**List of Students Interventions**

**Tier 2 Troubleshooting Form** for students who need extra support

**For starters:**

1. Who is the student (include age, gender, family situation, culture, developmental ages/stages, previous/current life experiences)?
2. What is the problem? What specific behavior issues does this student have?
3. When is it happening?
4. With what frequency is it happening?
5. Where/with whom is it happening?
6. What might be the function of the behavior (desire for power, control, attention, a tangible thing, fun, revenge, escape, relationships, etc)?
7. Approximately how many times have you used a teacher-student restorative practice like “Huddle Up” to discuss student behavior issues? What positives and problems have you learned from these 1-1 discussions? Is the student’s primary means of communicating words, deeds, time, touch, or gifts?
8. What other restorative practices (student-student conflict resolution, student-student peacemaker/mentor, etc) have you tried in addition to “Huddle Up?” Results?
9. Who else have you reached out to in the search for an intervention that might be effective? What have they suggested?

**Systematically thinking through possible fixes**…

1. Parent/family member
2. Food
3. Sleep
4. Hygiene/Appearance
5. Health
6. Mental Health
7. Identity
8. Fixed Mindset
9. Spot in room
10. The search for a redirect that will work: Of all possible, professional Tier 1 redirects (saying the student’s name, proximity, etc), which do you think have the best chance of working? Why?
11. Support in self-regulation after your cue: Of all possible, professional “ways of responding to teacher redirection,” (thinking, breathing, moving, flip-switching, sensory), which do you think best fits the student’s personality? Why?
12. Proactive information: Which of the pieces of proactive information might be most helpful to the student (what’s in store? why? how long the learning session or transition will take, the “talking opportunities,” their job, audience, connect, invoke a rule, point to a social skill/character trait/value, challenge the class to improve, storytelling, potential “potholes” to avoid, value, learning target)? Explain
13. Feedback—would the student benefit more from teacher-generated, self-generated, or peer feedback? Explain
14. Reviewing one or more expectations: Which of your expectations have you clarified with the student by providing him/her with a 1-1 “tutorial,” just to make sure he/she understands it? Which ones might be worth revisiting with the student? Explain
15. Improving relationships: What changes in your relational approach to the student might help? Would connecting more (or less) be helpful? Or communicating with more (or less) expressiveness, or more words (or fewer words), etc etc.. OR, is there a relationship issue between/among classmates that is blocking progress? Explain
16. Extra social-emotional support: Might a “crash course” in identifying his/her thoughts, emotions and the actions that stem from these, and learning to manage these, and/or lessons about social skills/character traits/values lead to improved behavior? If so, who in your building is best positioned to provide it? How would that course be built and taught?
17. Extra academic support: How likely is it that his/her misbehavior is rooted in the fact that some or all the academic work is too difficult for him/her or does not meet her current stage of development? If this is likely, what has been tried to get the student the academic support s/he needs? Who has been involved? Or, is the content somehow unappealing to the student (lacking relevance, disconnected to her life, boring, etc) or is the student being asked to represent her degree of understanding in a way that doesn’t match her learning style or communication style? Explain
18. A creative redirection cue: If no typical Tier 1 redirect appears to fit the student, is it possible that you might be able to come up with a creative, unique redirect that might be more effective? If so, what are some possibilities?
19. Perhaps a unique way of responding to your redirects might work. What might this look like? Why might this idea work?
20. Student-initiated data collection: One possible first step towards a solution is to put her in charge of collecting her own data about it so she might acknowledge the problem. Might this be helpful for this student? Explain.
21. Behavior contract: Sometimes a formal document that specifically indicates what a student will do (and when she will do it) instead of continuing the bad habit she’s developed is helpful. How likely is it to be successful, knowing what you know about the student? Explain.
22. Collecting and sharing success data: Have you considered keeping track of times the problematic behavior is likely to arise but does not? By sharing with him evidence his is improving, you’ll help him see that you see his positive attributes and help him see them himself. What is the likelihood this might help in this situation? Explain
23. Collecting and sharing failure data: A smaller percentage of challenging students might respond better to the opposite of #15—keeping track of the times students exhibit the negative behavior you and she are working to correct. Some people need to be confronted with descriptive information about what is not working before they are willing/able to commit to change. What is the likelihood this might help? Explain
24. Finding the “trigger”: What possible triggers exist in this student’s case? These could include specific learning situations, the behaviors of other students, etc, and could be influenced by time of day, teacher gender, etc etc. List the possibilities here:
25. Preventing the trigger and/or reducing its impact: Are there steps you could take to prevent the trigger from “triggering”? Also, are there step you might take to coach the student towards a better response to the trigger should it still occur in spite of your best intentions?
26. Rewards: Two common types of rewards exist: material and experiential. While rewards don’t work for every challenging student, a material reward (food, an object, a sticker, etc) may work for some, while an experiential reward (a leadership role, acknowledgement, or other special opportunity during the day, etc.) is effective in some other cases. What are some rewards that might be of interest to him/her?
27. Consequences: Can you work with staff, students, and other stakeholders to create a list of possible consequences for behaviors that require more than in-class redirection but are not as severe such that suspension or expulsion is an automatic response? Ideas on the list need not be punitive. Then, can you converse with the student to select from the list a consequence you both agree has *a good chance of helping the student grow?*
28. Three surrogates/mentors: Sometimes a challenging student just needs the support multiple caring adults can provide at school. Have you considered assigning the student three adult staff whose job it will be to check in with the student multiple times each day? Who might be good adult mentors? Explore this possibility
29. Find a mentor from outside school: Select carefully. Provide training whenever possible. Start simple, short. Monitor, and grow it if the relationship appears to be beneficial
30. Leadership: Power strugglers and students with oppositional tendencies might be better able to conform if their need for power/control is met in a different way. If this intervention fits the student in question, how might you go about that? Explain
31. Assign a classroom role that provides a fun/humor-seeker an appropriate outlet:
32. Additional physical/kinesthetic/creative outlets: If your student has a heightened need to move and/or create; start by trying to identify what specific physical, kinesthetic or creative talents or tendencies s/he has; then try to match these to an outlet your school community can provide.
33. A special offering your school can provide: Is there something unique to your school that might help the student in question better adjust to the academic and behavioral rigors of school? A garden? A special cultural event? A drum corps? A student-directed radio show or website? Brainstorm any/all such opportunities your school has, and if possible try to match one to the student’s interests.
34. Might the student be addicted to video games? If so, can you create a video game/simulation--not one that can actually be played, but one that brings certain elements of video games to the student’s school experience, one that that focuses on successful academic behavior, and offers immediate rewards for the student through use of points/powerups/allies etc.?
35. A hobby or passion: Can you help the student identify something that makes her life more meaningful, something to occupy unstructured time, something to look forward to? And can this be harnessed in a way that helps her be more successful at school? Explain
36. Service: Might a service learning project help a student to develop a better sense of self-worth and satisfaction, i.e., might the act of giving/service to others help remove a barrier to progress? Explain
37. Support Group at school: Is there an adult in your building who leads/ is willing to lead a support group for students who need additional interventions and might membership in such a group be beneficial?
38. . Therapy outside of school: Does the student’s situation require services we are not qualified to provide? If so, to whom should we refer the student for screening? How can we support the student’s therapeutic needs?
39. . Sensory: When analyzing the student’s pattern of misbehavior, does lighting, or noise, or furniture, or a scent, or an unmet need for some type of kinesthetic or oral fixation tend to trigger negativity? If so, what actions might be taken to remove or reduce the cause of the sensory issue? Also: Some teachers are beginning to use sensory therapy to positive effect—touch, sound, sight, smell, taste all can be used to help students refocus.

