



# Getting Started with Tier 3: The Problem, The Why, and the Solution

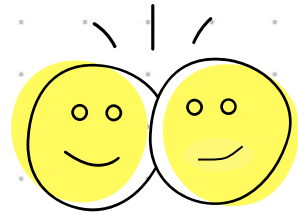
@characterstrong

Elbow  
partners!



2F

Share **2** things  
that really  
**FREAK YOU OUT**  
(and why).



We need to be  
**Reminded**  
more than taught



# Meet Your Presenters



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# BRIDGE TOMORROW



**The Problem** that necessitates Tier 3



**The Why** that drives the work



**The Solution** that brings to life a Tier 3 system of support





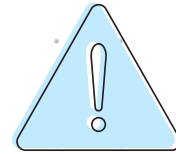
**Schools are the  
primary setting where children  
access needed mental health  
support.**



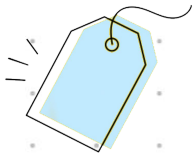
# Existing Struggles



One-size-fits-all



Reactive, Crisis Mode



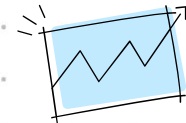
Labeling - Tier 3 students



Outsource support



Fragmented & patchwork



Limited ROI



## **Turn and Talk**

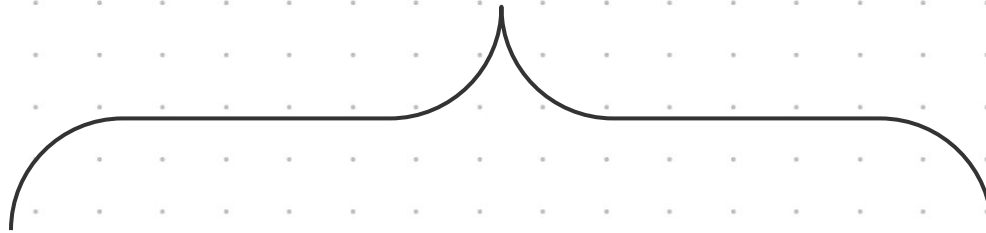
**Which of these  
existing struggles  
resonate the most  
with you?**





**What is the definition of a  
PROBLEM?**

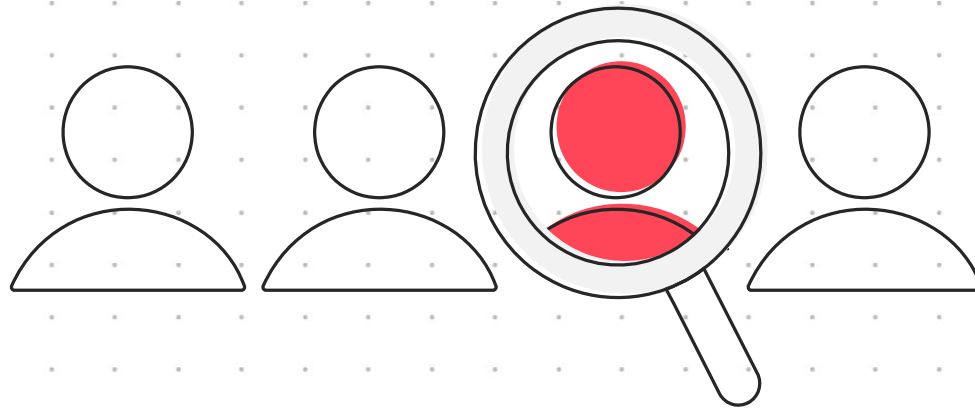
**Problem = Discrepancy**



**What is expected?**

**What is happening?**

# What Research Says



**1 out of 4 students** struggle with mental health difficulties that impair daily functioning

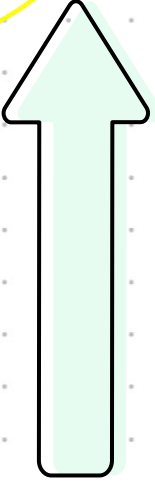
Anxiety

Depression

Executive  
Functioning

Trauma

# Research: The Needs

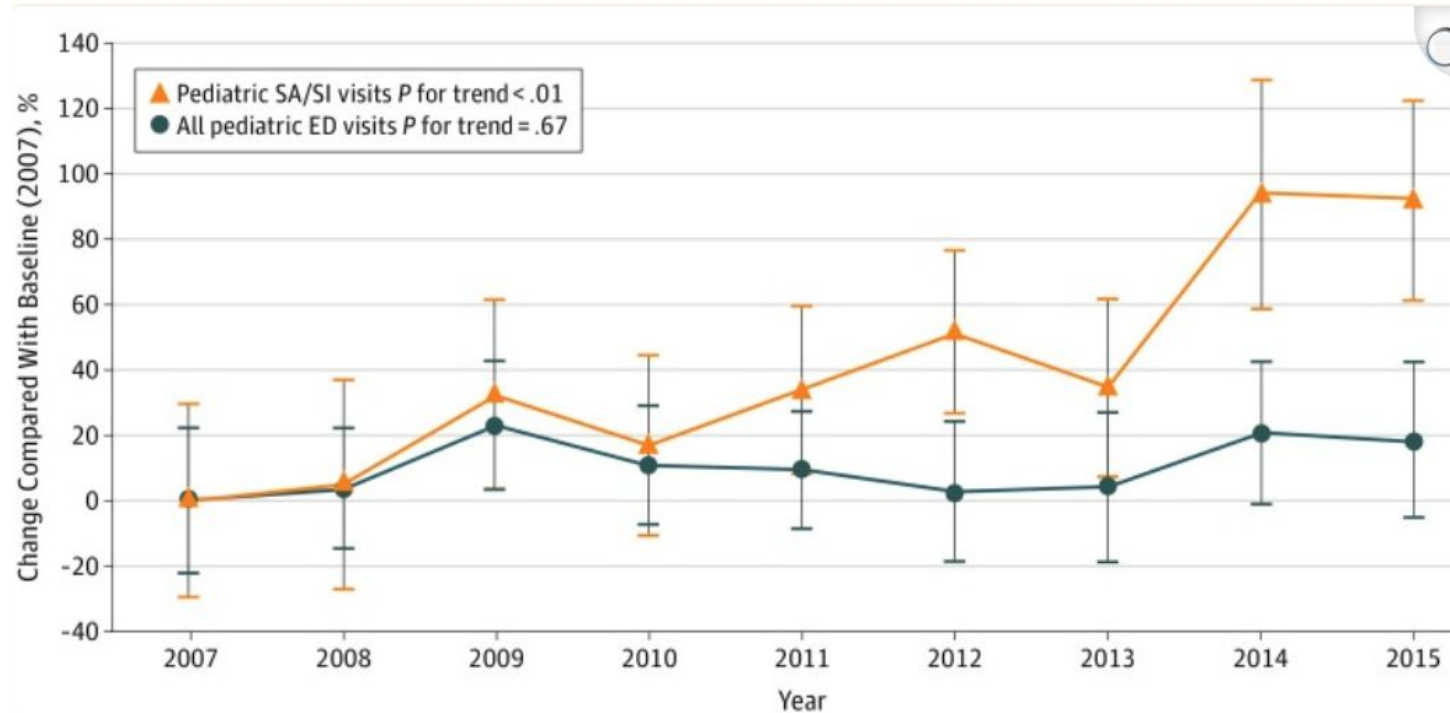
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**Increase in high intensity behaviors** post-Covid  
that has **not subsided**

