From Identification to Intervention: Making Tier 2 Systems Work

@characterstrong

![CharacterStrong logo]

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Objectives

- Understand how the **3Ts (timely, targeted, tracked)** support a strong Tier 2 system.

- Identify **data sources and decision rules** for selecting students for Tier 2 support.

- **Match interventions to student needs** based on function and readiness.

- Monitor progress with efficient tools that support **data-driven decisions without adding overwhelm.**
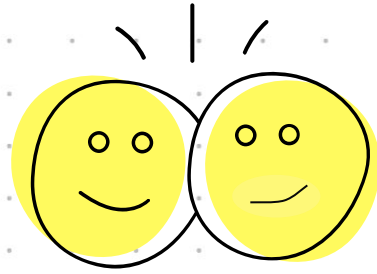
We need to be
Reminded
more than taught

CST2 Process

Readiness

Whole School
& Team

Step 1:

Detect & Triage

Step 2:

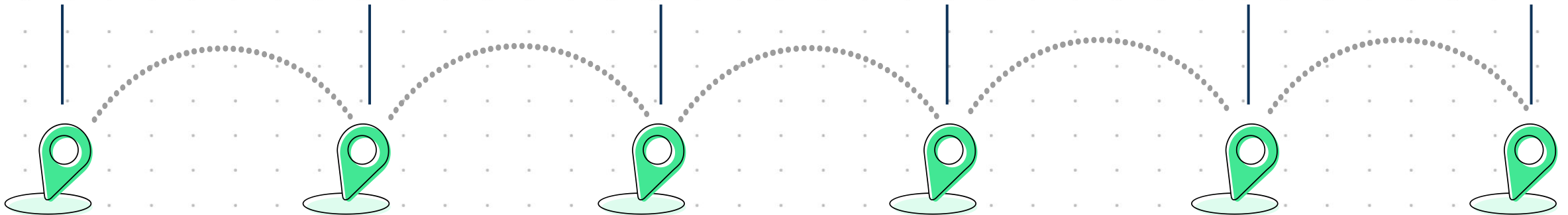Define, Analyze,
& Select

Step 3:

Develop a Plan

Step 4:

Implement &
Monitor Progress

Step 5:

Review &
Decide

Timely Identification

Students are identified for support early, using consistent and proactive data sources, so that intervention begins before challenges escalate.

Targeted Interventions

Supports are matched to the student's specific needs, considering the root cause of the issue, and are designed to build the exact skills or behaviors needed for success.

Tracked Progress

Student response to intervention and staff adherence to core components are monitored regularly using simple, reliable tools to ensure the support is working—and to make timely adjustments when it's not.

Tier 2 Identification Process:
To what extent is there an identification process in place?

Identify	Strength -------------------------- Needs Improvement		
	2 Fully In Place	1 Partially in Place	0 Not Yet in Place
Universal Screening: Conduct universal screenings at least 2x per year using validated tools across academic, behavior, and/or social-emotional domains. Screening data is used proactively to identify students who may need Tier 2 supports.			
Capacity Rate: School ensures that the number of students receiving Tier 2 support does not exceed the school's capacity to deliver interventions with fidelity. When capacity is reached, students are prioritized based on intensity of need and risk, and additional staff or scheduling supports are considered to expand access or transition students in/out of support.			
Decision Rules: Clear, pre-established decision rules guide how students are selected for Tier 2 based on objective data (e.g., cut scores, frequency of problem behavior, multiple data points). These rules are written, consistently applied, and transparent across the school community.			
Team Processes: Team follows a problem-solving process to facilitate solution-oriented discussions that involve selecting precise interventions matched to the root cause, planning out implementation of the intervention to increase likelihood of fidelity, monitoring student response to the intervention through ongoing data collection, and reconvening to make data-based decisions regarding the next step to support the student.			
Struggling to identify students with needs beyond Tier 1? Our CharacterStrong Tier 2 solution provides educators with universal screening instruments to identify students who could benefit from Tier 2!			

