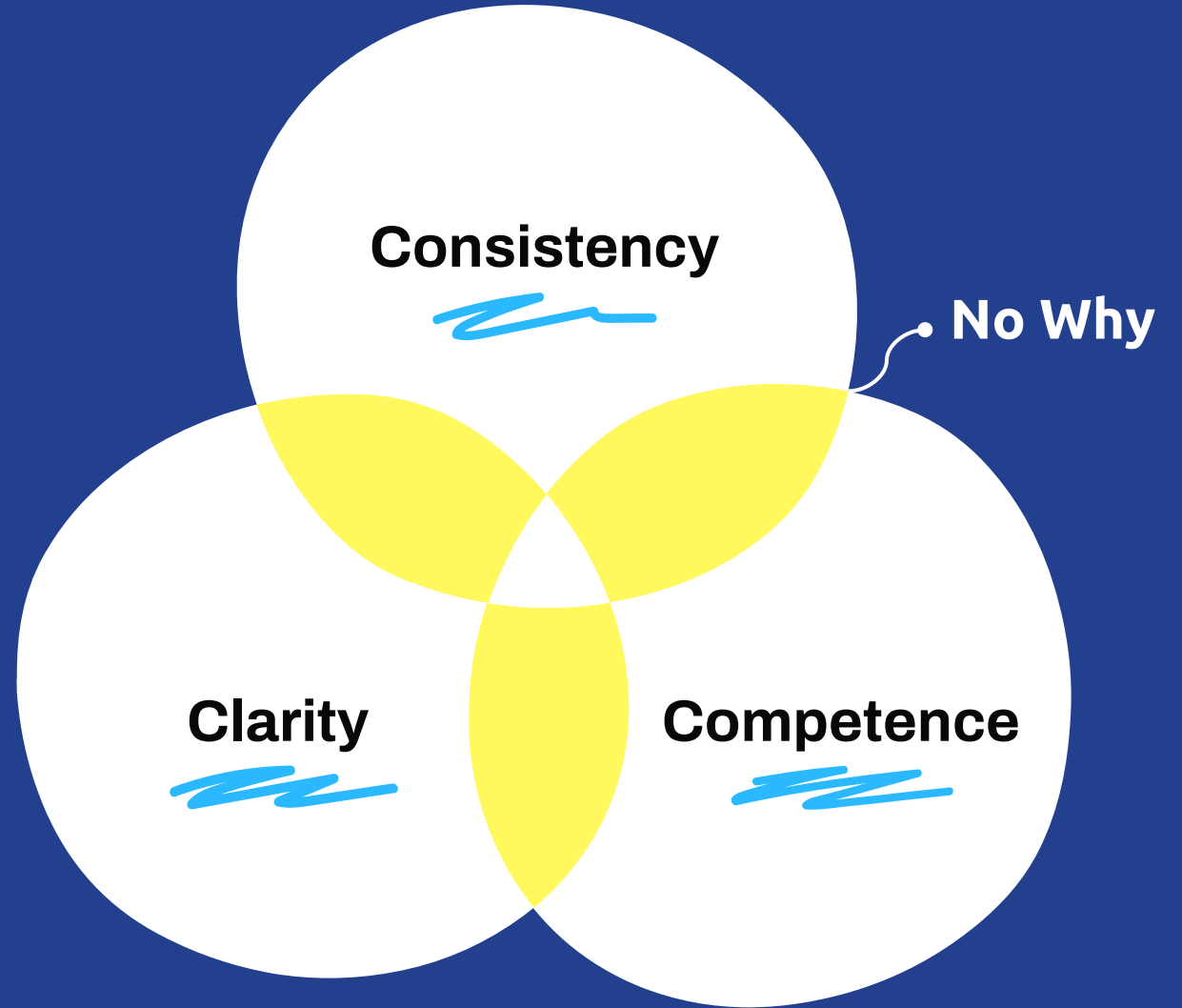


What do people do daily or weekly?

"We actually do what we said we'd do – over time."



Circles of Culture





⚡ A culture with **No Why**

We teach a lot of skills, we talk about our culture often, but there is no 1. buy-in, 2. common understanding, 3. clear, unifying purpose. It is a culture that is busy, but not sustainable.

Consistency

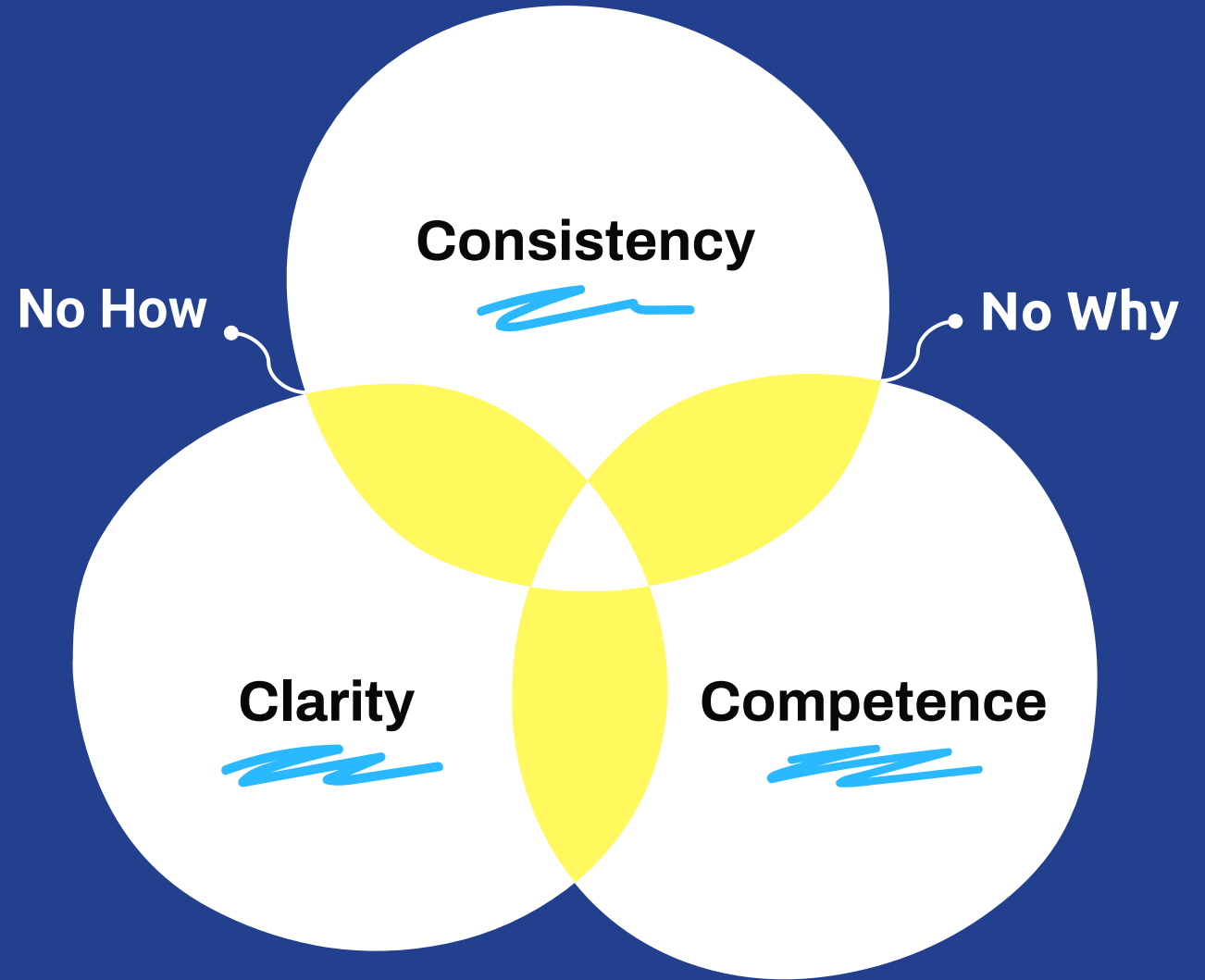


Competence





Circles of Culture





A culture with **No How:**

We know what is important and we see/talk about it often, but the staff or students don't have the skills to bring the vision to life. It is a culture that is busy, but not productive.

