**CST3 Q&A Live:
Clarity, Connect, Collaborate**

@characterstrong

Dr. Madeline Larson

Sr. Director of Product Development

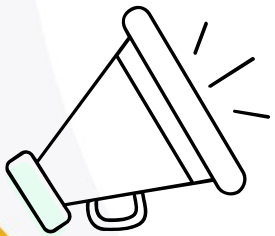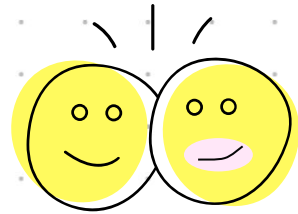**Rozlyn Kwong**

Director of Tier 2 & 3 Solutions

Raise Your Hand if You Agree

▶ Tier 3 is a System of Support Not a Label for Students

▶ Educators Have Control Over Effective Practices

▶ Tier 3 Should Include Academic, Behavior, Mental Health, and Family Support

▶ Powerful Tier 3 is Built Upon Powerful Tier 1 and Tier 2

We need to be
Reminded
more than taught

Clarify

Choose Your Journey!

In which of the following aspects do you have the most questions?

Step 0:
Readiness~
Teaming,
Shared Clarity,
Targeted Supports,
Data & Evaluation

Step 1:
Define, Analyze, &
Select

Step 3:
Implement

Step 4:
Review & Decide

Step 2: Develop a
Plan

Step 3:
Progress
Monitoring

Choose Your Journey!

Comprehensive Solution
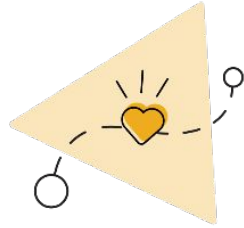
Tier 3

Personalized Intervention Pathways

Student Dashboard
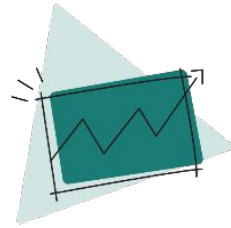
TIER 3

Data-Based Decision-Making Tools
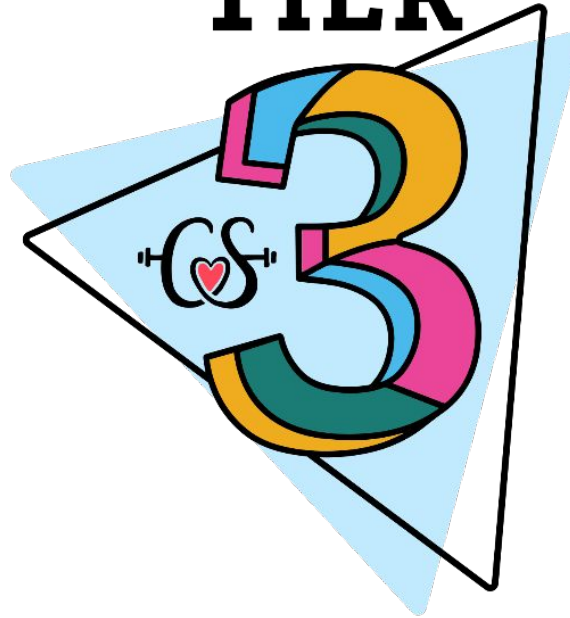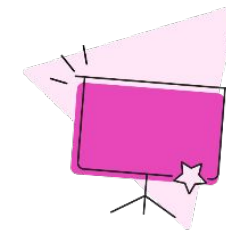
Ongoing Professional Development

Formula for Tier 3

Few Students *(WHO)* +

Intensive, Individualized Support *(WHAT)* +

Team Problem-Solving Process *(HOW)* =

Tier **3**

Layering of Supports

Starting with a strong base
Layering supports on top of, not in replacement of, the base
More individualization as students needs increase/intensify
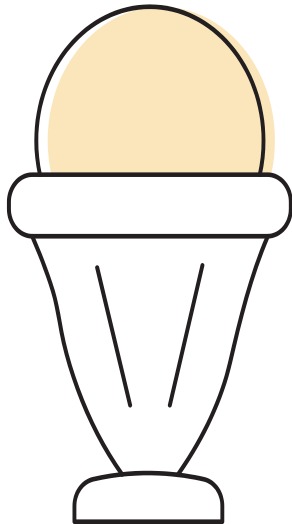
Tier 1   Tier 2   Tier 3
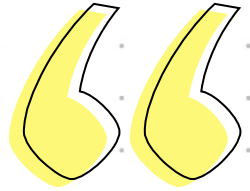
"A powerful Tier 3 is built upon
a powerful Tier 1
and Tier 2."
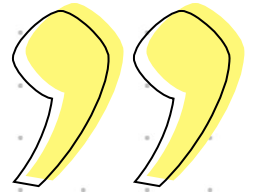
–George Batsche
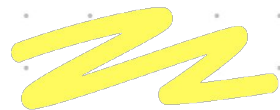
How Do We "Power Up" Tier 1 & 2?

Clarity

Educators clearly understand the why, the what (core practices), outcomes, and roles.

Competence

Educators are competent and confident in implementing core practices.