Timely Identification
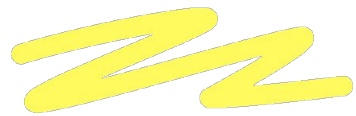
Methods of Data Collection

❏ *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

Strengths and Needs Screener

- Educator Report of Internalizing and Externalizing Needs and Strengths

- Established cut-score for practical decision rule

- Macros to allow for rapid summary of data

Copy of Strengths and Needs Screener

File Edit View Insert Format Data Tools Extensions Help CST2 Menu

A1:E1 | Externalizing and Internalizing Needs

Externalizing and Internalizing Needs

'Need for Support' is defined as the degree to which the student exhibits externalizing or internalizing behaviors or demonstrates lower strengths that would warrant additional support. The Need for Support rating is determined by the frequency, duration, and/or intensity of specific categories of externalizing and internalizing needs.

	Frequency	Duration	Intensity	
	Number of times it happens	Length or amount of time	Severity or degree of impact	A student does not have to exhibit all of the below examples that fall within that category; rather students may exhibit a few or multiple of the examples to still be considered as having a need for support in that category.

0 = Occurs with minimal to no frequency, duration, intensity - No need for support
1 = Occurs with low frequency, duration, or intensity - Low need for support
2 = Occurs with some frequency, duration, or intensity - Moderate need for support
3 = Occurs with a good amount of frequency, duration, or intensity - Need for Support
4 = Occurs with high frequency, duration, or intensity - Great Need for Support

Strengths

Need for Support' is defined as the degree to which a particular strength is not occurring or happening enough to serve as an asset and protective factor that enables success in school. The Need for Support rating is based on the degree to which educators observe students perform skills or behaviors consistent with a partocular category of strengths.

	Skills	Behavior	
	Skills refer to the learned abilities and knowledge required to perform a particular task or activity. They are typically acquired through training, education, and practice, and can be measured or evaluated based on the level of proficiency or expertise display	Behaviors are visible and observable actions that occur that have an impact on self, others, or the environment. Skills often help students engage in specific behaviors that lead to success in social and academic situations in school.	A student does not have to exhibit all of the below examples that fall within that category; rather students may exhibit a few or multiple of the examples to still be considered as having a need for support in that category.

0 = Always Observed - No need for support
1 = Often Observed - Low need for support
2 = Sometimes Observed - Moderate need for support
3 = Rarely Observed - Need for Support

EXTERNALIZING NEEDS

Externalizing behaviors are outer-directed behaviors that can interfere with learning, negative impact relationships with others, or are inconsistent with behavioral norms. Below are three k categories of externalizing behaviors.

	Students	Teacher	Externalizing Categories			Internalizing Categories			Externalizing Needs Total	Internalizing Needs Total	Strength Categories			Strengths Total
			Behavior Interferes w/Learning	Behaviors that impact relationships	Behaviors inconsistent with norms or instructions from others	Avoidance and withdrawal behavior	Worried and nervous affect	Sad and depressed affect			Relationship & Social Skills	Emotion Regulation & Coping Skills	Executive Functioning Skills	
3	Student 1	Teacher 1	1	3	3	4	4	2	7	10	4	2	3	9
4	Student 2	Teacher 1	1	0	1	1	1	2	2	4	2	2	2	6
5	Student 3	Teacher 2	3	1	3	3	0	1	7	4	1	3	2	6
6	Student 4	Teacher 3	3	2	3	1	0	1	8	2	1	3	2	6
7	Student 5	Teacher 3	3	2	3	2	0	1	8	3	2	2	2	6
8	Student 1	Teacher 1	4	4	3	2	2	2	11	6	3	3	1	7
9	Student 2	Teacher 1	0	0	0	0	0	0	0	0	1	2	1	4
10	Student 3	Teacher 2	0	0	0	0	0	2	0	2	1	2	1	4
11	Student 4	Teacher 3	4	4	4	3	1	3	12	7	3	3	1	7
12	Student 5	Teacher 3	4	4	4	2	3	3	12	8	4	2	3	9

Youth Strengths & Needs Screener

Youth Needs Screener

Below are items to rate based on how you think, feel, and do. The information you give will be used to help determine your current strengths. Read each sentence and select the best answer for how you felt in the past month.