- ▶ 67% report **property damaged** or destroyed due to student behavior
- 59% have experienced **verbal aggression or threats**
- ▶ 49% have had to **evacuate other students** due to unsafe behavior
- ▶ 45% reported having witnessed students **elope** from class
- ▶ 40% are seriously worried about being **injured** by a student

# Mental Health Emergency Department Visits

Figure. Associated Changes in Pediatric Emergency Department (ED) Visits for Suicide Attempts(SA) and Suicidal Ideation(SI)



100% increase  
from 2007-2015  
(8 year span)

Additional 10%  
increase from  
2015-2020

Additional 51%  
increase since  
outset of COVID

## Trends in Psychiatric Emergency Department Visits Among Youth and Young Adults in the US

Luther G. Kalb, PhD,<sup>1,2</sup> Emma K. Stapp, PhD,<sup>1</sup> Elizabeth D. Ballard, PhD,<sup>1</sup> Galloppe Holingue, MPH,<sup>1</sup> Amy Keefe, PhD,<sup>1,2</sup> Anne Riley, PhD<sup>1</sup>

**BACKGROUND:** Visits to the emergency department (ED) for psychiatric purposes are an indicator of chronic and acute unmet mental health needs. In the current study, we examined if psychiatric ED visits among individuals 6 to 24 years of age are increasing nationwide. **abstract**

**METHODS:** ED data came from the 2011–2015 National Hospital Ambulatory Medical Care Survey, a national survey of ED visits across the United States. Psychiatric ED visits were identified by using the *International Classification of Diseases, Ninth Revision* and reason-for-visit codes. Survey-weighted logistic regression analyses were employed to examine trends in as well as correlates of psychiatric ED visits. Data from the US Census Bureau were used to examine population rates.

**RESULTS:** Between 2011 and 2015, there was a 28% overall increase (from 31.3 to 40.2) in psychiatric ED visits per 1000 youth in the United States. The largest increases in psychiatric ED visits per 1000 US youth were observed among adolescents (54%) and African American (53%) and Hispanic patients (91%). A large increase in suicide-related visits (by 2.5-fold) was observed among adolescents (4.6–11.7 visits per 1000 US youth). Although psychiatric ED visits were long (51% were ≥3 hours in length), few (16%) patients were seen by a mental health professional during their visit.

**CONCLUSIONS:** Visits to the ED for psychiatric purposes among youth are rising across the United States. Psychiatric expertise and effective mental health treatment options, particular those used to address the rising suicide epidemic among adolescents, are needed in the ED.

Departments of <sup>1</sup>Mental Health and <sup>2</sup>Population, Family, and Reproductive Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland; <sup>3</sup>Department of Psychiatry and Behavioral Sciences, School of Medicine, Johns Hopkins University, Baltimore, Maryland; <sup>4</sup>Kennedy Krieger Institute, Baltimore, Maryland; and <sup>5</sup>Genetic Epidemiology Research Branch and <sup>6</sup>Experimental Therapeutics and Pathophysiology Branch, National Institute of Mental Health, Bethesda, Maryland

Dr Kalb designed the study, drafted the initial manuscript, and conducted the analyses on the publicly available data set. Drs Stapp, Ballard, Keefe, and Riley and Ms Holingue reviewed and revised the manuscript and provided important intellectual content, including conceptualization of the study design, fit of the current study within the literature, and approach to the analyses; and all authors approved the final manuscript as submitted and agree to be accountable for all aspects of the work.

**DOI:** <https://doi.org/10.1542/peds.2018-2192>

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PEDIATRICS (ISSN Numbers: Print, 0031-4005; Online, 1098-4275).

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**WHAT'S KNOWN ON THIS SUBJECT:** The emergency department (ED) is the national safety net for individuals with chronic and acute mental health issues. Monitoring trends in ED visits is critical because they can signal important changes in population health.

**WHAT THIS STUDY ADDS:** Between 2011 and 2015, psychiatric ED visits among youth in the United States increased. This trend was largely driven by adolescents, and youth of color. An increase in visits related to self-harm and suicide was observed among adolescents.

**To cite:** Kalb LG, Stapp EK, Ballard ED, et al. Trends in Psychiatric Emergency Department Visits Among Youth and Young Adults in the US. *Pediatrics*. 2019;143(4):e20182192



## **Use Existing Data** to Show Problems that Warrant Tier 3

### **Academic data**

- ▶ Achievement scores
- ▶ Formative assessments

### **Behavior data**

- ▶ Attendance
- ▶ Discipline
- ▶ Screening data

### **Mental health data**

- ▶ Screening data
- ▶ Climate data



# The Why

## The Needs



Majority of youth experiencing  
mental health difficulties  
**will not receive** quality  
mental health services

# The Needs

## External Locus of Control

Paying Attention to Factors Beyond One's Immediate Control

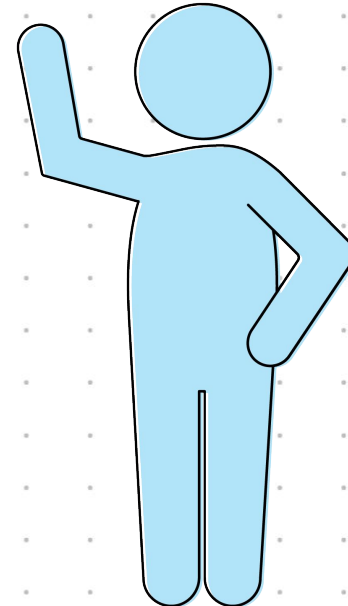


Fatigue

Frustration

Lack of Efficacy

Defeated



# Lack of competent & confident workforce leads to...

## Kick the Can



Some qualified staff get the feeling its not part of their scope of practice

## Reliance on Contracted MH



Fragmented solutions that stop gap the workforce issue, that are often the best available option

## Overloaded Special Education



Overburdened SPED services that can reduce the quality with which these students can be served

# The Solution

**Internal Locus of Control**  
Paying Attention to Factors One Has Control Over

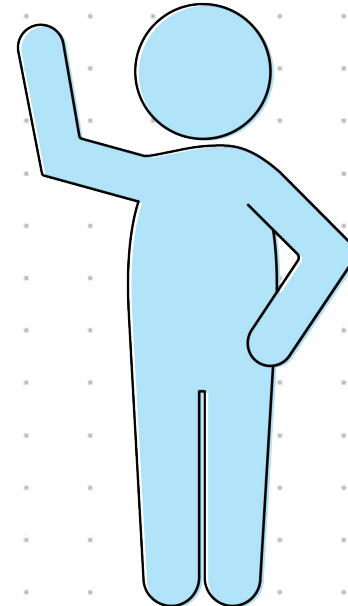


**Hopeful**

**Efficacious**

**Energy/Vitality**

**Empowered**





## AGREE or DISAGREE

Educators have control  
over **effective processes  
and interventions** to  
support students with the  
greatest need for support



