



TACKLING TIER 2

WITH THE EXCELSIOR SPRINGS
EARLY CHILDHOOD CENTER



THE INTERVENTION IMAGINARIUM

*Where creativity
meets care*

SESSION OUTCOMES

DISCOVER THE
PROBLEM-SOLVING
FRAMEWORK USED
AT THE EARLY
CHILDHOOD
CENTER

LEARN ABOUT THE
CENTER'S TIER 2
PROCEDURES AND
PROCESSES

LEARN ABOUT
SUCCESSFUL TIER 2
STRATEGIES
UTILIZED BY
EDUCATORS AT THE
CENTER



Who Are We?

- EARLY CHILDHOOD CENTER
- 180 STUDENTS
- 25 STAFF
- 5 HALF DAY CLASSES
- 3 FULL DAY CLASSES
- 52% FREE/REDUCED LUNCH
- 35% SPECIAL EDUCATION
- PROJECT CONSTRUCT
- PBIS FRAMEWORK/CONSCIOUS DISCIPLINE



WELCOME
TO THE
FACTORY!

WHAT MAGIC TIER 2
BRINGS

WHY WE BUILT THE
IMAGINARIUM

Meet the Inventors

**MENTAL HEALTH
SPECIALIST**

**FAMILY
ADVOCATE**

**SPEECH
THERAPIST**

PRINCIPAL

TEACHER



ROLES AND RESPONSIBILITIES

PROBLEM
SOLVING

BEHAVIORAL
SUPPORT
PLANS

DATA
COLLECTIONS

FEEDBACK
FORMS

PARENT
CONNECTION

THE RECIPE ROOM

TIER 2 PROCEDURES AND PROCESSES

OUR “BASE INGREDIENTS”

WHEN AND HOW WE GATHER THEM

Tier 2/3 Recipe

DATA COLLECTION

TIER 1 PRACTICES

ACTION PLAN

REFER FOR TIER 2/3 TEAM (PST)

PROBLEM-SOLVE

IMPLEMENT PRACTICES

DATA AND FEEDBACK



1 : TAKE DATA FOR 6-8 WEEKS

2: ENSURE TIER 1 PRACTICES ARE BEING IMPLEMENTED

Childs Name: _____

Started on: _____

Date	Behavior	Intervention	Outcome	Parent Contact	Notes
1/1/2024	Hitting	Reflected on behavior with student – “Ouch, hitting hurts. Next time, use your STOP hand like this and tell your friend I am playing with this toy.”	Student returned to playing	Contacted parent via _____ (Phone, Learning Genie, other)	Behavior occurred during choice time. There was music playing on the tv and the noise volume was high. Student hit friend after friend grabbed a toy from student’s hands.

Tier 1 Expectations

- ☐ Breathing visuals
- ☐ ECC matrix- be safe, be kind, be helpful
- ☐ Friends & family board/family pictures
- ☐ Brain smart start
- ☐ Greeting ritual
- ☐ Goodbye ritual
- ☐ Job board
- ☐ Visual schedule
- ☐ Visuals in areas of “how to play”/ expectations
- ☐ Kindness board
- ☐ Family meetings
- ☐ Wish well
- ☐ I Love You rituals
- ☐ Reconnecting ritual after conflict
- ☐ Fair Ways to Play poster
- ☐ Safe Place- does not have to be open yet
- ☐ Safe Keeper

Possibilities

- ☐ Feeling Buddies
- ☐ We Care Center
- ☐ Time Machine
- ☐ Ways to be Helpful board
- ☐ Class made books (Social Stories)
- ☐ Individual schedules/routines for children

3: ACTION PLAN

PST/CDAT Action Plan

Action Item #1:

Action Item #2:

Action Item #3:

Data Goal:

*will attach printed data sheet

4: REFER TO PST

ECC Initial Student Referral Form

☆

Questions

Responses

Settings

Send

ECC Initial Student Referral Form

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

Name of Student *

Short answer text

Date of Birth *

Month, day, year

Date of Referral *

Month, day, year

Classroom Teacher *

Short answer text



Drive

Search in Drive



+ New



Home



Activity



Workspaces



My Drive



Shared drives



Shared with me



Recent



Starred



Spam



Trash



Storage

1.76 GB used

Shared with me > Tier 2/3



Type

People

Modified

Source

Name



Last modified

File size



Valerie

Feb 21, 2024 me

—



Teacher Portfolios

Oct 10, 2023 Katherine And...

—



Suzanne

Jan 8, 2024 Katherine Andr...

—



Student Portfolios

Nov 8, 2023 Katherine Andr...

—



PST/CDAT



Nov 8, 2023 Katherine Andr...

