Early Warning System
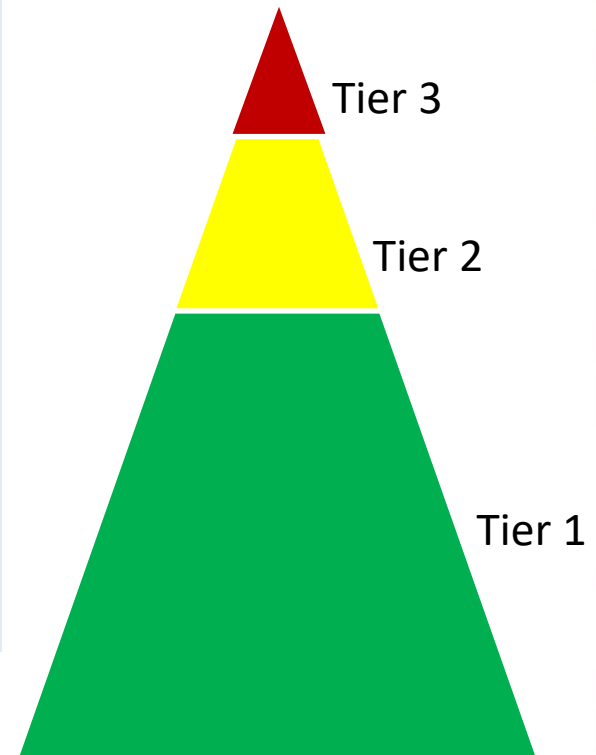
TIERED INTERVENTIONS & RESOURCE MAPPING

A Tiered Intervention System

The goal of this approach is to support:

- The students who behave and achieve in ways that are consistently and explicitly taught and reinforced

- The students who need additional support

Tier 3

Tier 2

Tier 1

3-Tier Prevention/Intervention

1. Provide intensive efforts involving specialists (counselors, social workers, etc.) for the 5% to 10% of the students who don't respond to other supports.

2. Target interventions for those who develop an indicator despite school-wide prevention efforts.

3. School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.
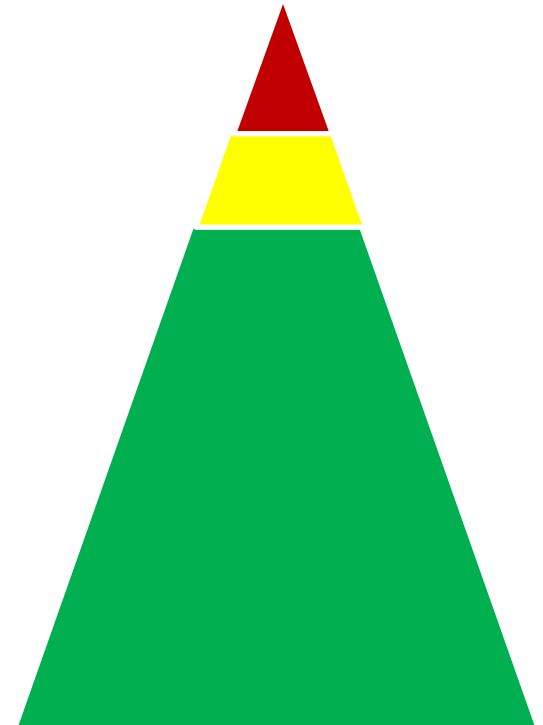
- **Prevention/Intervention designed to support all students in the grade/school/classroom**
  - **Research based Curriculum implemented with best practice instructional strategies**
  - **Whole school recognition events**
  - **Regular team meetings to coordinate teaching of common skills**

Multi-Tiered Support System

Small Group or Tier II: Interventions designed for a small group of students who are exhibiting some behavior issues (in any of the A,B,C's) and have not been successful with Tier I may include:

- **Example 1:** Reading intervention lab for students behind grade level
- **Example 2:** Lunch group discussion for a group of students centering around empowerment, targeted for students who seem to be having self-esteem challenges

Multi-Tiered Support System

Intensive or Tier III: Interventions designed for individuals or a few students who are continuing to exhibit inappropriate behaviors (in any of the A,B,C's) and have not made progress from previous interventions may include:

- **Example #1:** Anger management counseling
- **Example #2:** Home visits for chronic absenteeism

Finding a balance

Creating a system of tiered interventions that enables us to:

- ✓ provide the right interventions
- ✓ to the right students
- ✓ at the right time.

