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
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.
Multi-Tiered Support System

- 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
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

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

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

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

#### Attendance Behavior (including effort) Course Performance

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Needs/gaps:</th>
<th>Capacity:</th>
<th>Effectiveness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School</td>
<td>- Are our needs focused in one of the ABC’s?</td>
<td>- Do we have additional capacity or space in current strategies or interventions that we aren’t utilizing?</td>
<td></td>
</tr>
<tr>
<td>Whole School</td>
<td>- Do we have the strategies/responses to meet the needs of all of our students?</td>
<td>- Are we implementing our strategies to the intended level?</td>
<td>- Are interventions having an impact on students’ ABC’s?</td>
</tr>
<tr>
<td>Whole School</td>
<td>- If we have them, where are the gaps that we have in our strategies or supports?</td>
<td></td>
<td>- Are some interventions having a greater impact than others?</td>
</tr>
</tbody>
</table>

| Targeted     |                                                                             |                                                                          |                                                                             |
|--------------|                                                                             |                                                                          |                                                                             |

| Intensive    |                                                                             |                                                                          |                                                                             |
|--------------|                                                                             |                                                                          |                                                                             |
• 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

<table>
<thead>
<tr>
<th>Level of Infraction</th>
<th>Strategies for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>Positive phone calls home; Contests between sections/teams/academies; Posting data; AttenDANCE; Cookies for grade with no tardies; Visual listing on TV</td>
</tr>
<tr>
<td><strong>Level II</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Level III</strong></td>
<td>Home visits; Case management; Report to truancy court</td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>High Impact</th>
<th>Low Implementation</th>
<th>High Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Impact</td>
<td>Impact/Implementation mismatch, but priority of impact over implementation still supports kids reaching outcomes.</td>
<td>Goal of the Program: Impact/Implementation match with high outcomes.</td>
</tr>
</tbody>
</table>
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


More Resources

• **Response to Intervention Strategies**

• **Reading Interventions**

• **Instructional Practices**
Questions?
THANK YOU!

Felicia Walker
fwalker@jhu.edu
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
• 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 courses and/or are available during the school day.

• Examine opportunities for recovery.
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## Listening to Students

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<th>Student Conferences</th>
<th>Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Surveys</td>
<td>Student Advisory Councils, Advocates, Ambassadors</td>
</tr>
</tbody>
</table>
“[...] the most effective grading practices provide accurate, specific, timely feedback designed to improve student performance (Marzano 2000, 2007; O'Connor, 2007).”
Report Card Conferences

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

Tier III

Tier II

Tier I
<table>
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<th>Student organizational skills lessons</th>
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<tr>
<td>Homeroom attendance competition</td>
<td>Guided Reading Groups</td>
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<td>Student Conferences</td>
<td>After-school group where students discuss personality conflicts</td>
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<td>Students receive “school dollars” that can be used to buy items in school store</td>
<td>Golden Attitude Club</td>
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<tr>
<td>After-school club that provides safe space for students to express themselves through art</td>
<td>VIP Lounge for all students with perfect attendance</td>
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<tr>
<td>Student after school club</td>
<td>After-school tutoring program</td>
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<td>Small group instruction</td>
<td>VIP Lounge</td>
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<td>Phone calls home</td>
<td>Breakfast club with games</td>
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<td>Computer lab with internet access open during lunch and after-school</td>
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Sample interventions for Activity
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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.