



# **CharacterStrong Tier 2 Reimagined: Latest Updates & Refined Strategies**

[@characterstrong](#)




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2 & 3 Solutions



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 CS Tier 2 & 3  
Specialist

1

1-3 years

2

4-9 years

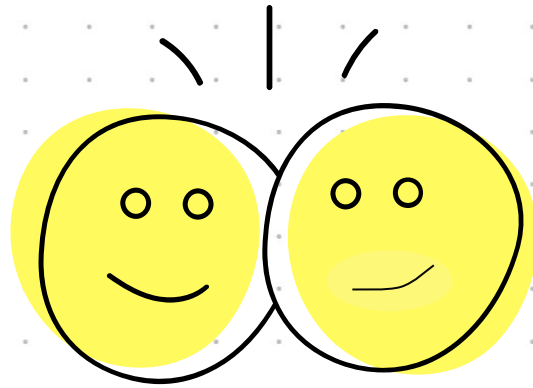
Number of years  
in education

3

20+ years

4

10-20 years



**Pair up with  
someone near you!**

## **Share:**

Your name  
Name-tag question

## **Discuss:**

Where does your system fall within implementation of Tier 2 from a scale of 1-5?

- 1 – No clear system in place yet
- 2 – Early stages of setting up a system
- 3 – System is in place but inconsistent
- 4 – Works well, with a few gaps
- 5 – Strong, timely, and consistently used by all staff



# Find Your

# SEAT

# Connecting the Tier 2 Dots



Develop a Plan &  
Data Collection

Precise  
Intervention  
Matching

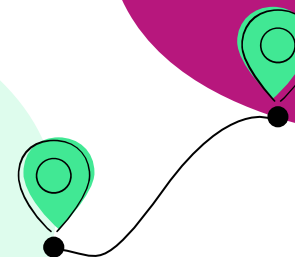
Determining  
Root Cause

Triage in or  
out of Tier 2

Progress  
Monitoring &  
Data Review  
Meeting

Proactive  
Detection of  
students in  
need

Defining  
Student's Need



# 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 at the students level
- ✓ Tools to plan interventions, monitor student progress and track intervention fidelity to drive decisions



The word 'SOLVED' is written in a bold, white, sans-serif font. It is centered within a blue, rounded rectangular shape that resembles a clipboard with a hole at the top. This shape is superimposed over a background image of a classroom with rows of white desks and black chairs.

# Top Pain Points



- Tracking Student Progress
- Facilitators with fluency
- Data Visibility for ALL in Tier 2
- Learning resources in one spot
- Improved navigation

