



RethinkEd

Together We Power Potential

Student-Driven Success

Empowering Tier 2 Interventions



Learning Objectives

1. Importance of student voice and culturally responsive practices within the Tier 2 intervention process
2. Implementing student voice to increase the effectiveness of Tier 2 interventions
3. How to embed student voice into common Tier 2 interventions

TIERS OF INTERVENTION

Tier 3

1-5%
Significant/Intensive Interventions

Tier 2

5-15%
Moderate/Targeted Interventions

Tier 1

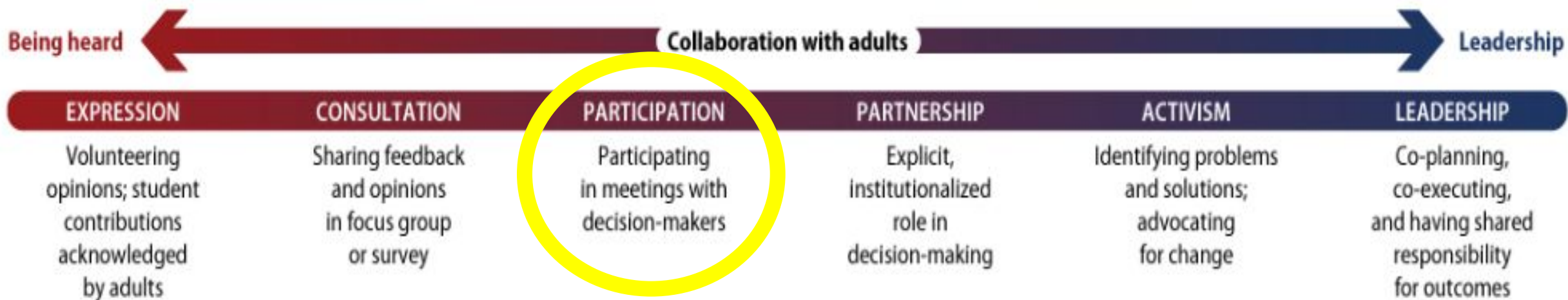
80-90%
Core Instruction; School-Wide
Strategies and Interventions

Student Voice

FIGURE 1

Types of student voice

Adapted version of Toshalis and Nakkula's "The Spectrum of Student Voice Oriented Activity" and Mitra and Gross' "Pyramid of student voice"



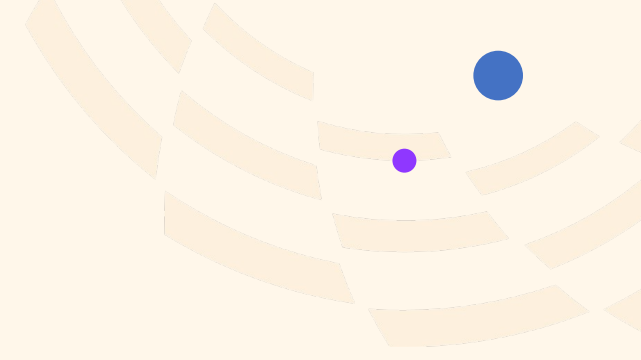
Sources: This graph is adapted from Eric Toshalis and Michael J. Nakkula, "Motivation, Engagement, and Student Voice" (Boston: Jobs for the Future, 2012), available at https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Motivation_Engagement_Student_Voice_0.pdf; Dana L. Mitra and Steven Jay Gross, "Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes," Educational Management Administration & Leadership 37 (4) (2009): 522-543, available at <http://www.buildingpublicunderstanding.org/assets/files/increasingstudentvoiceinhighschoolreform.pdf>.



Active Student Participation...

...in intervention planning and implementation increases:

- ★ cultural responsiveness,
- ★ contextual fit of the intervention,
- ★ student empowerment, and
- ★ overall student outcomes.



*Importance of **student voice** and
culturally responsive practices
within the
Tier 2 intervention process*

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Culturally Responsive Teaching is a strengths-based approach that can be applied to:

Academic

Behavioral

Social and Emotional Instruction

All students



Cultural Responsiveness

High expectations for all students  Inclusive of students' cultures

Effective academic instruction  Differentiated and Multimodal

Behavioral and Social-Emotional instruction acknowledges cultural context

"That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one."

Interpreting Behaviors and Skills: Code-Switching

What behaviors are appropriate outside of work, but not at work?

How did you learn when to not demonstrate certain behaviors?



Risks of not being Culturally Responsive

Exclude students and families

Misinterpret behaviors

Misaligned or unsustainable interventions

Our attitudes and behaviors are influenced by our culture.