Resource Map - Overview

	Tier I Whole school	Tier II Small group	Tier III Most Intensive
Attendance	• Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance	• Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance	• Home visit by counselor • Individual contract with student and parent
Behavior	• Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers • Social skill courses	• Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity	• PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions
Course Performance	• Recognition for most-improved • Focus on using engaging instructional practices • Goal setting practices	• Intervention lab • Tutoring support • Reading specialist • Double does of a course	• Tutoring support • Learning logs • Credit recovery • Credit repair

There are 3 stations around the room:

- **On your table, there are envelopes with strips of paper in them with prevention activities/interventions on them**

- **Your task is to select which indicator this intervention is for and under what Tier this intervention belongs**

Activity – Resource Mapping

- What trends did you notice when you were placing the sample interventions?

- Are there some interventions that could go in more than one place?

- Is one indicator or one level emphasized more than others?

Resource Map – Detailed Level

Resource	Description	ABC Target	Level	Frequency	Max Capacity	Contact	Special Notes
After school "panthers" club	Focused on homework completion and exposure to career opportunities	Course Performance	Targeted Group	Tuesday, Wednesday, Thursday	30 students	Mr. Miller	Send referrals to Mr. Miller.
Drug and Alcohol counseling	Professionals who can talk with students about issues they are facing	A B or C	Intensive	As needed	~10 students per semester	Counselor	All referrals need to go through counseling office.

Examining Your Resource Map

	Attendance	Behavior (including effort)	Course Performance
Whole School	**Needs/gaps:**		
Targeted	**Capacity:**		
Intensive	**Effectiveness:**		

Needs/gaps:
- Are our needs focused in one of the ABC's?
- Do we have the strategies/responses to meet the needs of all of our students?
- If we have them, where are the gaps that we have in our strategies or supports?

Capacity:
- Do we have additional capacity or space in current strategies or interventions that we aren't utilizing?
- Are we implementing our strategies to the intended level?

Effectiveness:
- Are interventions having an impact on students' ABC's?
- Are some interventions having a greater impact than others?

Resource Mapping

- **What do we have available?**
  - **How do we access these supports?**

- **Who manages these supports or is the point person?**

- **How do I help people implement efficiently and effectively without being their manager?**

Key responsibilities of Facilitator

- **Working with school staff to identify the resources available**

- **Support implementation of new interventions at the school**

- **Work with school staff to create Tier I supports**

- **Working with school staff to identify additional interventions that are needed**

Different Transitions Require Different Supports

- **Pre-K and Elementary Grades** - Core academic competencies and socialized into the norms of schooling in a joyful manner.

- **Middle Grades**-Intermediate academic skills (reading comprehension and fluency, transition from arithmetic to mathematics) and a need for adventure and camaraderie

- **High School**-Transition to adult behaviors and mindset and a path to college and career readiness, as well as the right extra help for students with below grade-level skills

Model, Promote & Recognize

Teach, model, expect good behavior. To encourage your students to engage and participate
up to your standards, reward the behavior you want to see.

 Model: Students should be advised by an adult of their behavioral expectations

Promote: Implement positive social incentives; In addition to offering physical rewards for good behavior, make a point of offering verbal praise as well

Recognize: Check in daily with the student and give that student immediate feedback; Recognition at both the individual and group level for positive behavior

Be Consistent with Responses

When offering rewards…

- Whatever rewards you offer, be sure to be consistent and public with the rewards you are giving, and make sure your prizes appeal to your students

Implement a "Can do" Climate

- Intentionally creating a positive culture in schools to prevent negative behaviors from occurring

Sample Resource Map

Level of Infraction	Strategies for Intervention
Level I	Positive phone calls home; Contests between sections/teams/academies; Posting data; AttenDANCE; Cookies for grade with no tardies; Visual listing on TV
Level II	Phone calls home; Meeting with student/ corps member; Meeting with student/ teacher team; Parent meeting; Home visit; Make a morning plan; Buddy system for attendance/tardies (Peer wake up calls); Follow up with coach/after school advisor; Check-N-Connect; After school events as reward incentives; Parent facilitator
Level III	Home visits; Case management; Report to truancy court

Resource Mapping Questions

Is the intervention…

An extension of instructional and classroom best practices?