# 5-Step Problem-Solving Process



## Step 1:

Detect & Triage

## Step 2:

Define, Analyze, & Select

## Step 3:

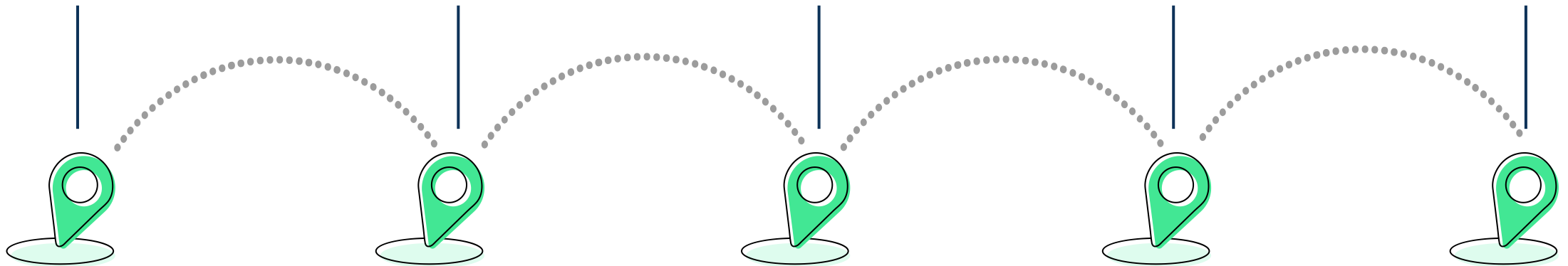
Develop a Plan

## Step 4:

Implement & Monitor Progress

## Step 5:

Review & Decide



# Delivery Dashboard

# New: Delivery Dashboard

Students who need support

Interventions being delivered

Adding students to interventions

Completed Tier 2 supports

Tier 2

Intervention Library

Tutorials & FAQ

Hi Caitlin Franco,

Welcome to the Tier 2 Solution — providing focused, small-group support for students developing social-emotional and behavioral skills.

Support Management

Students

School Supports

My Supports

+ Add Support

Student Status Snapshot ⓘ

View All

Students in Progress

57

Students Not Started

15

Students Completed

0

Performance Based Supports ⓘ

In Progress

Completed



Behavior Contracts

5

0



Check-In/Check-Out (...)

4

0



Class Pass

5

0



Pre-Correction Plans

1

0



School-Family Commun...

0

0



Self-Monitoring

2

0

# Match Students to Precise Support

Match by Decision Tree

Select appropriate support

Assign facilitator

## Match by Decision Tree

What do you observe is happening with the student that is impacting their learning?

- ☐ **Performance Based Supports**  
Has the skills but struggles to use them consistently or apply skills in real time.
- ☐ **Skill Building Curriculum**  
Lacks the skills to meet expectations. Choose if the student needs more instruction.
- ☐ **Attendance Supports**  
Inconsistent attendance limits progress. Choose if steady attendance is needed for success.

Back

Next

## Match by Decision Tree

Emma Rodriguez has been identified as needing **Skill Building Support** (a small group focused on teaching specific skills). Please select the appropriate type of small group for the students:

- ☐ **Coping**  
Withdraws, avoids, worries, or gets irritable when anxious. Choose if the student needs support with stress or sadness.
- ☐ **Regulation**  
Yells, hits, or has outbursts when upset. Choose if the student struggles with anger or frustration.
- ☐ **Self-Management**  
Disorganized, forgetful, or off-task. Choose if the student needs help managing time, tasks or managing self.
- ☐ **Relationships**  
Struggles with friendships, conversations, or social rules. Choose if the student needs help connecting with peers.

Back

Next







# Deliver Supports

Create and manage  
small groups

Deliver sessions

Track student  
attendance in group

Access make-up  
sessions

Students	Curriculum	Progress Monitoring	Fidelity & Attendance
<div> <b>Delivery Resources</b><ul style="list-style-type: none"><li>✓ Prepare to deliver curriculum</li><li>✓ Partnering with families</li><li>✓ Partnering with educators</li></ul></div>	<div><b>Session 1</b> → Introduction to Group</div>	<div><b>Session 2</b> → How Emotions Show Up</div>	
<div><b>Session 3</b> → Situations That Switch On Emotions</div>	<div><b>Session 4</b> → R.E.A.L. Goals</div>	<div><b>Coaching Session 1</b> → Develop a Plan</div>	