Consistency

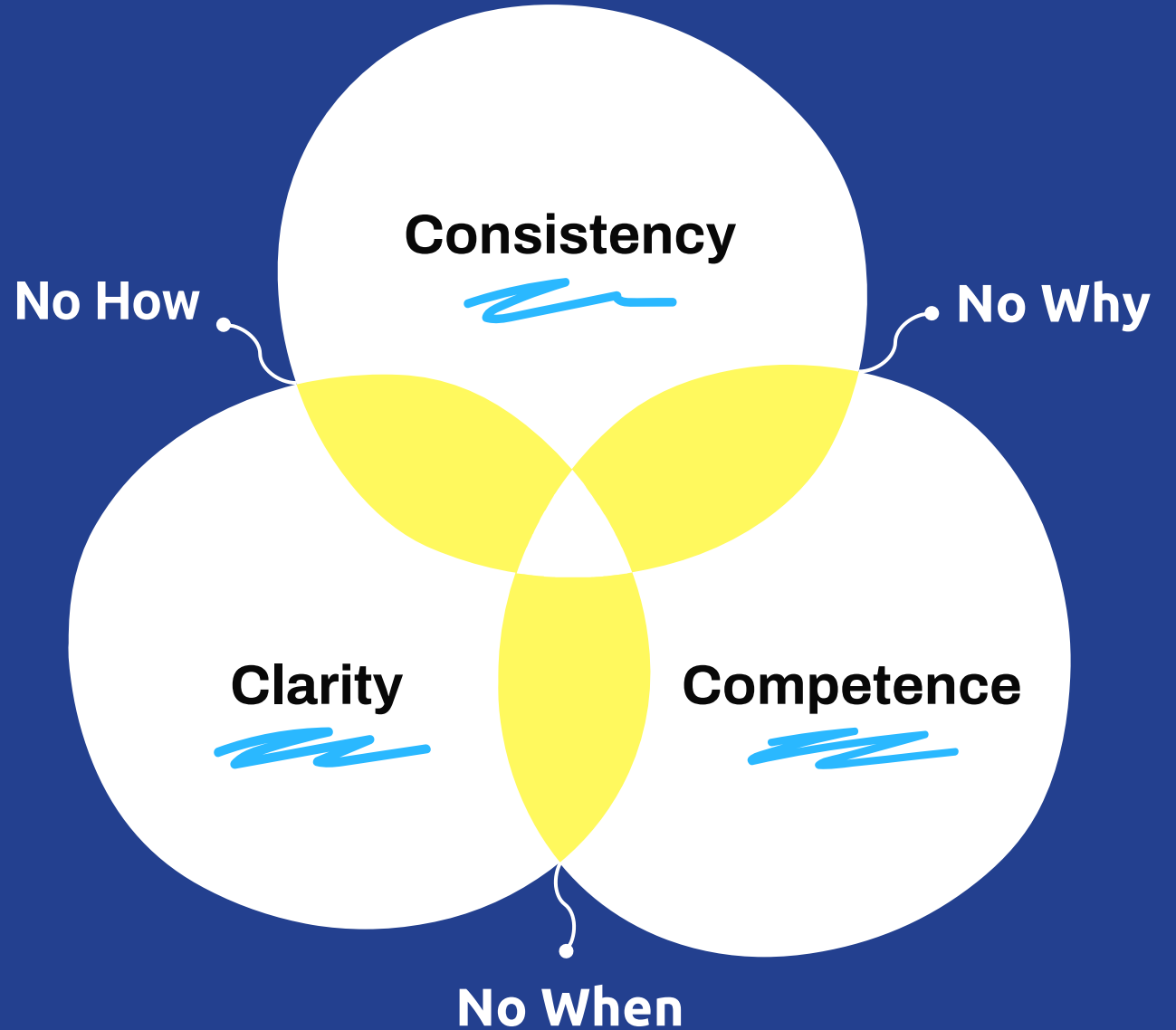


Clarity





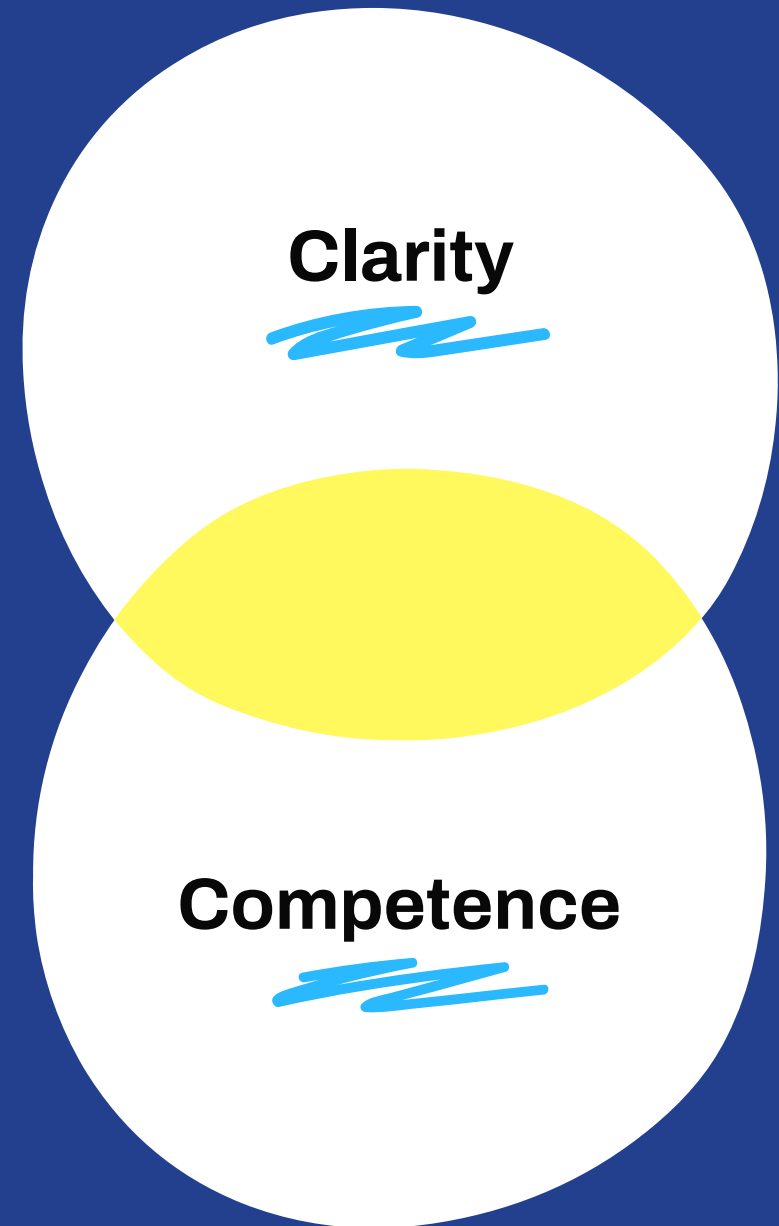
Circles of Culture





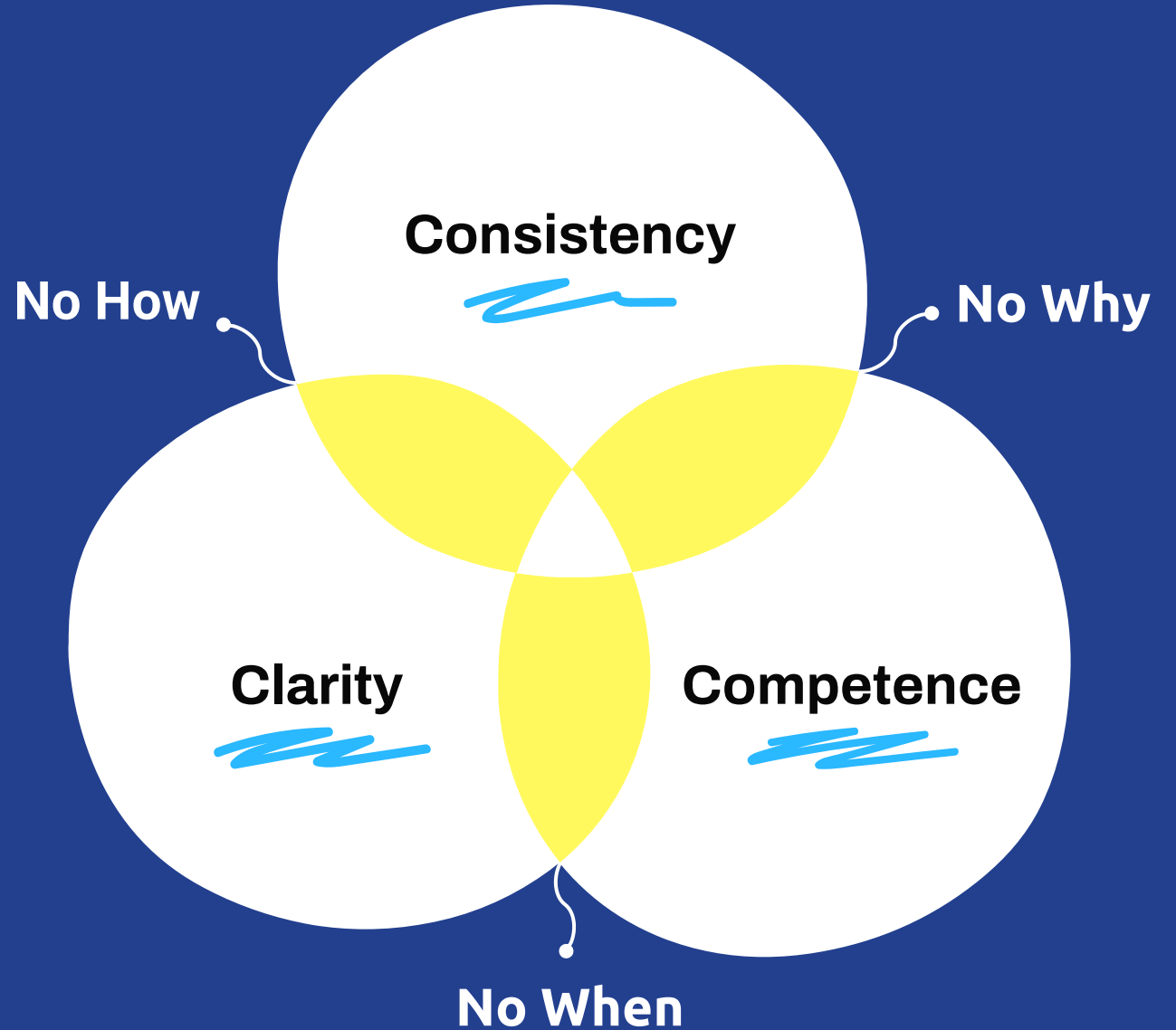
⚡ A culture with **No When:**

Inspiration doesn't mean application. A big message with a little follow through is like going to the gym ONCE. It is a culture of inconsistency - a culture of good ideas, but no habits.



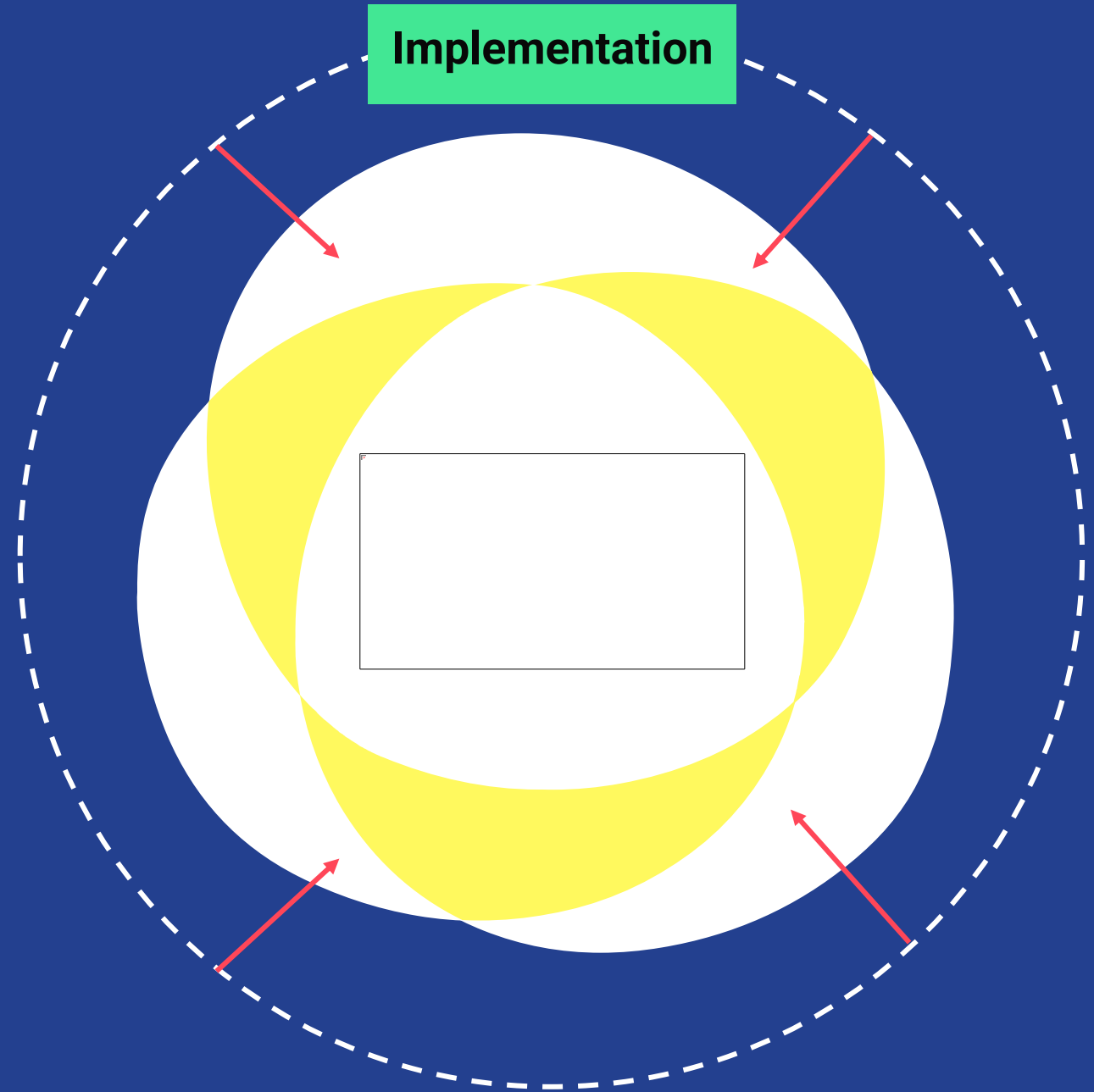


Circles of Culture





Circles of Culture





Competence



Clarity



Consistency

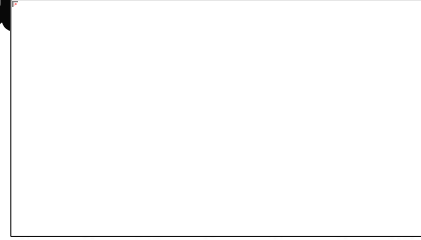


What is MTSS?