**Domains of Practice (Training Topics)**

1. **Relationships: Educator self-knowledge and self-care** Educators reflect on their professional philosophies, personalities, styles, preferences, and tendencies, looking for current strengths and needs, and create professional goals based on these explorations. 13 keys to educator wellness/self-preservation/are examined, and professional self-care goals are set.

2**. Relationships: Educator-to-student, colleagues and families**  Eight characteristics of social competency are explored through the lens of educator relationships; dozens of specific classroom and school-wide implications are discussed. The goal: improving educator relational connectivity and use of “withitness” with all members of the school community.

3. **Relationships: Student-to-Student**   PSCC offers many community-building structures that deepen relationships among students. Designed for use in Advisory, homerooms, or throughout each day, activities are grouped by types: Meet and Greets, “Mixers,” All-Class Socializers, All-Class Discussions, Games, “In the margins and all-day-long,” Accolades, Mindfulness exercises, and Small-Group Socializers.

4. **Social-Emotional Learning (SEL)** Learn to help studentsexplore the emotional realm of student life. Emphasis is on identifying and managing emotions. Select a set of social-emotional learning targets, decide when/how to teach/practice each skill/trait/value, and plan when to integrate SEL throughout the day. Particular emphasis is placed on teaching and practicing self-regulation.

5**. Setting Expectations** Highly recommended for summer trainings, as the bulk of this work occurs in the first month of the school year. Explore methods of creating sets of classroom and schoolwide guidelines. Assess several durable, practical, evidence-based methods of setting expectations, identifying those that best fit your student’s needs, Also, language to use with students as expectations are set.

6. **Transferring Responsibility to Students** Learn to stay ahead of the behavior game. PSCC lays out how to gradually release to students the responsibility for any classroom routine, learning event or transition. Included: 14 pieces of proactive information to consider sharing with students; three approaches to providing positive feedback; a format for gradually releasing the responsibility of any expectation to students over time, and an-easy-to-use reflective learning cycle that helps bring it all together for students.

7. **In-Class Redirects** Each student is unique. To manage the diverse personalities and needs of our students, PSCC offers a simple, differentiated system of reactive behavior management. Educators explore 25 redirect techniques and choose a subset that fits their student population. Clear instructions for introducing and using redirects are also provided. Also included: 4 restorative practices.

8. **Lesson ‘Playbook’**  Explore several simple approaches to lesson/class hour design. Sometimes varying the delivery of content (and how it is applied) to meet different circumstances is the best move to make.

9. **Tier 2 Supports** In every school, a percentage of students will lose their way, cause disruptions for others, and take up most of our time and energy unless we have a variety of additional supports at our fingertips. PSCC contains 39 Tier 2 interventions and offers a systematic way of exploring/implementing.

10. **Tier 2 Systems and Roles**  To make sure students receive early and effective Tier 2 support, PSCC helps staff implement a systematic approach to Tier 2; one with defined roles and multiple layers of redundancy to help make sure no student is overlooked.

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