—



PST Referral & Feedback Form

Aug 23, 2024 me

—



DECA Data

Jan 18, 2024 Katherine And...

—



Data Sheets

May 10, 2024 Katherine An...

—



Untitled document

Dec 12, 2024 Laura Wood

546 KB



Tier 2 process

Aug 7, 2024 Laura Wood

3 KB



Tier 1 Expectations Teacher Checklist

Aug 28, 2024 me

2 KB



Tier 1 Expectations

May 12, 2025 me

2 KB





Drive

Search in Drive



+ New

- Home
- Activity
- Workspaces
- My Drive
- Shared drives
- Shared with me
- Recent
- Starred
- Spam
- Trash
- Storage
1.76 GB used

Shared with me > Tier 2/3 > Student Portfolios > Jack

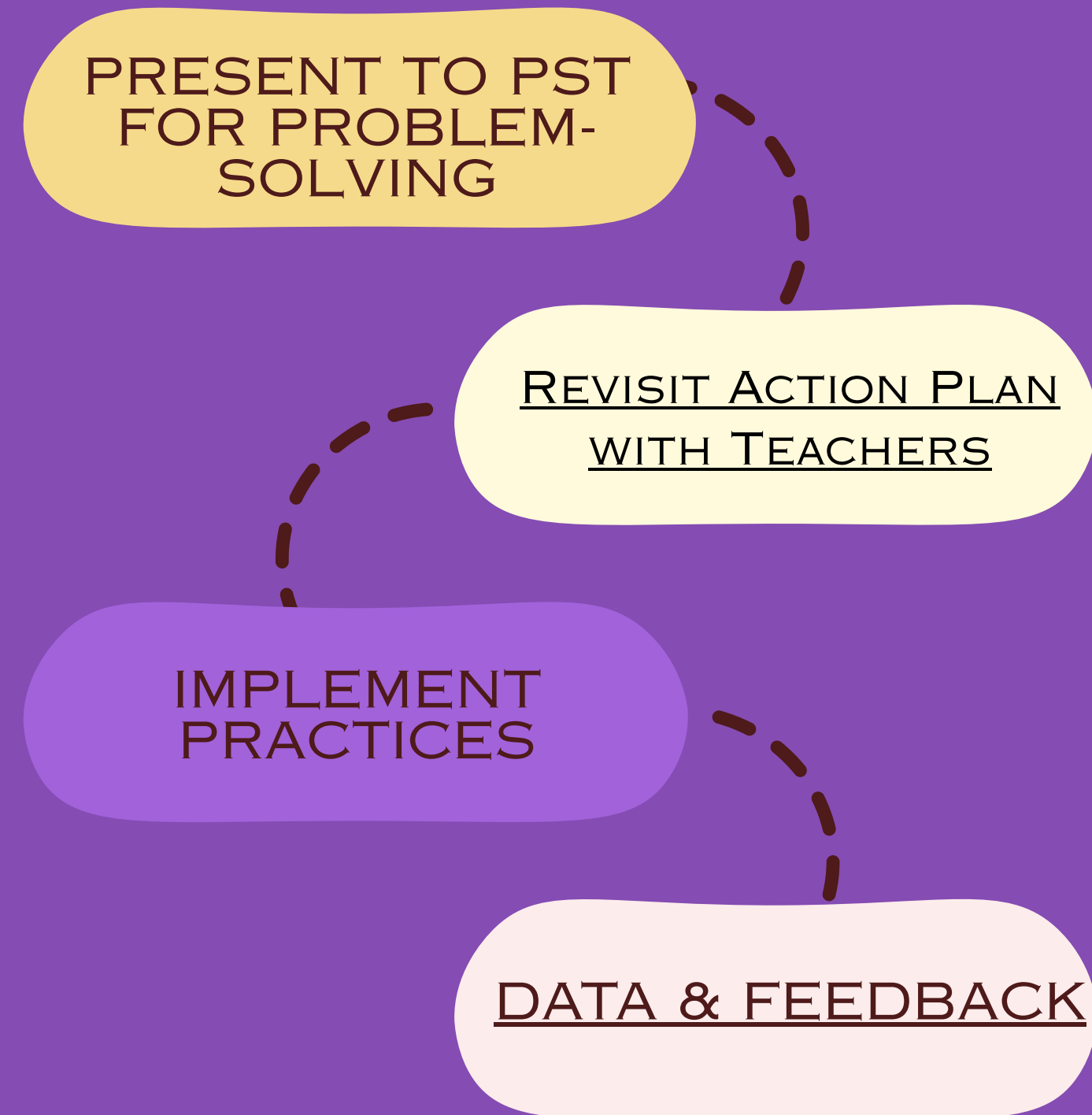


Type People Modified Source

Name	Last modified	File size	
Observations	Jan 31, 2024 Katherine And...	—	Share Download Edit Star More
Feedback	Jan 31, 2024 Katherine And...	—	More
DECA	May 8, 2024 me	—	More
Data	Jan 31, 2024 Katherine And...	—	More
Action Plan / Initial Referral	May 8, 2024 me	—	More
JC feedback 5:8.pdf	May 8, 2024 Kennedy Lynn	114 KB	More