# Make Data-Based Decisions

Track individual and group progress

Choose informants

Progress monitoring graphs

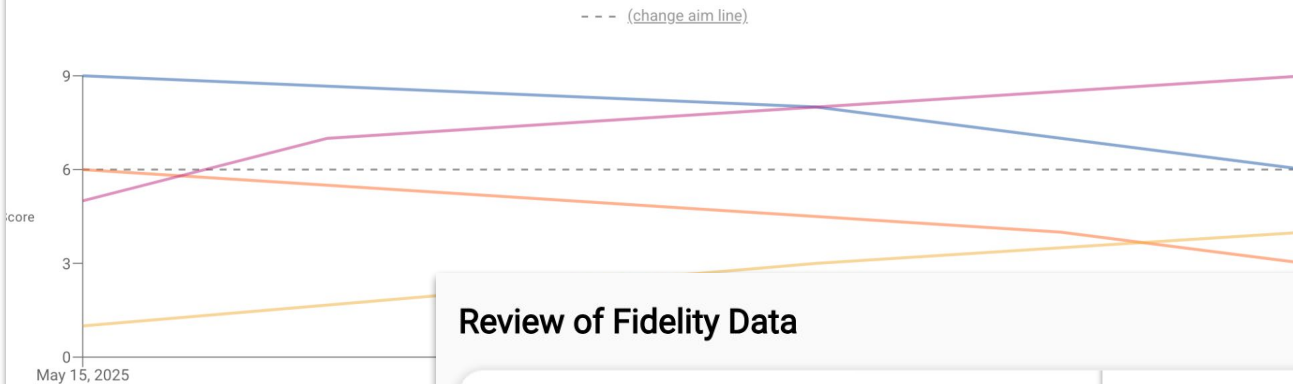
Fidelity tracking

## Review of Progress Monitoring Results

Choose a student: Jonathan Schreiner

Download

Jonathan Schreiner's Behavior(s) to Increase



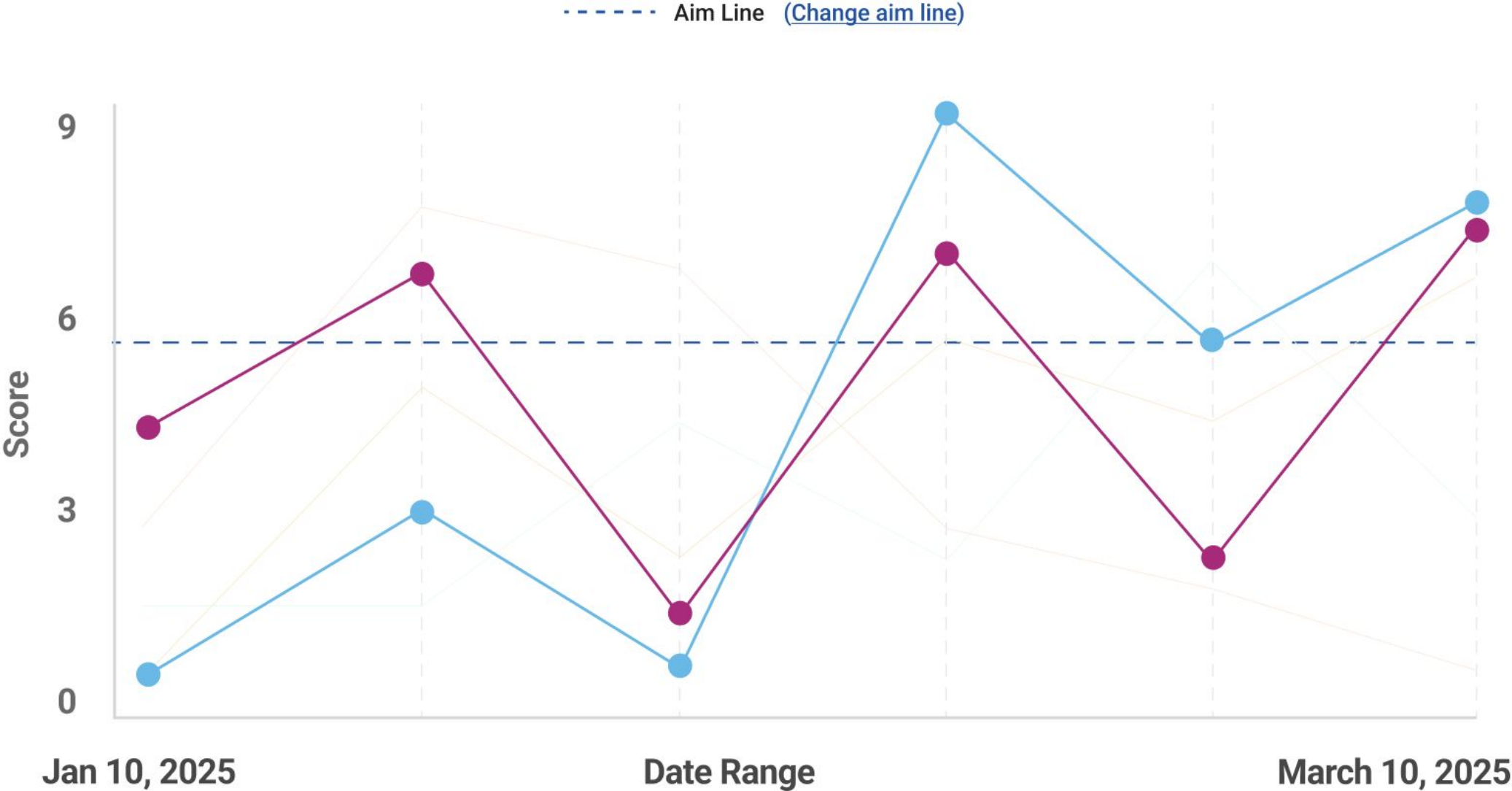
## Review of Fidelity Data

Fidelity Component	Fidelity Score	Session 1	Session 2
Date of Session Delivered		--	--
Family Communication	--	--	--
Mentor Communication	--	--	--
Session Fidelity Score	Total: 0%	--	--



Alice's Skillful behavior(s) to increase

[Input Data](#)



Informants:    Alice Lee (Self)    Yang Cheng    Emily Entenza    Madelien Larson    Miranda Samon



< Skill Building Groups

















Coping A

Students Curriculum Progress Monitoring Fidelity & Attendance

Review of Fidelity Data					