Comprehensive?

Culturally-responsive?

Grade/Age appropriate?

Inquiry/evidenced-based?

Meaningful?

Nurturing?

Practical?

Reflective?

Relevant?

Reliable?

Structured?

Student-centered?

Resource Mapping Questions

- Allow for feedback?
- Create opportunities for reflection and conversation?
- Emphasize positive decision-making
- Emphasize respect of self and one another
- Emphasize student independence and agency?
- Encourage responsibility
- Encourage students to monitor and evaluate their own progress?
- Encourage students to persevere through completion?
- Have a target population
- Have clear expectations
- Have specific, desired outcomes
- Include student's personal experiences and interests?
- Incorporate learning strategies
- Incorporate qualitative and/or quantitative data
- Increase student involvement
- Integrate different learning experiences and connections across concepts?
- Involve various champions
- Is the team using prior understandings and experiences with interventions to scaffold new ones?
- Maintain or advance school climate and culture
- Promote student, staff, and family cooperation
- Reduce isolation and promote relationships/connections
- Reinforce school/district policies
- Support goal setting
- Support lifelong learning?

Resource Mapping Questions

- Did the intervention address a range of concerns? If so, what were they?
- Did champions (family, teacher, etc.) find the intervention useful?
- Did students find the intervention useful?
- Did the intervention increase knowledge, improve skill, and/or change attitude?
- Did the intervention sustain improvement overtime or did it become stagnant?
- Did the intervention teach effective social skills?
- Did this intervention all learning to occur between the student and school and/or classroom environment
- Has there been a reduction in the reported number of incidents?
- How did the student(s) perceived the intervention?
- How has the intervention improved school-wide attendance, behavior, and/or failure rates?
- How was this intervention implemented?
- Should the intervention be continued, modified, or withdrawn?
- Was the intervention flexible enough to allow for changes in student responsiveness? Changes in the student's need(s)?
- Was the intervention worth the time and effort to implement?
- Were all intervention participants (student, staff, etc.) aware of each others' role and responsibilities?
- Were responders and champions receptive and involved? Were they satisfied with the intervention?
- Were there immediate benefits?
- What concepts do students now understand? What concepts did the team want them to understand?
- What learning outcomes were achieved?
- What staff members participated and/or facilitated the implementation process?
- What tangibles were produced and achieved?

Impact/Implementation

	Low Implementation	High Implementation
High Impact	Impact/Implementation mismatch, but priority of impact over implementation still supports kids reaching outcomes.	Goal of the Program: Impact/Implementation match with high outcomes.
Low Impact	Impact/Implementation match with low outcomes. Argument for greater fidelity.	Greatest Fear: Impact/Implementation mismatch and priority of impact over implementation requires course correction.

Attendance-Tier 1

- Academy/Town Hall Meetings

- Data Walls

- Orientation/Parent Night

- Phone Calls Home

- Student Handbook

- Academic Skills

- Student Clubs

- Exit Slips

- Connection and Collaboration with School Staff and Peers

- National Network of Partnership Schools

- Afternoon Announcements- announcing daily attendance

- Assemblies/Rallies

- Morning Greeting

- Parties/Celebrations/Socials

- Student Council/Student Government Assoc.

- Field Trips

- Parent education workshops

- School Pledge

- School Spirit Day

- Effort and Motivation

- Awards/ Certificates

- Competitions (by homeroom/ classroom/ academy/ grade, etc.)

- Dollars Systems

- Homeroom attendance displays

- Parties/ Celebrations/ Socials

- PBIS

- Perfect Attendance wall displays (monthly)

- Students of the Month

- VIP Lounge

- Weekly attendance recognition

Behavior-Tier 2

- Accountability, Reflection, and Responsibility
- Meeting With Family
- Behavior plans
- Peer Mediation
- Detentions/Lunch Detentions
- Student Meeting with Teacher Team
- Group counseling
- Enrichment and Exploration
- One-on-One Meeting with Student
- 50 Acts of Leadership
- Reflection form/individual reflection/reflection room
- After-school Programming
- Reflection Room
- Mentoring
- Seat Change/Pairing
- Parent Workshops
- Lunch Buddies