5: PROBLEM-SOLVE



PST Order of Operations

BI-WEEKLY
MEETINGS

TIER 2/3 AGENDA

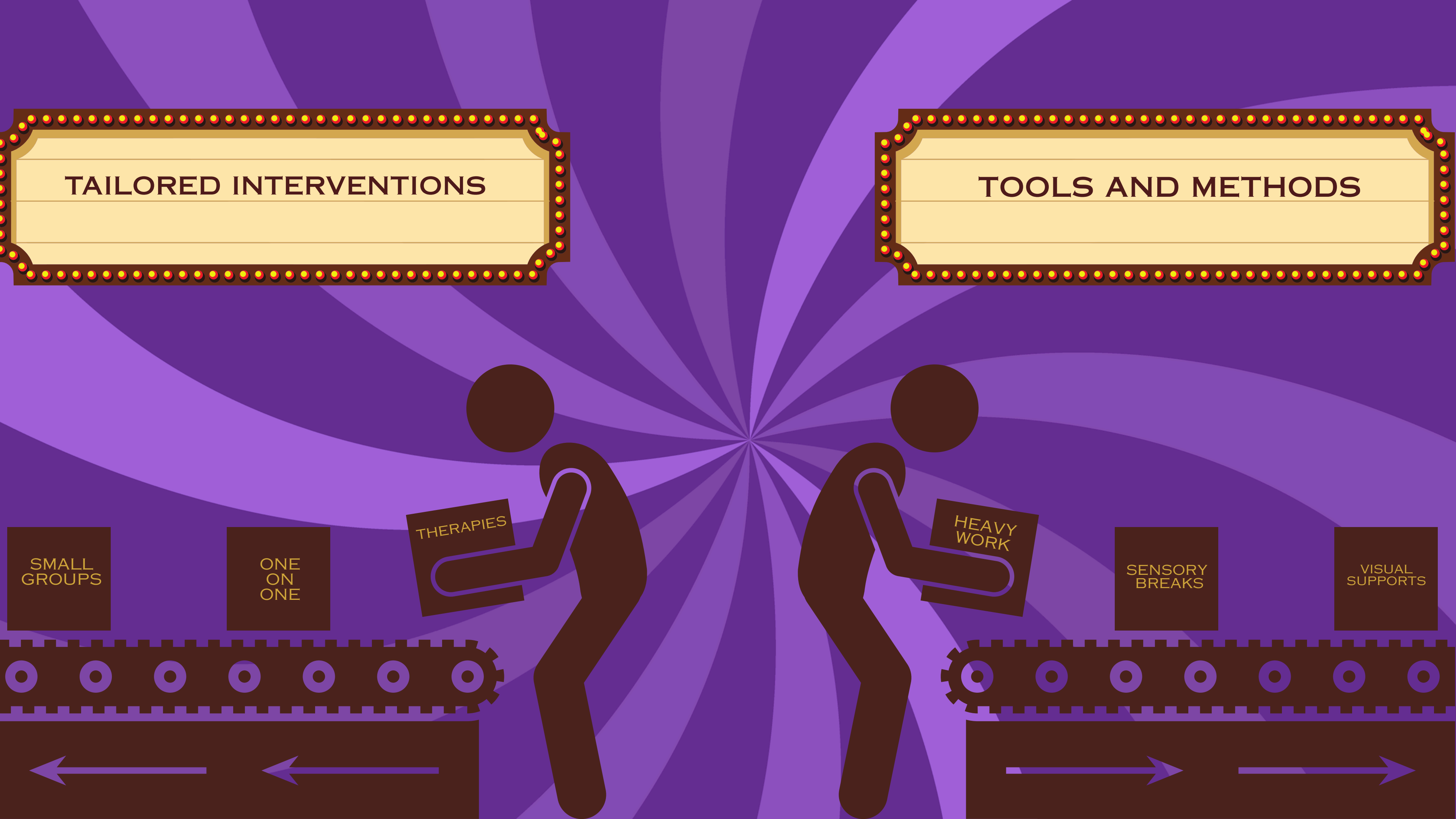
UPDATE ON
STUDENTS

PROBLEM-SOLVE



THE CANDY CONVEYOR

SUCCESSFUL TIER 2 STRATEGIES



TAILORED INTERVENTIONS

TOOLS AND METHODS

THERAPIES

HEAVY WORK




SMALL GROUPS

ONE ON ONE

SENSORY BREAKS

VISUAL SUPPORTS



Conscious Discipline® Brain States			
What You Might See Child's Needs Helpful Responses			
Prefrontal Lobes Executive State 	Willingness Reflection Cooperation Problem-Solving	To be noticed Reflection of feelings or actions	Noticing action Noticing feelings I wonder ? Help Problem Solve Limit setting with alternative
Limbic System Emotional State 	Blame Crying/whining Resistant Name Calling Isolating Verbal Behavior	Validation Be heard Understanding Reflection of feelings Connection	You feel ____. You wanted ____. Offer connection or comfort Offer problem solving Limit setting with alternative
Brain Stem Survival State 	Physically Aggressive Tantrums Withdrawing Shutting Down	Space Safety Return to power/control	Minimal noticing Minimal validation Safety related limit-setting with alternative

Dealing with Upset

Keep breathing, you got this.

#1



Remove if unsafe

#2



Refer to Brain State Model

#3



"Next time ____."

#4



Practice

Physically Aggressive
 Tantrums
 Withdrawing
 Shutting Down

Blame
 Crying/whining
 Resistant
 Name Calling
 Isolating
 Verbal Behavior

Noticing action
 Noticing feelings
 I wonder ?
 Help Problem Solve
 Limit setting with alternative

Minimal noticing
 Minimal validation
 Safety related
 limit-setting with alternative

You feel ____.
 You wanted ____.
 Offer connection or comfort
 Offer problem solving
 Limit setting with alternative

Willingness
 Reflection
 Cooperation
 Problem-Solving

LOOK FOR CHANCES TO PRAISE & ENCOURAGE

You _____ so _____.

That was so helpful.



consciousdiscipline.com

GIVE POSITIVE CHOICES TO REDIRECT BEHAVIOR



You may _____

or _____.

What's best for you?

consciousdiscipline.com

REDIRECT AND TEACH A BETTER WAY

You wanted _____.

You may not _____.

_____ hurts.

When you want _____,