**If You Ask the Same
Question, Will You Get
Different Answers?**

What is MTSS?



At your table, create a simple definition of MTSS.

Be prepared to share:

- What is **MTSS?**
- What is its **purpose?**
- How do **Tier 1, Tier 2, and Tier 3 work together?**



MTSS is not about how we organize our kids, it's about **how we organize ourselves for collective impact.**

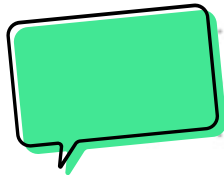


- **George Sugai**

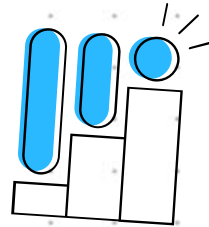




MTSS is framework we use to guide educator behavior change



Provides language to talk about key educator behaviors (e.g., Tier 1 practices)



Calls for collection of data on educator behavior (i.e., fidelity)



Outlines processes for educator behavior (i.e., problem-solving process)



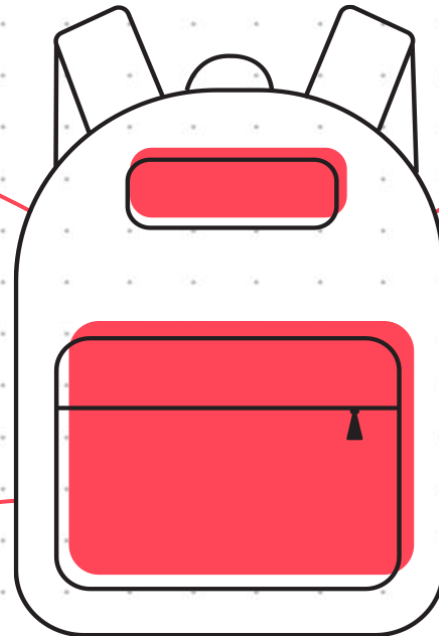
Multiple Domains of Need

Academic Needs
(Core skills,
Content Knowledge,
Career/College Readiness)

Life Skills Needs
(Competencies, Belonging,
Mental Health)

Basic Needs
(Nutrition, Sleep,
Physical Health)

Behavioral Needs
(Attendance,
Expectations,
Engagement)





Tier 3
Few Students

**FEW STUDENTS (WHO) +
INTENSIVE SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =**

Tier 3

Tier 2
Some Students

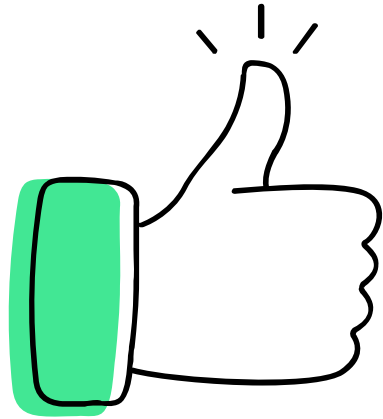
**SOME STUDENTS (WHO) +
TARGETED SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =**

Tier 2

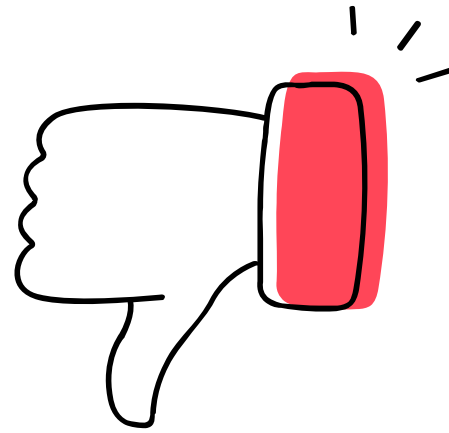
Tier 1
Every Student

**EVERY STUDENT (WHO) +
HOLISTIC NEEDS(WHAT) +
EVERY ADULT (HOW) =**

Tier 1



Agree

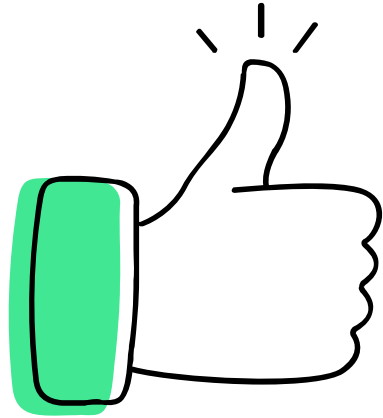


Disagree

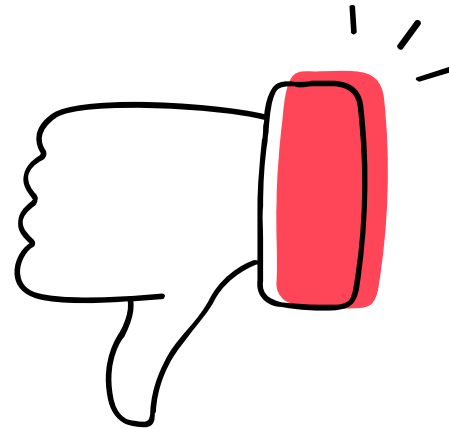
Clarity



Cereal is a soup.



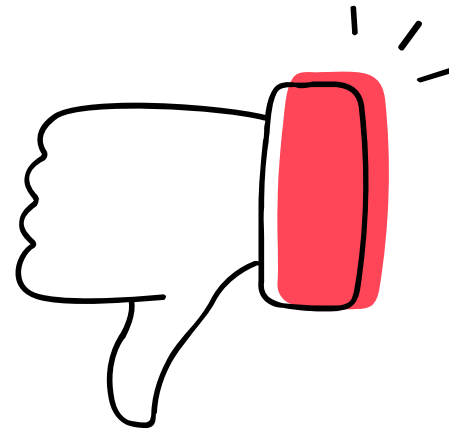
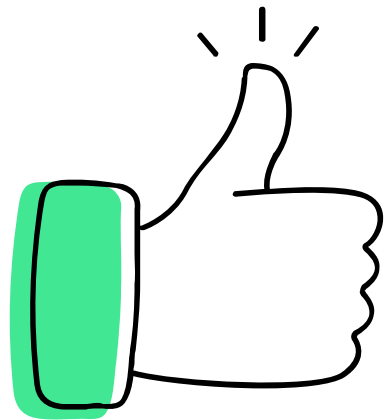
Agree



Disagree

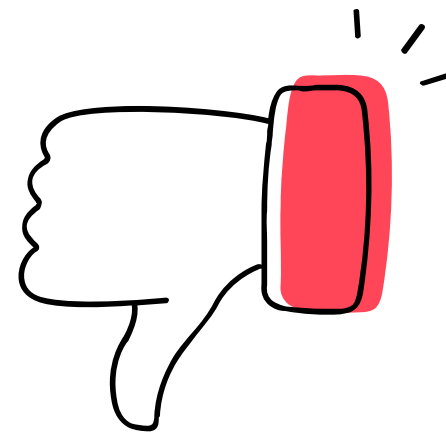
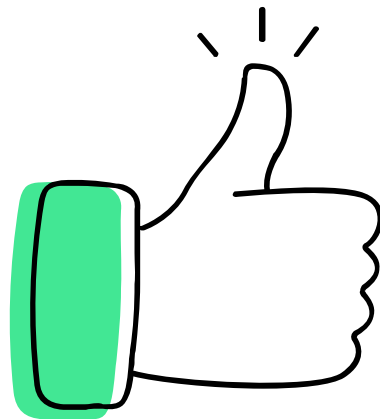


**A hot dog is a
sandwich.**



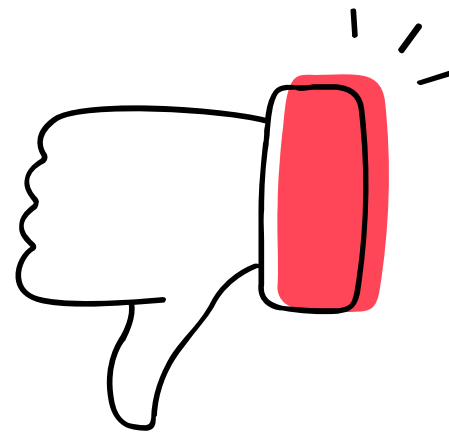
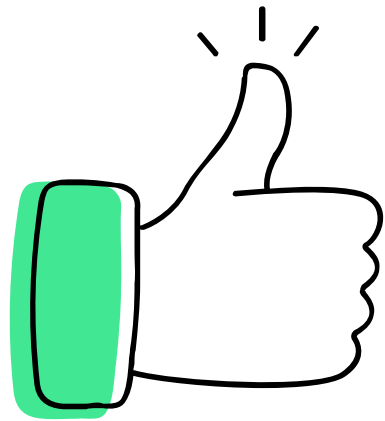


Mental health impacts
how people **think, feel,**
and BEHAVE .



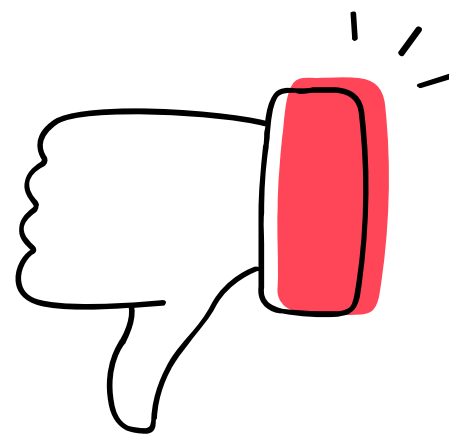
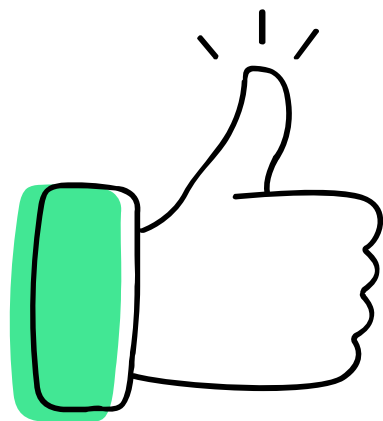


How students behave
impacts the culture and
climate of the school and
their academic performance.



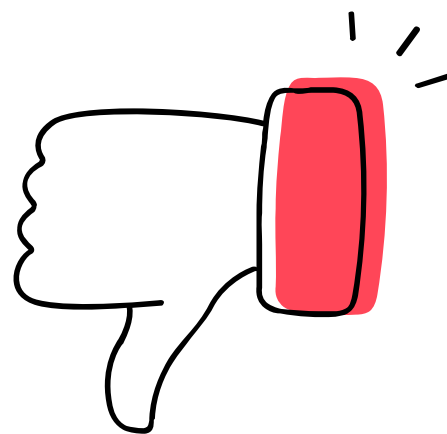
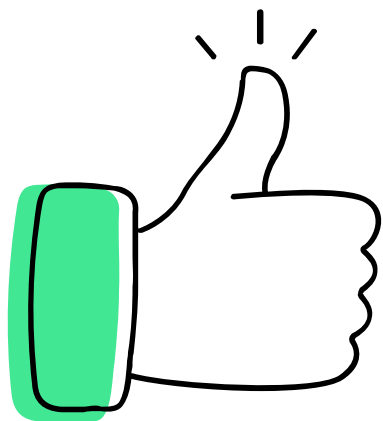


An unmet need will show up in a student's behavior and/or performance.