Consistency

Educators consistently deliver core practices with fidelity to produce student outcomes on purpose.

Tier 3 Teaming

Tier 3 Problem-Solving Teaming (T3 PST)

To what extent are core elements of effective teaming happening as the main driver of successful implementation of Tier 3?
Elements of effective teaming include team members, logistics, use of data, and roles.

| Elements of Effective Teaming	Strength --> Needs Improvement		
	2 Fully in place	**1** Somewhat in place	**0** Not at all in place
Team Membership 1. Formal and Informal leaders are on the team 2. Educators with background experience and expertise related to Tier 3 supports 3. Teacher and paraeducator membership 4. Community-based or telehealth providers 5. Student and family participation (when appropriate)	The T3 PST includes representative team members with decision-making authority, skills to deliver the Tier 3 interventions, and important partners in delivering Tier 3 supports (community-based, family, and the student).	The T3 PST has membership from some but not all of the key groups to help drive forward Tier 3 support.	The T3 PST is lacking membership of key partners, with Tier 3 mainly being relegated to certain people and not necessarily a high-functioning team.
Roles and Responsibilities 1. Each team member has a defined purpose and role at the meeting (intervention facilitators, time keeper, note taker, data analyst, and contributor) 2. Team understands each others roles and who to go to for what with regard to Tier 3 3. Team members can fill in for other roles when a member is absent 4. Team periodically assesses roles and responsibilities to determine whether adjustments need to be made	Each team member has a clearly defined role (e.g., intervention facilitator, timekeeper, note taker, data analyst, and contributor), and these roles are consistently upheld in every meeting.	Some team members have defined roles, but others lack clarity, leading to occasional confusion or inefficiencies during meetings.	Roles and responsibilities are not clearly defined, leading to inconsistent participation and ineffective meeting processes.

- ☐ Membership
- ☐ Roles and Responsibilities
- ☐ Vision and Purpose
- ☐ Team Norms
- ☐ Routine Meetings and Attendance
- ☐ Problem-Solving Process
- ☐ Implementation Supports for Team
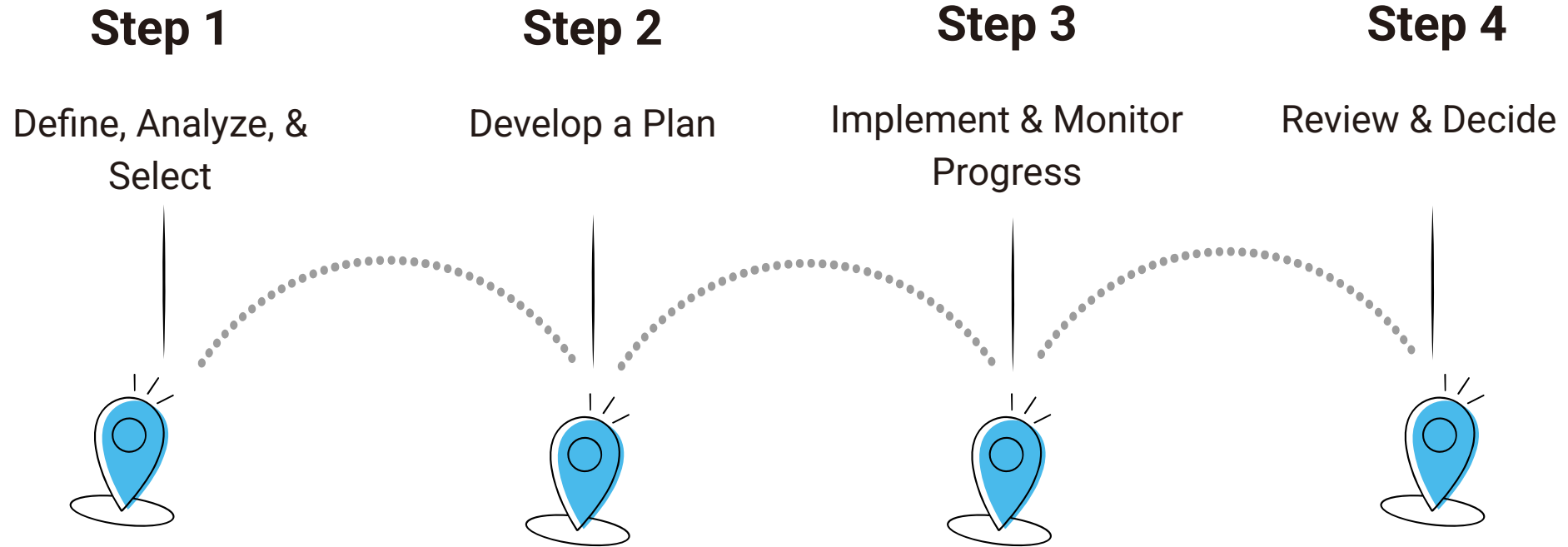
Decision Rules

Established rules that will guide specific decisions based on data.