Time

Clothing

Age

Gender

Language

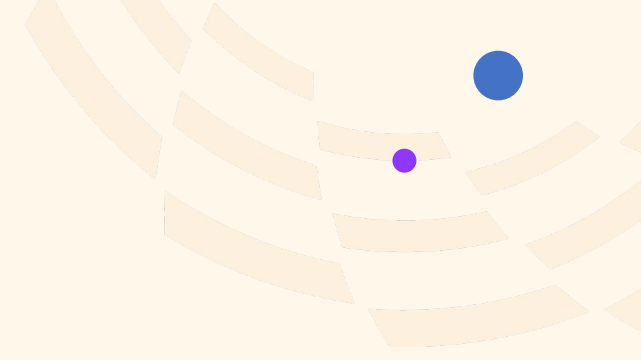


Availability for Learning

Whose behavioral, social and emotional norms or ideals are we adhering to or expecting of our students?

Have we considered cultural differences in how students express themselves, socialize and communicate needs?


Stereotype threat  Learning threat



*Implementing student voice to
increase the effectiveness of
Tier 2 interventions*

Screening

Ensure **Tier 1** Instructional and Supports have met the needs of at least **80% of students** and focused on:

- Student Identify
- **Student Voice** 
- Safe and Caring Environment
- Situational Appropriateness
- Data for Equity

Tier 2 Entry Criteria:

- 2 or more office referrals in one quarter
- Severe change in behavior
- Referral from school counselor
- Low risk threat assessment
- Increase in missed instructional time due to Clinic or Counselor visits
- 2-5 unexcused tardies/absences
- SEL performance or skill acquisition difficulties

Screening

Culturally Responsive Expectations and Behaviors

Student Template

Dear Students,

We would like your help in aligning our school values and expectations with your home values and expectations. We use a small number of positively stated expectations across the whole school to make it a more positive, safe, and predictable environment to maximize your learning and wellness.

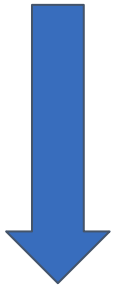
At [school name], we value [insert value statement]. Our current expectations/behavioral norms are [list expectations here]. We regularly teach, model, practice and provide feedback on these expectations. [Provide your school's behavior matrix].

Please answer the following questions to help us create a more inclusive learning climate.

1. Were you involved in developing and defining our school wide expectations/norms/values?
Yes No
2. Are our school's expectations/norms for student behavior meaningful or important to you?
Yes No Why or why not?
3. How do our school's values match, or not match, your values at home?
4. How do our school expectations/norms/rules match, or not match, what is expected of you at home?
5. Are there any expectations, or examples of the expectations in the matrix, that go against your values at home?
Yes No If yes, what are they?
6. What suggestions do you have for modifying our school's expectations?
7. What other ideas do you have for us to be inclusive of cultural values related to education?
8. Would you be willing to join a focus group to talk more about promoting a safe, supportive and welcoming learning environment for all students?
Yes No

Defining the Behavior

1. Name the behavior or skills to improve



Frequent Absences

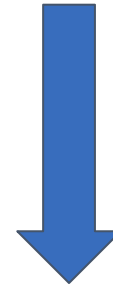
2. Describe what the behavior looks like or feels like.

- How do I know when I'm engaging in that behavior?



Skipping class, arriving late, not attending school all day

3. Describe what it looks like to demonstrate the expected behavior or skill.



Arriving on time, being in class and prepared when the bell rings

Root Cause

Carmen often misses her first and second period classes. When she does attend, she appears disinterested and doesn't participate in group projects. However, she completes all individual assignments and performs well on the content.

Why is the behavior occurring? Don't make assumptions. Ask.

Ms. T: "Carmen, you really demonstrate a strong understanding and interest in this subject. I'd like to see you in class more often. Tell me about what's keeping you from attending and participating."

Carmen: "Thank you Ms. T. I do like your class, I just don't feel like I belong. I'm scared I'll say something stupid. It's hard enough to be liked here."



Intervention Selection

Intervention matched to student need and function of the behavior

Reflective of student and family values

FUNCTION OF BEHAVIOR		INTERVENTION MATCHED TO FUNCTION				
		Check-In/ Check/Out	Behavior Contract	Mentor	Restorative Circle	Small Group: Explicit Skill Instruction
Broad	Global Behavior Mistakes	✓	✓	✓	✓	✓
Obtain/ Seek	Obtain Adult Attention	✓	✓	✓		✓
	Obtain Peer Attention		✓		✓	✓
	Obtain Stimulus/ Sensory Input	✓	✓			✓
	Obtain Activity	✓	✓	✓		✓
Escape/ Avoid	Escape Adult Attention	✓*	✓			✓
	Escape Peers/ Social Situation		✓	✓	✓**	✓
	Escape Stimulus/ Environment		✓			✓
	Escape Academic Task	✓	✓	✓		Academic Intervention

Defining Goals

Focus on culturally appropriate and academically relevant skills.