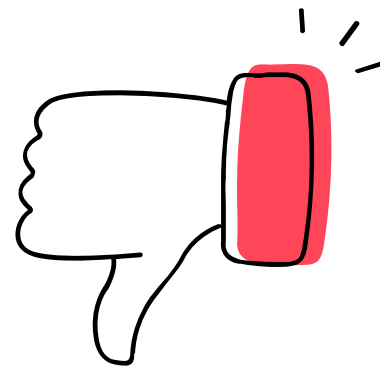
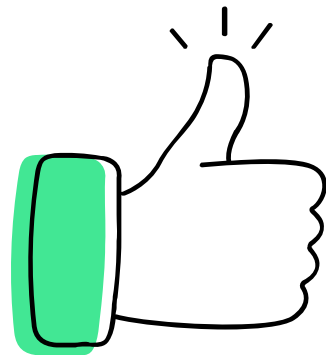


When **Tier 1 prevention** is weak, lots of students look like they need intervention.





There are lots of **effective Tier 1 practices and programs** to implement in schools to promote mental health and prevent mental health difficulties.





Character Strong



FREE EBOOK

Practices to Promote Behavioral Success: A Tier 1 Checklist for Educators

3

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
----------	------	--------	---

Relational Practices

Indirect compliments through other adults	To what extent do you identify something to compliment about what the student said, did, or achieved in class and relay that compliment through another important adult in the student's life?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	
Restoring relationship	To what extent do you engage in restorative conversations with students after a negative interaction to repair any harm done to the relationship?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	
Room meetings & community	To what extent do you hold classroom meetings with the purpose of building classroom community and a sense of ownership over the learning environment?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	
	To what extent do you facilitate students recognizing and acknowledging the positive things that each other are saying, doing, and achieving to create a supportive classroom community?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	

Proactive Practices

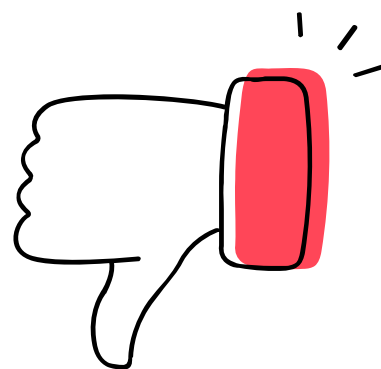
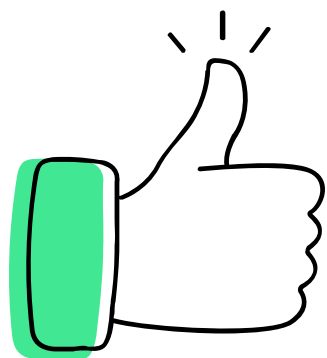
	To what extent are students reminded and encouraged to exhibit the behaviors that will result in success before they begin class or transition from activity to the next?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	
	To what extent have 3-5 positively behavioral expectations established, taught to the students, and posted to prompt them?	<ul style="list-style-type: none"> • 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent 	

Character Strong

Clarity

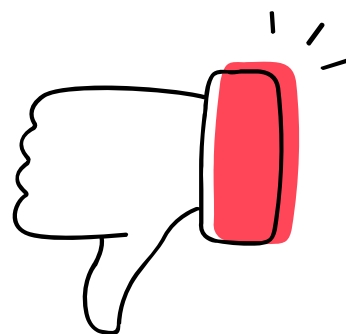
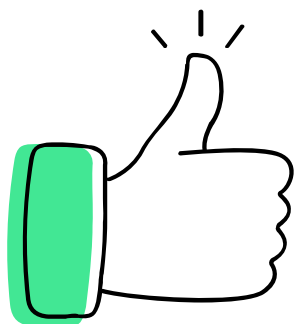


When **Tier 2 targeted support** is weak, lots of students look like they need Tier 3 or special education.





There are **effective Tier 2 supports** that enable schools to provide targeted support as close to the time when a student's needs emerge (i.e., early intervention)





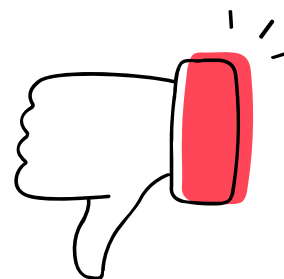
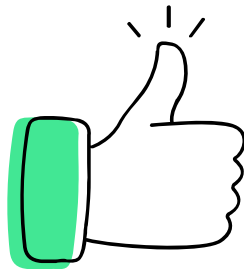
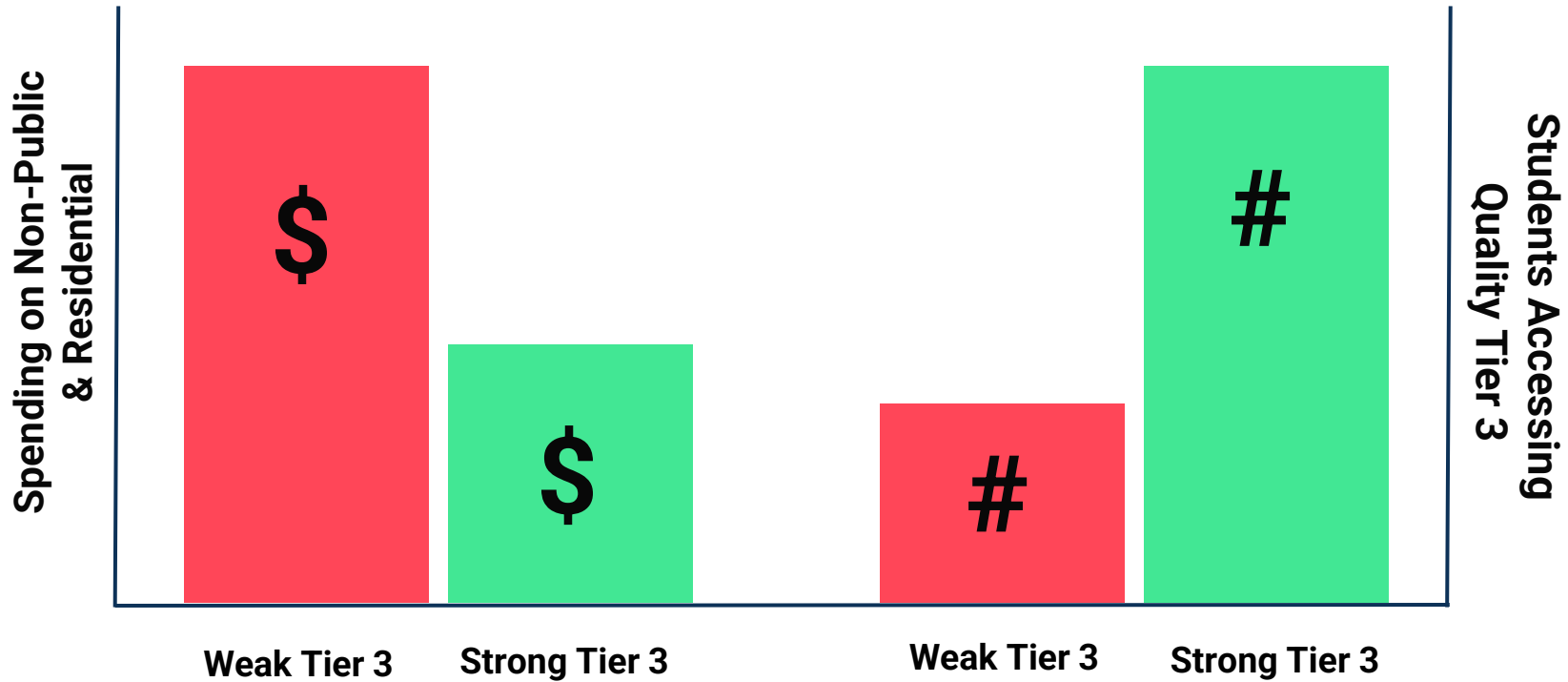
Character Strong

CS
Tier 2
CHECKLIST

Clarity



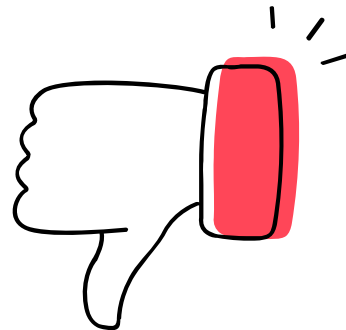
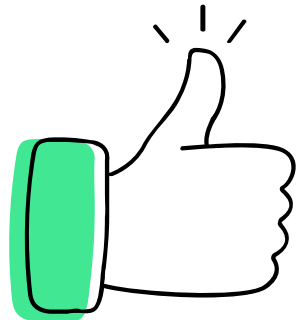
When **Tier 3 individualized support** is weak, students get pushed toward more restrictive settings.



Clarity



There are **effective Tier 3 services** for students with the greatest needs for support





CharacterStrong Tier 3

Evidence-Based Tier 3 Supports

CharacterStrong Tier 3 Solution is grounded in scientific evidence. There are multiple levels of evidence supporting the CharacterStrong Tier 3 personalized support pathways (e.g., function-based behavior support plans), assessment tools, and teaming processes. Below is a representative sample of the evidence supporting CharacterStrong Tier 3.

Evidence-Based Support	Student Needs Targeted	Evidence
Function-Based Behavior Support Plans that include teaching strategies, prevention strategies, and responsive strategies	Challenging and intense externalizing behaviors	<p>Bruni, T. P., Drevon, D., Hixson, M., Wyse, R., Corcoran, S., & Fursa, S. (2017). The effect of functional behavior assessment on school-based interventions: A meta-analysis of single-case research. <i>Psychology in the Schools, 54</i>(4), 351-369.</p> <p>Hurl, K., Wightman, J., Haynes, S. N., & Virues-Ortega, J. (2016). Does a pre-intervention functional assessment increase intervention effectiveness? A meta-analysis of within-subject interrupted time-series studies. <i>Clinical psychology review, 47</i>, 71-84.</p> <p>Goh, A. E., & Bambara, L. M. (2012). Individualized positive behavior support in school settings: A meta-analysis. <i>Remedial and Special Education, 33</i>(5), 271-286.</p>
Cognitive Behavioral Interventions that include psychoeducation and explicit teaching of cognitive, emotional, and behavioral regulation skills	Anxiety, depression, trauma, and other emotion regulation	<p>Carpenter, J. K., Andrews, L. A., Witcraft, S. M., Powers, M. B., Smits, J. A., & Hofmann, S. G. (2018). Cognitive behavioral therapy for anxiety and related disorders: A meta-analysis of randomized placebo-controlled trials. <i>Depression and anxiety, 35</i>(6), 502-514.</p> <p>Chorpita, B. F., Becker, K. D., & Daleiden, E. L. (2007). Understanding the common elements of evidence-based practice: Misconceptions and clinical examples. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 46</i>(5), 647-652.</p> <p>Oud, M., De Winter, L., Vermeulen-Smit, E., Bodden, D., Nauta, M., Stone, L., ... & Stikkelbroek, Y. (2019). Effectiveness of CBT for children and adolescents with depression: A systematic review and meta-regression analysis. <i>European psychiatry, 57</i>, 33-45.</p>



Clarity



Competence



Consistency





At your table....