Download					
Fidelity Score	Fidelity Component	Session 1	Session 2	Session 3	Sessi
	Date of Session Delivered	01/14/2025	01/21/2025	01/21/2025	01/1
75%	Family Communication	Yes	No	Yes	Yes
25%	Educator Communication	Yes	Yes	Yes	Yes
Total: 85%	Session Fidelity Score	100%	50%	100%	100%

## Review of Attendance Data

[Download](#)

Student Name	Session 1 	Session 2 	Session 3 	Session 4 	Session 5 
Madeline Larson	✓				
Yang Cheng	✓		✓	✓	✓
John Norlin		✓			
Leecy Li	✓	✓	✓	✓	✓
David Le		✓	✓	✓	✓
Emily Entenza	✓		✓	✓	✓
Miranda Samon	✓	✓	✓	✓	✓

## Makeup Sessions




Great news! All makeup sessions have been successfully completed



## Share out

How will the delivery  
dashboard support  
implementation of Tier 2  
in your system?

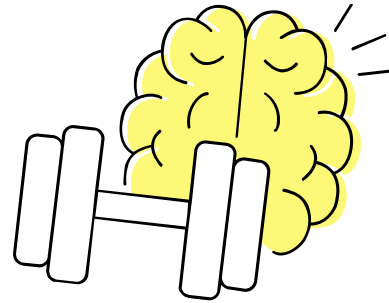
A yellow squiggle or wavy line is located at the bottom left of the gray text box.

