

Making it personal- Tier 2 Strategies Strategies (2026)



Session Outcomes



**More positive
student-teacher
relationships**



**Fewer instructional
interruptions**



**Stronger
social-emotional
development**

Our Presenters



Deron Binkley

13 Years
Teaching Experience



**Andrew
Chamberlin**

4 Years
Teaching Experience



CJ Chamberlin

18 Years
Teaching Experience

William Chrisman High School

Independence School District (4 day school week)

Major Student Demographics

62% White

17% Hispanic

13% Black



70%

of students on Free or Reduced
Lunch

Tier 2 Overview

When schools have a solid foundation of Tier 1 SW-PBS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices.



15%

of students supported with
targeted small group
interventions.

Purpose & Key Features

- **Data-Driven Identification:** Use data to identify students at risk for difficulties.
- **Prevention Focus:** Interventions prevent the development of problems and decrease frequency or intensity.
- **Continuous Support:** Standardized interventions are continuously available to support student needs.
- **Progress Monitoring:** Use data to monitor progress and make informed decisions.

School Wide Tier 2

Hour	Student Name	Friday	Tuesday	Wednesday	Thursday
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		Goal 1 Focus on own learning: 0 1 2 Goal 2 completed work on time: 0 1 2 Note:	Goal 1 Focus on own learning: 0 1 2 Goal 2 completed work on time: 0 1 2 Note:	Goal 1 Focus on own learning: 0 1 2 Goal 2 completed work on time: 0 1 2 Note:	Goal 1 Focus on own learning: 0 1 2 Goal 2 completed work on time: 0 1 2 Note:

TEACHER: _____

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Intervention List and Summaries of needs

Chunked Checklist

Intervention Instructions:

1. Teacher will do one of the following:
 - a. get a stack of sticky notes from the office, b. use the [Checklist Teacher Resource](#), c. use canvas to create a list you can flush out and then print and cut into strips
2. When student enters the room they receive their 1st sticky note/goal slip
3. Teacher walks by and checks on progress. As each item is completed, put a checkmark over the item
 - a. If redirecting the student, direct them back to their list
 - b. Try not to verbally redirect, instead point out the sticky note/goal slip.. Keep it private by walking by and tapping the note or saying something that you and the student know what the code means, both to preserve their privacy/dignity, but also to limit the opportunity to battle.
4. Give the student a new sticky note/goal slip with two more steps
5. Write down the responses to the data questions on your clipboard at the end of the block. Don't forget!
6. Verbally process with the student what their results were for the day - celebrate their effort and focus!
7. Grade and enter grades quickly to show the difference between no points, partial points, and more complete points - it will be very important for there to be a quick effect showing for their effort. Celebrate with emails and calls home as we show improvement in engagement, effort, submission of work, etc.

'Submit It' Tier 2 Academic Intervention

1. Greet as they enter the classroom. Contact should be positive, focused on relationship building, and setting a good tone for the day with clear expectations.
 - = First Contact Suggestion - Good morning! Nice job last class ____ (find one thing to build on). Let's keep the momentum going today (maybe add a focus area). Remind them they will be submitting at the end of the hour so they should be really focused during work time, ask questions to make the most of their time.
2. During work time: teachers will meet with students & make sure they understand what to do (may need to chunk the assignment). Check back regularly to prod progress on assign
3. SUBMIT for Partial Credit - either grade in the moment (mark assignment, enter grade) or have the student submit their work as is for at least partial points.
 - = Have them turn in what they got done. (Grade live action)
 - = Make sure they know what to do to either improve the grade they earned OR process to follow if they chose to finish the assignment & submit it for total pts

Check-In and Check-Out (CICO)

Students will bring a half sheet of paper to each class with goals and score options for teachers to fill out. Teachers need to fill out the paper prior to students leaving at the end of the hour.

0 = no progress towards goal

1 = success towards goal half the time or completed half the work



2 = success towards goal most of the time

1. If the student doesn't have their paper or Lost the paper - call Diane (ext. 16528) and we will have a new one delivered to the room
2. Arrived late or didn't check in - call the CICO teacher and ask when they can come check in
3. IMPORTANT - record the scores you gave them on your clipboard tool so you are able to input those scores on Friday for the week

Self Monitoring

1. Teacher will greet the student at the door and take the student's Self-Monitoring tracking sheet and attach it to the teacher clip board.
2. Teacher will review student's behavior throughout the hour.
3. At the end of the hour, the teacher will then give the Self-Monitoring tracking sheet back to the student for the student to assess where the student would rate themselves for the class period.
4. Teachers will record student responses on their clipboard to enter into the tracking tool at the end of the day.
5. the teacher will enter student results into their tracking survey.
6. Teacher will repeat steps 1-5 with student for the intervention time frame of 4 weeks.

Building Matrix

 WILLIAM CHRISMAN HIGH SCHOOL 				
THIS IS WHAT IT LOOKS LIKE TO BE A BEAR!				
	HALLWAY	CAFETERIA	RESTROOM	CLASSROOM
B BE RESPECTFUL	<ul style="list-style-type: none"> - Stay in your own space at lockers - Walk and Talk - Follow all directions given by staff 	<ul style="list-style-type: none"> - Use good table manners - Follow all cafeteria guidelines - Follow all instructions given by staff 	<ul style="list-style-type: none"> - Wait your turn - Use equipment and supplies correctly - Respect the privacy of others 	<ul style="list-style-type: none"> - Respect yourself and others - Respect all properties and materials
E GIVE EFFORT	<ul style="list-style-type: none"> - Walk on right side - Keep locker organized - Help others 	<ul style="list-style-type: none"> - Wait patiently and quietly in line - Use time wisely 	<ul style="list-style-type: none"> - Flush - Use the restroom during passing time 	<ul style="list-style-type: none"> - Complete classwork and homework to the best of your ability - Participate - Always try your best
A BE ACCOUNTABLE	<ul style="list-style-type: none"> - Walk facing forward - Keep your hands and feet to yourself - Use appropriate language 	<ul style="list-style-type: none"> - Respect space of others - Walk to lunch line - Clean up spills 	<ul style="list-style-type: none"> - Wash your hands - Report any unsafe actions 	<ul style="list-style-type: none"> - Remain quiet, active listeners while the teacher is speaking - Ask for help when you need it
R TAKE RESPONSIBILITY	<ul style="list-style-type: none"> - Throw away all trash - Report Problems - Use passing time wisely - Get to class on time 	<ul style="list-style-type: none"> - Use appropriate language, tone, and voice level - Return your tray and throw away all trash 	<ul style="list-style-type: none"> - Report supply needs - Throw away all trash - Use appropriate noise level 	<ul style="list-style-type: none"> - Turn in homework on time and in the designated area - Minimize distractions and maximize learning by putting away electronics

Bear Cards

BE on Time B.E.A.R. Card

Student Name

**BE RESPONSIBLE
BE ACCOUNTABLE**

Staff Signature

Positive Referral B.E.A.R. Card

Student Name

Ambition	Integrity
Citizenship	Perseverance
Compassion	Respect
Cooperation	Responsibility
Initiative	Self-Control

Date: _____

Staff Signature

Personal Fitness & Wellness

Course Overview- This course emphasizes participation in activities that develop, maintain and improve cardiovascular fitness, body composition, flexibility, muscular strength and endurance. The student will learn basic lifetime fitness concepts and principles in a light to moderate activity level. This course is ideal to satisfy the P.E. requirement for graduation in a primarily fitness-based, non-competitive environment.

Examples of activities

Personalized workouts

Tabata

Cross-fit

Scenario

Student “A” rarely participates in class, constantly has an excuse why they can not participate in class. Does not talk to other students.

Real Life Scenario

The Situation

Student “A” rarely participates in class, constantly has an excuse why they can not participate in class. Does not talk to other students.

Intervention & Outcome

Strategy:

Talked with a small group of students to include her in their group when class started.

Result:

Student started participating more in class and excuses stopped.

Lifetime Sports

Course Overview

This course emphasizes personal physical fitness and lifetime sports activities.

Students will learn the history, strategy, and rules of various lifetime sports activities as well as develop and improve their physical skills and techniques.

Key Sports Covered:

- Badminton & Pickleball
- Bowling & Horseshoes
- Backyard Games

Examples



Bucket golf



Tennis



Disc golf

Scenario

The Challenge



Student has decided not to bring his or her Chromebook on days that we take quizzes. Quizzes are worth 60% of their grade and is now failing because he or she is missing 6 quizzes.

Real-Life Scenario

The Challenge

Student has decided not to bring his or her Chromebook on days that we take quizzes. Quizzes are worth 60% of their grade and is now failing because he or she is missing 6 quizzes.



The Intervention

- Individual talk with the student & classroom Chromebook access.
- Checklist system: taking a previous quiz alongside the current one.
- **Result: Student caught up on assignments and improved their grade.**



Weight Room

Course Overview



This course is designed to provide students with the opportunity to stay involved in strength training and conditioning activities. It builds on previously learned physical training concepts with more advanced information on exercise physiology and biomechanics.

Students will engage in rigorous and strenuous physical activity designed to improve athletic performance by developing:

- **Strength, Endurance & Flexibility**
- **Speed, Power & Agility**

Classroom Scenario

Challenge: Lack of Focus



A group of students are not staying focused during the workout.

Teacher has already explained to the students that failure to participate is going to reflect on their overall grade.

Real-Life Scenario

The Challenge

A group of students are not staying focused during the workout, despite being informed that participation impacts their grade.



Intervention Strategies

- **Re-emphasize Goals:** Explain how daily work supports the summative goal (60%).
- **Find the "WHY":** Discuss personal motivations and offer a second chance.
- **Group Management:** Divide the group if focus isn't maintained until progress is shown.
- **Positive Reinforcement:** Provide immediate feedback for correct behavior.



Team & Intramural Sports

Course Overview



This course emphasizes physical fitness and team sport activities. Students will learn history, strategy, and rules while developing physical skills and techniques. Sports include: soccer, football, basketball, and volleyball.

Core Sport Examples



- Football
- Soccer
- Basketball

Real-Life Scenario

The Challenge

Class at the end of the day has a combination of students who are highly competitive. The competition turns into arguing and banter that quickly escalates to yelling.



Real-Life Scenario

The Situation



Class at the end of the day has a combination of students who are highly competitive. The competition turns into arguing and banter that quickly escalates to yelling.

Techniques Attempted



Teacher tried every teaching technique: sit & wait, raise hand, compliment the people who were listening, etc.

Ultimately, there was one solution....

How you earn a sticker

1) Remain in the classroom the whole hour

2) No arguing with referees

3) No obscene gestures (inappropriate)

4) No foul language (cursing)

*anything else is subject to the approval of the teacher

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