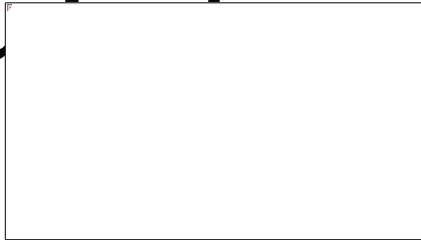
When a student needs more than Tier 1 support, what happens next in your school?



**When you hear “Tier 2”,
what comes to mind?**



Tier 2 is how MTSS responds when students need more.



What it IS

- A team-based approach
- A problem-solving process for long term supports
- A menu of supports
- Low burden interventions
- Early intervention
- Short term interventions

What it is **NOT**

- One person
- Admiring the problem or analysis paralysis
- Check-in/Check-out
- Highly specialized supports
- Late intervention
- Forever interventions

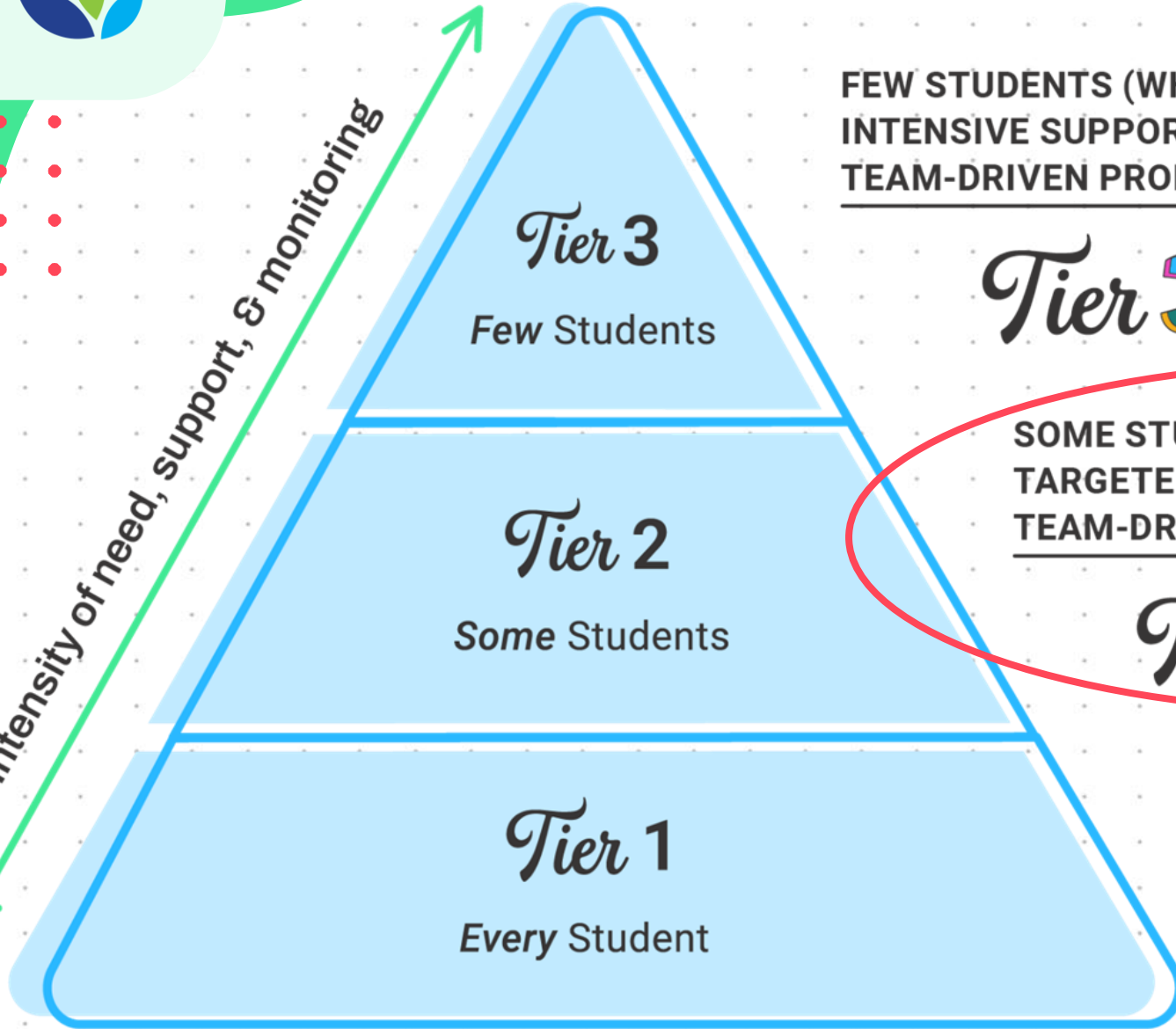
What is Tier 2?



Tier 2 is a team-based, data-informed process for identifying students who need more support, understanding why they need it, and delivering targeted interventions that accelerate success.



Intensity of need, support, & monitoring



FEW STUDENTS (WHO) +
INTENSIVE SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

Tier 3

SOME STUDENTS (WHO) +
TARGETED SUPPORT (WHAT) +
TEAM-DRIVEN PROBLEM-SOLVING (HOW) =

Tier 2

EVERY STUDENT (WHO) +
HOLISTIC NEEDS(WHAT) +
EVERY ADULT (HOW) =

Tier 1



CST2 Process



Readiness
Whole School & Team



Step 1:
Detect & Triage



Step 2:
Define, Analyze, &
Select



Step 3:
Develop a Plan



Step 4:
Implement &
Monitor Progress



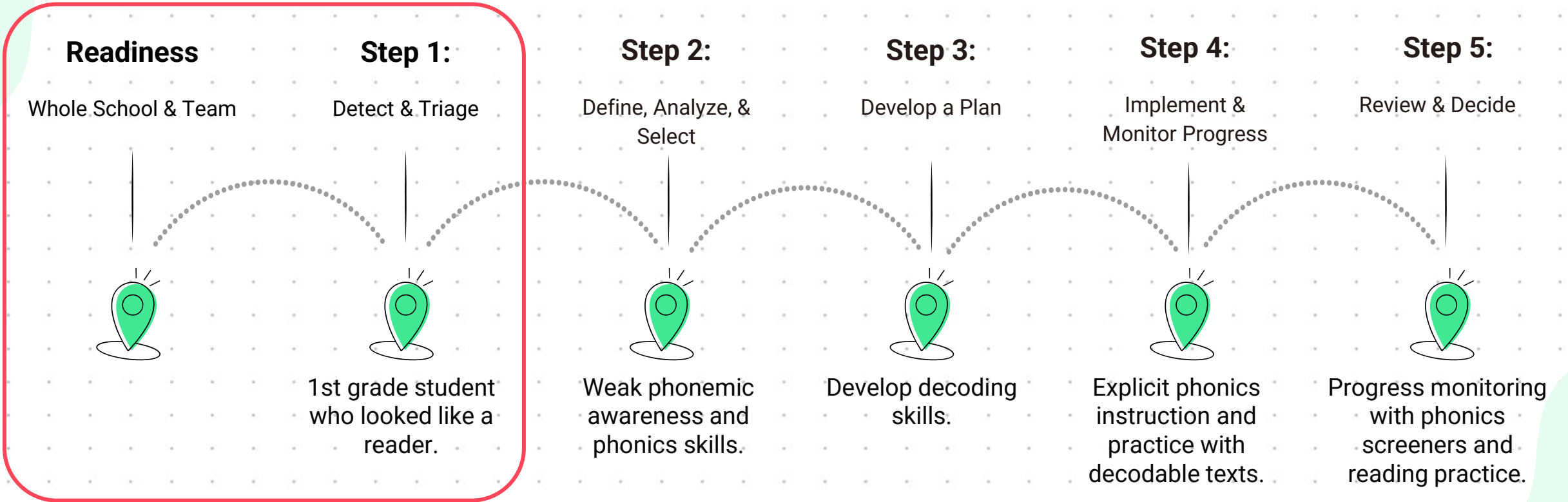
Step 5:
Review & Decide





Robert's Reading Journey

CST2 Process



He looked like a reader.
He wasn't decoding.



Once we identified the right need,
we delivered the right support



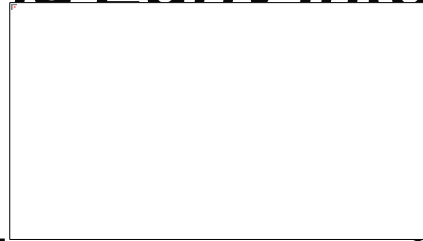
Robert became a
confident reader.





Proactive Detection

Activating Early Intervention



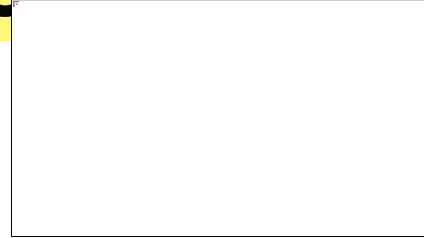
All students are in Tier 1

There is no early intervention without proactive detection, including screening.