# Intervention **Library**

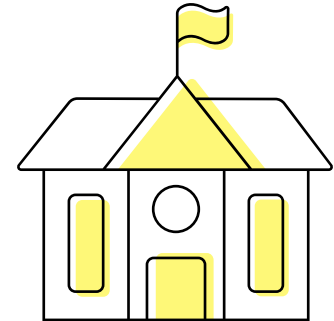
**Updated:**  
**Intervention Library**



**Performance  
Based Supports**



**Skill Building  
Curriculum**



**Attendance  
Supports**

# Performance-Based Supports



**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

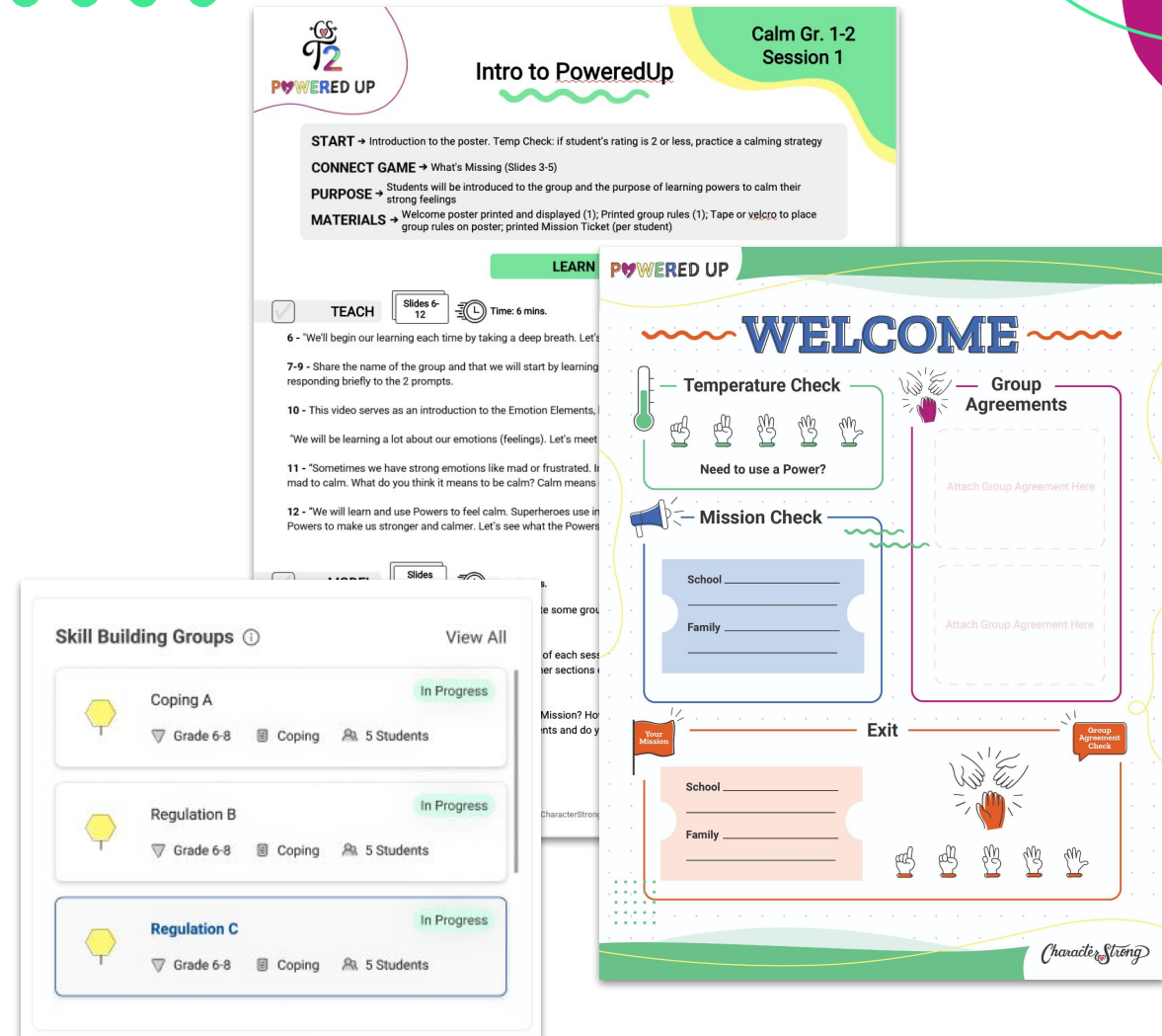
School-Family Communication

Proactive Encouragement

Precorrection Plan

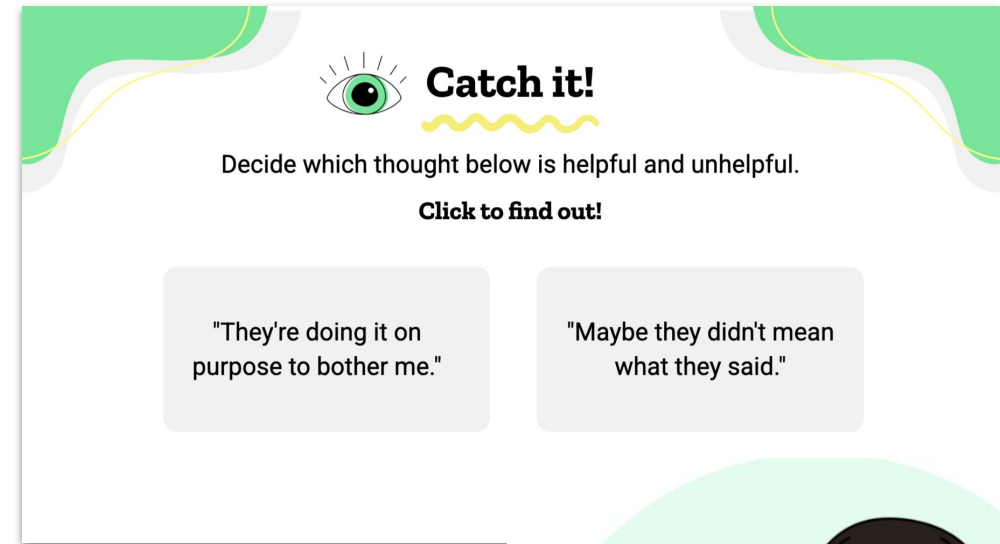
# Updated: Skill Building Curriculum

- Follows **Gradual Release Model**:  
*I Do → We Do → You Do*
- Created for **student engagement** and **developmental appropriateness**
- Content is **15-22 mins.** and is **low-burden** for educators with a simple one-page facilitator's guide



