



CharacterStrong at Every Level: **From Universal Supports** **to Targeted Interventions**

@characterstrong



Objectives



The Why: Tiered Prevention to Address Disproportionality



The What: Low-Burden, High-Impact Practices

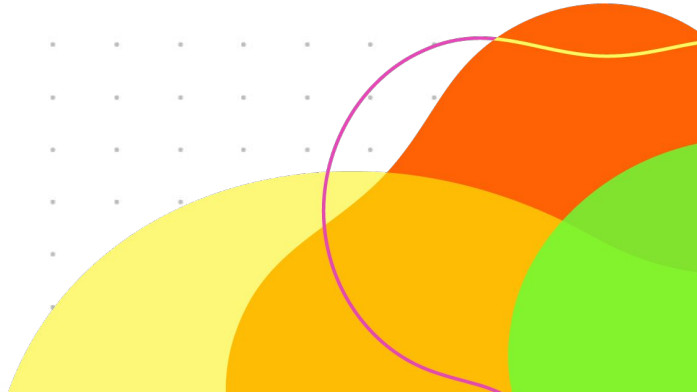
Unmet Needs Show Up in **Behavior and/or Performance**



**Is all
disproportionality a
problem?**

Disproportionality Defined

A situation where a group's representation in a particular category or system is **out of balance compared to their representation** in the overall population. This imbalance can be seen as either **overrepresentation** or **underrepresentation**.

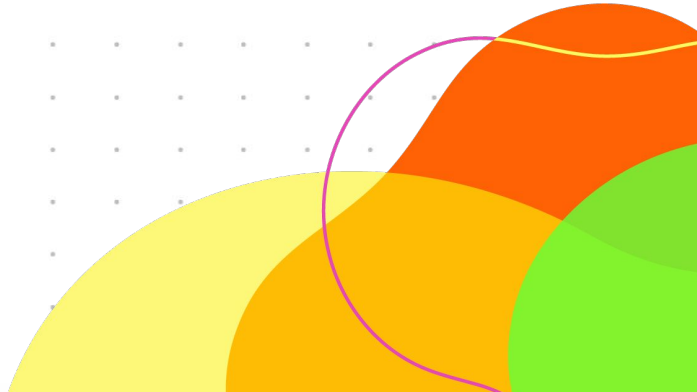
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**What type of
disproportionality is a
problem?**

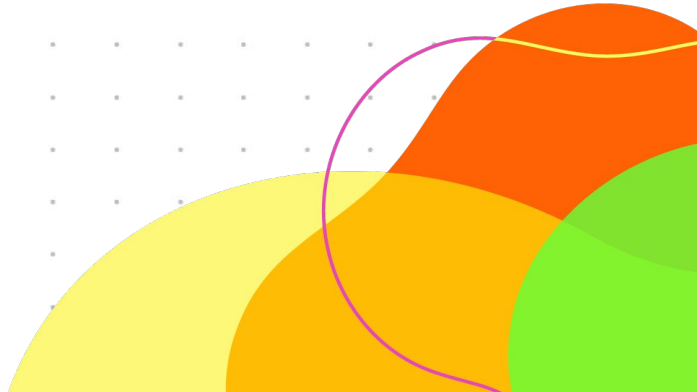
Hypothesis:

Disproportionality is driven by the lack of access to high quality prevention and early intervention supports.

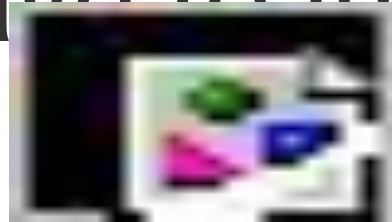
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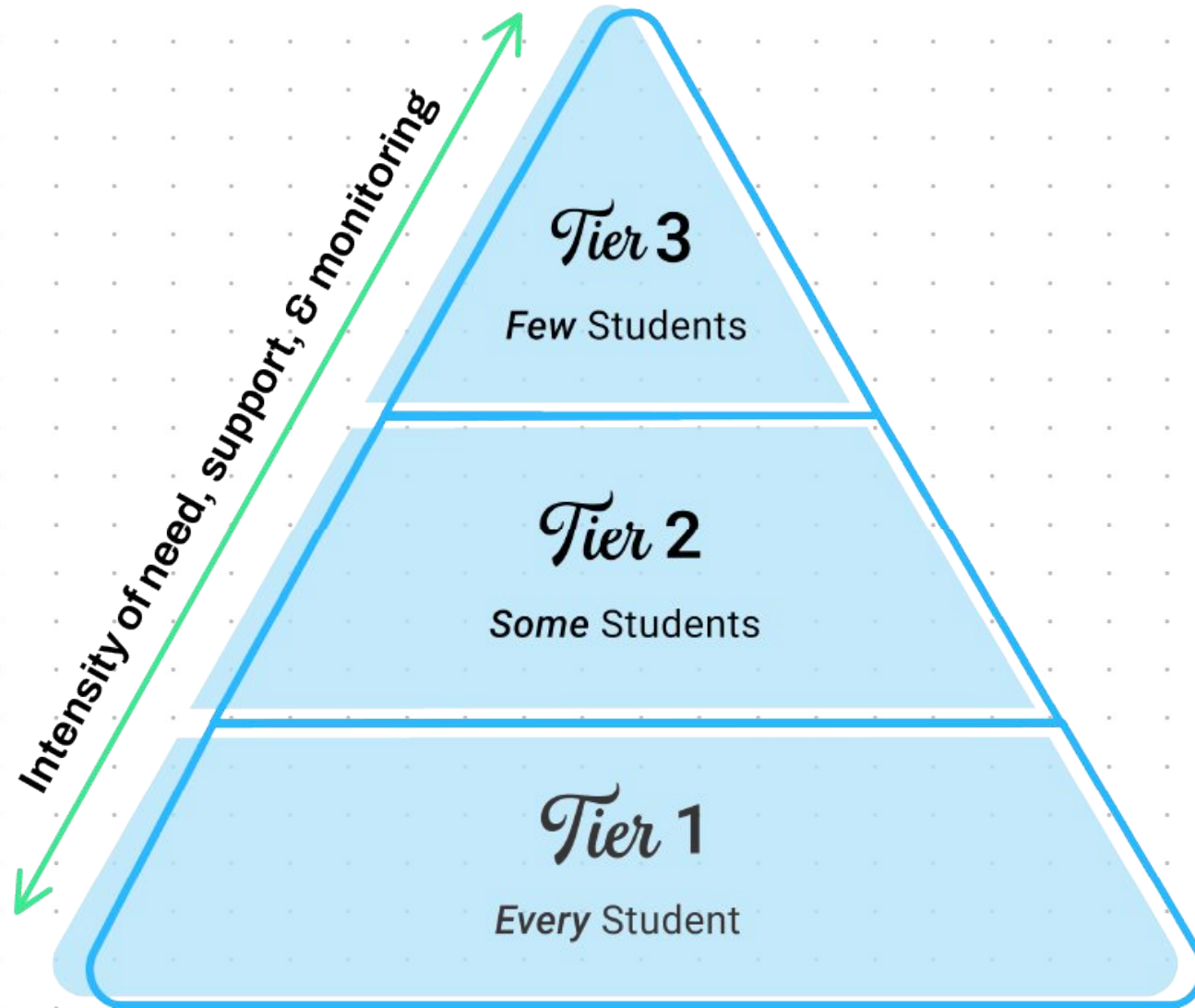
Solution:

Adopt a framework to continuously improve the delivery of prevention and early intervention supports.

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If you believe in
Prevention and **Early Intervention**,
then you have to invest in MTSS.





Multi-Tiered **System** of Supports

A **System** is Not...