“Compliance” is not a goal.

Ask students:

What do you think is important for learning?

How do you want our classroom to feel?

What skill do you want support with?

The “SMART” acronym typically stands for:	A goal is SMART if it includes...
S: Specific	...a desired outcome that is clear and specific.
M: Measurable	...how student growth will be measured.
A: Attainable	...clear benchmarks for achievement that are based on student ability.
R: Relevant	...relevant and related to identified area of growth.
T: Time Based	...specific timeline to ensure student success.

Example Goals

Carmen's goals might be:

1. By the end of this quarter, I will arrive on time to class, 90% of the time as measured by the teacher's attendance.
2. By the end of this quarter, I will increase my participation in class discussions by 50% as measured by a tally system.

Implementation and Participation



Before implementing an intervention, get student buy-in and build ownership.

Feedback

Seek student preferences:

Should intervention include family-home communication?

Where does the intervention take place?

Who will be the facilitator or mentor?

Who does the student feel comfortable with?

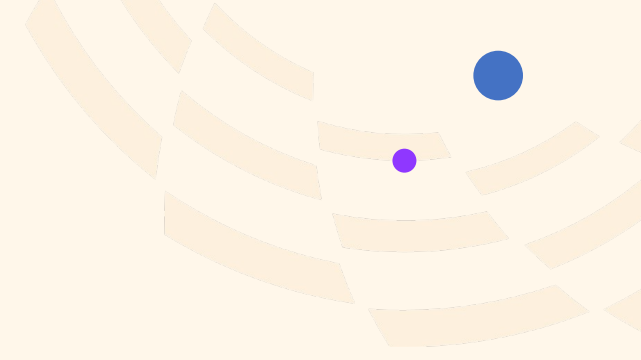
How does the student prefer to receive feedback?

In private? After each class? At the end of the day? In writing?

Progress Monitoring

Increases student self-awareness, self-management and ownership

1. Set a regular schedule to review progress with student
2. Teach the student how to use a graph or application to track progress
3. Guide student through self-discovery
 - a. *How do you know if you are making progress?*
 - b. *How do you feel about your progress?*
 - c. *What changes might you make?*
 - d. *What do you plan to focus on next?*
 - e. *What do you need to meet your goals?*



***Embedding student voice into
common Tier 2 interventions***

Check-In/Check-Out

- Evidence-based Tier 2 intervention
- Reinforces targeted behaviors
- Builds student-adult relationships
- Increases student connectedness



★ Best for students who like adult attention

(Other Feedback Types of Interventions=Check and Connect, 2 X 10 Connection)

Check-In/Check-Out

Opportunities for
Student Voice!

Student participates in...

1. selecting CICO intervention
2. choosing adult mentor
3. defining target behaviors, skills and goals
4. self-rating, if appropriate
5. choosing how they want feedback
6. determining types of reinforcement
7. tracking progress

Courageous Cougars

Week of: October 7th

Daily Goal: 11

Name: Oscar

Target Behaviors	Day of the Week	Science	Reading	Math	Other	Language Arts	Specials	Specials
<i>I showed responsibility by completing my work during independent work time.</i>	Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Notes:

Hi Oscar - Thank you for coming to see me today. You met your goal today for work completion during independent time! How do you feel about meeting your goal? It looks like you completed all your independent work today in reading! Tell me more about that. How can we help you with this in other subjects?