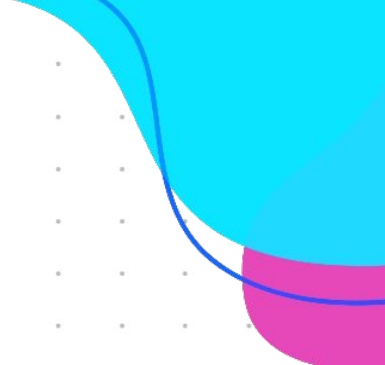
# AGREE or DISAGREE

Schools get **stuck in**  
**crisis, reactionary mode**  
when Tier 3 is weak



## AGREE or DISAGREE

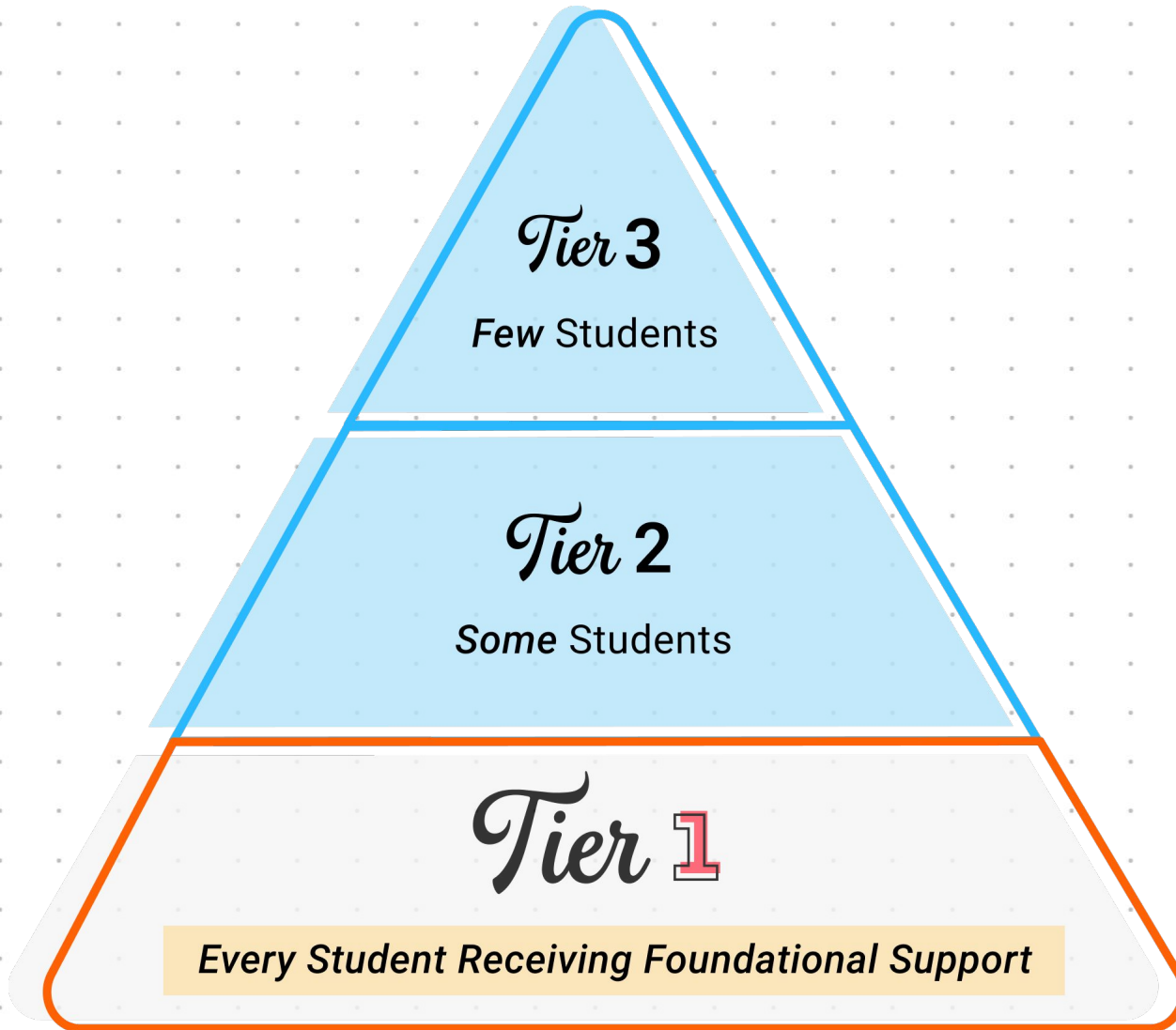
Tier 3 is stronger **when  
schools continuously  
improve Tier 1 and Tier 2**





**Do you believe in**  
**PREVENTION?**

# Tier 1 is Prevention



What happens when students do not consistently receive high-quality Tier 1 supports?

# What are the foundations of **PREVENTION?**

## **Foundations of Prevention**

- 1. Environment**
- 2. Relationships**
- 3. Teaching & Learning**



**OUTCOMES**



**Well-Being**



**Belonging**

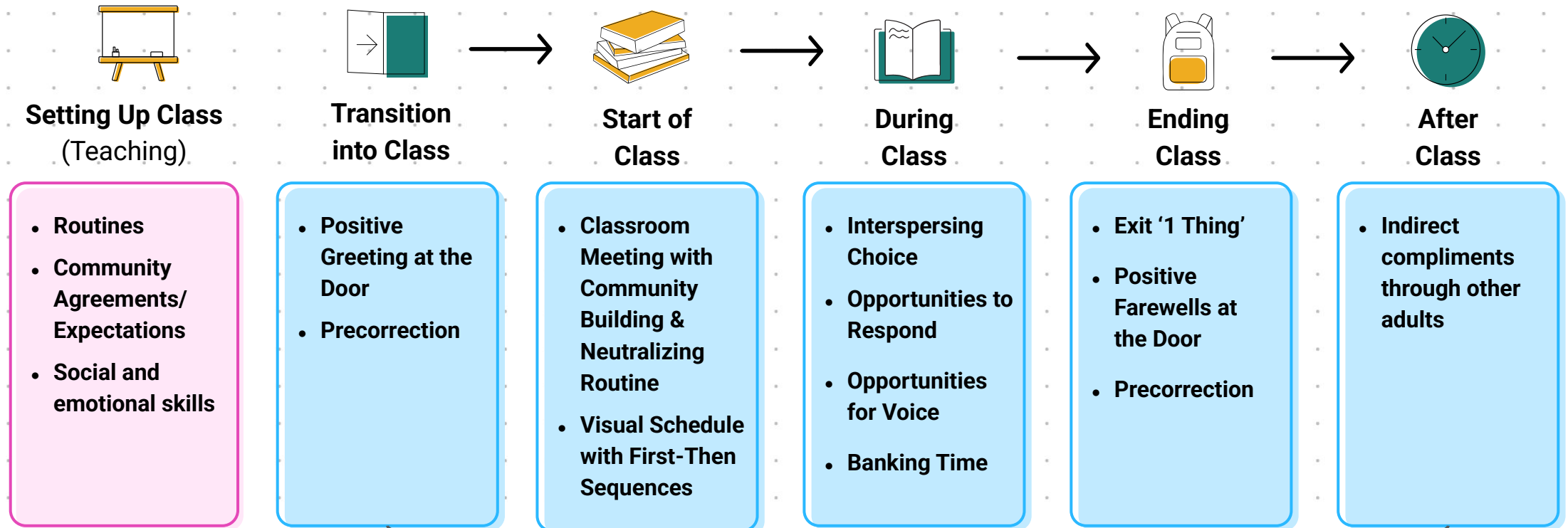


**Engagement**



# Daily Workflow / Routine

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



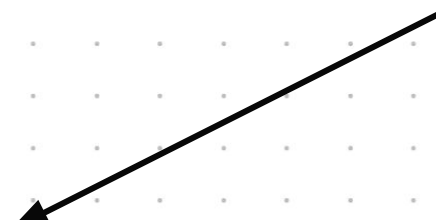
**Responding to Behavior:** Behavior-Specific; Proximity, Redirections, Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices

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



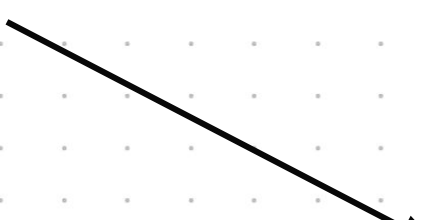
# WTF

## Wait-to-Fail Two Levels



Students **do not access the foundational experiences** to be well, belong, and engage in learning experiences

**Tier 1**



Students with needs for additional support are **unable to access early intervention**

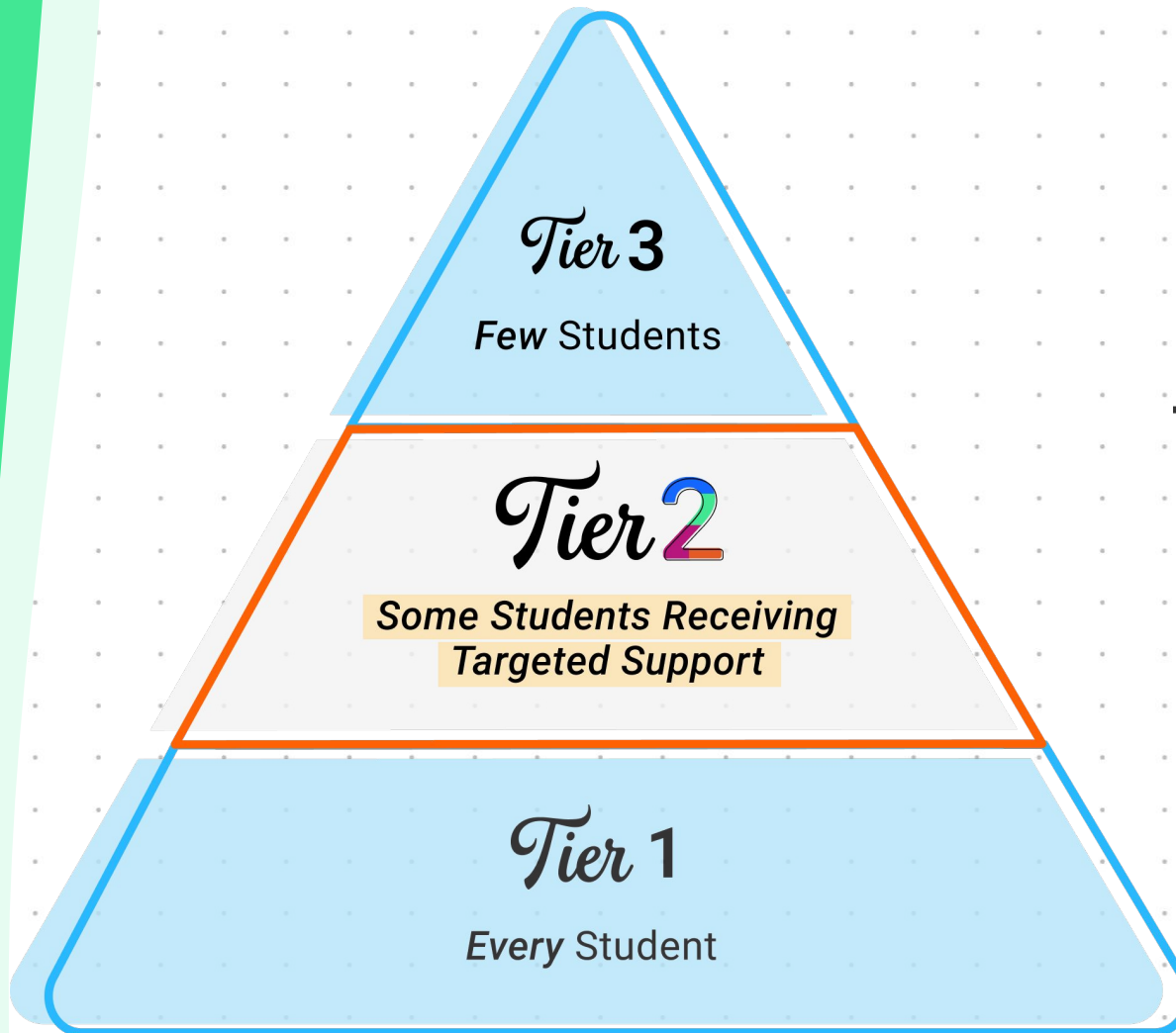
**Tier 2**

What happens when

# **EARLY INTERVENTION**

is weak or non-existent?

# Proactive is anticipating that some students need **targeted** Tier 2



**Tier 2** is all about activating early intervention as close to the time when a student's need emerges

## Formula for Tier 2


Some Students (who) +  
Targeted Early Intervention (what) +  
Team-Driven Problem-Solving (how) =

---

*Tier* 2



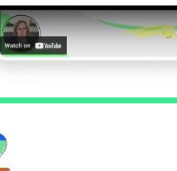
# Upcoming Changes to the CS T2 platform!




## Getting Started

Quick Links Menu ▾

Welcome to the CST2 Solution! Your first step is to watch the CST2 Getting Started video below and then head to the First 3 Steps.





Intervention Library

Tutorials & FAQ

## Training & Resources

This is your one-stop shop to learn about the Tier 2 process—take courses to earn professional certificates, enhance your Tier 2 implementation, and explore key topics like Whole School Readiness, Teaming, and more.

T2 Process

Live & Recorded Trainings

Resource Library

### Whole School Readiness

This ensures successful Tier 2 implementation by fostering shared clarity among educators on its purpose, process, and interventions.

Explore

### Teaming

A strong Tier 2 system depends on a collaborative team with clear roles, consistent processes, and ongoing improvement.

Explore

### Detect and Triage

This step is about early identification of Tier 2 students through data review, decision rules, and targeted tools.

Explore

### First 3 Steps

- #### Find Your Resident

Determine who will be responsible for implementing the CST2 process and what individual should have opportunities.
- #### Train Your Resident

The resident experience includes the Skill-Building and Training modules.
- #### Begin with the Process: Readiness

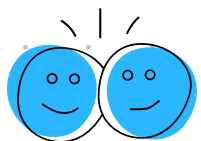
Engage in the Readiness stage of the CST2 Process, which includes training your entire staff on Tier 2, the supports included in the CST2 solution, and developing an effective team that will support this work.



# Why Tier 3 in Schools?



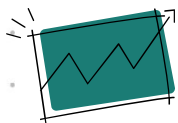
There are students with intense needs who are most at-risk of negative life-course outcomes.



Students need relational supports to change their behaviors.



Families and caregivers struggle to connect with referral agencies.

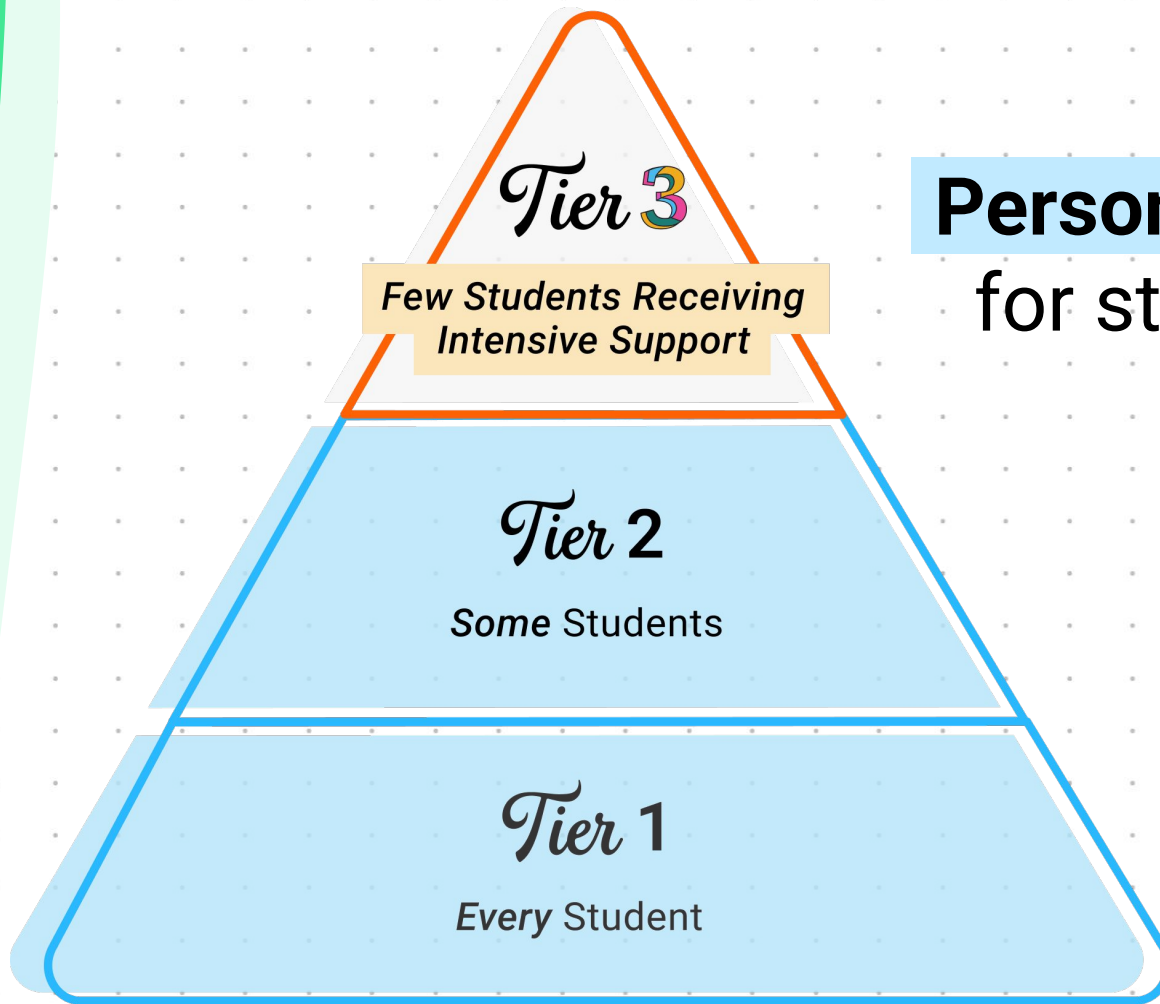


Schools can provide the necessary supports to drive system change and positive student outcomes.

# The Solution



**What does successful**  
**Tier 3 support**  
**look like?**



**Personalizing** intensive support  
for students with the greatest  
needs

# Formula for Tier 3

A decorative orange zigzag line is positioned directly below the title 'Formula for Tier 3'.

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

---

*Tier 3*

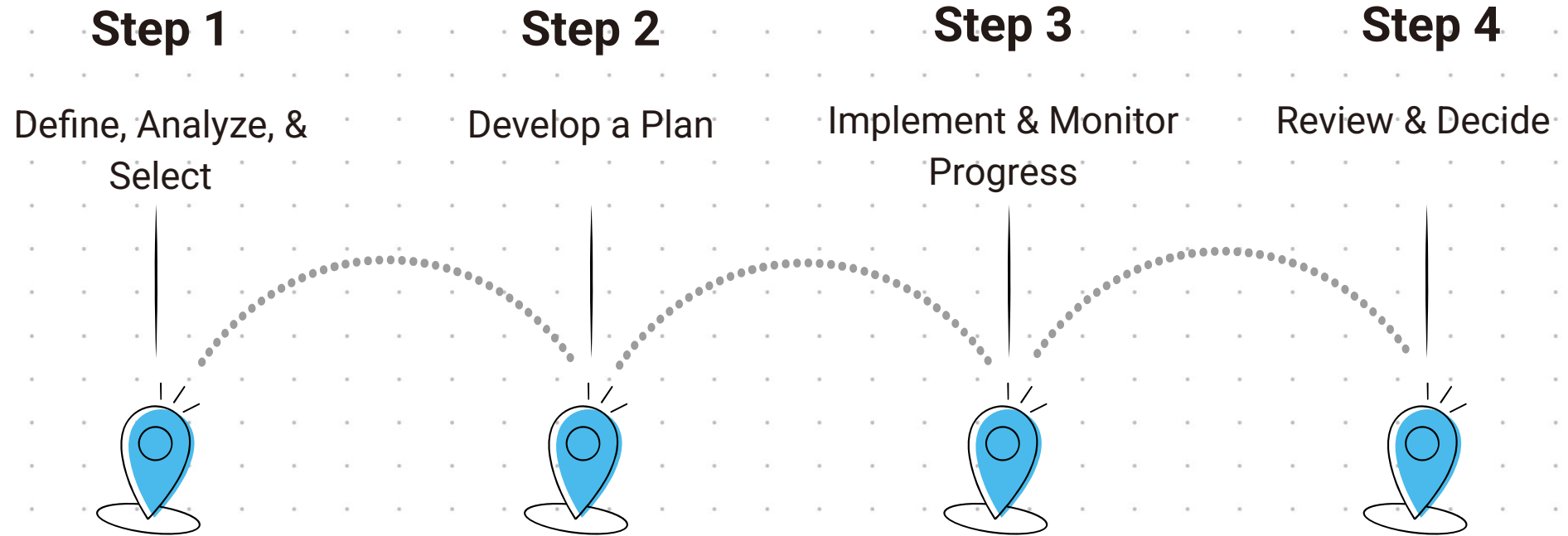
The slide features a light gray dotted background. It is decorated with large, overlapping, semi-transparent shapes in various colors: green, blue, purple, yellow, and orange, primarily located along the left and right edges.

# What Tier 3 is NOT

A teal-colored zigzag line is positioned directly beneath the title 'What Tier 3 is NOT'.

- ✗ Tier 1 or Tier 2
- ✗ A person
- ✗ Admiring the problem
- ✗ Every student getting the same thing
- ✗ Guesswork
- ✗ Getting stuck in reactive, crisis

# CS Tier 3 Process



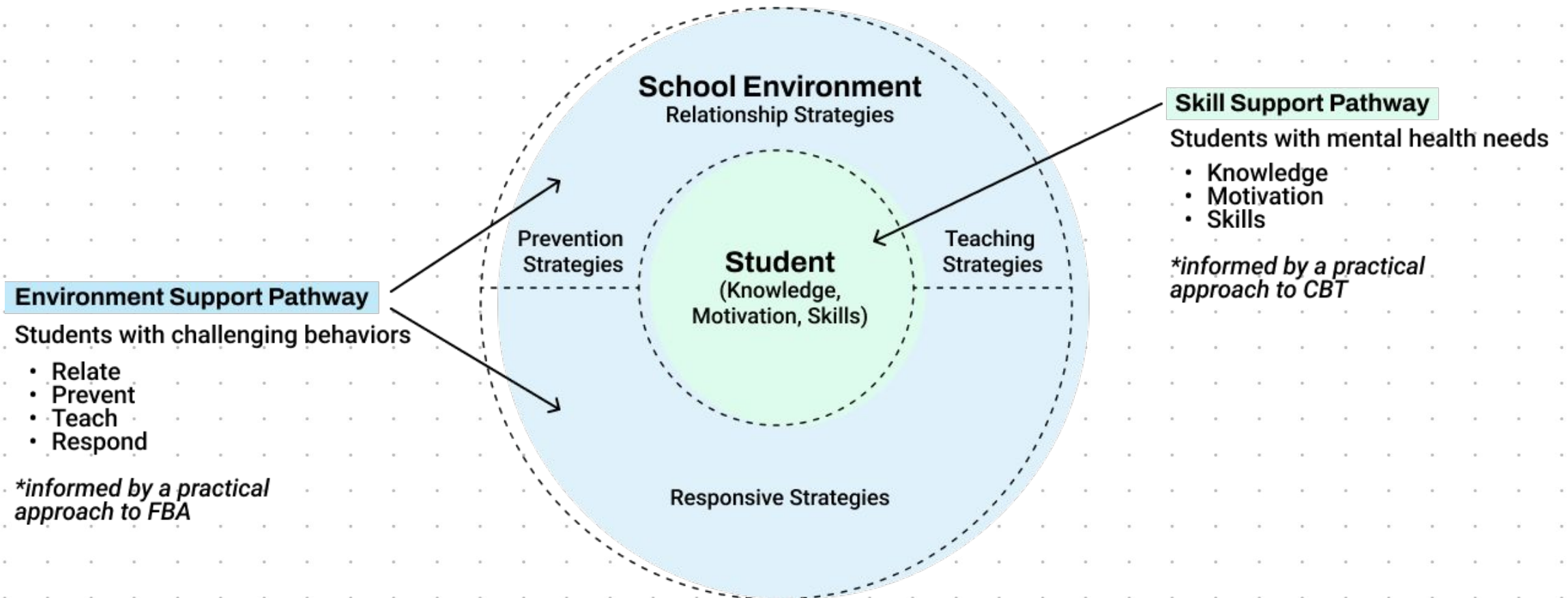
**Solution #1:**

**Identified Root Cause**



# Tier 3 Model

## Person by Environment Approach to Tier 3



# **Step 1**

**Define**

## **Define the Need:**

- Behaviors to decrease that have a negative impact on self, others, environment
- Behaviors to increase that will facilitate / enable better success in school

**Analyze**

## **Analyze Why the Need Exists:**

**Intense Behavior**  
that Requires  
Environment Support

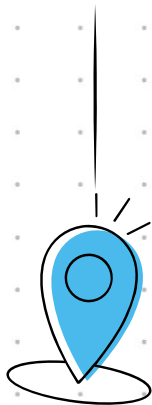
or

**Mental Health Need**  
that Requires Skills  
and Supportive  
Relationships

**Select**

## **Select a Personalized Support Pathway**

- Environment Support Pathway
- Skill Support Pathway



## Evidence-Based Tier 3 Supports



### Environment Support Pathway

Function-based behavior intervention planning for students with challenging behaviors that result in safety concerns, negatively impact learning environments, or harm relationships with others. This Pathway guides educators to gather and use data from a practical functional behavioral assessment to develop an effective Intervention Blueprint.

**The Intervention Blueprint includes:**

- Teaching strategies to support the acquisition and use of skillful replacement behaviors
- Proactive strategies to prevent unskillful behaviors from occurring
- Responsive strategies to reinforce replacement behaviors and address unskillful behaviors



### Skill Support Pathway

Delivery of common elements of evidence-based practice to address the student's underlying mental health need. This Pathway supports students to acquire and apply knowledge and skills that enable them to overcome challenging situations in school and outside of school and achieve important goals.

**Precise skill support is provided by the following:**

- Identify the top mental health need (e.g., anxiety, depression, executive functioning, trauma)
- Access to resources (session content, student workbooks, family resources) to deliver tailored skill support that addresses the identified mental health need

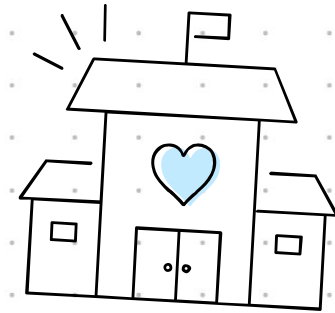
# Environment Support

Who is it for?



Students with **challenging behaviors** that result in safety concerns and impact the learning environment and relationships with others.

- Decrease in behaviors that are getting in the way
- Increase in behaviors and skills that improve daily functioning in school



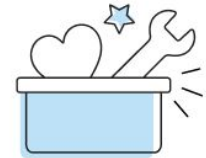
# Function-based Behavior Support Plans



Use FBA to Develop  
a Hypothesis



Create a Pathway  
Chart



Develop a Behavior  
Support Plan



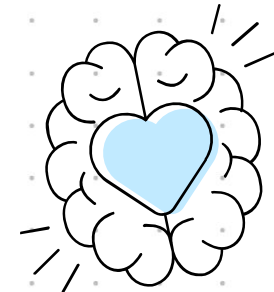
# Skill Support

Who is it for?



Students with **underlying mental health needs** who need a supportive relationship to learn skills and strategies to improve self-regulation to respond effectively to challenging situations and more consistently meet expectations in school and outside of school

- Decrease in behaviors that impair aspects of daily life functioning in school and outside of school
- Increase in knowledge and skills that result in improved mental health and daily life functioning



# Skill Supports

## Personalized to Specific Mental Health Needs

### **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 to engage more fully in experiences that lead to long-term goals.

### **Purposeful & Proud**

(Depressed, Irritated)

Skills to change thinking patterns and improve coping skills to feel and function better by engaging more fully in life instead feeling down and irritable.

### **Regulated & Rising**

(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.



## **Turn and Talk**

**What interventions do  
you use for Tier 3?**





## **Solution #2:**

**Personalized  
Supports Matched to  
Identified Root Cause**

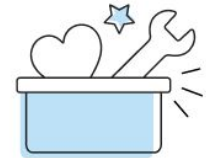
# Function-based Behavior Support Plans



Use FBA to Develop  
a Hypothesis



Create a Pathway  
Chart



Develop a Behavior  
Support Plan

## Definition of FBA



An information gathering process to identify the environmental factors that reliably predict and maintain specific unskillful behaviors to inform the development of a personalized behavior support plan

# An FBA takes us from....


**Form:** the observable behavior we see.  
to

**Function:** the reason why the behavior  
we see is happening.



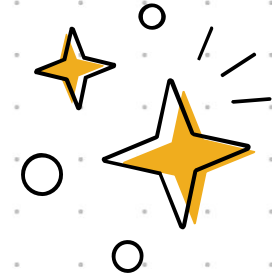
**Share out...**

**What do you think is the  
importance of a FBA?**

A yellow squiggle, resembling a stylized 'W' or a series of connected 'Z' shapes, is located to the left of the main text area.

# Importance of FBA

- Personalized Interventions
- Effectiveness
- Positive Approach
- Data-Driven Decisions
- Prevention of Escalation



# Outcome of FBA: Generate the Hypothesis



When [activating event] occurs [student's name] exhibits [unskillful behavior] in order to [function of behavior]. This is more likely to take place on day when [setting event description].

**How confident is the team that the hypothesis statement is accurate and defensible?**





## **Turn and Talk**

**What might happen if  
the hypothesis  
statement is NOT  
accurate and  
defensible?**





# Definition of Behavior Support Plan



A document that outlines the specific teaching, proactive, and replacement strategies informed by the Pathway Chart that educators will implement to provide effective environmental support.

Teaching  
Strategies

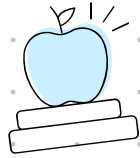


Proactive  
Strategies



Responsive  
Strategies

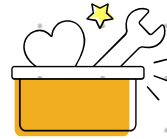
# Behavior Support Plan



## Teaching Strategies

Desired Skillful Behavior

Functionally Equivalent  
Replacement Behavior  
(FERB)



## Proactive Strategies

Prevention Strategies

Setting Event Strategies



## Responsive Strategies

Reinforcement  
Strategies

Progressive Response

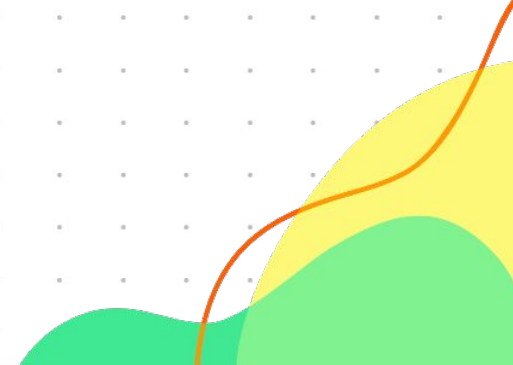
De-Escalation


# Skill Support

## Identifying the **Top Needs**

A decorative orange zigzag line is positioned below the title 'Identifying the Top Needs'.


Gather input from the **family,**  
**educators,** and the **student** about the  
top mental health need in order to  
select a precise skill support

In the bottom right corner, there are decorative overlapping shapes in yellow, green, and orange.



	EDUCATOR TOP NEED	FAMILY TOP NEED	STUDENT TOP NEED
<b>Courageous and Confidence (overcome worry, fear, anxiety)</b> <ul style="list-style-type: none"> <li>Learn skills to manage anxious feelings</li> <li>Get better at facing fears to not miss out on important experiences</li> <li>Manage uncomfortable thoughts about something bad happening</li> </ul>			
<b>Purposeful and Proud Skill Support (address feeling depressed and irritable)</b> <ul style="list-style-type: none"> <li>Learn skills to feel better and more hopeful</li> <li>Get better at managing feelings of sadness and frustration</li> <li>Engage more positively in meaningful activities</li> </ul>			
<b>Focused and Successful (improve executive functioning)</b> <ul style="list-style-type: none"> <li>Learn strategies to stay focused, motivated, and organized</li> <li>Get better at completing responsibilities independently</li> <li>Improve on-task behavior in class or at home when completing work</li> </ul>			
<b>Regulated and Resilient (overcome adverse experiences in life)</b> <ul style="list-style-type: none"> <li>Learn skills to overcome adverse experience encountered in life</li> <li>Get better at managing situations that cause big emotions</li> <li>Stay more engaged in situations instead of get upset and withdrawal or escape</li> </ul>			


# Top Needs Tool


Select the Skill Support that **best** addresses the student's top need.





**Courageous & Confident  
(Worry, Fear, & Anxiety)**




☐ Select








**Purposeful & Proud  
(Depressed, Irritated)**




☐ Select








**Focused & Successful  
(Executive Functioning)**




☐ Select





**Regulated & Resilient  
(Trauma, Adversity)**



☐ Select



# What does the student need to improve functioning?



Overcome **worry, fear, and anxiety** to feel more courage and confidence



Address **feeling depressed and irritable** to feel more purposeful and proud and engage in enjoyable experiences



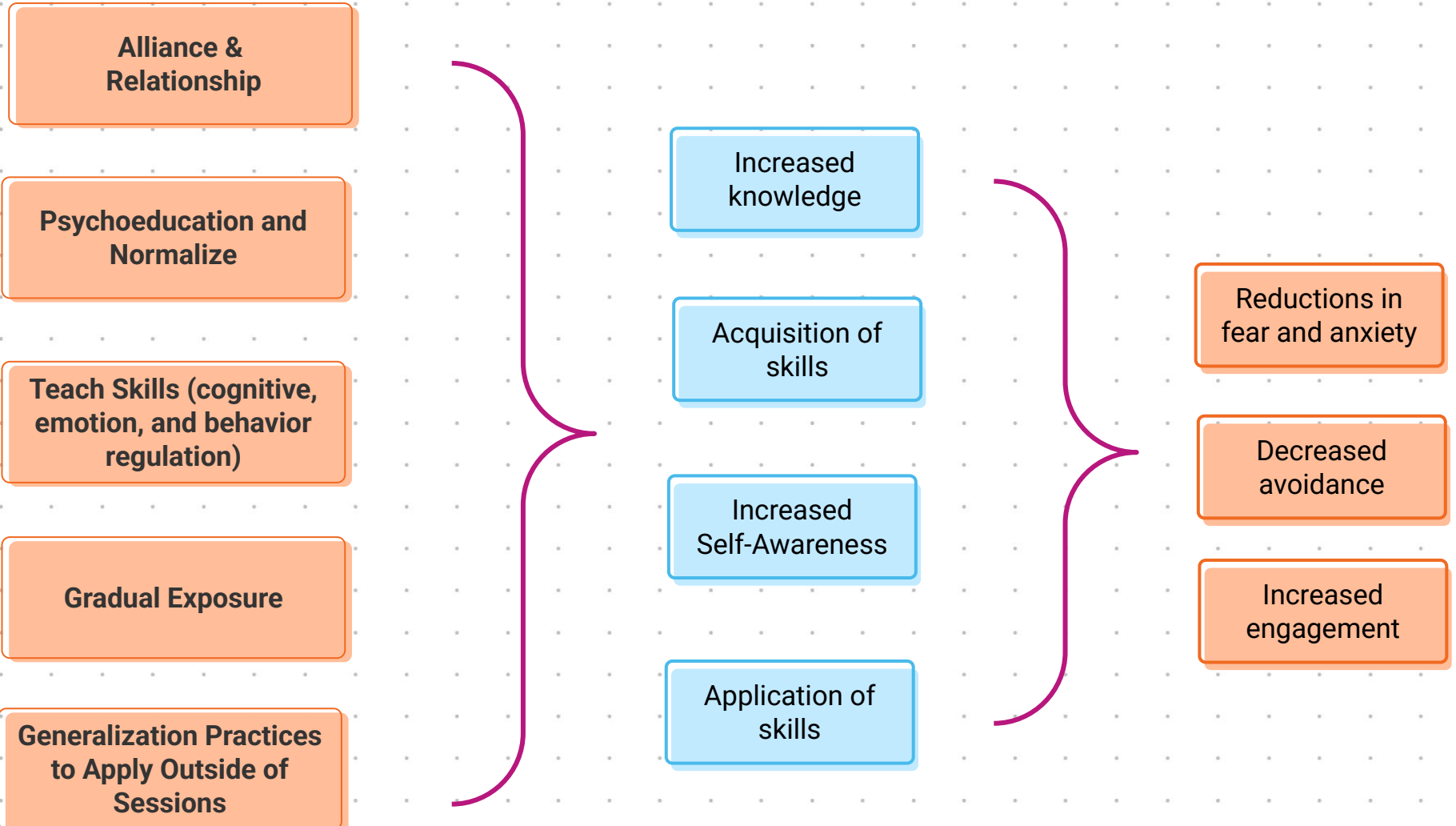
Improve **executive functioning and self-management** to be more focused and successful with completing daily responsibilities



Overcome **adverse experiences (trauma)** by learning skills and accessing supportive relationships to improve regulation and resilience

# Courageous and Confidence (Worry, Fear, Anxiety)

## Common Elements of Evidence-Based Practice



## **Solution #3:**

# **Data to Make Decisions**





**Share out...**

**What tools do you use to  
monitor progress?**



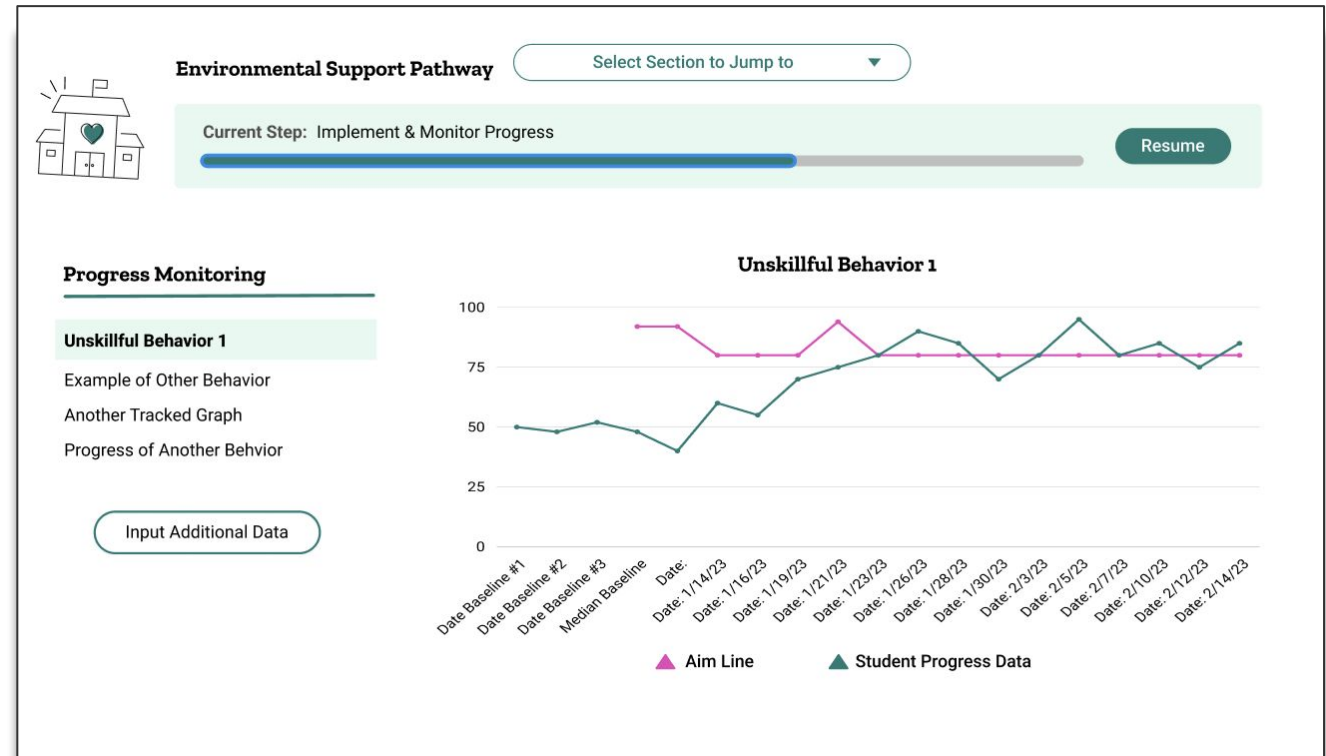




# Progress Monitoring

If the support is appropriate, we should see:

- ☐ Reductions in unskillful behavior
- ☐ Improvements in skillful behaviors and use of skills

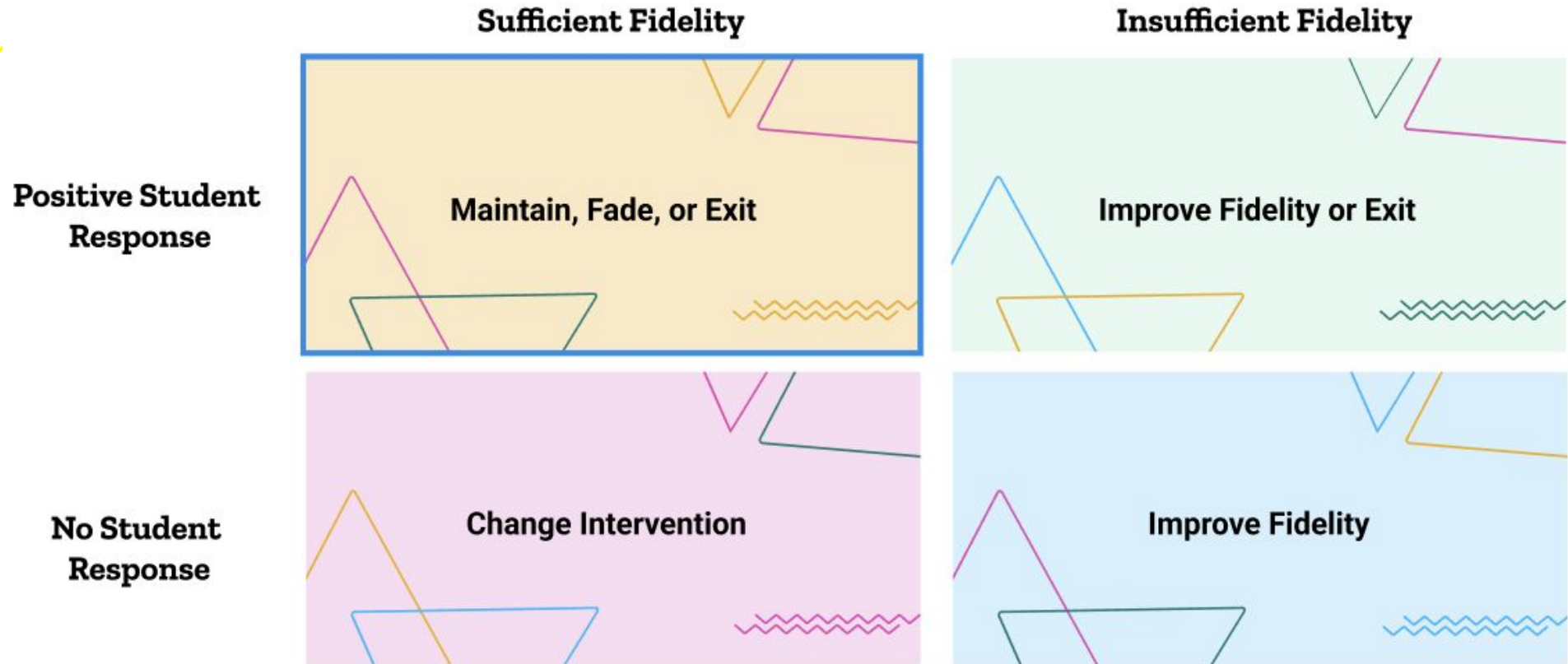




# Tracking Intervention Fidelity

Core Components	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Component % Fidelity
<b>Teaching:</b> Taught Desired Skillful Behavior	Yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100%
<b>Teaching:</b> Taught FERBs	Yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100%
<b>Prevention:</b> Changed the Environment	Yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100%
<b>Prevention:</b> Precorrected Before the Activating Event	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0%
<b>Prevention:</b> Prompted Close to the Activating Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prevention:</b> Elimination and Neutralized Strategies Implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Responsive:</b> Reinforced Desired Skillful Behavior(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Responsive:</b> Reinforced the FERBs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Responsive:</b> Progressively Responded to Unskillful Behavior (PROMPT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Responsive:</b> Effective Discipline (Behavior Response Protocol)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Responsive:</b> De-Escalation Plan Followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Weekly % Fidelity	75%						BSP Total Fidelity: 75%


# Review Data and Decide





## **Turn and Talk**

**What is resonating with you  
the most about working  
toward being more proactive  
than reactive to get Tier 3  
right?**

A yellow squiggle, resembling a stylized 'Z' or a series of connected loops, is located to the left of the main text area.



# 60 Second Feedback