A person (Reading Interventionist or Counselor)

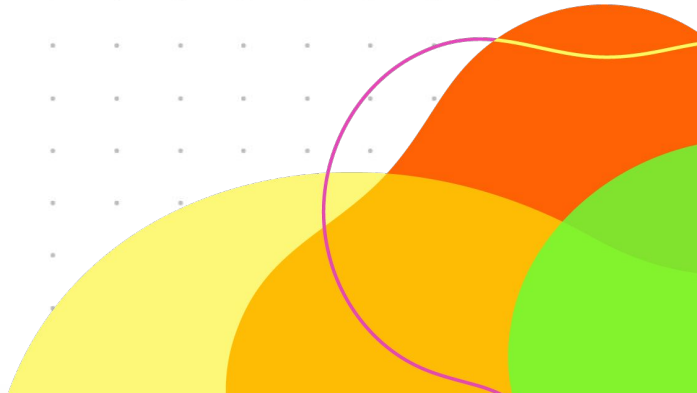
An intervention (e.g., Read180 or Check-in/Check-Out)

A place /setting (e.g., W.I.N. Time, Advisory)

A hoop to jump through (e.g., Special education)

A System is...

How we organize, coordinate,
and support **our behavior to
have collective impact** on
student outcomes

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“

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

”

 George Sugai

3 Truths that Warrant MTSS

**An ounce of prevention
is better than a pound
of cure**



**You can't intervene your
way out of a Tier 1
problem**

Truth 1

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

3 Truths that Warrant MTSS

When early intervention is missing, we have a late, treatment heavy approach.



Truth 2

When all we have is a hammer, everything looks like a nail.

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

3 Truths that Warrant MTSS

If special education is the only game to be played, lots of students look like they have a disability.



Student does not belong in general education.

Truth 3

When Tier 3 is weak, students get pushed toward special education and more restrictive settings.

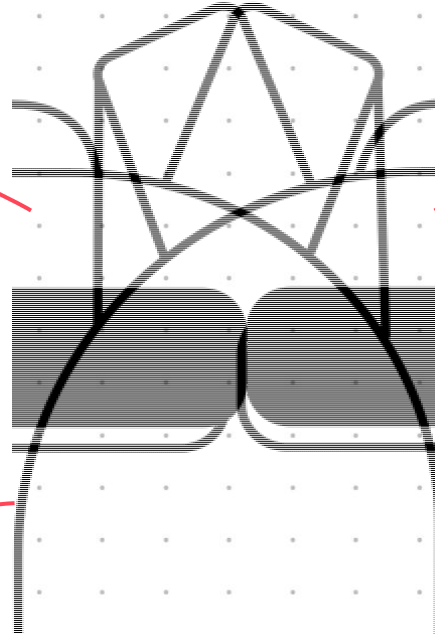
Multiple Domains of Need

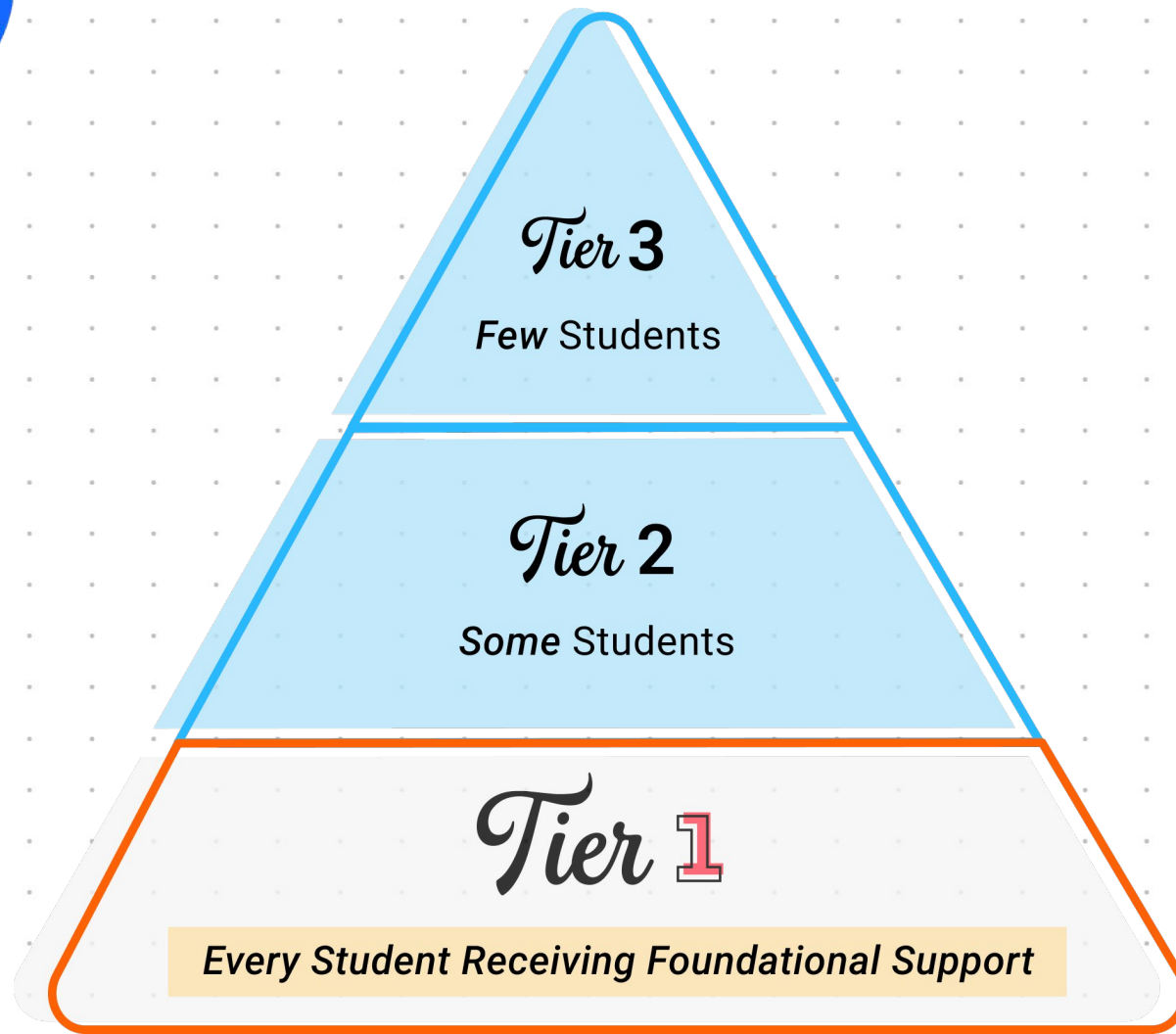
Academic Needs
(Core skills,
Content Knowledge,
Career/College Readiness)

Life Skills Needs
(Competencies, Belonging,
Mental Health)

Basic Needs
(Nutrition, Sleep,
Physical Health)

Behavioral Needs
(Attendance,
Expectations,
Engagement)





Universal Supports

Every Student (who) +
Core Practices (what) +
Every Adult (how) =

Tier **1**

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Low-Burden, High-Impact Practices

Usable and Effective

LOHi
Practices  =

Low-Burden

- **Feasible:** clear, concrete, doable behaviors
- **Implementation supports:** fidelity tool, training, PLC protocol, technical assistance resources

High-Impact

- **Evidence:** defensible and confidence - research & practice-based evidence
- **Appropriate:** appropriate for the students who are intended to benefit from it

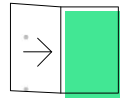
Tier 1 Daily Workflow / Routine

Desired Students Outcomes: Well-being, belonging, and engagement in academics



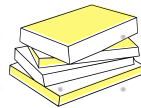
Setting Up Class (Teaching)

- Routines
- Behavioral Agreement/ Expectations
- Communicating Needs & How to Access Support



Transition into Class

- Positive Greeting at the Door
- Precorrection



Start of Class

- Classroom Meeting with Community Building & Neutralizing Routine
- Visual Schedule with First-Then Sequences



During Class

- Interspersing Choice
- Opportunities to Respond
- Opportunities for Voice
- Banking Time



Ending Class

- Exit '1 Thing'
- Positive Farewells at the Door
- Precorrection



After Class

- Indirect compliments through other adults

Responding to Behavior: Behavior-Specific; Proximity, Redirections, Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices

Praising Effort and Behavior: Genuine, specific, and timely recognition to strengthen academic effort and behavior to create a safe, productive, and positive classroom environment