Proactive Detection

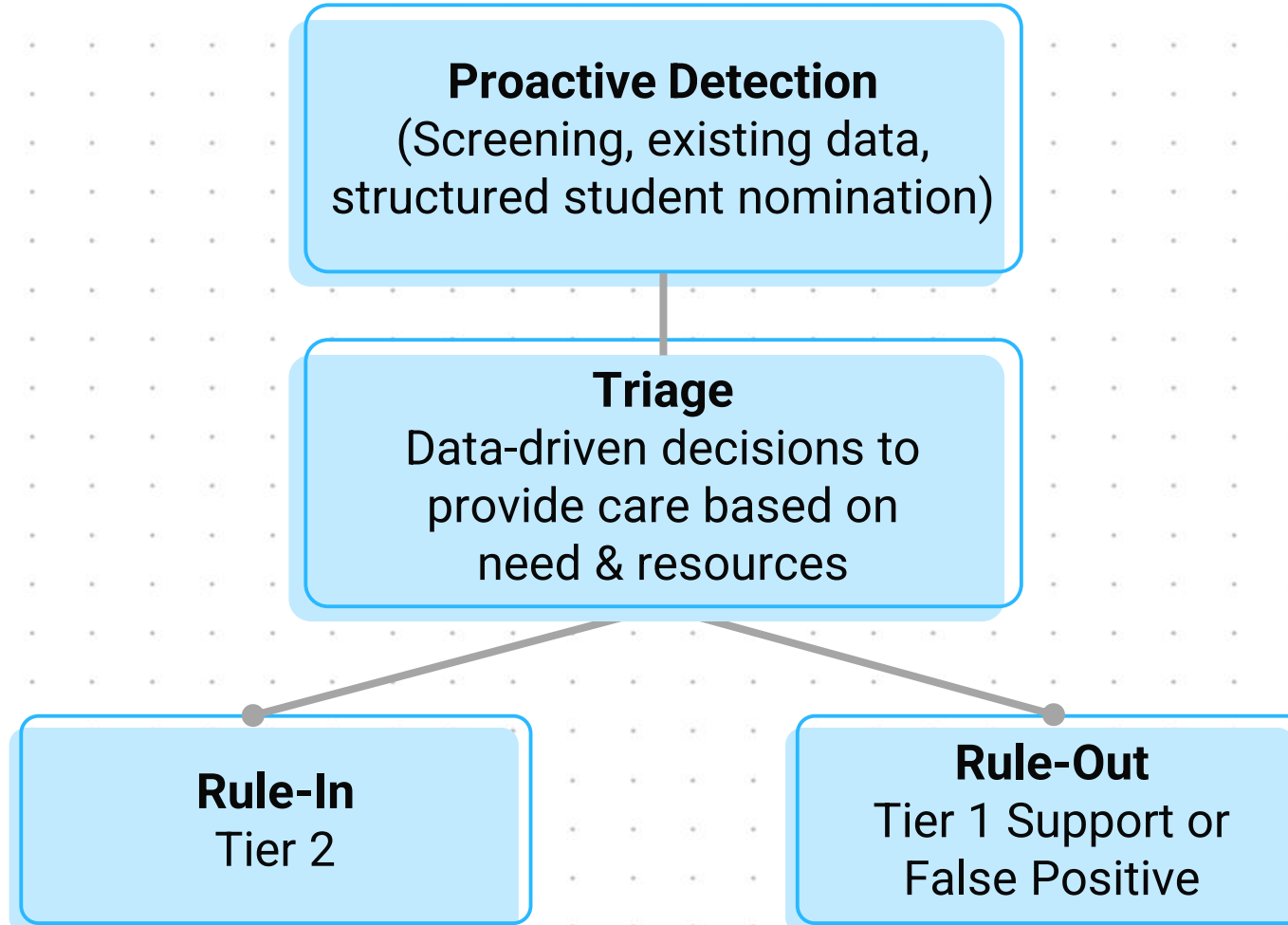


Information gathering process to activate early, timely intervention as close to the time when a student's academic, social-emotional, and/or behavioral need emerges.





Detect & Triage





Implement Step 1



**Methods of Data
Collection**



**Data Review
Timeline**



Decision Rules



Methods of Data Collection



Universal Screening
using a validated tool
with an established
cut-score



Proactive Data with decision-
rules in place to determine
which students have warning
indicators (e.g., *grades,*
attendance, behavior)



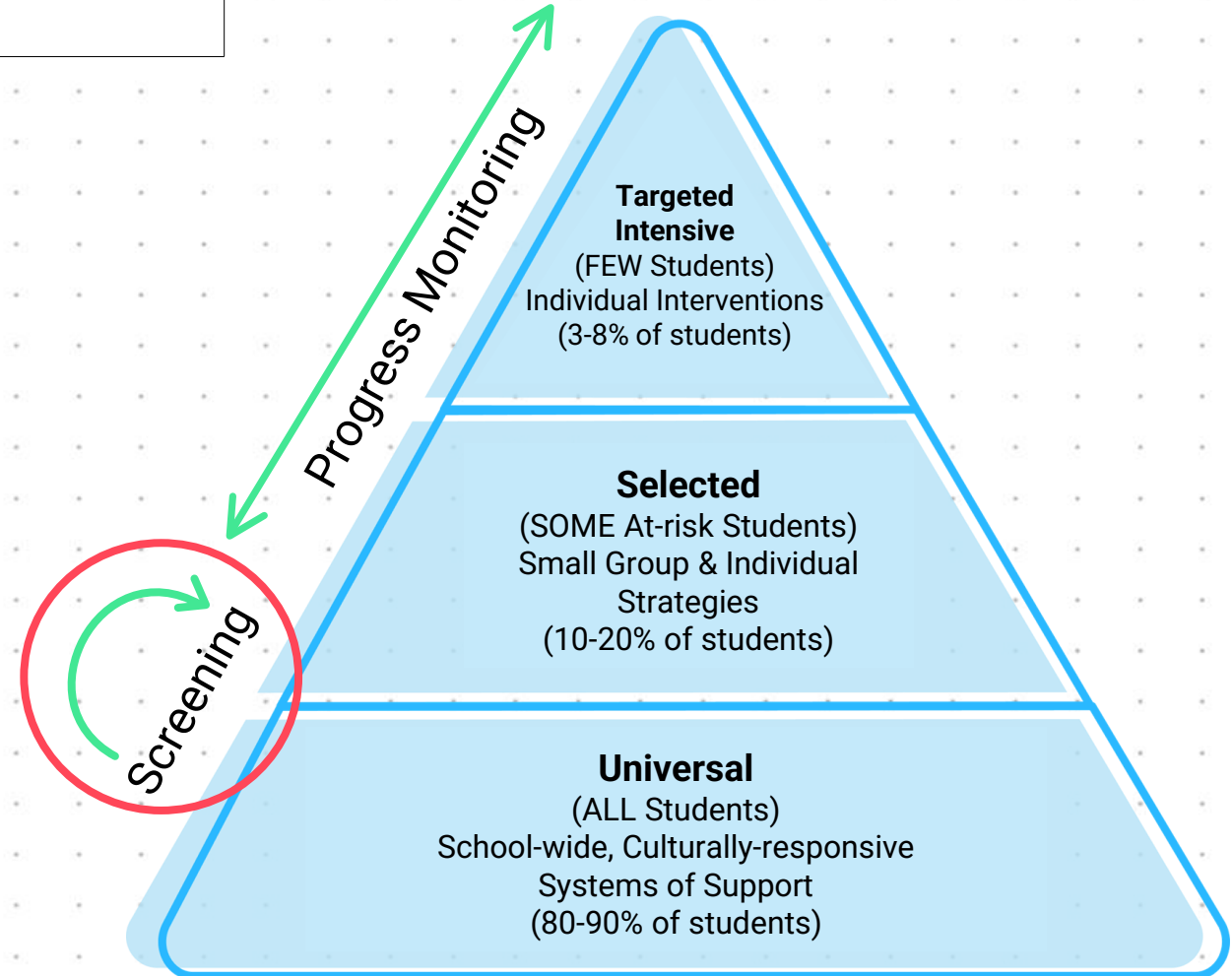
**Structured Student
Nomination** to
replace subjective
teacher referral



Screeners

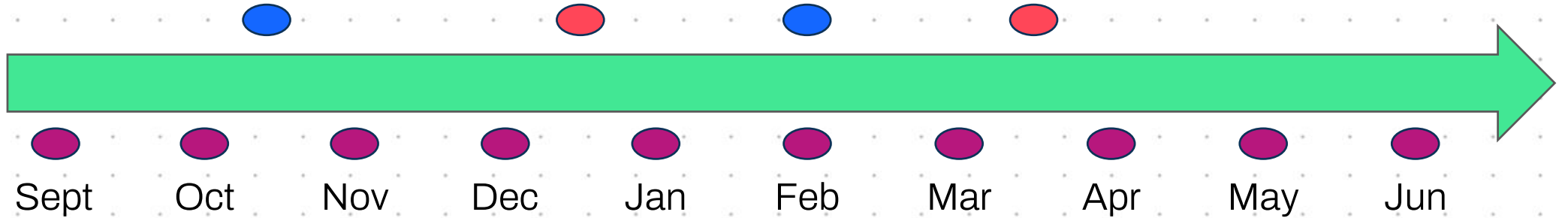


Academic	 Screener - curriculum-based measurement Existing data: Grades
Behavior	 Screener - validated screening scale Existing data: Behavior discipline
Social-Emotional	 Screener - rating scales Existing data: Climate data








Data Review Timeline



KEY

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



Decision Rules







Are clear **decision rules** established to make rapid decisions on which students may need additional support?

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



Decision Rules



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



Decision Rules

Data Decision Rules

Data Source	Measure	Proficient Score	At-Risk	High Risk	Evidence of Effectiveness
Academic	Number of Fs	0-1	2-3	4+	↓ by 1
	GPA	2.0	1.0-1.9	<1.0	↑ by 1.0
Behavior	Office Discipline Referrals	0-1	2-3	4+	↓ by 1
	In School Suspension	0	1	2+	↓ by 1
	Out of School Suspension	0	0	1+	↓ by 1
Attendance	Unexcused Absences	0	1-3	4+	↓ by 2
	Excused Absences	0	1-3	4+	↓ by 2
	Truancies	0	1-4	5+	↓ by 2
Social Emotional/ Behavioral Health Screener	Internalizing and Externalizing Behavior Categories	0-3	4-8	9-12	↓ by 4
Counselor Referrals	Request to See Counselor	0-2	3-5	6+	↓ by 2



Why do decision rules matter?



- Structured Decision-Making
- Objective Evaluation
- Consistency
- Efficiency (*early intervention - not waiting*)
- Communication & Justification



A sampling of Existing Social, Emotional, and Behavioral Screening Tools

The table below outlines validated universal screening tools to detect students with social, emotional, and behavioral needs. These screeners vary in cost, length, and content. Important to recognize that validated screeners perform well at detecting students who may have a need for support, but they often lack information to inform precise interventions that target the root cause for why the student's need exists. There is a need for follow-up diagnostic assessments that explain why a student's need exists through a root cause analysis. This helps inform the selection of a more precise and likely effective intervention. For example, CharacterStrong Tier 2 includes the Precision Tool which is used to assess whether a student has an acquisition or performance need. This information is then used to select a precise acquisition (e.g., Small Group Skill Building to teach emotion regulation and coping skills or performance-based intervention (e.g., Check-in/Check-out).

Measure	Author	Ordering Information
Social Skills Improvement System - Screening	Gresham & Elliot (2008)	Available at Pearson Education
Social, Academic, Emotional Behavior Risk Screener (SAEBRS from FastBridge Learning)	Kilgus, Chafouleas, Riley-Tillman, and von der Embse (2013)	Available for purchase from FastBridge Learning
Systematic Screener for Behavioral Disorders (SSBD)	Walker & Severson (2014)	Available for purchase from Cambium Learning/Sopris West
DESSA Mini	Aperture Education (2014)	Available for purchase at Aperture Education
Strengths and Difficulties Questionnaire	Goodman (1993)	Free at http://www.sdqinfo.org
Student Risk Screening Scale - Internalizing and Externalizing (SRSS - IE)	Lane and colleagues (2015)	Free at http://www.ci3t.org/screening



CST2 Process



Readiness

Whole School & Team



Step 1:

Detect & Triage



Step 2:

Define, Analyze, &
Select



Step 3:

Develop a Plan



Step 4:

Implement &
Monitor Progress



Step 5:

Review & Decide





Implement Step 2



Define what is the need that warrants Tier 2?



Analyze why does the student have this need?



Select which support precisely meets this need?



Define

Analyze

Acquisition Need

Performance Need

Select

Coping
Regulation
Relationships
Self-Management

Behavior Contract
Check-in/Check-out
Class Pass
Precorrection Plan
School/Family Communication
Self-Monitoring



What Does the Research Say?