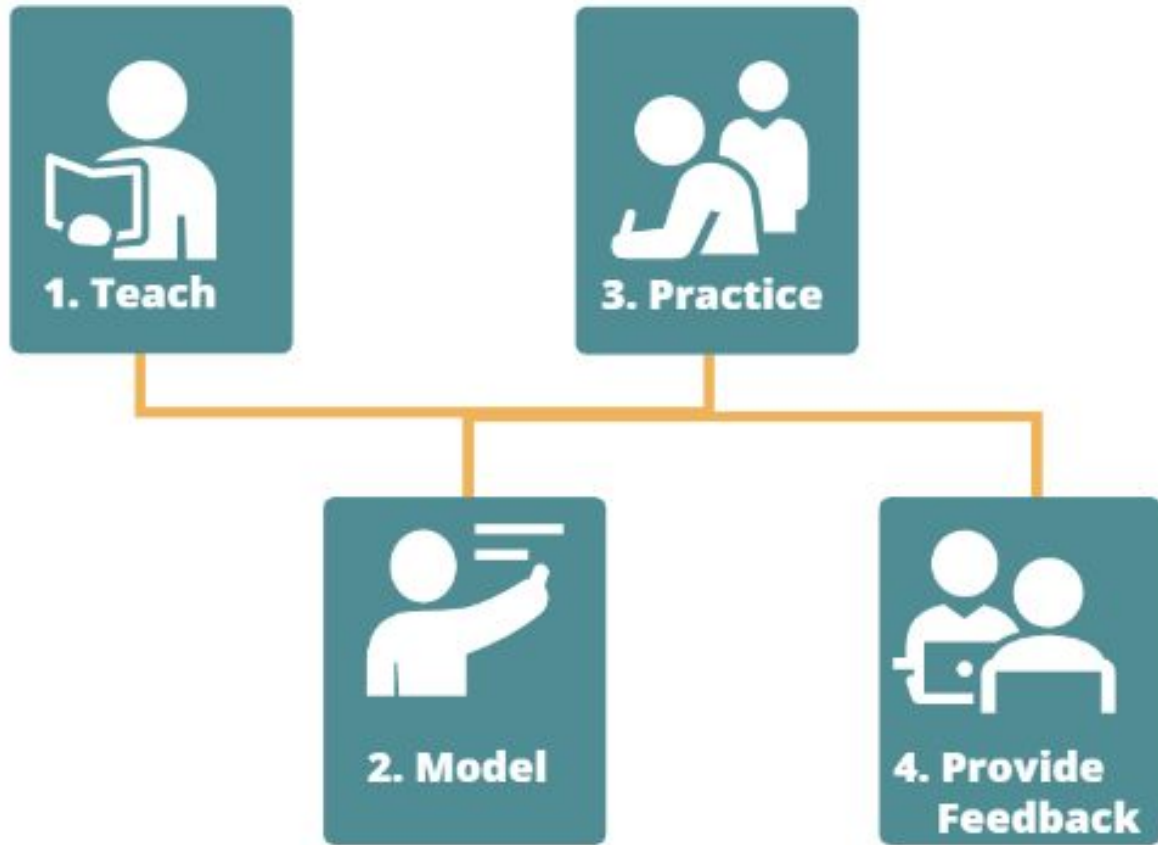
Weekly Points Earned: 11

Goal Met?

YES

NOT YET

Social and Emotional Skills Group



Social and Emotional Skills Group

1. Student-centered goals

Consider cultural appropriateness

2. Setting group norms

What is important to each student for them to meaningfully participate?

3. Student-driven examples and role-plays

4. Student response and interaction styles

Peer-Based Support

Best for students who:

- experience social rejection or isolation
- have attendance issues
- have challenges navigating social interactions
- are seeking positive, trusting and supportive peer groups



Peer-Based Support

- Peer leaders are representative of student population
- Provides a voice between students and teachers/administration

Student Ambassadors
Mentors
Mediators



Closing Thoughts

Mindset:
“Learner-centered”
interventions

Check and Reflect

Awareness of Self and Others

- Identify your strengths as an educator.
- Identify your areas for growth as an educator.
- Identify your implicit biases.
- Identify your beliefs about your students' ability to learn.
- Challenge your beliefs about what is holding your students back from reaching their full potential.

Social Awareness

- Learn about the cultural backgrounds of your students.
- Learn about the families of your students.
- Learn about the community that surrounds your school.
- Learn about the groups and activities your students are involved in.
- Develop empathy by taking the perspective of your students.

Social Skills

- Greet each student every day.
- Communicate your belief in each student's ability to learn.
- Connect with each student every day.
- Learn about your students' goals and desires for their lives.
- Learn about what each student needs to reach their goals.

Self Care

- Take an inventory of your own stress factors.
- Identify your self-management tools.
- Practice self-care to better manage your stress.
- Set goals for yourself and your personal and professional development.
- Meet regularly with a supportive colleague to share victories and challenges.

Self-Management

- Collect and use data to guide your decisions about what your students need to learn.
- Find strategies and resources to make the curriculum relevant to your students.
- Collaborate with the students and the students' families to make the best decision for each student.
- Collaborate with your grade level, subject team, or school to create quality programs and policies that enable all learners to reach their full potential.
- Continue to pursue your growth as an educator and challenge yourself to address the issues of educational equity in your school.

Q & A