- Academic Skills
- Peace Circles
- PRIM Reference for behavior-specific intervention
- Effort and Motivation
- Re-teaching Behavior
- Contracts/Daily Report
- Service Learning Projects
- Leadership Roles in Class
- Connection and Collaboration with School Staff and Peers
- Parent/student conference
- Buddy classroom
- Phone calls home
- Coach/Advisor/Mentor Follow-Up
- Young CY (role models for a week)
- In-School Community Service
- Parent Checklist (Home observations)

Course Performance-Tier 3

- Active Note Taking
- Relevant Word Problems
- Concept Maps
- Routine and non-routine word problems
- Extended Time
- Rubric
- Flash Cards
- Sample/Practice Tests
- Flexible grouping
- Scaffolding
- Graphic organizer
- Sketch/illustration

- Instructional objective
- Strategy reflection
- Integrate technology
- Structured Study Time
- Math Journals
- Student think-aloud
- Peer-assessment
- Think-Pair-Share
- Questionnaire
- Word identification
- Reading survey
- Writing Prompt

Resources

Bauer, Angela Marie, Samm N. House, and Stephen B. McCarney. Learning Disability Intervention Manual, Revised Edition. (2006).

Hall, Judy A. and Brenda K. Scheuermann. Positive Behavioral Supports for the Classroom: 2nd Edition. (2011).

Herman, Keith C., Erica Lembke, Wendy M. Reinke, and Melissa Stormont. Academic and Behavior Supports for At-Risk Students: Tier 2 Interventions. (2012).

House, Samm N. Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies. (2002).

House, Samm N. Learning Intervention Manual. (2004).

McCarney, Stephen B. Pre-Referral Intervention Manual. (3rd edition 2006/ 4th edition 2014).

McCarney, Stephen B. Teacher's Resource Guide, the Staff Development Guide to the Most Common Learning and Behavior Problems Encountered in the Educational Environment. (2006).

Otte, Kaye and Jodie Tuttle. How to Reach and Teach Children with Challenging Behavior (K-8): Practical, Ready-to-Use Interventions That Work. (2010).

Rathvon, Natalie. Effective School Interventions, Second Edition: Evidence-Based Strategies for Improving Student Outcomes. (2nd edition 2008).

More Resources

- Response to Intervention Strategies
- Bronaugh, Louise, Rachel Brown-Chidsey, and Kelly McGraw. RTI in the Classroom: Guidelines and Recipes for Success. (2009)
- Brown-Chidsey, Rachel and Mark W. Steege. Response to Intervention, Second Edition: Principles and Strategies for Effective Practice. (2010).
- Gingras-Fitzell, Susan A. RTI Strategies for Secondary Teachers. (2011).
- Reading Interventions
- Chard, David J., J. David Cooper, and Nancy D. Kiger. The Struggling Reader: Interventions That Work. (2006).
- McEwan-Adkins, Elaine K. 40 Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI Paperback. (2009).
- Instructional Practices
- Lemov, Doug. Teach Like a Champion: 49 Techniques that Put Students on the Path to College. (2010).
- Perini, Matthew J., Harvey F. Silver and Richard W. Strong. The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson. (2008)
- Tough, Paul. How Children Succeed: Grit, Curiosity, and the Hidden Power of Character. (2012)

THANK YOU!

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JOHNS HOPKINS
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Talent Development Secondary ▪ 2701 North Charles Street ▪ Suite 300 ▪ Baltimore, MD 21218
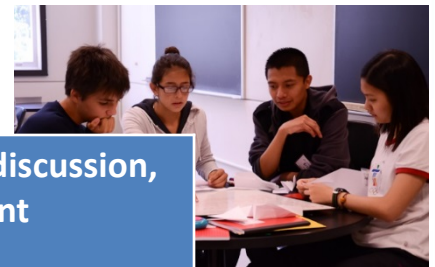www.TalentDevelopmentSecondary.com

Building Strong Adult – Student Relationships

Once a student has an off-track indicator, reversing course will require either changing student behavior and/or solving a problem.

Both of these require an effective relationship an adult and the student.

| Student Champions | Student presentation, discussion, and engagement |

Tiered Intervention – More Advanced Work

- Good Interventions are essential but we cannot intervene our way to a stronger student support system.

- If you have more off-track students than adults available to form a strong relationship with each one then effective prevention systems (whole school or Tier I) are even more critical.