Tier 1 to Tier 2
Tier 2 to Tier 3
Tier 1 to Tier 3
Tier 3 to Tier 2
Tier 2 to Tier 1

Decision Rules

Data decision rules are utilized to help identify parameters to identify student support as well as identify if a support is working.

Decision Rules	Data-Driven Inquiry Process

Going from Tier 1 to Tier 2	Inquiry Driven Process
	● Was the student detected as having a need for support?
	  ○ Use of screening data or existing data to determine whether the student has a need for support.
	    ■ Decision rules
	      ● Established cut score for universal screening
	      ● Threshold score created and applied to existing data
	        ○ Behavior discipline (2 or more office discipline referrals)
	        ○ Unexcused absences (3 or more)
	        ○ Grades (course failure)
	● Is the student receiving Tier 1 core practices?
	  ○ Timely and relevant data to drive determining whether the student is receiving Tier 1 via a rubric.

Going from Tier 2 to Tier 1	Inquiry Driven Process ● Did the student receive the intervention with fidelity? ● Did the student respond to the intervention to close the gap? ● Did the student sustain their response as components or dosage of the intervention was faded away?
Going from Tier 2 to Tier 3	Inquiry Driven Process ● Did the student receive the Tier 2 intervention with fidelity (core components and adequate dosage)? ○ Data ● Did the student demonstrate lack of response to close the gap? ● Was the intervention precisely matched the hypothesized reason why the need exists (root cause)? ● Did we get the hypothesis wrong, do we think we need more exposure to the intervention we will get a response, is there something else we are not considering before we consider Tier 3?

CS Tier 3 Problem-Solving Process

Step 1

Define, Analyze, & Select

Step 2

Develop a Plan

Step 3

Implement & Monitor Progress

Step 4

Review & Decide

CharacterStrong Tier 3

Step 1

Define

Analyze

Select

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 Why the Need Exists:

Intense Behavior that Requires Environment Support

or

Mental Health Need that Requires Skills and Supportive Relationships

Select a Personalized Support Pathway
- Environment Support Pathway
- Skill Support Pathway
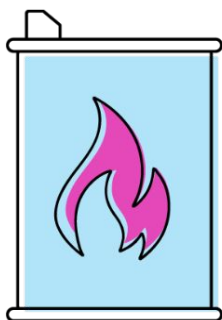
Setting Event → Activating Event → Unskillful Behavior → Maintaining Consequence

Lighter Fluid
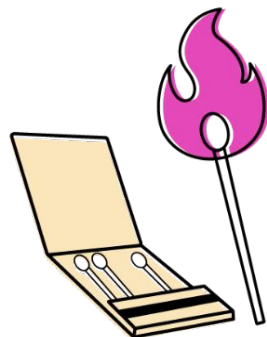
Match
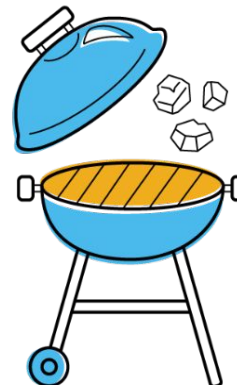
Fire to Light the Grill

Delicious Meal

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?

Step 1: Analyze Why the Need Exists

☑ **DO**

Define, Analyze & Select

- Task 1: Define the Student Need
- Task 2: Analyze Why the Need Exists
- Task 3: Select Support Pathway

Analyze the Need
Lets analyze the student need

Main Reason Why the Need Exists

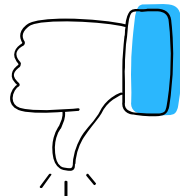| Factors in School that Trigger and Maintain Behavior	Mental Health Need that Impacts Daily Functioning In and Outside of School
☑ Student exhibits big, challenging behavior that requires significant time and energy from educators to address when it happens	☑ Student has a mental health need that results in difficulties responding to situations and consistently meeting expectations at school
☑ Student engages in externalizing behavior (observable, outer directed) that impacts relationships with others and the learning environment	Student lacks knowledge and skills to manage thoughts, feelings, and behavior in response to situations in school
Situations in school consistently activate /cause the student to engage in big behavior that are motivated to avoid something unwanted or access something desired.	Student mental health impacts how they handle stress, relate to others, and the choices they make

Back   Next

Definition of Pathway Chart

A visual depiction of the unskillful behaviors to prevent and replacement behaviors to teach, encourage, and motivate as part of a behavior support plan.

Upper Pathway

Desired Skillful Behavior → Natural Consequences

Middle Pathway

Setting Events → Activating Events → Unskillful Behavior → Function (Maintaining Consequence)