Your Name

Teacher:

Select a teacher

Items to Complete	Almost Never	Sometimes	Often	Almost Always
1: I feel nervous or afraid:	1	2	3	4
2: I find it hard to relax or settle down:	1	2	3	4
3: I get bothered by things that didn't bother me before:	1	2	3	4
4: I have uncomfortable and tense feelings in my body:	1	2	3	4
5: I feel like I'm going to panic or think I might lose control:	1	2	3	4
6: I am not really enjoying doing anything anymore:	1	2	3	4
7: I feel worthless or lonely when I'm around other people:	1	2	3	4

- Youth Self-Report of Internalizing Needs and Strengths (3rd Grade - 12th Grade)

- Established cut-score for practical decision rule

- Macros to allow for rapid summary of data

Structured Nomination Form

Character Strong
Tier 2

DESCRIPTION OF EXTERNALIZING BEHAVIORS:

Externalizing behaviors represent *noticeable, overt* behaviors that are disruptive, distracting, bothersome, and/or harmful to others. Students who exhibit externalizing behaviors are often on educators' radar because they are (a) disruptive to the classroom learning environment, (b) verbally and/or physically aggressive toward others, (c) defiant towards adult authority, and/or (d) blatant rule violators.

**EXAMPLES AND NON-EXAMPLES OF EXTERNALIZING BEHAVIORS:**

Examples	Non-examples
- Calling other students inappropriate names - Taking other students' belongings without asking - Arguing or refusing to comply with adult requests or directions - Disturbing others while they are working - Punching or kicking others - Blurting out answers - Bullying others - Arguing	- Saying nice things to others or nothing at all - Asking the person to borrow their belonging before using it - Follow directions the first time - Working quietly while others finish their work - Keeping hands and feet to self - Raising hand and waiting quietly - Respecting others - Being agreeable

Use the above description of externalizing behavior and the examples and non-examples to reflect on students in your class. Your job is to sift through a roster of your class and nominate up to 5 students in your class who exhibit examples of externalizing behaviors.

	NOMINATION OF THE TOP 5 STUDENTS WHO MEET EXTERNALIZING BEHAVIORS DESCRIPTION		Number of Example Behaviors Student Exhibits
	Last Name (or ID #)	First Name	
1			

- Replaces subjective referral

- Operational definitions of externalizing and internalizing needs with examples and non-examples

- Educator nominates students who meet the operational definitions and exhibit behaviors consistent with the examples

Data Review Timeline

Sept Oct Nov Dec Jan Feb Mar Apr May Jun
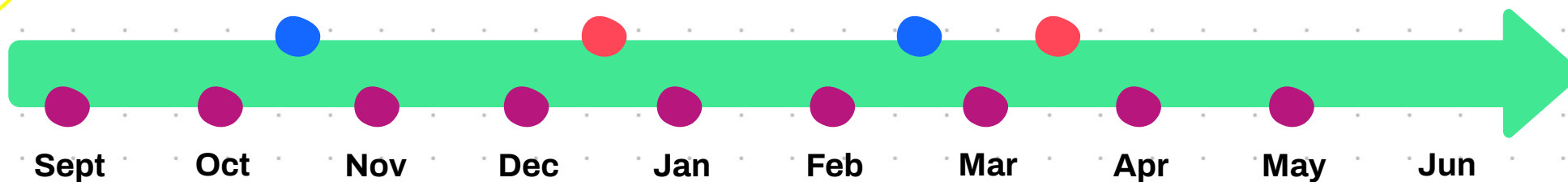
KEY

🔴 Structured Student Nomination

🔵 Universal Screening

🟣 Monthly Proactive Data Review

Decision Rules

Decision Rule #1

How do students go from Tier 1 to Tier 2 or Tier 3?