say or do _____.



consciousdiscipline.com



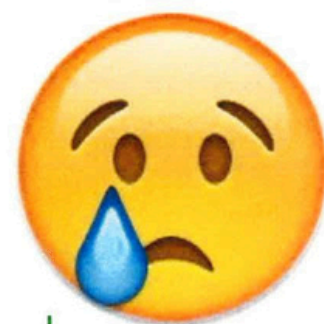
KEEP CALM

Stop. Smile.

Take a deep breath, and relax.

Others will catch your calm.

consciousdiscipline.com



RECOGNIZE FEELINGS

Your face is going like this: _____.

You seem _____.

You wanted _____
or you were hoping _____.

You can handle it.

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USE MISTAKES AS A CHANCE TO LEARN



You may _____ or _____.

If you _____ again, you will _____.

Tell me what will happen

if you _____ again.

What's best for you?

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Processing through an upset....

Ex: You are angry. You were hoping to have more time on your game. That is hard, you can handle this!

You are _____.

You were hoping _____.

You wanted _____

That is hard. You can handle this.

Noticing Language (shining light on what we want to see)

Ex: You brought your plate to the sink so clean up would be faster. That was helpful!

You _____ so _____.

That was _____.

(helpful, loving, kind, safe)

GIVE WORDS TO USE

Ask child: Did you like that?

Go tell _____:

"I don't like it

when you _____.

Please _____ instead."

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HOW WE
TASTE TEST
OUTCOMES

ADJUSTING
OUTCOMES
FOR
BETTER
SUCCESS



OBSERVATIONS
&
DATA COLLECTION



FEEDBACK FORMS
&
PROBLEM-SOLVING

Teacher Feedback

sewing@ga.essd40.com [Switch account](#)



* Indicates required question

Email *

☐ Record sewing@ga.essd40.com as the email to be included with my response

Today's Date *

Date

mm/dd/yyyy

Student Name *

Your answer

Teacher Name *

Your answer

Who is the Tier 2/3 point person for this child? *

☐ Sarah

☐ Valerie

FEEDBACK
FORM



TEACHER TAKEAWAYS

SIMPLE, POWERFUL CLASSROOM STRATEGIES



Atticus has listening ears.



Atticus's eyes are watching.



Atticus is using walking feet.



Atticus has safe hands.



Atticus uses kind words.

CONTACT US!

**MENTAL HEALTH
SPECIALIST**

**FAMILY
ADVOCATE**

**SPEECH
THERAPIST**

PRINCIPAL

TEACHER

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