Lower Pathway

Functionally-Equivalent Replacement Behavior (FERB)
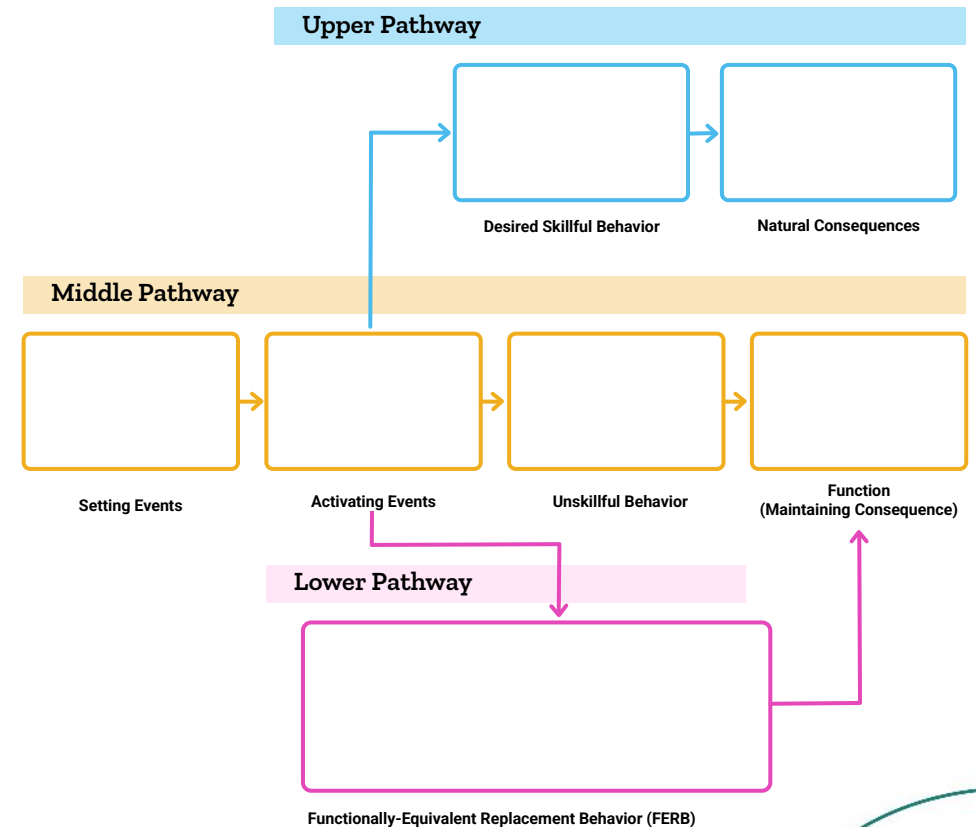
Pathway Chart

Middle Pathway = The path we want to prevent (current reality)

Upper Pathway = The path that is the end goal we want to promote

Lower Pathway = The path we are willing to accept as a replacement

Upper Pathway

Desired Skillful Behavior | Natural Consequences

Middle Pathway

Setting Events | Activating Events | Unskillful Behavior | Function (Maintaining Consequence)

Lower Pathway

Functionally-Equivalent Replacement Behavior (FERB)
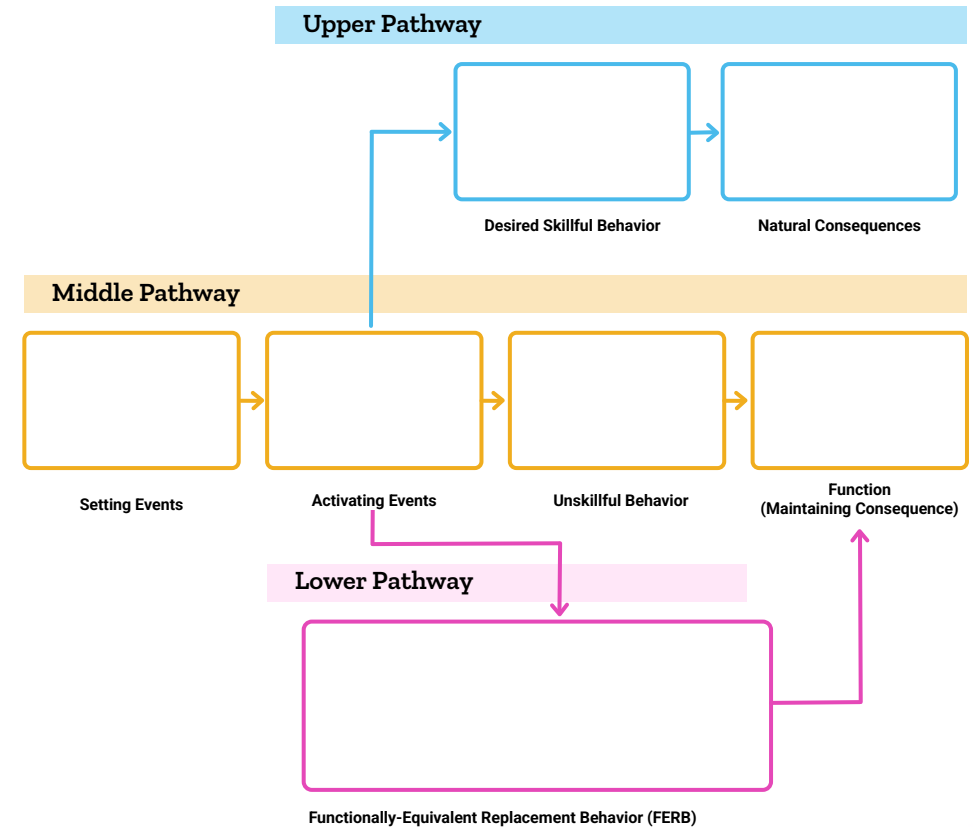
Step 1: Select Support