Of the students identified needing additional support:

~40%

Acquisition Need

Student is missing key knowledge and skills

~60%

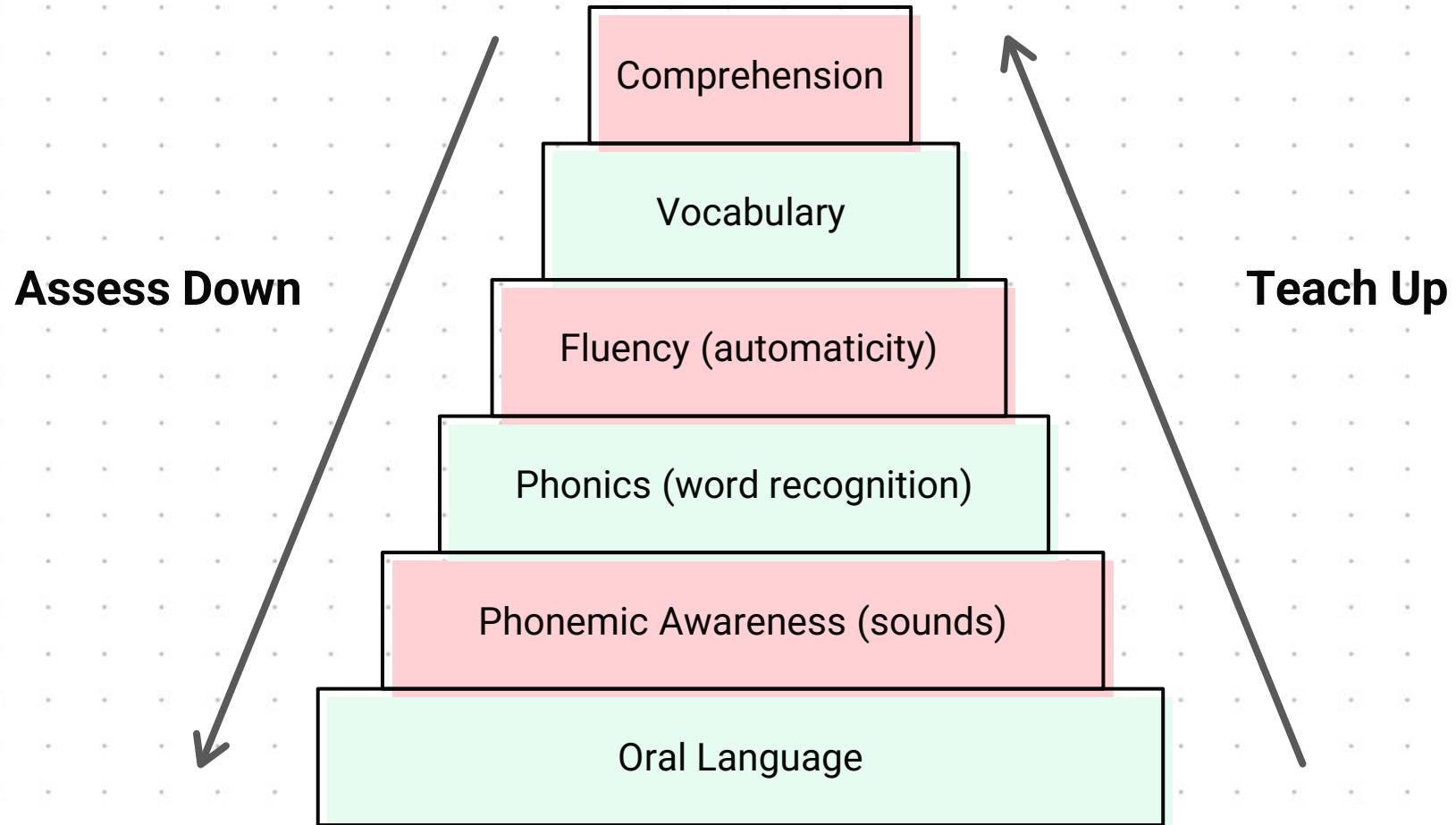
Performance Need

Environment does not support or motivate student to use skills



Example: Literacy

Assess Down the Skill Hierarchy to **Teach Up**





Example: Can't Do / Won't Do

Academics, Social-Emotional, and Behavioral

Can't Do vs. Won't Do Assessment

Skill Based Need (Can't Do)

Student does not yet possess the skills to meet the demands, expectations, and challenges from the environment

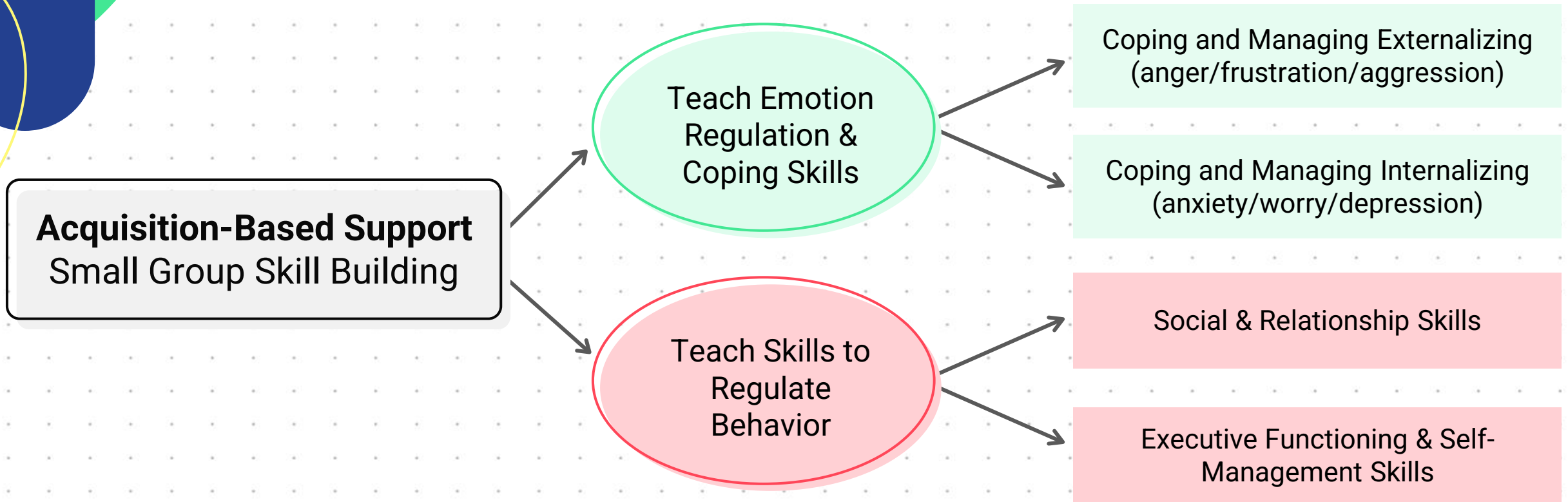
Performance Need (Won't Do)

Student possesses the skills but does not consistently apply the skills at the point and time they are needed to meet expectations



Example: Can't Do

Acquisition-Based Interventions





Example: Won't Do

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



Consistency

Clarity

Competence



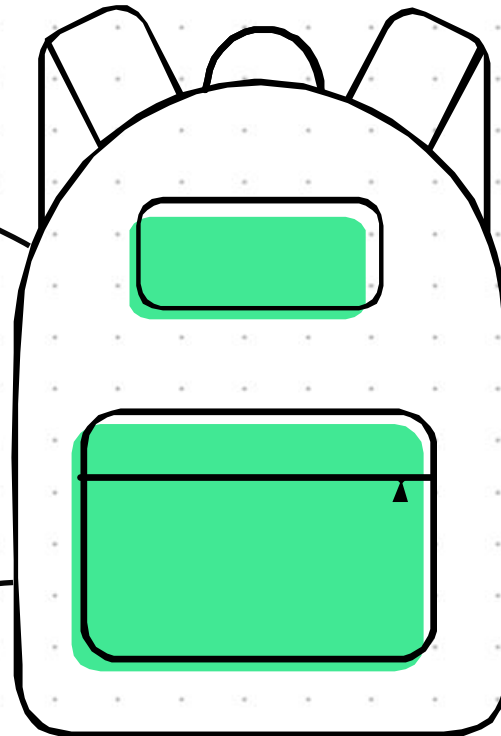
Whole Child

Academic Needs
(Core skills,
Content Knowledge,
Career/College Readiness)

Social-Emotional Needs
(Competencies, Belonging,
Mental Health)

Basic Needs
(Nutrition, Sleep,
Physical Health)

Behavioral Needs
(Attendance,
Expectations,
Engagement)



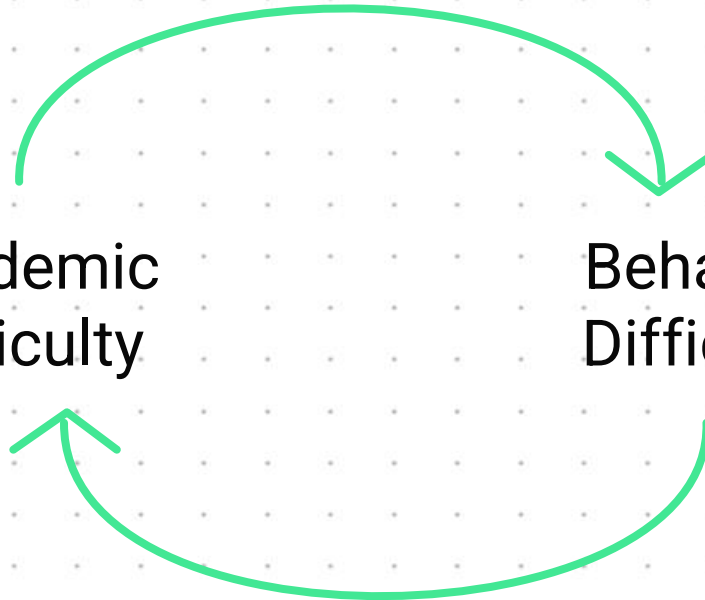


comorbidity

The presence of two or more distinct conditions occurring in the same person at the same time that complicate one another and increase probability of unwanted outcomes.

Academic
Difficulty

Behavior
Difficulty





Co-Vitality

The presence of two more protective factors that create a synergistic effect that significantly reshapes a student's positive life trajectory.

Metric	High Co-Vitality (Succeeding in Both)
Probability of Poverty	< 5%
Probability of Chronic Health Issues	~15 times lower
Probability of High-Status Career	> 60%
Probability of Life Satisfaction	> 90%



Addressing Academic and SEB Needs

Prevalence of academic struggles among students with social, emotional, and behavioral needs

- Math Deficits: Research indicates that ~90% of students with emotional and behavioral difficulties struggle with math and experience achievement greater gaps over time .
- Literacy/Reading Deficits: About 75% to 80% of students with behavioral problems experience significant literacy gaps.
 - *Trout et al., 2003; Nelson et. al., 2004; Wei et al. 2011*

Prevalence of contact with legal system among youth with reading deficits

- **Two-thirds (66%)** of students who cannot read proficiently by the end of 4th grade will eventually end up in jail or on welfare
- **85% of all juveniles** who enter the juvenile court system are classified as functionally illiterate.



Confined Effect: An intervention demonstrates a direct impact on the specific outcome being targeted by the intervention.

Collateral Effect: An intervention's benefits transfer to a secondary area that was not explicitly targeted.

Combined Effect: Two distinct interventions are integrated into a single support plan to achieve significantly greater student outcomes than either the academic or behavioral intervention could produce in isolation.