Focus on the ABC's - Attendance

- Chronic Absenteeism is often an unrecognized challenge - like bacteria in a hospital – we need to measure, monitor, and act.

Push and Pull

- Create programming that compels students to come to school.

- Build an attendance problem-solving capacity into schools.

Suggested resource: www.attendanceworks.org

Focus on ABC's - Behavior and Effort

- Teach resiliency, self-management, and organization skills.

- Teach, model, and recognize good behavior skills.

- Provide, teach, and model the skills to

  students being successful.

Focus on ABC's - Course Performance

- Use evidence-based instructional strategies with students who enter with below-grade-level skills.

- Provide course coaching.

- Make sure tutoring efforts are linked tightly with needs and expectations of student's course and/or are available during the school day.

- Examine opportunities for recovery.

Different Transitions Require Different Supports

- **Pre-K and Elementary Grades** - Core academic competencies and a need to socialize into the norms of schooling in a joyful manner.

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Listening to Students

Student Conferences	Goal Setting
Student Surveys	Student Advisory Councils, Advocates, Ambassadors

How did I End Up with this Grade?

"[...] the most effective grading practices provide accurate, specific, timely feedback designed to improve student performance (Marzano 2000, 2007; O'Connor, 2007)."
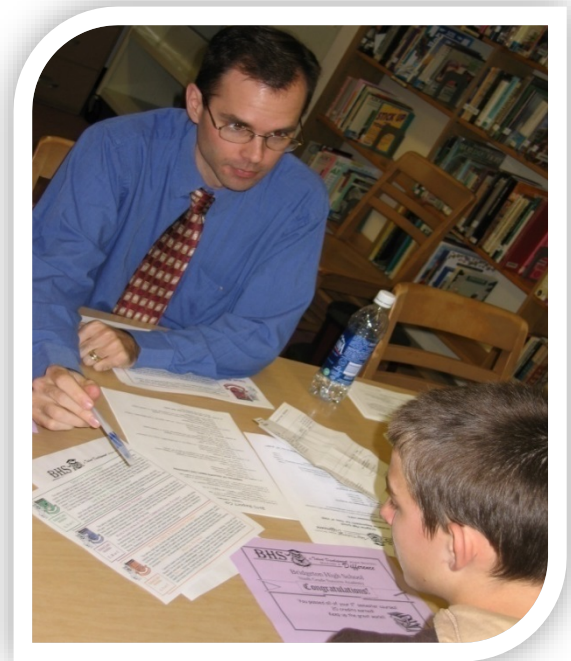
Report Card Grade

Tests, quizzes, homework, classwork, projects, attendance, etc.

Core courses	
Off-Track	Report Card grade of F
Sliding	Report card grade of D
On-Track	Report card grade of A, B, or C

Report Card Conferences

Goal is for each student to have a positive conversation with an adult about his/her performance and how to improve.

Report Card Conferences

"The belief is that talking to a trusted-but-objective adult takes the emotion out of the process and helps students focus on what's really holding them back."

Greg Toppo, USA TODAY
12/4/2006

Student Feedback

- "I feel like I still have a chance now; when I came in I wanted to throw my report card away."

- "I didn't know the word 'advocate' before I met that lady, but I will speak up for myself now."

- "Somebody actually cares about me. I hope I get to talk to him again next time."

Other Strategies

Activity: Practicing a Report Card Conference

- "Report Card Conference Instructions:" You are the adult, possibly a business leader, teacher, central office staff person or a community partner.
  - Your task is to lead the conversation and try to gain an understanding of what is facing your student