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
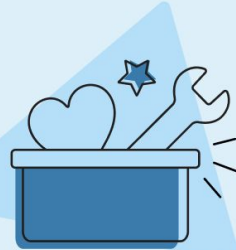
Skill Support Pathway

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
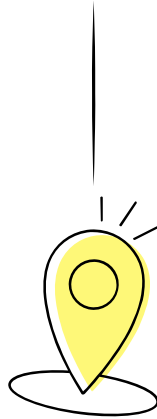
Tier 3 Process

Step 2:

Develop a Plan

What:
- Selected intervention
- Data tools (fidelity rubric, progress monitoring)

Who (responsibilities):
- Delivery of core components of the intervention
- Collection of baseline and progress monitoring data

When (important dates):
- Intervention start date
- Reconvene as a team to review data (4-6 weeks after start date)

👤 Nicole T. (Demo)

Step 2: Develop a Plan

⊕ **LEARN**

☑ **DO**

Gather FBA Data

Select FBA Data

📋 Gather Assessment Data

Use FBA to Develop Hypothesis

Create a Pathway Chart

Develop Behavior Support Plan

Gather Assessment Data

FBA is an information-gathering process used to understand the factors that predict and maintain a student's behavior. This information helps create a **Behavior Support Plan** that includes personalized teaching, prevention, and responsive strategies that reflect environmental supports for the student. Your team can complete as basic and simple of an FBA or as comprehensive of one as needed. You can use the FBA data collection tools provided here or other tools for purposes of information gathering.

Do you want to complete a basic or comprehensive FBA?

Select the **FBA data collection tools** you would like to use or skip straight to or skip to **Develop Hypothesis** if your team has determined a basic, simple FBA will suffice.

☐ Records Review
☐ Interviews
☐ Observation

Back to Step 1   Next

Step 2: Develop a Personalized Plan

Behavior Support Plan

Eleanor Jensen

Overview

The Behavior Support Plan represents the culmination of effort by the team to personalize environmental supports to address the student's unique behavioral needs. This BPS outlines the teaching strategies, prevention strategies, setting event strategies, and responsive strategies and the people responsible for implementing each one.

Intervention Start Date: 10/08/2024

Date to Reconvene to Review Data and Make a Decision (4-6 weeks from start): 11/12/2024

Teaching Strategies · Prevention Strategies · Setting Event Strategies · Responsive Strategies

Basic Info

Who will teach: Mrs. Jensen

Setting/Location of Teaching Session: Counselor office (A12)

Frequency - number of teaching sessions per week: 2

When Will the Teaching Sessions Occur: Monday and Wednesday

Time of Day: 8:45 am before ELA block

Clay's Skill Support Plan

Skill Support (what)

Courageous & Confident
to overcome worry, fear, and anxiety

People (who)

Educator Support Person Outside of the Session:
Mrs. Jensen

Family Support Person:
Curtis and Kathy

Logistics

Session Day & Time:
Mondays 10:15

Location for Each Session:
Counselor office (A12)

Communication with Family:
Weekly email communication after each session.

Preparing to Gather Data

Your tools for gathering intervention fidelity data and progress monitoring data are accessible Step 3: Implement & Monitor Page & the Student Dashboard Page

To help track and compare data in Step 3, please enter the intervention start date below:
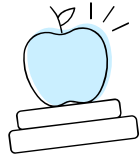
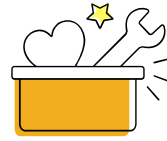Intervention Start Date:
10/16/24

Back   Next

Environment: 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

What to Teach?

1 **Middle Pathway Behavior** - *Unskillful Behaviors*
The behaviors that are causing a negative impact on self, others, or the environment
- ▶ Explicitly teach the unskillful behaviors
- ▶ Why and how these behaviors get in the way
- ▶ How educators will respond when these behaviors happen (progressive discipline with empathy

2 **Upper Pathway** - *Desired Skillful Behaviors*
The ideal behaviors all students should exhibit in response to certain activating events that result in the best outcomes for the student and others
- ▶ Explicitly teach the desired skillful behaviors
- ▶ Why these behaviors are important in school and life
- ▶ How educators will reinforce these behaviors

3 **Lower Pathway** - *Functionally-Equivalent Replacement Behaviors*
behaviors that meet the same needs as the unskillful behavior but are more socially acceptable and have less of a negative impact on self, others or the environment
- ▶ Explicitly teach the FERBs
- ▶ Why the FERBs are better choices than the unskillful behavior
- ▶ How educators will reinforce these behaviors

Proactive Strategies
Preventing the Unskillful Behavior and Promoting Replacement Behaviors

Prevention strategies are designed to prevent unskillful behaviors and increase the likelihood the student will engage in replacement behaviors that promote success in school.