Preliminary Study of the Confined, Collateral, and Combined Effects of Reading and Behavioral Interventions: Evidence for a Transactional Relationship

Clayton R. Cook
University of Washington

Evan Dart and Tai Collins
Louisiana State University

Alberto Restori
California State University, Northridge

Chris Daikos and John Delpont
University of Washington

ABSTRACT: Recent correlational studies provide support for a transactional relationship between reading and behavior problems. A transactional relationship implies that reading problems cause behavior problems, and vice versa. This study took this basic finding and examined its implications for intervention. Specifically, this study employed single-case experimental methods to examine the collateral (e.g., reading intervention improves behavioral performance) confined (e.g., reading intervention improves reading performance) and combined (e.g., reading plus behavioral intervention) effects of reading and behavioral interventions. Preliminary results indicated that both reading and behavioral interventions produced confined, collateral, and combined effects on reading and behavioral outcomes. Although a transactional relationship was demonstrated for the majority of participants, findings indicated that behavior function potentially moderates the effectiveness of the reading intervention to improve behavior, suggesting that a transactional relationship may not be universally true. The implications and limitations of the results, as well as directions for future research are discussed.

■ Reading and behavior problems frequently co-occur and combine to put students at risk for short- and long-term detriment in social, emotional, and academic aspects of life (U.S. Department of Justice, 2001; Walker, Ramsey, & Gresham, 2004). Epidemiological studies indicate that behavior problems co-occur with academic deficits 50% to 80% of the time (Benner, Nelson, & Epstein, 2002; Kauffman, Cullinan, & Epstein, 1987). Given the high base rates of comorbidity between reading and behavior problems, several explanations have been proffered to describe the pathological nature of this relationship (Hinshaw, 1992; Lane, 2004; Lynam, 1996; Trout, Nord-

of reading and behavior problems. The first explanation contends that reading problems set the stage for or cause behavior problems (i.e., academic pathway). That is, difficulty learning to read causes children to disengage from the learning process and, in so doing, develop a range of potential behavior problems, including disruptive and noncompliant behaviors. The second explanation involves behavior problems serving as a causal factor in the development of reading problems (i.e., behavior pathway). Under this pathway, children come to school with well-entrenched patterns of behavior problems, and it is these behaviors that interfere

Reading and behavior interventions have confined, combined, and collateral effects



Social, emotional, and behavioral supports are associated with 11–20 percentile point gains in academic achievement.

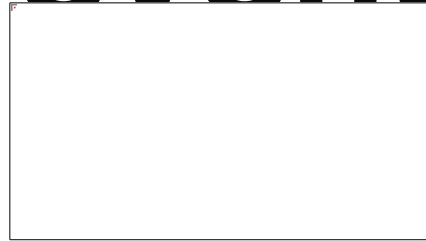
And the research says...

High-quality academic supports result in off-task behavior and classroom disruptions decreasing by an average of 50% to 75%.



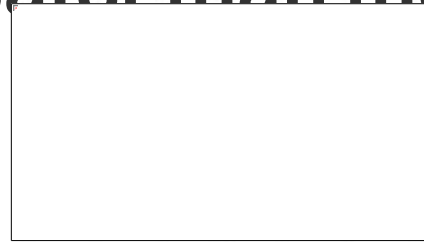


Integrated Prevention



$$1 + 1 > 2$$

The whole is greater than the sum of its parts





What do we **NEED?**



Clarity



Competence

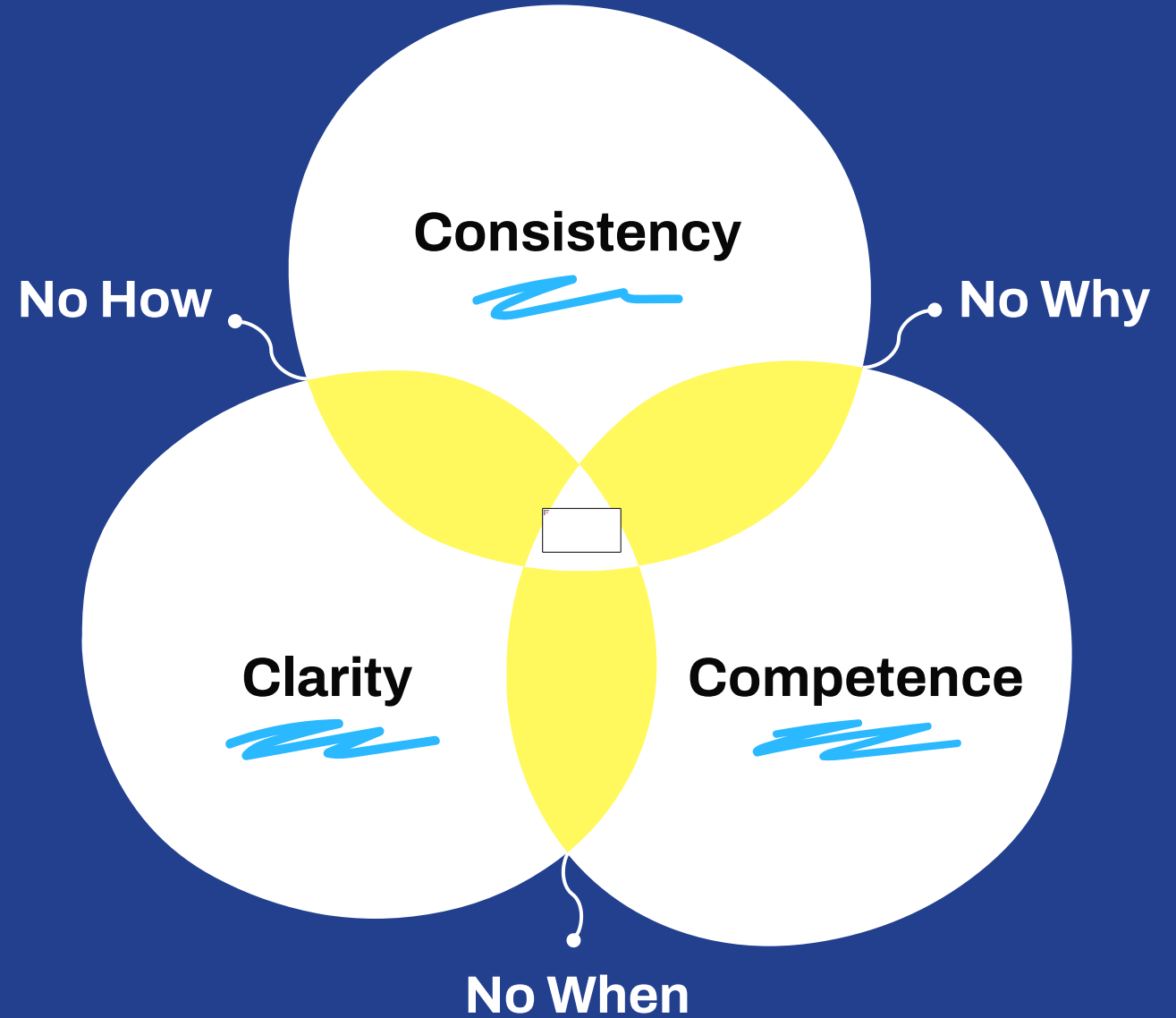


Consistency



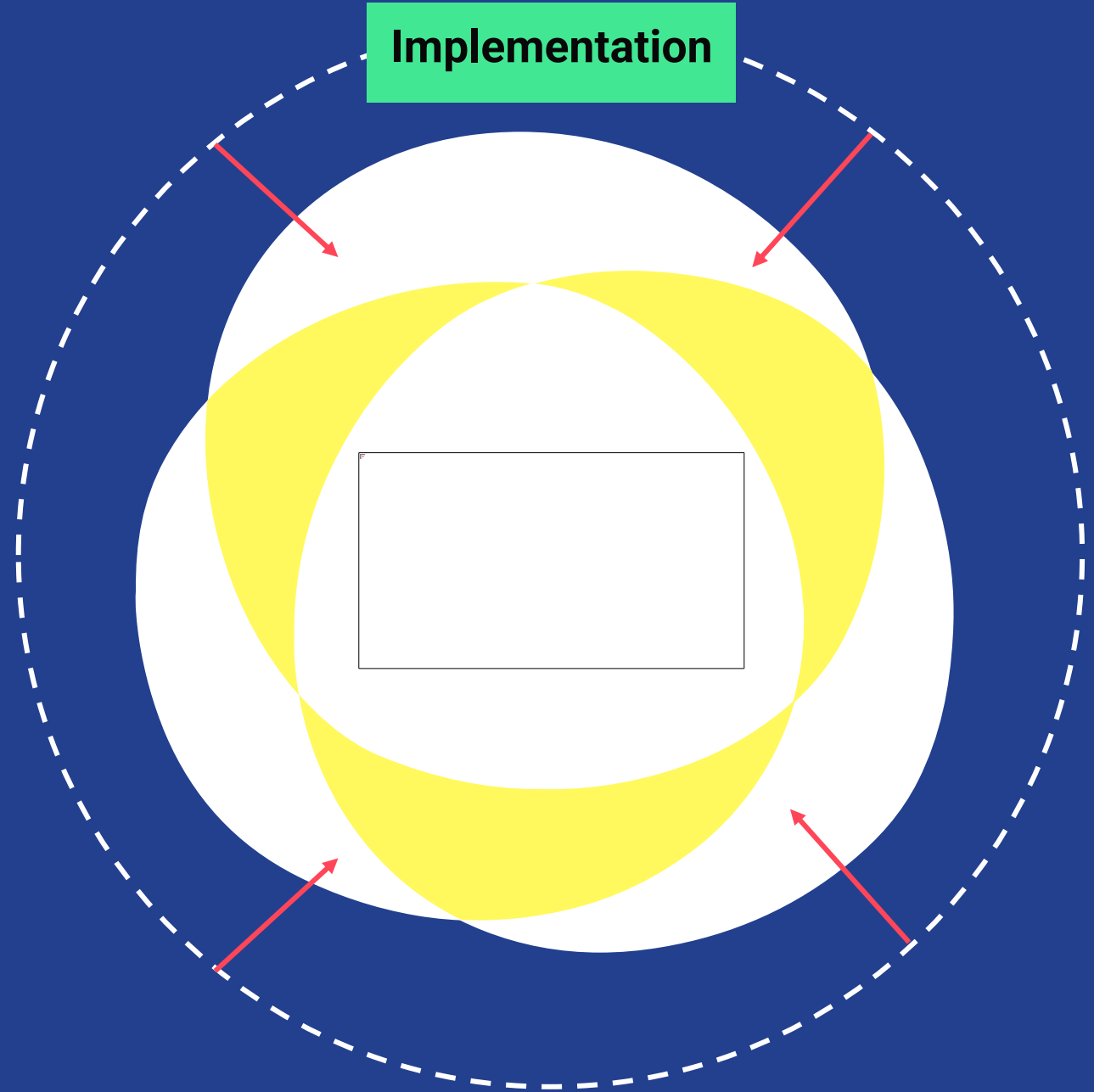


Circles of Culture





Circles of Culture



Character Strong

X

Catapult Learning 



ELEMENTARY

SECONDARY

TOGETHER

Tier 3

PRACTICE

POWERED UP

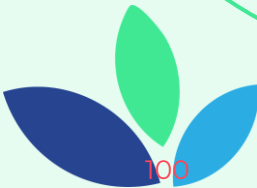
Tier 2

GROUP

PurposeFULL
People

Tier 1

Character
Strong





- **Fill in info for resources.**
- **Book a call for a date before June 30th and be entered to win free LoHi Toolkit for a year.**



SCAN ME

Character Strong

X

Catapult Learning 