- "Report Card" – You are the student.
  - Your task is to explain the types of learning activities and assignments where you were successful or unsuccessful.
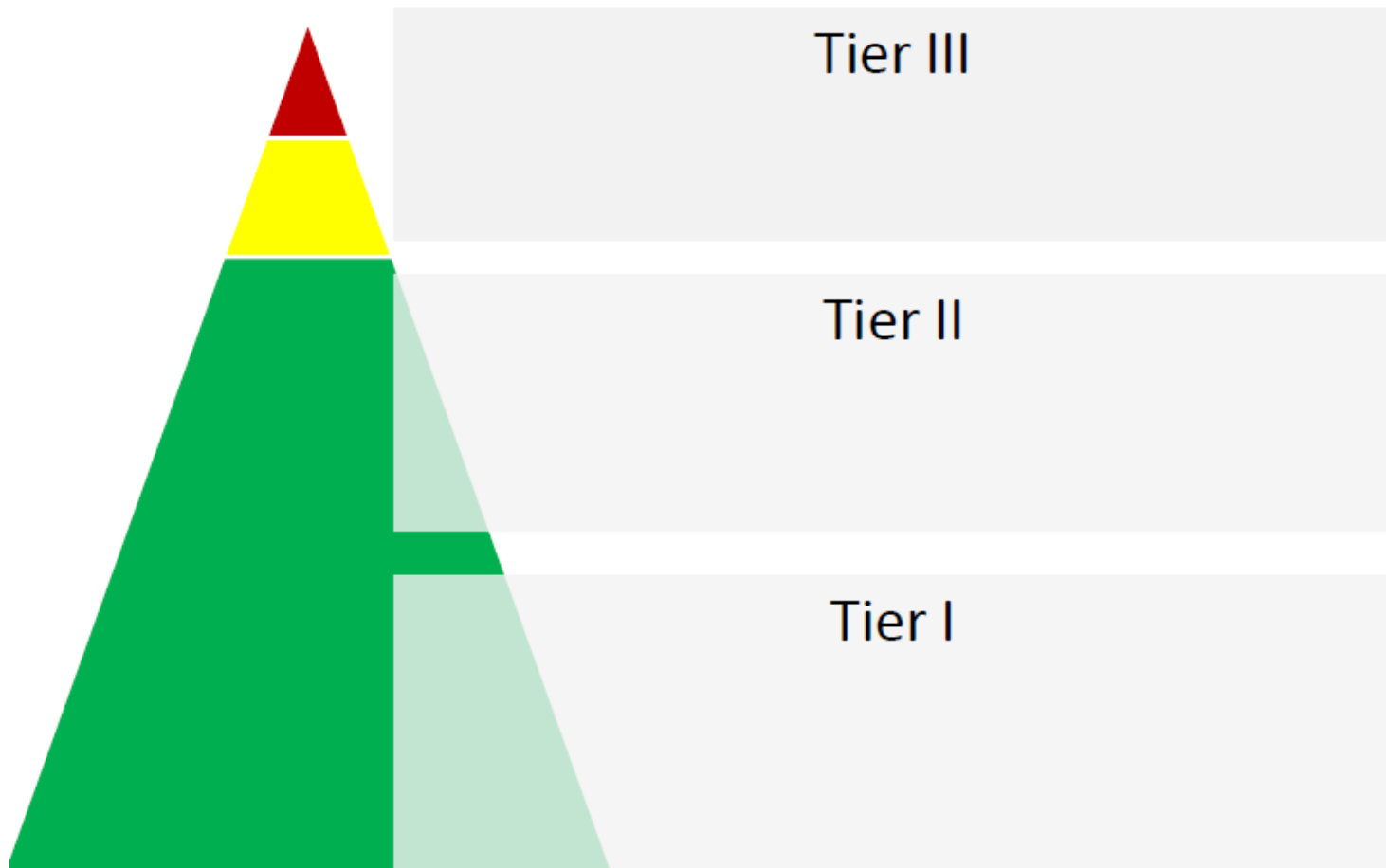
Activity – Report Card Conferences

- What did you learn from the conversation you had (student or adult)?

- What was the easiest/most challenging part of the conversation?

- What has the potential to make the biggest impact from your conversation?