Decision Rule #2

How do students go from Tier 2 to Tier 3?

Decision Rule #3

How do students go from Tier 2 to Tier 1?

Turn & Talk

What are some data driven decision rules you use to rule-in students for Tier 2 supports?

Establish Capacity Rate

Percent of students who can be served in Tier 2 that is Determined by:

1
Workforce

2
Time

3
Fluency

Base Rate

Capacity Rate

Students who look like they need intervention > **Students who can be served in Tier 2**

Triage

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

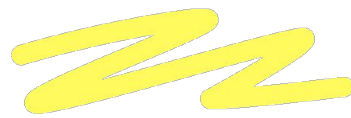The student could receive more sufficient Tier 1 support ➡ **Rule-Out** (Support Tier 1)

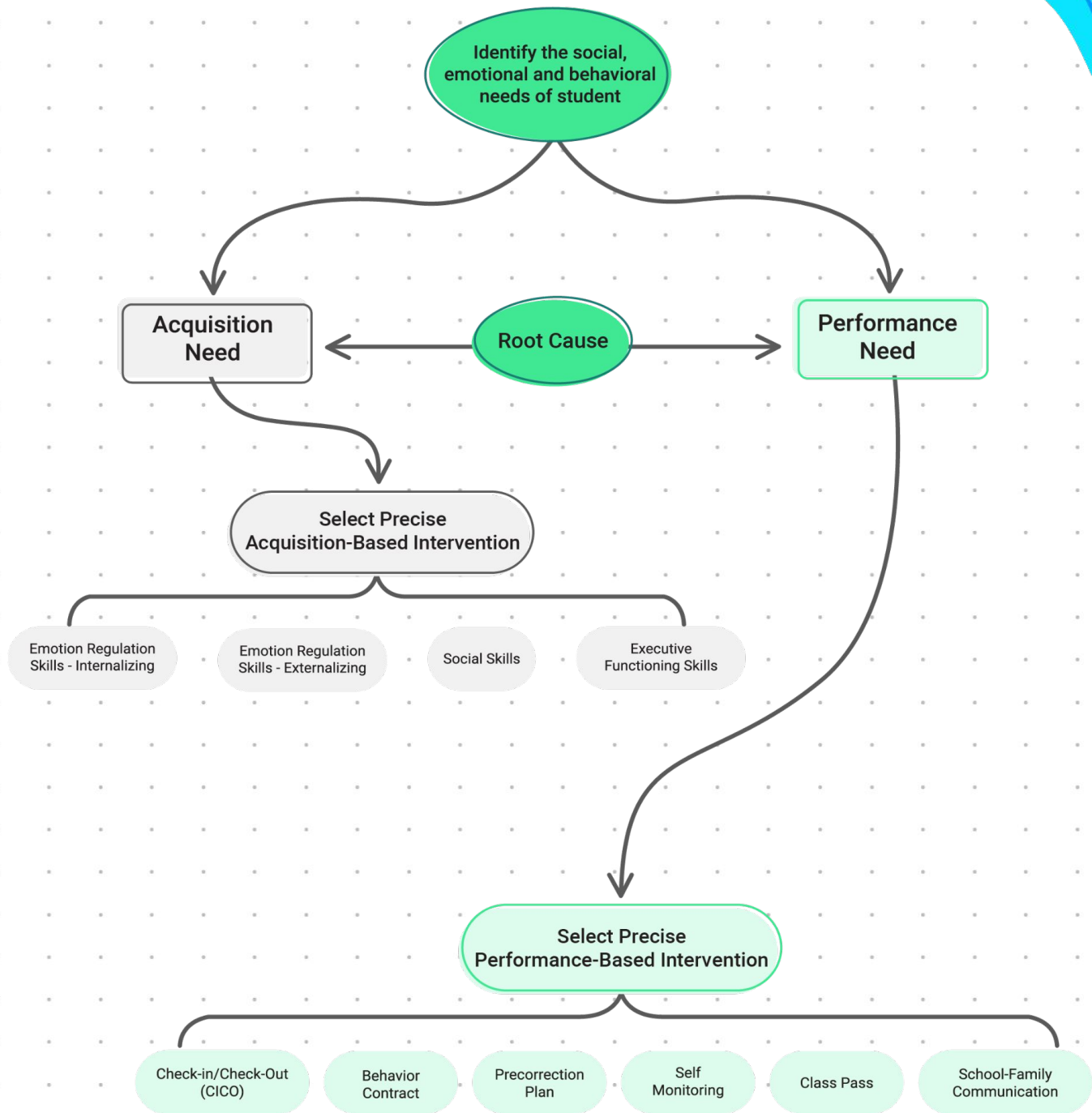Tier 1 support is sufficient and/or need is significant enough to warrant Tier 2 ➡ **Rule-In** (Tier 2 support)

Targeted Interventions

Matching

Identify the social, emotional and behavioral needs of student

Acquisition Need ← → Root Cause ← → Performance Need

Select Precise Acquisition-Based Intervention
- Emotion Regulation Skills - Internalizing
- Emotion Regulation Skills - Externalizing
- Social Skills
- Executive Functioning Skills

Select Precise Performance-Based Intervention
- Check-in/Check-Out (CICO)
- Behavior Contract
- Precorrection Plan
- Self Monitoring
- Class Pass
- School-Family Communication

Acquisition Need

Environment > **Student**

Challenges, expectations, and demands > Knowledge and skills currently possessed

Matching

Identify the social, emotional and behavioral needs of student

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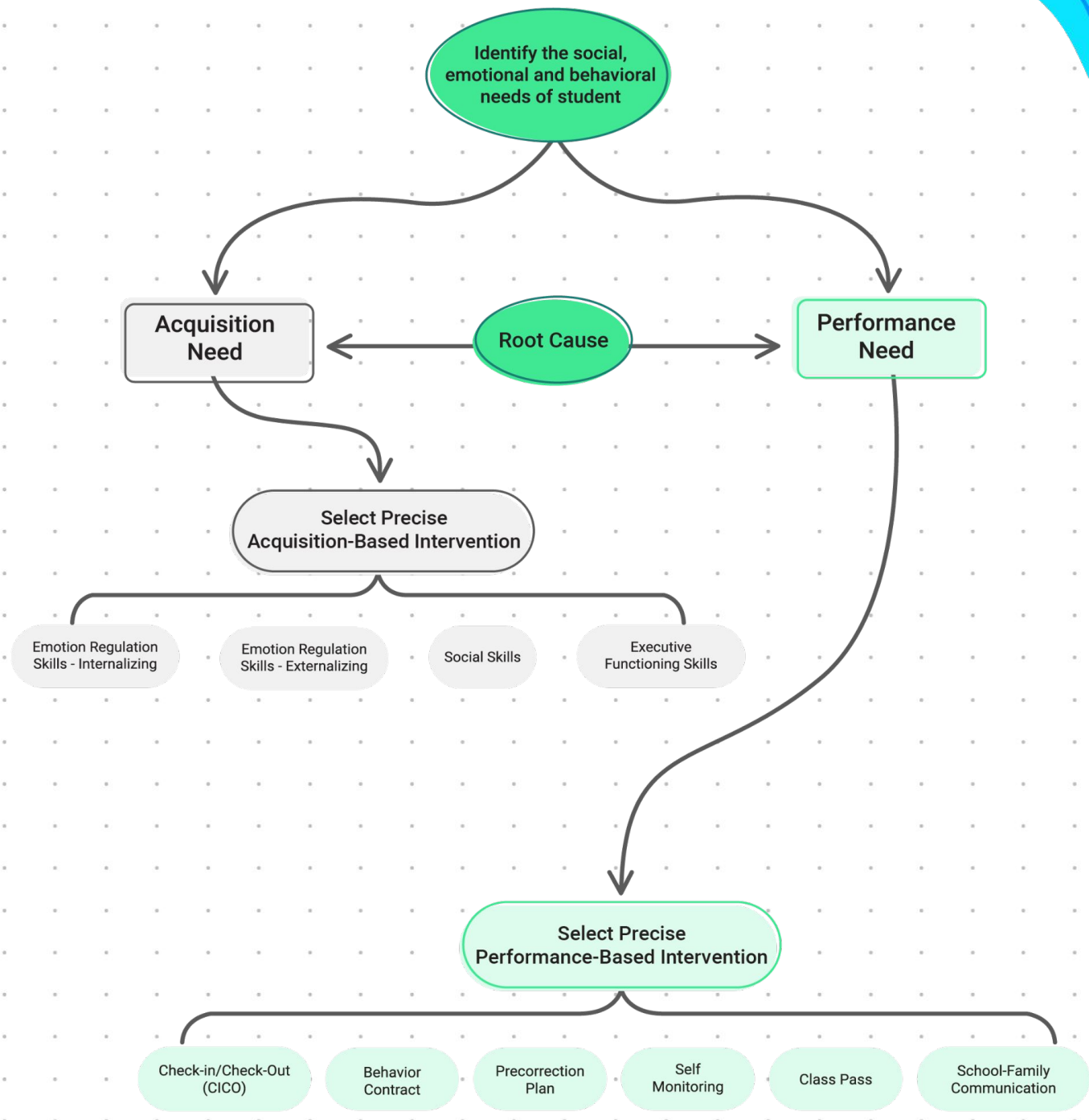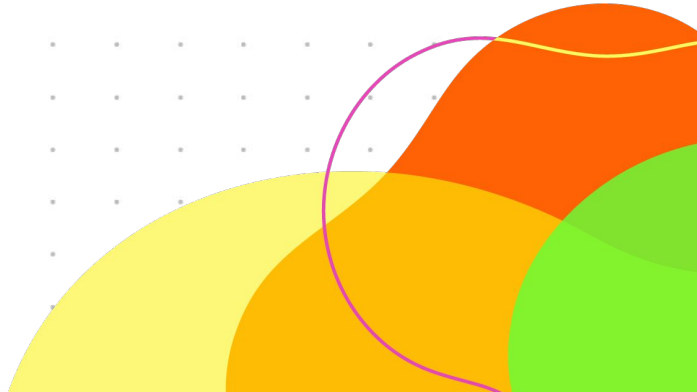
A Menu
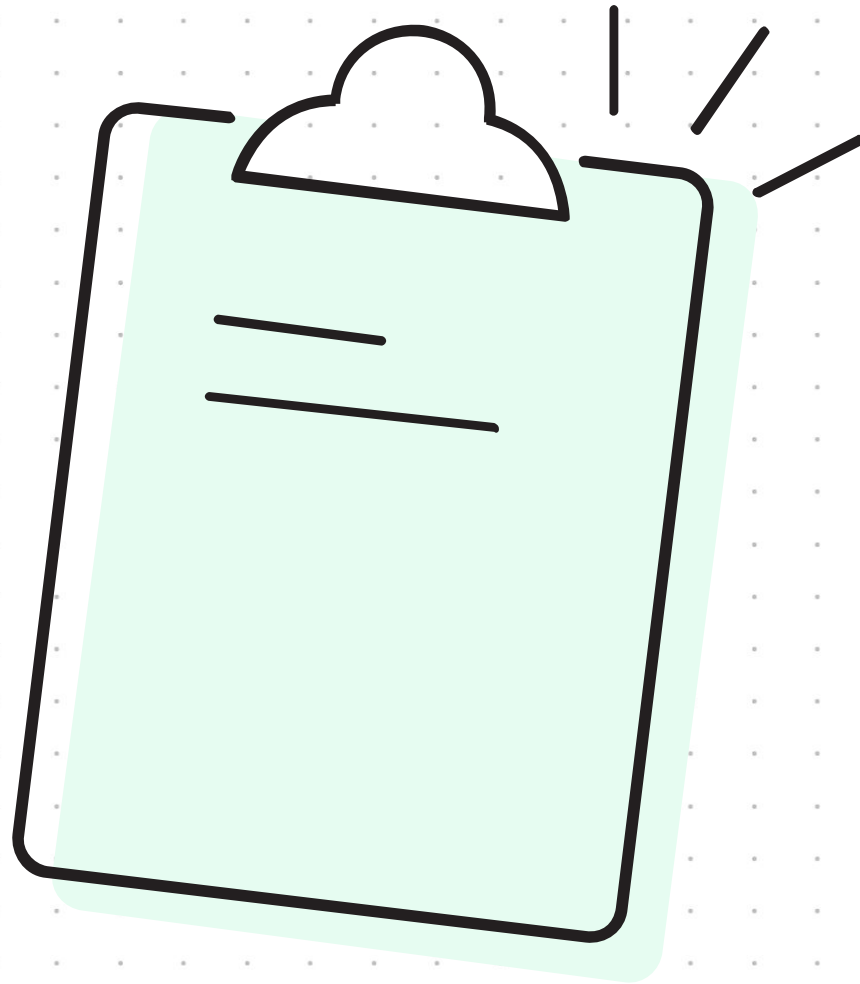
Turn & Talk

What Tier 2 supports
are on your Menu?

Acquisition Need

Use when the student lacks the necessary skill or understanding.

- Explicit skill instruction (e.g., social skills, emotion regulation)

- Small-group re-teaching (targeted executive function focus)

- Skill modeling + guided practice

- Role play with feedback

- Visual supports or checklists for routines

- SEL or behavioral skill-building groups

- Language and vocabulary scaffolds

- Previewing content or priming activities

Performance Need

Use when the student knows the skill but doesn't use it consistently or appropriately.

- Check-In/Check-Out (CICO)

- Positive reinforcement systems or behavior contracts

- Increased opportunities for choice or autonomy

- Goal-setting with self-monitoring tools

- Mentoring or adult connection time

- Scheduled breaks or reset routines

- Environmental adjustments (seating, noise, proximity)

- Parent/guardian communication systems (e.g., daily point sheets)

Tracked Progress
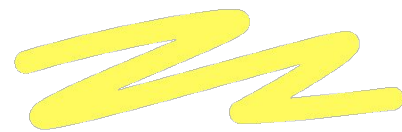
Response to Intervention

Response to Intervention is a way to understand whether a **student is benefiting** from a specific support or intervention by **directly monitoring their progress over time.**

Fidelity

Fidelity refers to how closely **adults implement** an intervention or practice **as it was designed**.
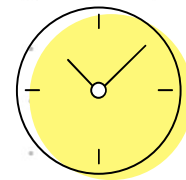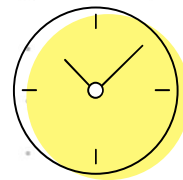
Direct Behavior Ratings

Decrease

What's **getting in the way** of daily life functioning?

Increase

What will **improve** aspects of daily functioning?

Dimension

Frequency, Duration, Intensity

Pre/Post Assessments

Brief Pre-Post Assessments
Symptoms and Improvements
Educator or Family Rating

Coping Group
Progress Monitoring Tools

Instructions: Below are tools to monitor the student's response to intervention to the Coping Group intervention. There are 2 tools. One of the tools helps monitor reductions in symptoms associated with internalizing emotions and behavior. The other tool monitors improvements in functioning that lead to engaging in important experiences.

Monitoring **Reductions in Symptoms** that Get in the Way

Item	Rating			
Seems anxious and/or down	Never 0	Sometimes 1	Often 2	Almost Always 3
Withdraws from or tries to avoid uncomfortable situations	Never 0	Sometimes 1	Often 2	Almost Always 3
Makes complaints of feeling ill or uncomfortable	Never 0	Sometimes 1	Often 2	Almost Always 3
Total Score				

Coping Group	Link to tools
Regulation Group	Link to tools
Self-Management Group	Link to tools
Relationships Group	Link to tools

Direct Behavior Ratings

Component Fidelity

Total % Fidelity Score

40.00%		
90.00%		
60.00%		
40.00%		
90.00%		
50.00%		
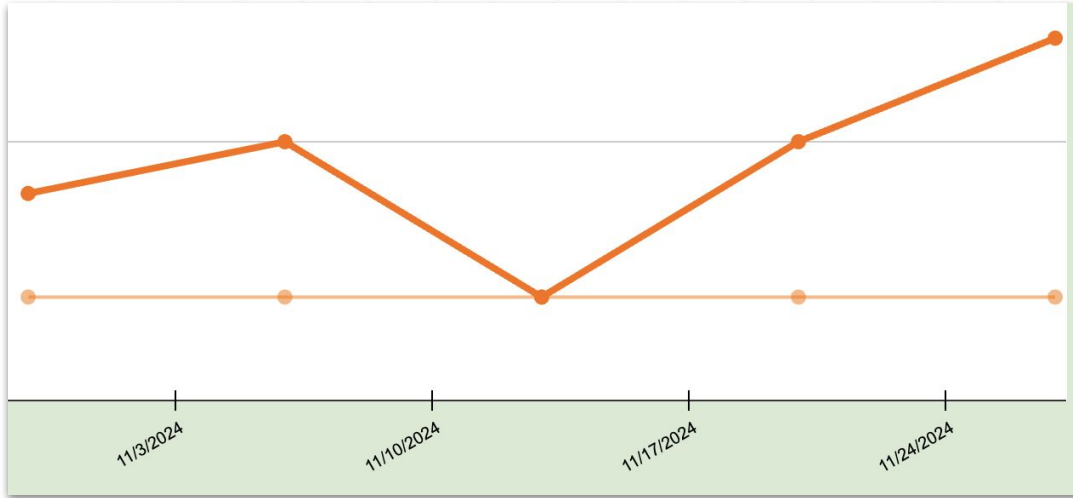
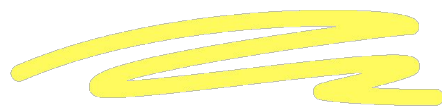| Step 4: Intervention Monitoring Data											
Implementation of Core Components - Intervention Round #1											
Directions: For each component that was delivered that week, fill in 1 for YES. For those components that were not delivered, fill in a 0 for NO.											
Fidelity of Core Components Implemented	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**	**Total % 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	1					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					50.00%
Student received positive reinforcement	1	1	0	1	0	1					66.67%
Daily Behavior Report Sent Home	0	0	0	0	0	0					0.00%
Totals	71.43%	71.43%	57.14%	71.43%	42.86%	71.43%					**64.42%**

Fidelity Consistency

Total Fidelity

Intentional Exit

DICE *of* DESTINY
PROCESSING

⚀ What's one thing you're going to start doing because of what you learned today? Why?

⚁ What's something you learned today that made you think "I wish I'd known this five years ago"? Why?

⚂ Which concept from today's session would you put on a billboard for all educators to see? Why?

⚃ What's one thing you're going to stop doing because of what you learned today? Why?

⚄ Connect something you learned from this session to a challenge you're facing. How might this content help you navigate this challenge?

⚅ What's one question you came in with that got answered and one new question that you have?

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

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