Whole Child Success



Character

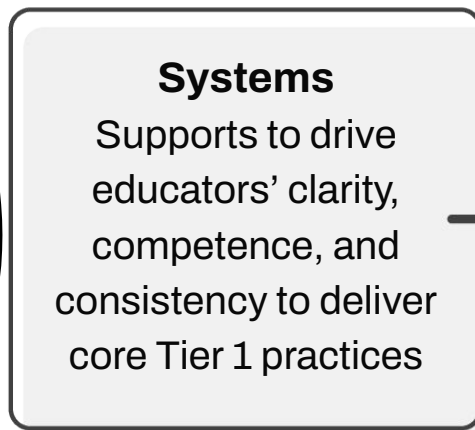
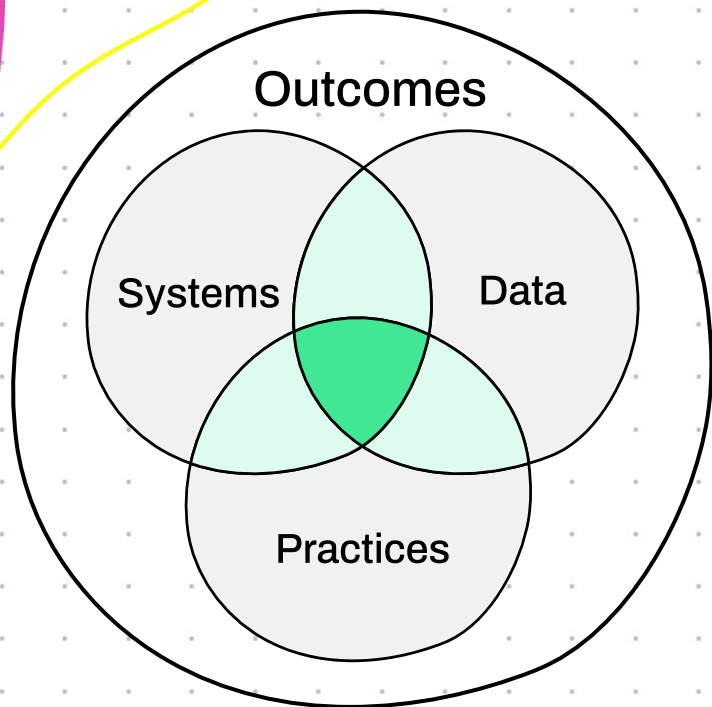


Connections

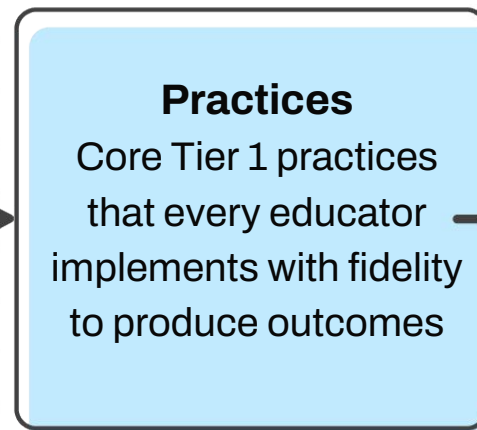


Competencies

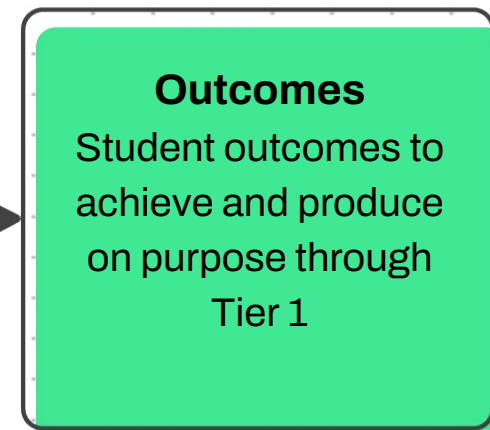
Starting with the Outcomes in Mind



Data



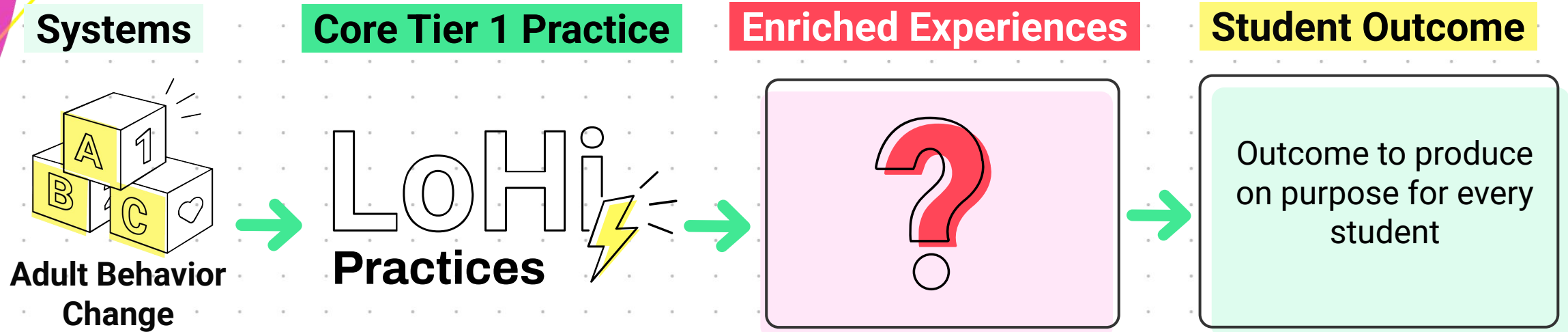
Data



Data



Operationalize **Tier 1** to Establish Shared Clarity



Operationalize **Tier 1** to Establish Shared Clarity

Systems

- ☐ Ongoing training
- ☐ Protected time during PLCs to reflect on core practice
- ☐ Fidelity monitoring and feedback

Core Tier 1 Practice

- ☐ Positive Greetings at the Door
- ☐ Proactive Restorative Circles with Community Building Relational Activities
- ☐ Positive Peer Reporting (Hot Seat)

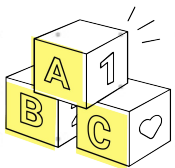
Enriched Experiences

Welcomed, seen, heard, and accepted by others

Student Outcome

Student Sense of Belonging

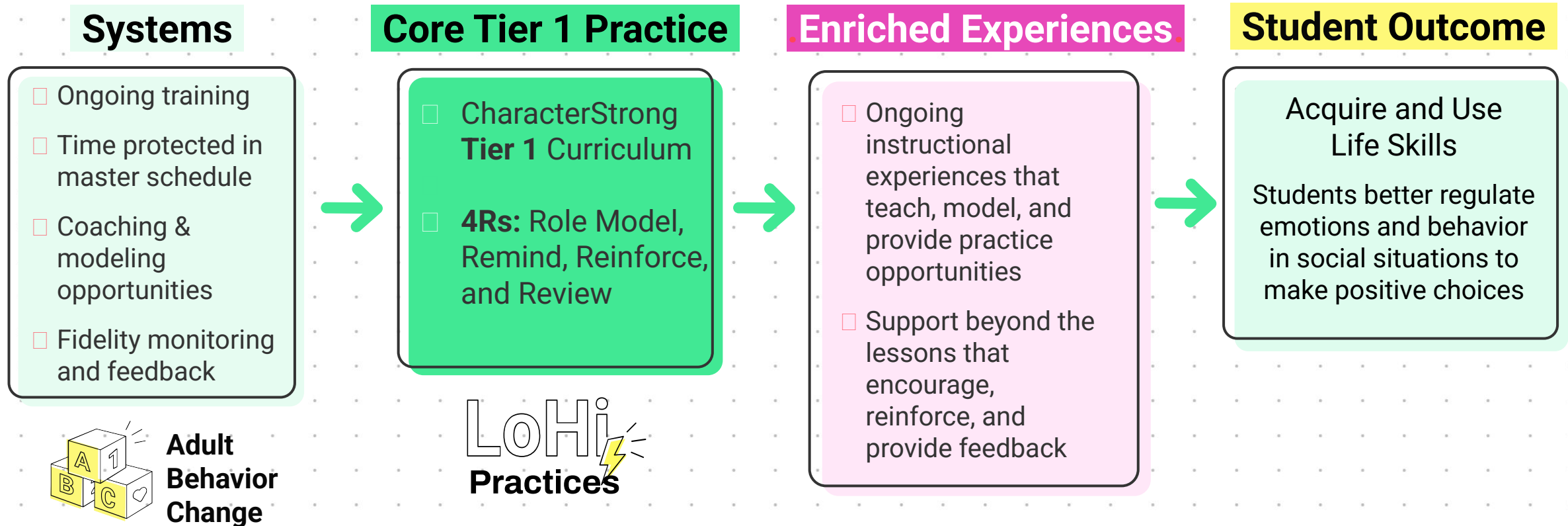
Valued, respected, and included as a member of a class and school