- To view a video clip of a school implementing report card conferences, click here: http://www.10tv.com/content/sections/video/index.html?video=/videos/2013/11/14/graduation-rates.xml&cmpid=share
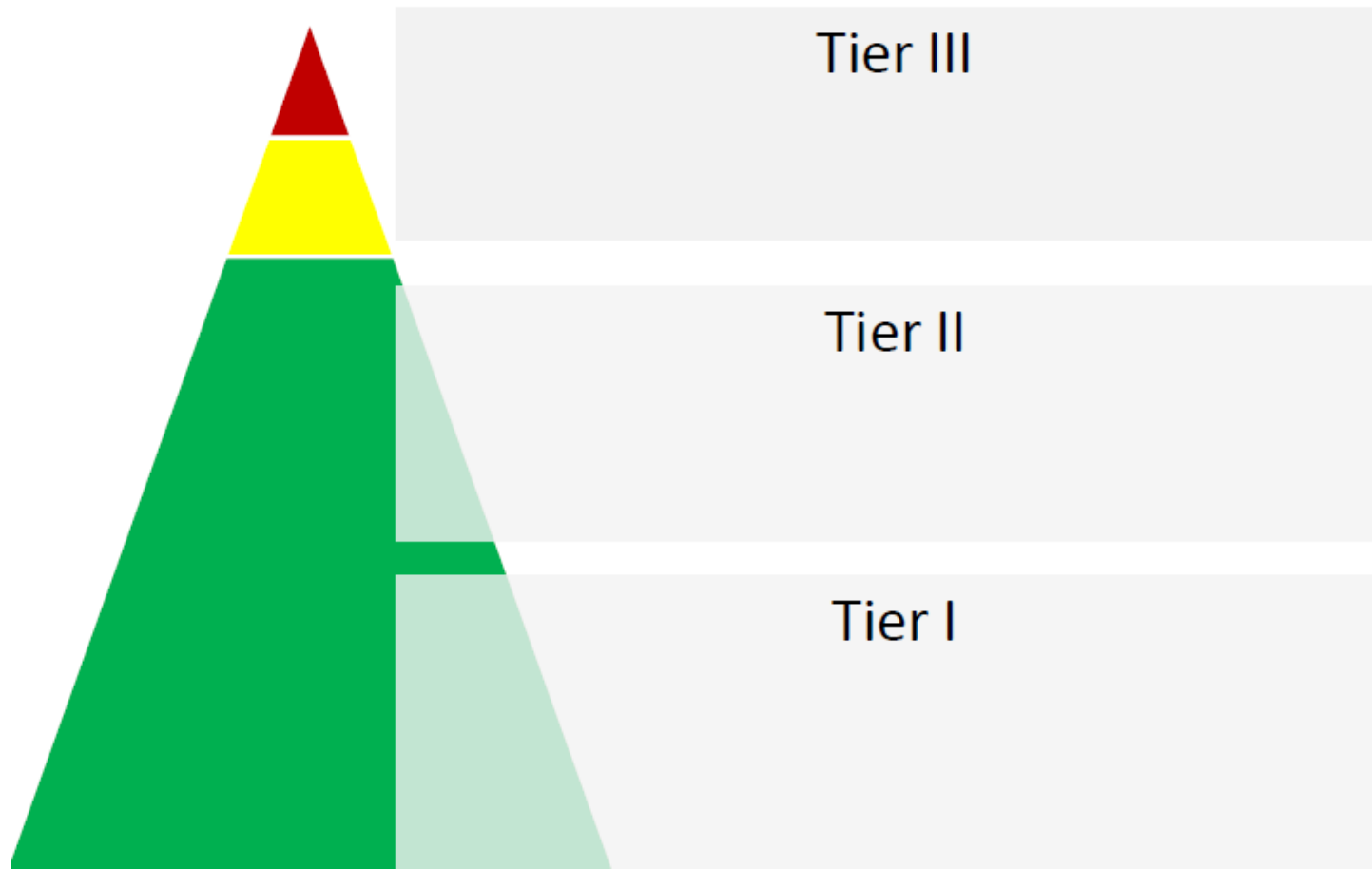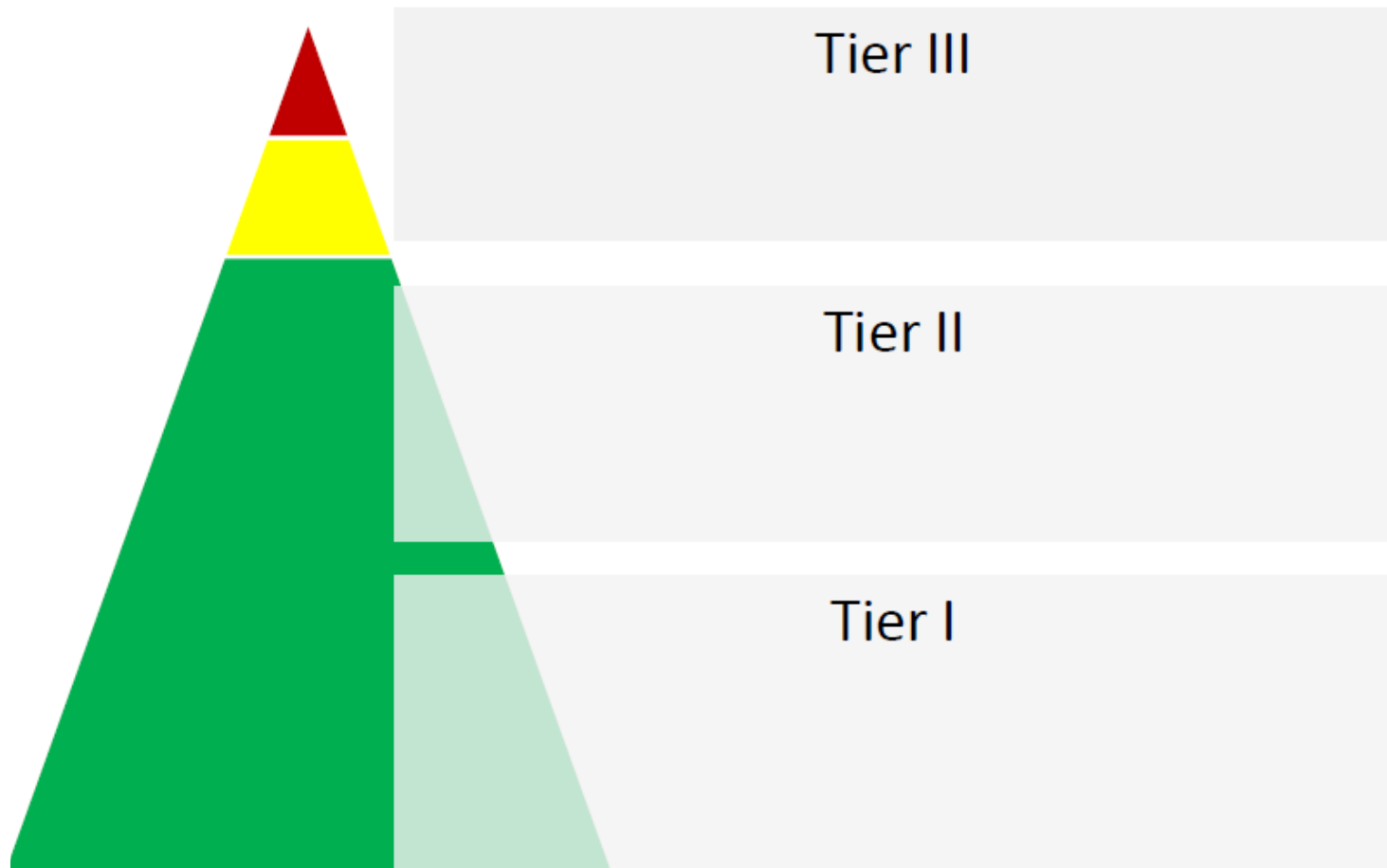
SLIDES FOR ACTIVITIES