Prevention Strategies to Navigate the Activating Event:
1. *Change the Environment* to reduce contact with activating event
2. *Precorrect* before the activating event
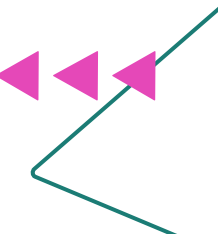3. *Prompt* near the time of the activating event

Reinforcement Strategies
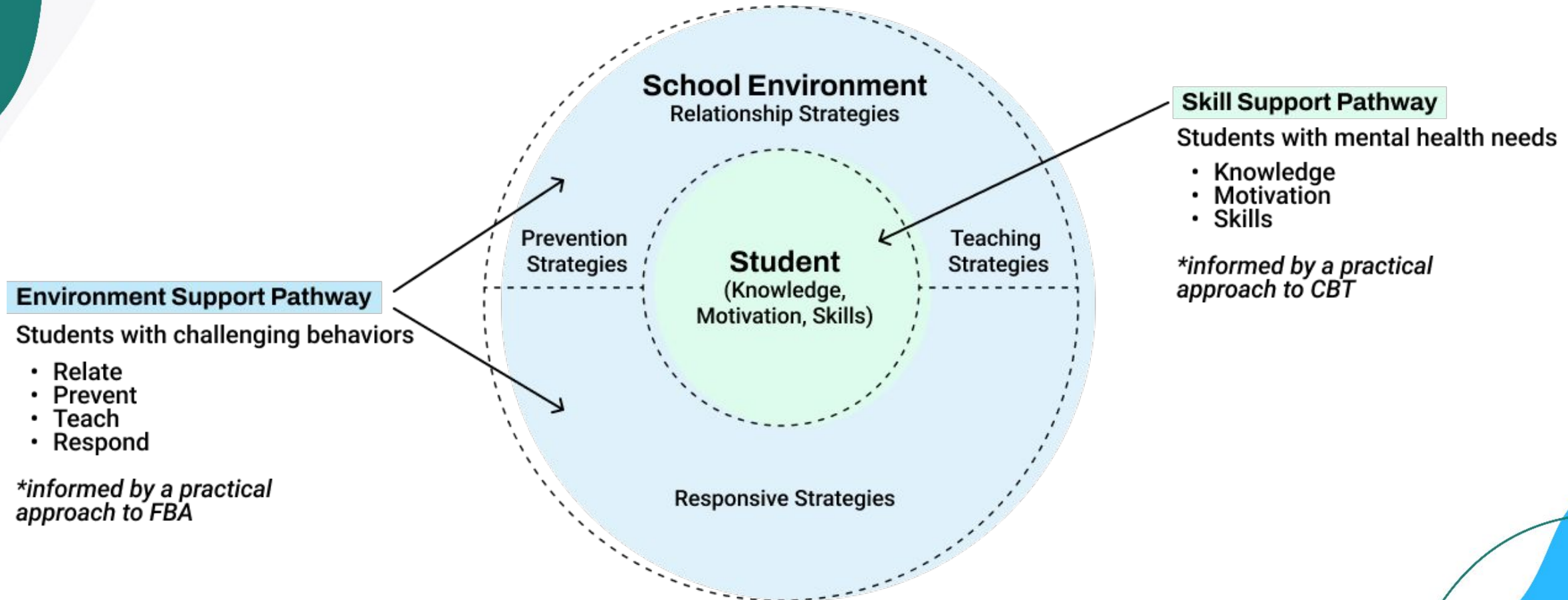
Strengthening and growing replacement behaviors

It is about creating a contrast in experience contingent upon a student putting in effort to engage in replacement behavior

Two categories of behaviors to reinforce:
1. Desired Skillful Behavior (Upper Pathway)
2. Functionally-Equivalent Replacement Behavior (Lower Pathway)

Person x Environment

Skill Support Pathway

Students with mental health needs

- Knowledge
- Motivation
- Skills

informed by a practical approach to CBT

Environment Support Pathway

Students with challenging behaviors

- Relate
- Prevent
- Teach
- Respond

informed by a practical approach to FBA

School Environment
Relationship Strategies

Prevention Strategies

Student
(Knowledge, Motivation, Skills)

Teaching Strategies

Responsive Strategies

Skill Supports
Personalized to Specific Mental Health Needs

Character Strong Tier 3

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.