**Adult
Behavior
Change**

**LOHi
Practices** 

Operationalize **Tier 1** to Establish Shared Clarity





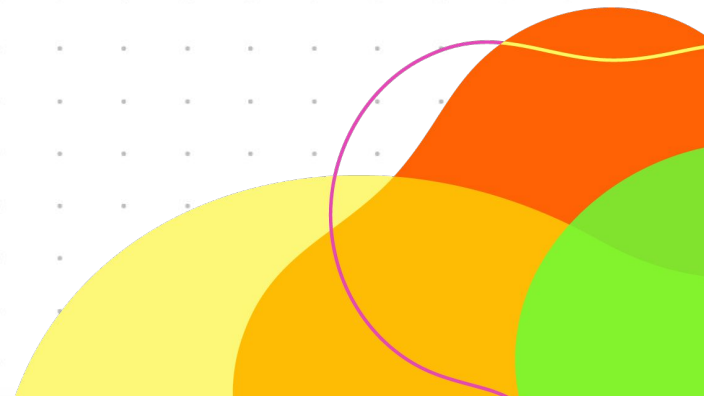
*Character
Strong*

*Character
Strong*

Curriculum

+

Practices





S.E.R.V.E.

Core Tier 1 Practices Implemented by Every Student

S.E.R.V.E.

Start: *A warm welcome
followed by a routine start*

Signature Practice: 4 at the Door Plus 1 More

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S.**E**.R.V.E.

***Engage: Consistent practices
to engage relationally***

Signature Practices: Collaboration Practices
(Primary Partner, Core Four, Loop Group)

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S.E.**R**.V.E.

***Respond: Empathetic tools to
respond to people's needs***

Signature Practices: P.R.O.M.P.T. to respond
to behavior

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S.E.R. **V.**E.

***Value: Strategies that
increase value of learning***

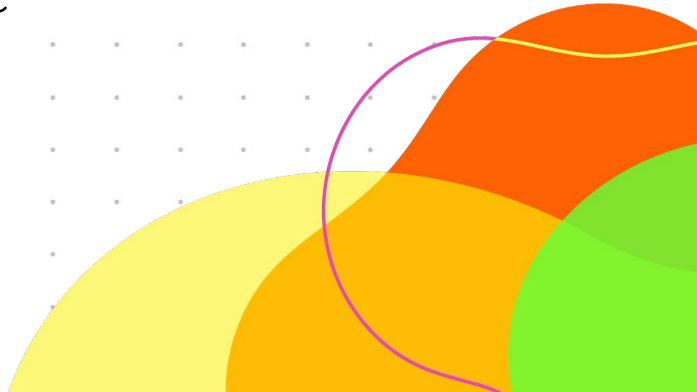
Signature Practices: Opportunities to
Respond; Interspersing Choice

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S.E.R.V.E.

Exit: *A reflection to solidify learning and exit with action*

Signature Practices: Out the Door with 1 More
(positive farewell with an intentional exit)

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Universal Prevention for All

Tier 1

- ❑ Designed for all learners
- ❑ Engaging, premade lessons
- ❑ Flexible schedule
- ❑ Campus-wide activities and support
- ❑ Connected to PBIS practices
- ❑ Activity reporting
- ❑ Behavior response supports, Attendance Toolkit, and Bullying lessons
- ❑ Policy Prevention Units: Suicide, Personal Safety, and Substance Abuse



Robust Tier 1 Solution



Tier 1 Curriculum

- Character & Life Skills
- Behavior Response Protocols
- Attendance Supports
- Prevention Units



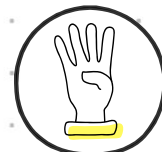
Campus Activities & Supports

- Playground
- Collaboration Projects
- Community Service Projects
- Admin Tools



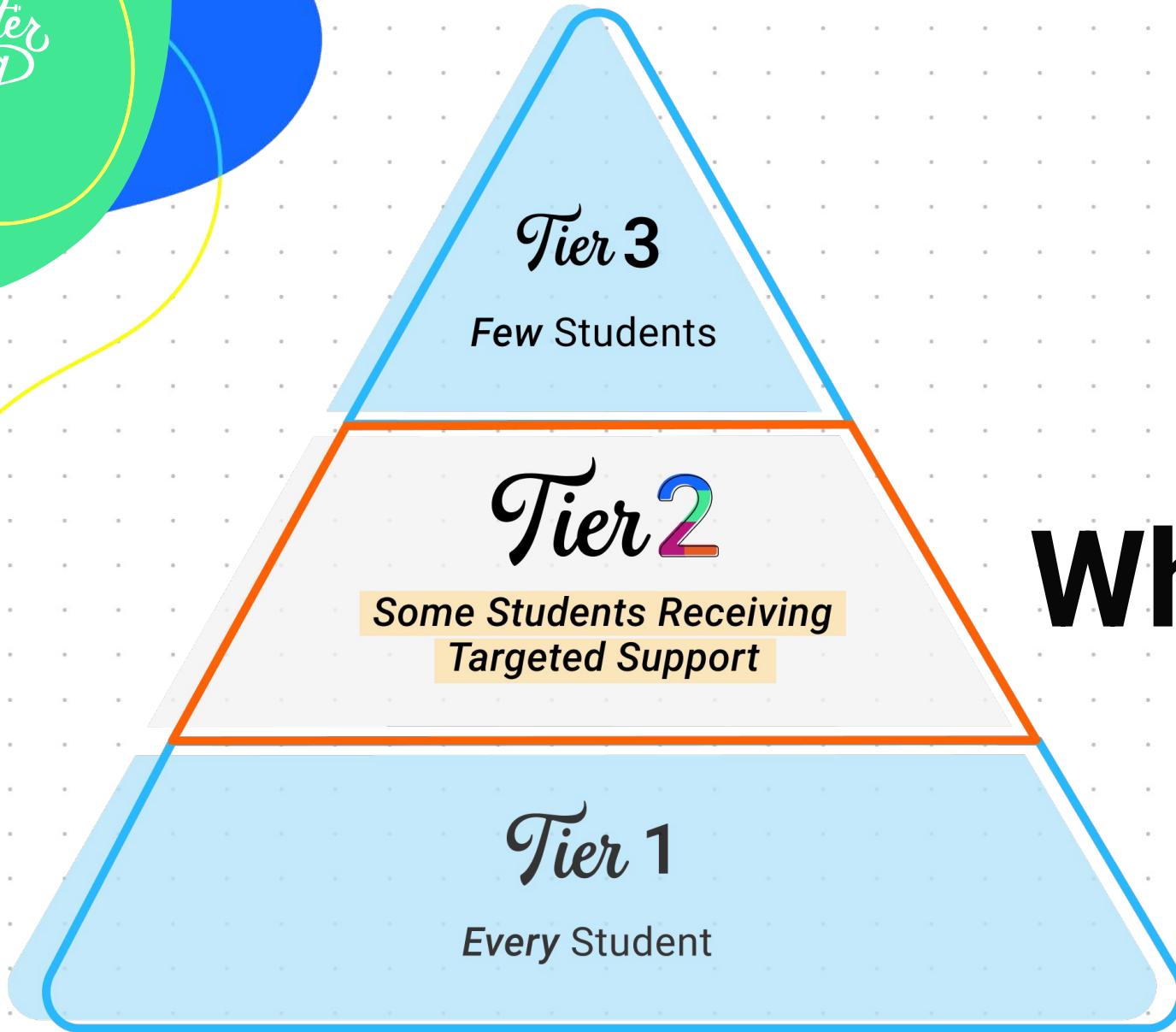
Family & Community Resources

- Newsletters
- Family CharacterDares
- Community Schools



Data and Progress Monitoring

- Fidelity Tools
- Usage Data
- Student Outcomes



What is **Tier 2?**



What it IS

A team-based approach

A problem-solving process to deliver precise support

A menu of supports

Low burden interventions

Early intervention

Short-term interventions

What it is **NOT**

A person

Admiring the problem or analysis paralysis

Only Check-in/Check-out

Highly specialized supports

Late intervention

Forever interventions

Formula for Tier 2

Some Students (Who) +
Targeted Support (What) +
Team-Driven Process (How) =

Tier 2

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Step 1:

Detect & Triage

Step 2:

Define, Analyze, & Select

Step 3:

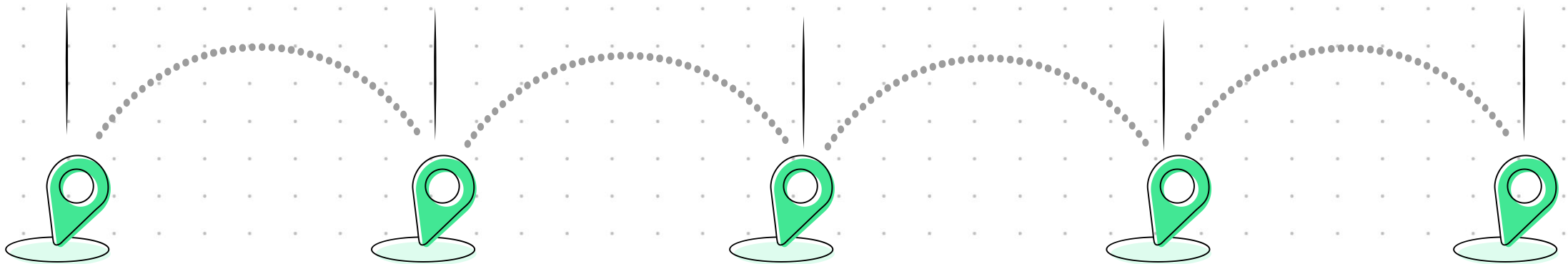
Develop a Plan

Step 4:

Implement & Monitor Progress

Step 5:

Review & Decide



5-Step Problem-Solving Process

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

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)

Detection & Triage

Clear Decision Rules

Proactive Detection
(screening, existing data,
structured student nomination)



Triage
decisions to provide care based on
need & resources

Tier 1 Rubric

Is the student receiving Tier 1?



Yes

Activate Team to Deliver
Tier 2 or Tier 3 Support



Analyze Why Need Exists
Root Cause Analysis

No

Support Adult to Improve Access to
Quality Tier 1 Support

Root Cause Assessment

**Diagnostic
Assessment**

Information
gathering to
information best
course of action

Step 1:

Detect & Triage

Step 2:

**Define, Analyze,
& Select**

Step 3:

Develop a Plan

Step 4:

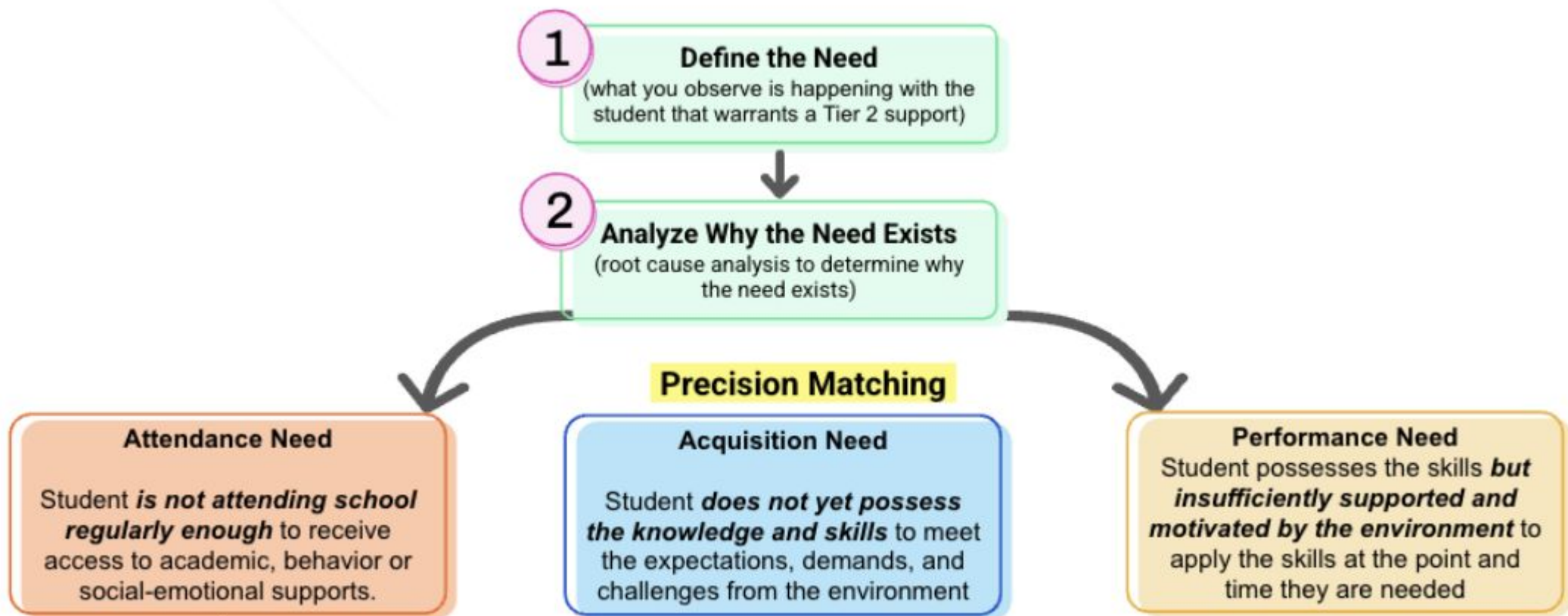
Implement & Monitor Progress

Step 5:

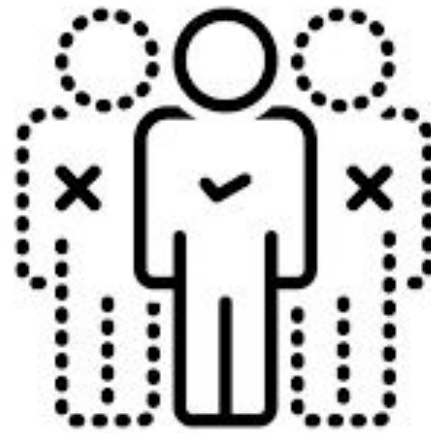
Review & Decide



5-Step Problem-Solving Process



Attendance Need



Acquisition Need

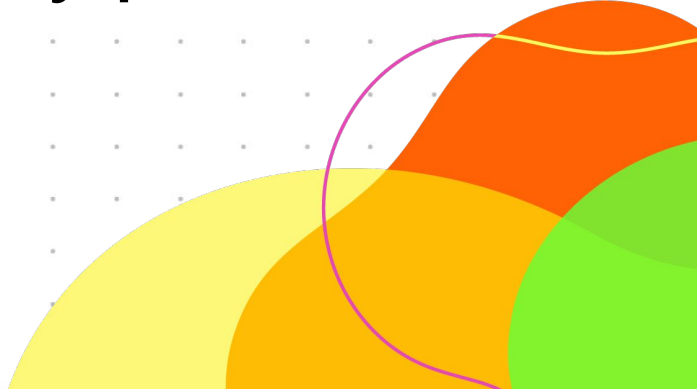
Environment

Challenges, expectations,
and demands



Student

Knowledge and skills
currently possessed

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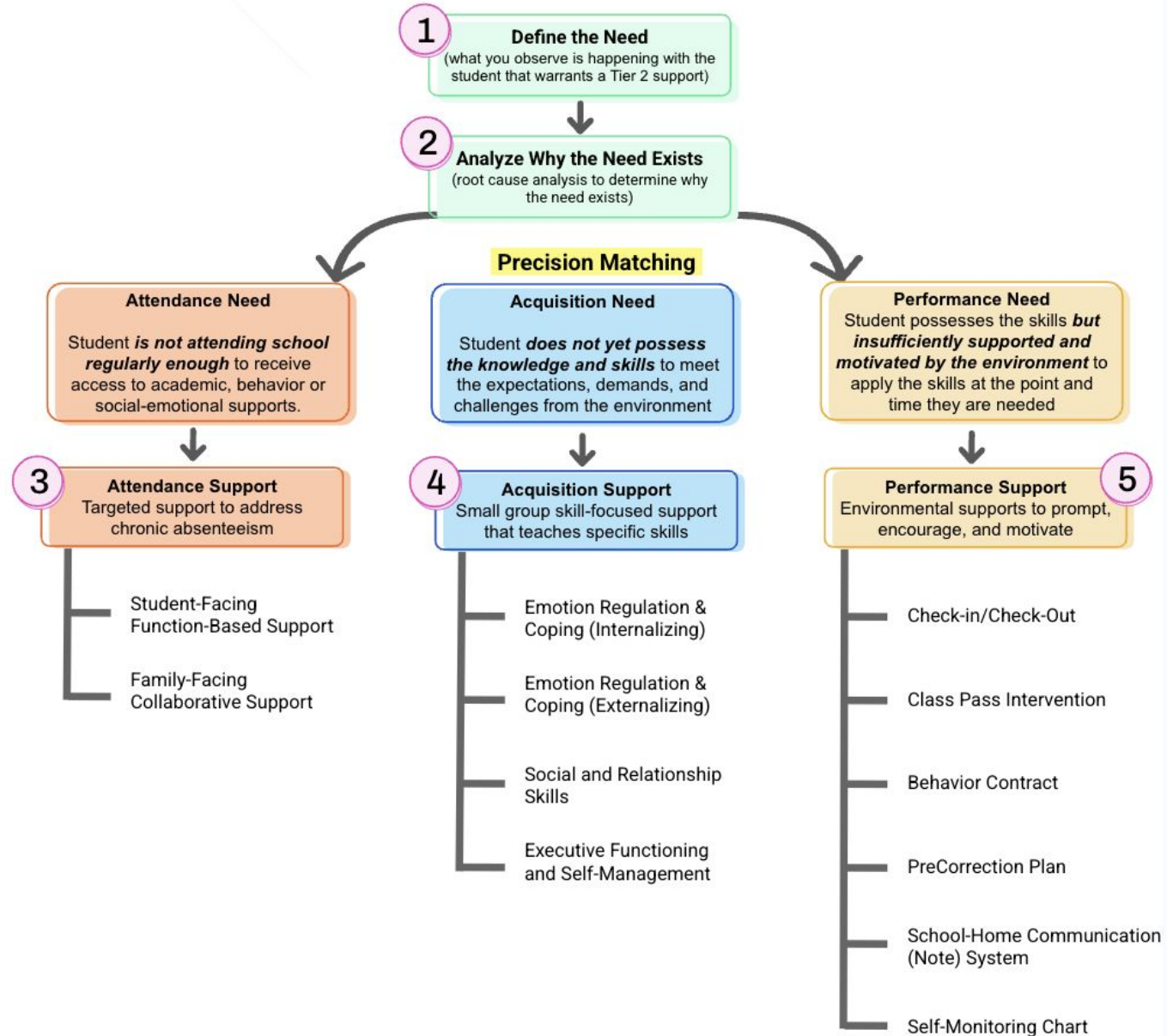
Performance Need



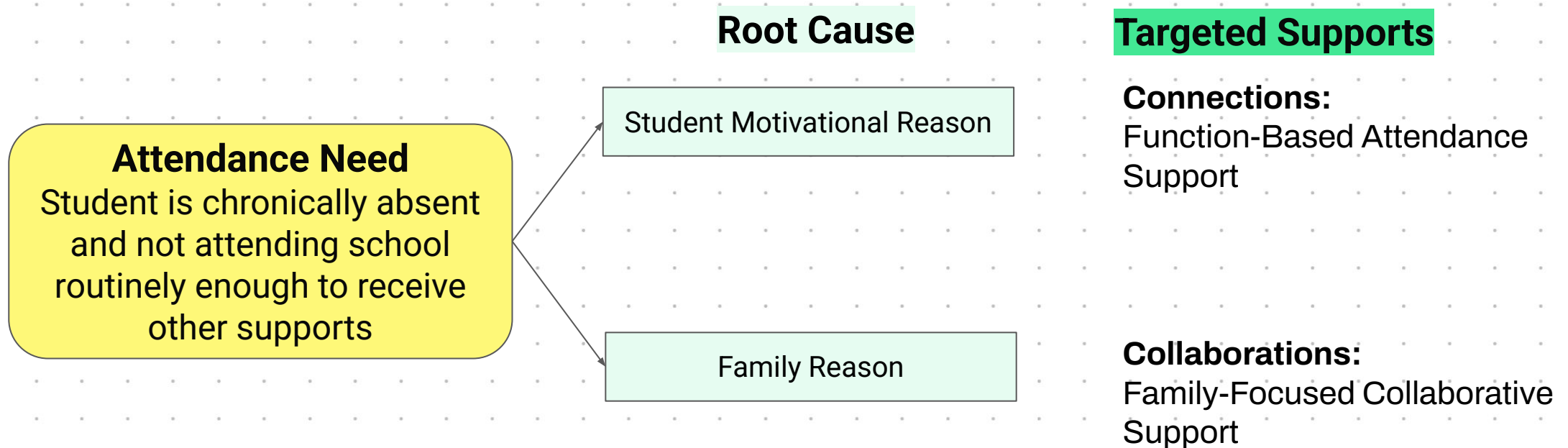
Why a Menu of Supports?



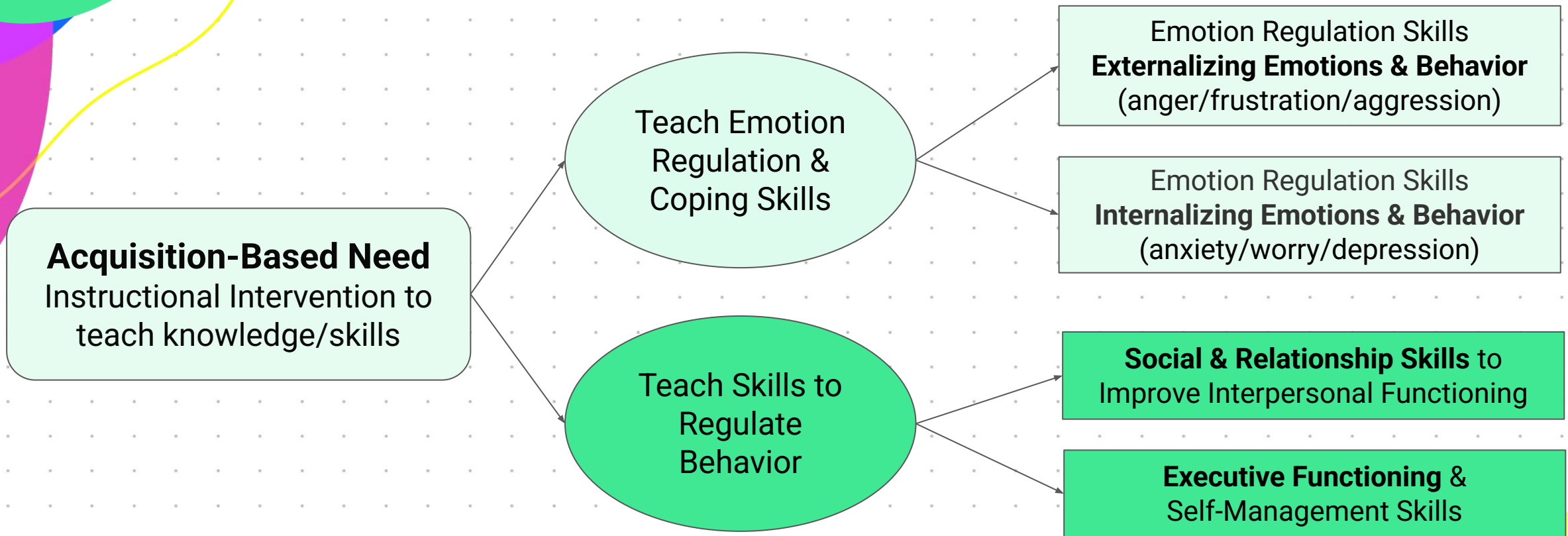
Matching to a Precise Support that Targets the Root Cause that Explains Why a Student's Need Exists