# Updated: Skill Building Curriculum

- Elementary Tier 1 Videos
- PfP Characters for Grades 1-2; new Tier 2 characters for Grades 3-5
- New student-facing slides



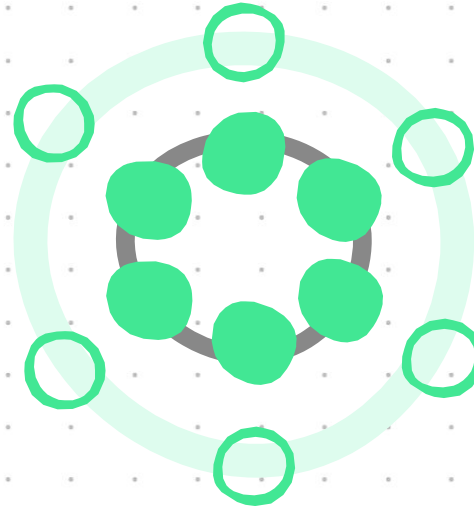


# Fishbowl Demonstration



## Set-Up:

- 1 SG Facilitator
- 4 Students
- Observers
- 1 Moderator



- At any point of the demonstration, anyone can hold up one hand to request a freeze. The moderator can initiate that freeze (1 min.) for reflection, clarification, or questions.



**Duration: 10 minutes (including the pauses)**

How likely do you see this  
support being utilized?



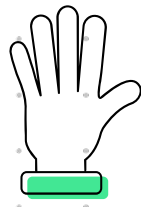
Very unlikely



Perhaps...



Very likely



*Temperature*

**Check**



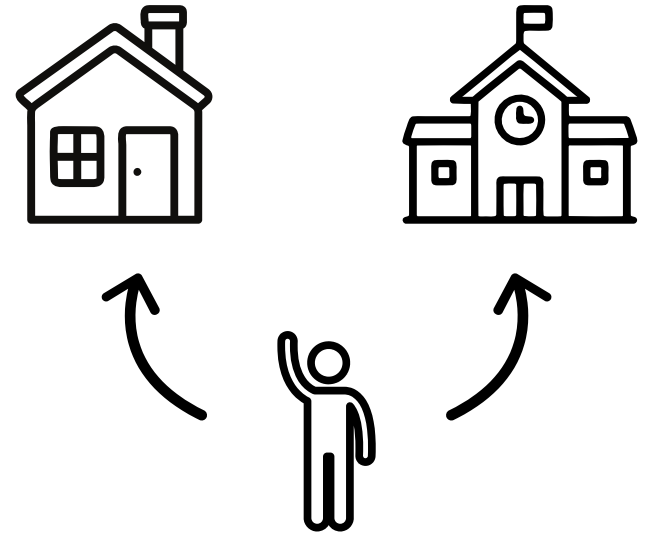
# Find Your

# SEAT

# Attendance Supports

→ Student-facing Support

→ Family-facing Support



# Attendance-Based

## *Student-facing Support*

### CONNECT

- Consistent connections with adult
- Wise Communication
- Making Connections with others & activities

### ASSESS

- Function-based interview with students and family
- Intervention matching

### SUPPORT

- Support 1: To avoid something unwanted
- Support 2: To obtain something wanted

# Student's Connect Plan

Character Strong  
Tier 2

## Connect Plan

**Method of Connecting**

☐ In-person at school
 ☐ Virtual, remote (phone, computer)
 ☐ Home visits
 ☐ Other: \_\_\_\_\_

When (dates)	
How long (duration)	
How much (frequency)	

**Wise Communication**

Wise Communication	What this sounds like coming from you...
Express high expectations	
Express high belief in the student	
Express positive qualities about the student	
Empower autonomy and choice to connect	

**Make Connections**

☐ Connect with the Student (how)
 ☐ Connect with Peers (who and how)
 ☐ Connect with Activities (what and how)

# Attendance-Based

## *Family-facing Support*

### CONNECT

- Connect with the family
- Build positive relationships
- Motive family to take supportive action

### EDUCATE

- Educate family about the impacts of chronic absenteeism
- Identify why the student is struggling with attendance

### COLLABORATE

- Understand barriers and create a goal
- Outline solutions to address barriers
- Plan for communication and motivational supports



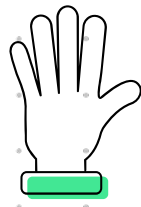
## Share out

What is 1 thing  
you've learned  
today about T2?





How excited are you for the new  
Tier 2 updates?

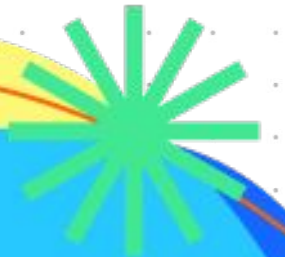


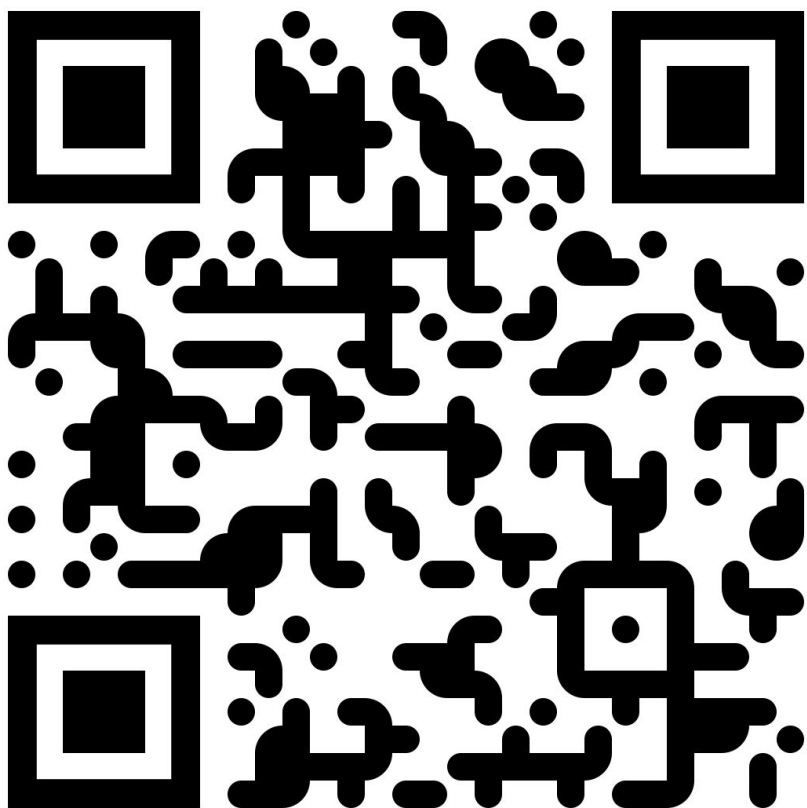
*Temperature*

**Check**

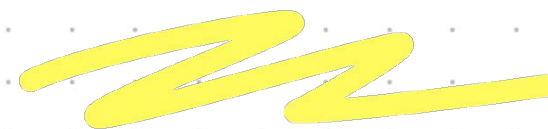


THANK YOU





# 60 Second Feedback



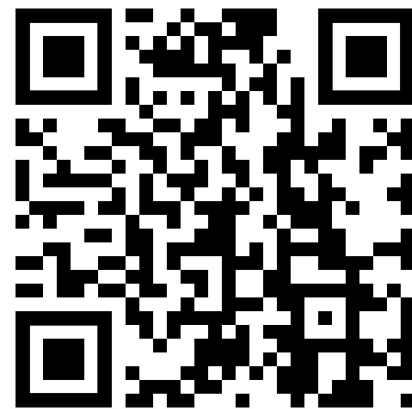
# Tier 2 Solution

## Tier 2

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
- Monthly Professional Learning & Coaching Access
- Library of On Demand Training and Resources



Scan to Learn More:



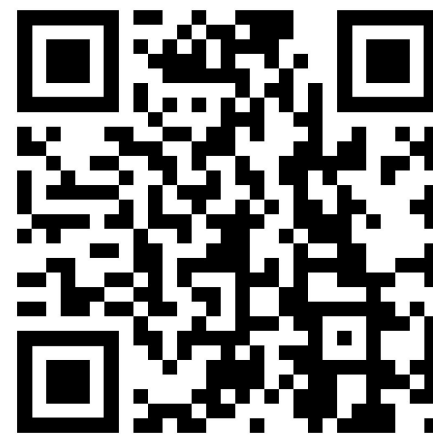
# Tier 3 Solution

## Tier 3

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
- Monthly Professional Learning & Coaching Access
- Library of On Demand Training and Resources



Scan to  
Learn More:





**New  
Training  
Date**



# *Character Strong* *Tier 2*

**Certification Training**

**October 27th-28th Louisville, KY**



**Scan Here**





# Professional Learning



- Stress, Coping, and Resilience
- Mental Health
- Behavioral Science
- Student Sense of Belonging
- Responding With Empathy
- Multi-Tiered Systems of Support
- Science of Implementation
- And more!

**Scan to  
Learn More:**







*Character Strong*

**MTSS**

**CERTIFICATION**

September 2025: Louisville, KY  
October 2025: Seattle, WA

Register now at:

[CharacterStrong.com/MTSS-Certification](https://CharacterStrong.com/MTSS-Certification)



Scan Here





THANK YOU