Skill: Skill Support Plan

Logistics
When and where student will receive instruction

Roles and responsibilities
Who will provide the support, who will follow up with family and school support, who will collect/input data
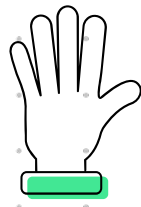
Data
Plan for and become familiar with the progress monitoring and intervention fidelity components and monitoring tools
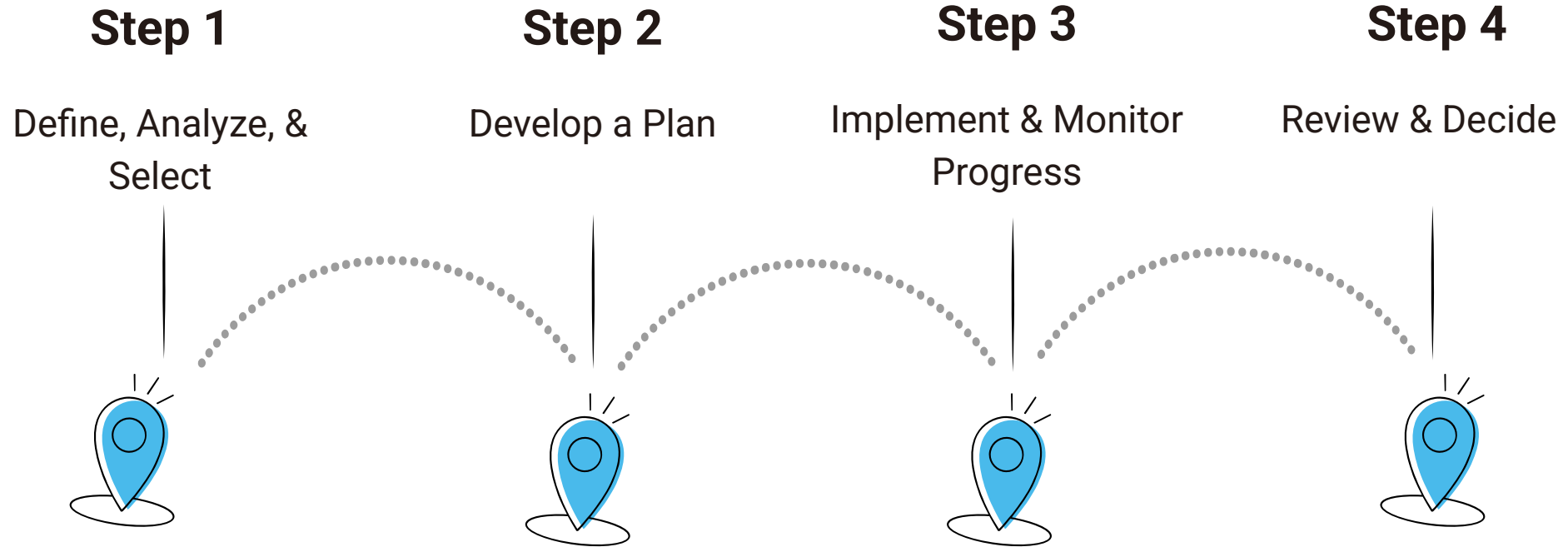*you will plan for this with the environment support too!

CS Tier 3 Problem-Solving Process

Step 1

Define, Analyze, & Select

Step 2

Develop a Plan

Step 3

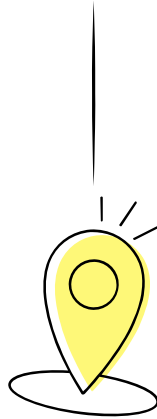Implement & Monitor Progress

Step 4

Review & Decide

Tier 3 Process

Step 3:

Implement and Monitor Progress

What:
- Selected intervention
- Data tools (fidelity rubric, progress monitoring)

Who (responsibilities):
- Delivery of core components of the intervention
- Collection of baseline and progress monitoring data

When (important dates):
- Intervention start date
- Reconvene as a team to review data (4-6 weeks after start date)

Progress Monitoring Tools

Behavior

Direct Behavior Ratings:
1. Reductions in Unskillful Behaviors
2. Increase in Desired Skillful Behaviors
3. Use of Functionally-Equivalent Replacement Behavior

Academics

Curriculum-Based Measures
1. Literacy - Phonics, Fluency, Comprehension
2. Math - Numeracy, Computation, Problem-Solving

Skill Support

Brief Rating Scales
1. Reductions in symptoms getting in the way
2. Improvements in daily functioning
3. Other

Progress Monitoring
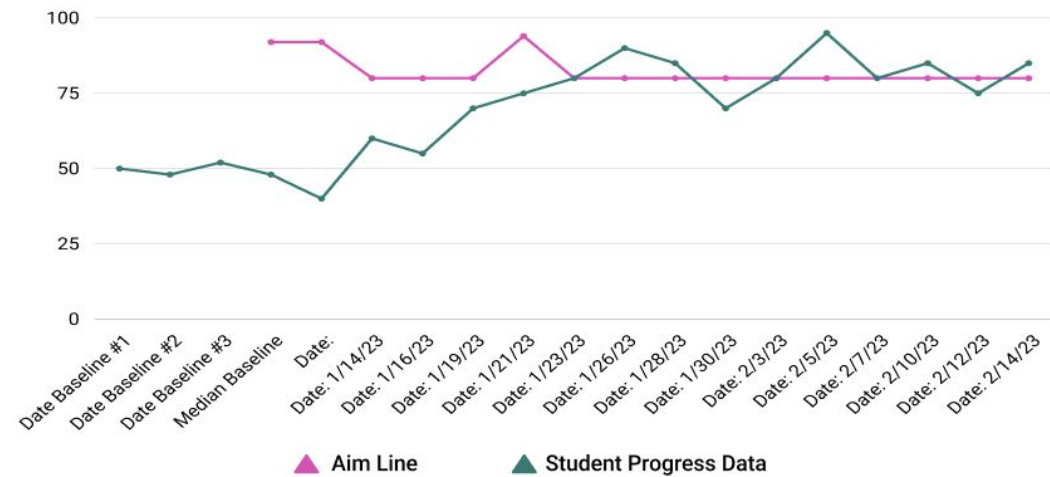
Intervention Fidelity