Attendance

Tier III

Tier II

Tier I

Behavior

Tier III

Tier II

Tier I

Course Performance

Tier III

Tier II

Tier I

- **Attendance incentives**
- **Homeroom attendance competition**
- **Student Conferences**
- **Students receive "school dollars" that can be used to buy items in school store**
- **After-school club that provides safe space for students to express themselves through art**
- **Student after school club**
- **Small group instruction**
- **Phone calls home**

Sample interventions for Activity

- **Student organizational skills lessons**
- **Guided Reading Groups**
- **After-school group where students discuss personality conflicts**
- **Golden Attitude Club**
- **VIP Lounge for all students with perfect attendance**
- **After-school tutoring program**
- **VIP Lounge**
- **Breakfast club with games**
- **Computer lab with internet access open during lunch and after-school**

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Sample interventions for Activity

Adult Directions - Report Card Conferences

Each conference is no longer than 5 minutes total.

1. Greet student by introducing yourself and shaking the student's hand.
2. Ask the student to show you their report card and explain how they did.
3. Provide a positive comment on their work.
4. Ask the student if they made any changes (positive or negative) in their work habits since the last report card?
   - If there are areas where they are off-track, ask questions such as "why."
   - Ask the student to identify one thing they can do to improve their work.
5. Shake hands with students and give a positive comment upon completion of conference.