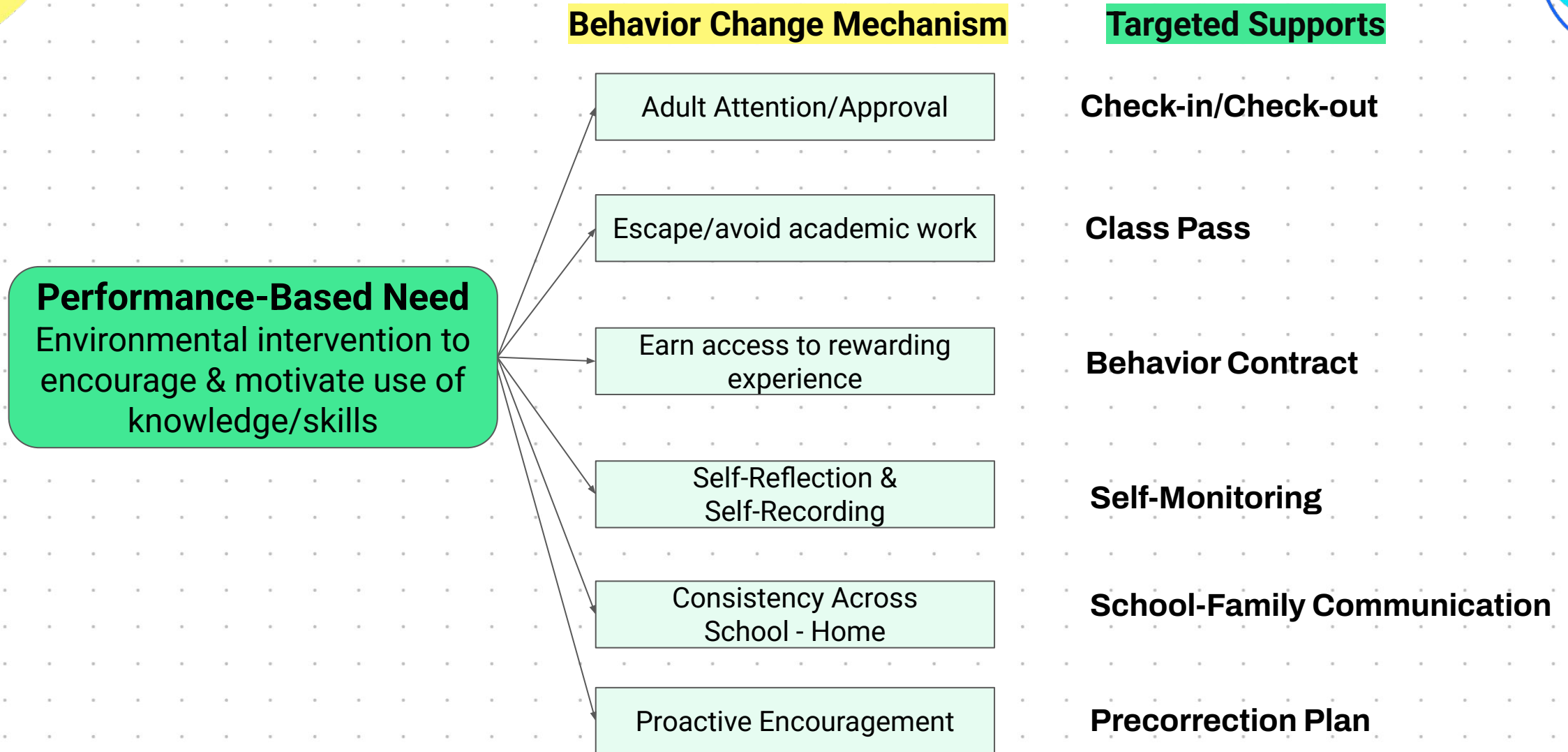
Attendance Supports



Small Group Skill Acquisition



Performance-Based Supports





Few Students (who) +
Individualized, Intensive Support (what) +
Team-Driven Problem-Solving (how) =

Tier 3

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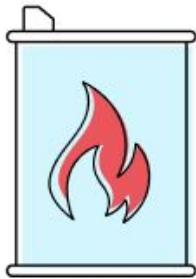
Individualized, Intensive

Supports that are tailored and individualized to the student's unique needs and the reasons why a student's need exists



FBA-BSP

Setting Event



Lighter Fluid



Triggering Event



Match



Unskillful Behavior



Fire



Maintaining Consequence

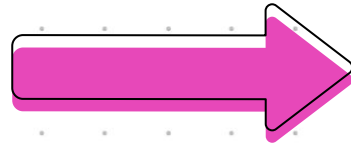


Fuel

Unskillful Behavior



Fire



Teach Behavior

Teaching behavioral expectations that are incompatible with unskillful behaviors as well as replacement behaviors that serve the same needs as replacement behaviors

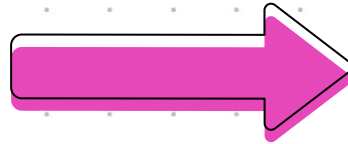
Behavior
Expectations

Replacement
Behaviors
(acceptable ways
to avoid or get)

Triggering Event



Match



Precorrection

Reminding students of the behaviors to be successful before they even transition into a new setting or activity where a potential match exists.

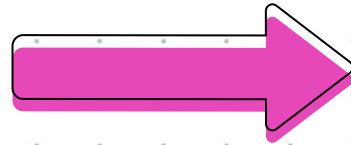
Behavior
Expectations

Replacement
Behavior
(acceptable ways
to avoid or get)

Maintaining Consequence



Fuel



Reinforcement

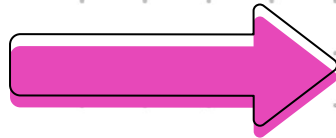
Creating opportunities for students to access positive experiences for the energy and effort they put into exhibiting behavioral expectations and replacement behaviors

Praise + Rewarding Experiences + Group Incentives

Setting Event



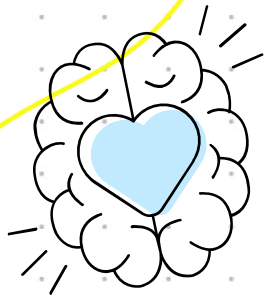
Lighter Fluid



Neutralizing Routines

Setting Event	Neutralizing Routine
Dysregulated / Stressed	Routines that helps students get regulated and calm
Tired / Fatigued	Routines that help students get alert and energy
Neglect / Lack Belonging	Routines that help students get connected with others
Distracted / Not Ready	Routines that help students get focused and ready

Skill Support



Personalized, skill-focused support for students with underlying mental health needs

- ☐ 4 Grade Bands (K-2, 3-5, 6-8, 9-12)
- ☐ 4 Content Areas (Anxiety, Depression, Executive Functioning, Trauma)
- ☐ Common Elements of Evidence-Based Practices
- ☐ School Resources
- ☐ Family Resources

ELEMENTARY

SECONDARY

TOGETHER

Tier 3

PRACTICE

POWERED UP

Tier 2

GROUP

PurposeFULL
People

Tier 1

Character
Strong

Curricula

TOGETHER

Elementary

Grades K–2 and 3–5

PRACTICE

Secondary

Grades 6–8 and 9–12

Courageous & Confident

(Worry, Fear, & Anxiety)

Skills and gradual practice to face situations that cause worry, fear, or anxiety to show up to gain courage and confidence and engage more fully in experiences that lead to short and long-term goals.

Purposeful & Proud

(Depressed, Irritated)

Skills and participation in activities to feel more purposeful and proud instead of sad and irritable to increase engagement in school and life outside of school.

Regulated & Resilient

(Trauma, Adversity)

Skills, supportive relationships, and gradual practice to better regulate emotions and demonstrate resilience in response to situations that are reminders of adverse experiences.

Focused & Successful

(Executive Functioning)

Self-management tools and reminders to improve executive functioning through keeping time and materials organized, regulating attention to stay focused and managing impulses.



***“Consistency is
its own form of
greatness.”***

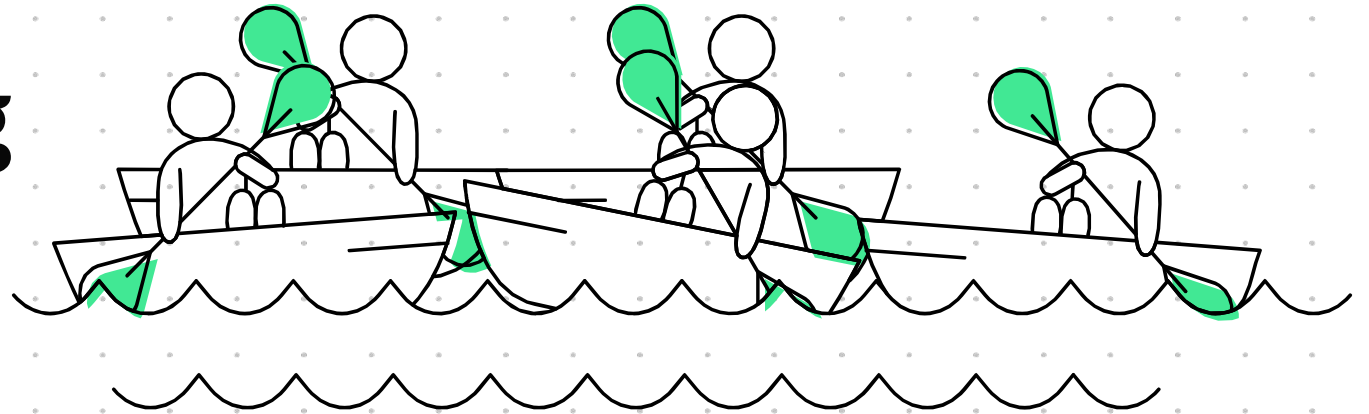
— James Clear Author of Atomic Habits



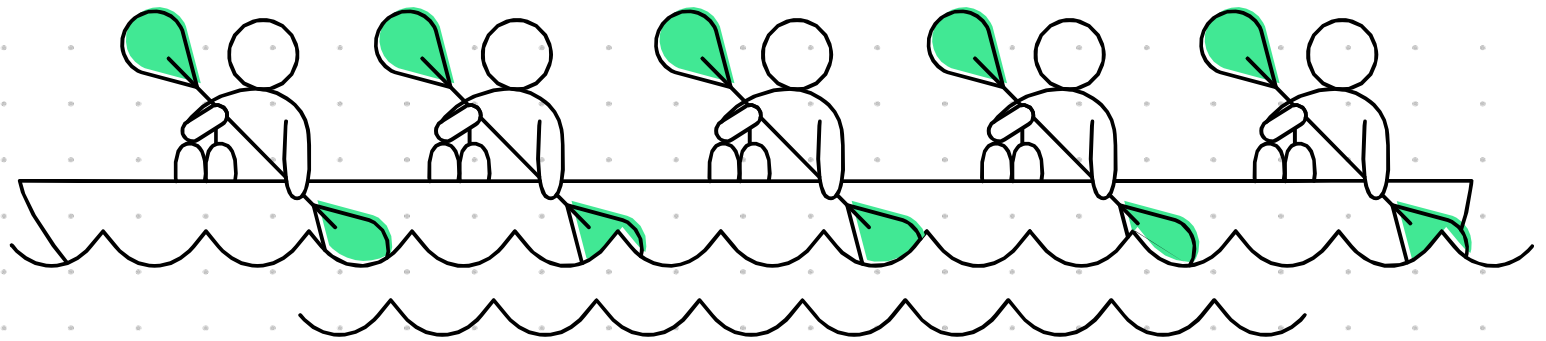
CORE BELIEF

It's all about
THE ADULTS
to get to outcomes for students

Independent Kayakers Going in Different Directions

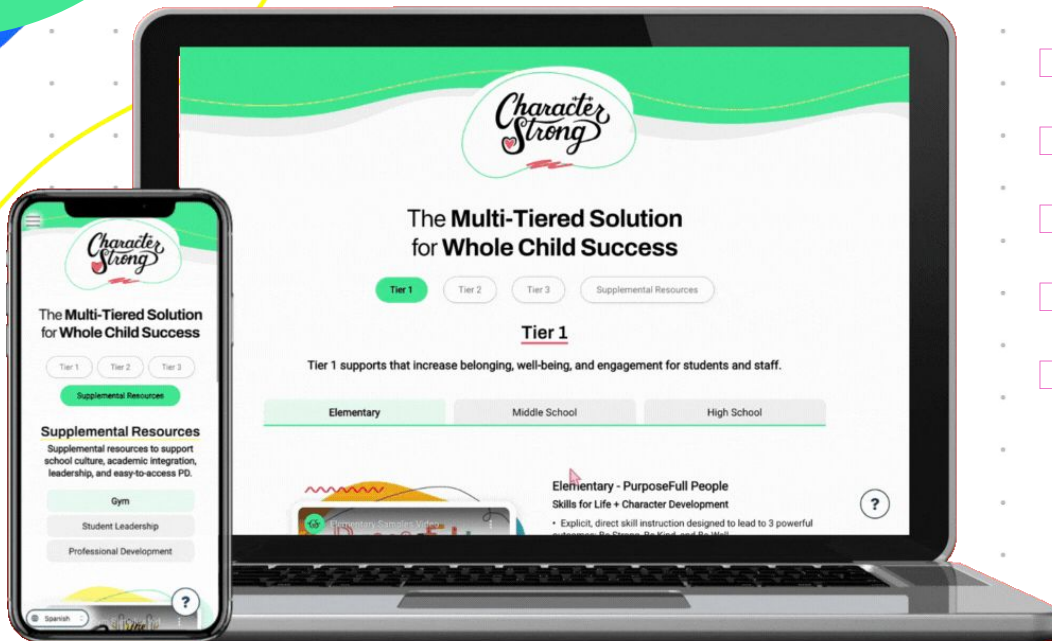


**Everyone in the
same boat
rowing in the
same direction**





Tier 1 Curriculum



- PreK - 12th Grade Vertically Aligned Curriculum
- Designed by Educators for Educators
- Every lesson is unique and does not repeat
- Research-Based Lessons
- Plug and Play Resources

Scan to
Learn More



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:



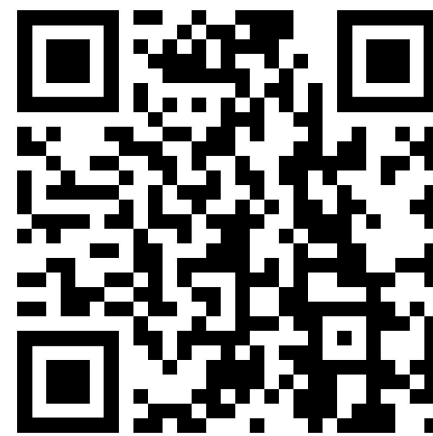
Tier 3 Solution

Tier 3

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
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**Scan to
Learn More:**





60 Second Feedback





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