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

Tier 3 Process

Step 4:

Reconvene, Review, and Decide
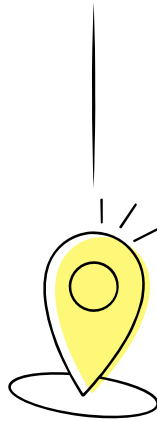
Reconvene as a Team

**Summarize data for review**
- Fidelity data
- Student response data

Make a decision based on data
- Maintain
- Change intervention
- Improve fidelity
- Fade intervention

Step 4: Review and Decide

Behaviors to Increase and Decrease

Instruction text here. This is not the text. Lorem ipsum dolo, consectetur adipiscing elit. Maecenas et interdum Teaching students emotion regulation skills to respond to situations.

Behaviors to Increase — — — Goal Line
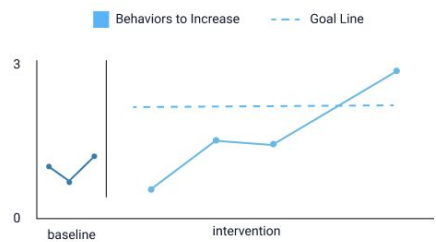
↑ BEHAVIORS TO INCREASE	FREQUENCY
Uses skills to manage anxious feelings	3
Able to face fears to not miss out on important experiences	1
Manages uncomfortable thoughts about something bad happening	2
AVERAGE SCORE	#

Behaviors to Decrease — — — Goal Line

↓ BEHAVIORS TO DECREASE	FREQUENCY
Feels anxious and nervous	1
Avoids or tries to get out of situations	1
Worries that something bad will happen	2
AVERAGE SCORE	#

Intervention Fidelity Data

Instruction text here. This is not the text. Lorem ipsum dolo, consectetur adipiscing elit. Maecenas et interdum Teaching students emotion regulation skills to respond to situations.

SECTION	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	AVERAGE
Connect	%	%	%	%	%	%
Start	%	%	%	%	%	%
Exit	%	%	%	%	%	%
Extend	%	%	%	%	%	%
AVERAGE	%	%	%	%	%	%

Did the student receive the intervention as planned?

○ Yes (80% fidelity or higher + core components were implemented)

○ No

Did the student respond to the intervention?

○ Yes (if the student data is in the desired direction, met or close to meeting the goals, and visible change from baseline.)

○ No

Check out the recommended action

Based on your selection, the team recommends:

Improve Fidelity

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor.

Data-Based Decision-Making

Monitoring Intervention Fidelity

	Insufficient Fidelity	Sufficient Fidelity
Improvement	Decision?	Decision?
Insufficient Improvement	Decision?	Decision?

Monitoring Student Response

Connect & Collaborate

Get ready to move to 1 of the following 4 corners.

1

*Tier 1
Improvements*

2

*Tier 2
Improvements*

Where is work needed the most to establish a foundation for a Powerful Tier 3...

3

*Buy-In Among
Leadership*

*Staff Capacity:
Competence &
Confidence*

4

1 *Establishing Clarity About What Effective Tier 3 is*

2 *Tier 3 Teaming*

What stands out as most important to advance Tier 3 in your school...

3 *Menu of Supports*

4 *Data-Based Decision-Making*

1 *Academic Support*

2 *Behavior Support*

Where is there the greatest need for Tier 3 support...

3 *Social-Emotional / Mental Health Support*

4 *Family Support*

Training and Resources Hub

Step 1: Set Up The Basics

⑦ Not sure what roles you have?

EDUCATOR	ADMINISTRATOR	FACILITATOR	TEAM

Get Started with a quick lesson on Tier 3

An introduction to the why and how of CST3

Start

Get an introduction to the platform

A guided walkthrough of the platform

Start

Get prepared for CST3 delivery at your site

Training on the essentials of CST3 and educators' role in the process

Start

Training and Resources Hub

Educator interface and serve students on a daily basis (teacher, paraeducator, other educators).

Administrator a building leader who has authority and decision-making power.

Facilitator an individual who directly delivers a Tier 3 support to a student (counselor, school psych, social worker, behavior specialist, licensed mental health provider, others).

Team a member of the Tier 3 team who collaborates with others on the Tier 3 process and helps select, implement, and monitor student progress in response to Tier 3 supports.
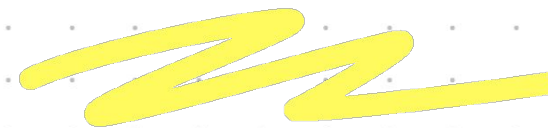
BRIGHTER TOMORROW

Exit

What is 1...

action you will take next week to support Tier 3 implementation?

60 Second Feedback

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: