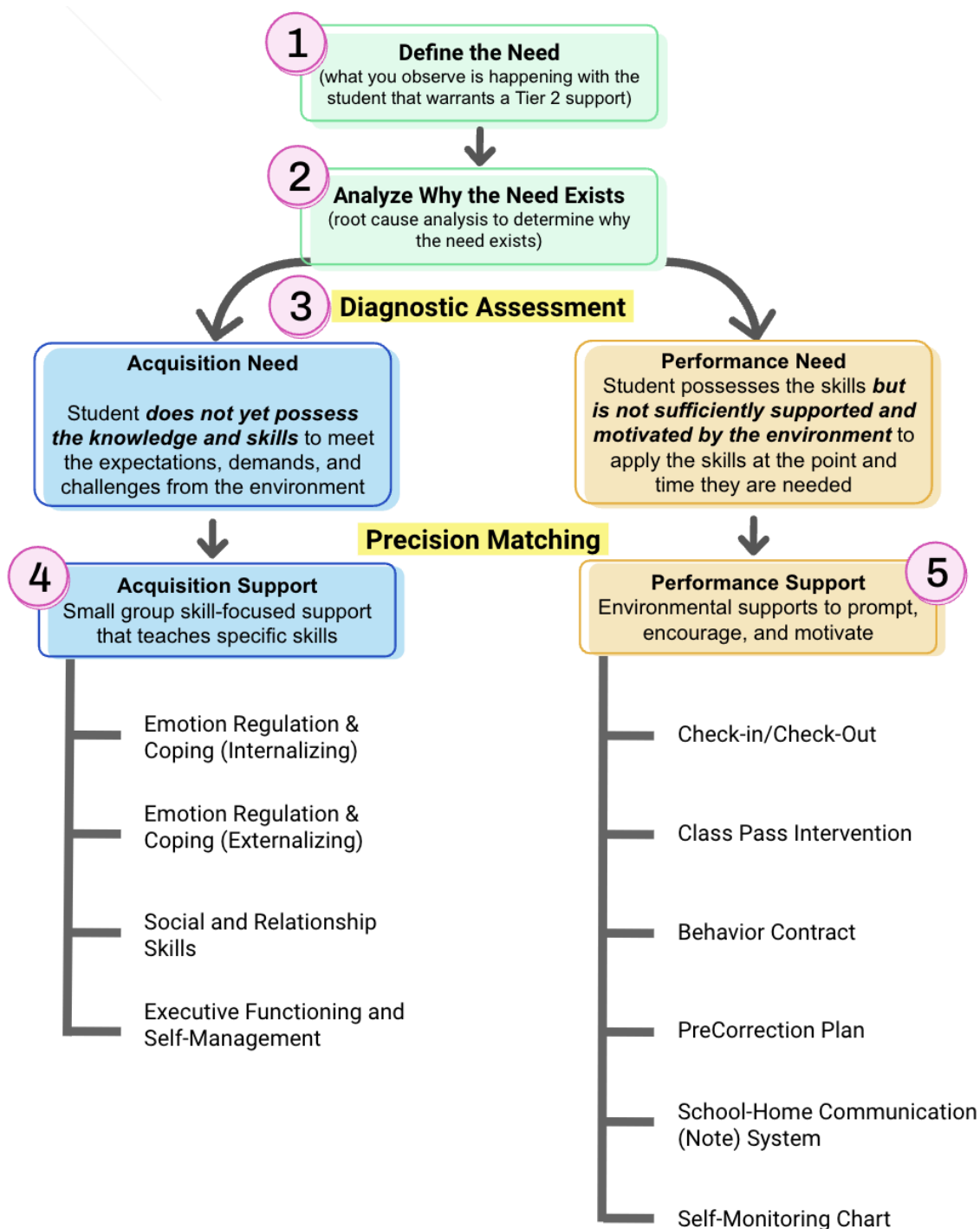


Step 2: Define, Analyze, Select

Matching Students to Precise Supports that Target the Root Cause



1

Define the Need

(what you observe is happening with the student that warrants a Tier 2 support)

Defining the student's social, emotional, and behavioral need that warrants intervention is a vital first step in the process of selecting the most precise and likely effective intervention. First, identify and define the primary behavior of concern that is getting in the way (behavior to decrease) that is negatively impacting self, others, or the learning environment. Next, identify and define the behavior or skills not occurring enough (behavior/skills to increase) that would promote the student's success. As part of defining the need, it is important to identify the progress monitoring tools that will be used to monitor the student's response to intervention.

- CST2 includes direct behavior rating scales that are used to monitor reductions in behaviors that are getting in the way and increases in behaviors or skills that promote better functioning ([link here](#)).

2

Analyze Why the Need Exists (root cause analysis to determine why the need exists)

This is one of the most important parts of the problem-solving process as it is getting the right intervention in place for the right student. To accomplish this, the goal is to analyze why the need exists through a root cause analysis. Research is quite clear that effective supports target why a need exists -- not what a need looks like. To select and match the student to the most precise targeted support, it is important to analyze why the student's need exists by generating a defensible hypothesis regarding the root cause for the need. CST2 uses the Performance-Acquisition Model as a diagnostic assessment to accomplish this.

3

Diagnostic Assessment

Acquisition Need

Student **does not yet possess the knowledge and skills** to meet the expectations, demands, and challenges from the environment

Performance Need

Student possesses the skills **but is not sufficiently supported and motivated by the environment** to apply the skills at the point and time they are needed

A diagnostic assessment is a pre-assessment used to inform the selection of a precise and effective intervention. The information/data are used to develop a defensible hypothesis about the root cause that explains why the student's need exists. CST2 uses a diagnostic assessment tool based on the **Acquisition-Performance Model** called the Precision Tool. It is important to first understand the difference between an Acquisition Need and a Performance Need.

- **Acquisition Need:** The reason why the need exists is because the student does not yet possess the specific knowledge and skills to meet the expectations demands, and challenges of the environment. For example, the student is expected to be able to read with fluency to complete assignments but lacks sufficient word recognition skills.
- **Performance Need:** The reason why the need exists is because the environment does not sufficiently encourage, support, and motivate the students to apply the knowledge and skills they possess. For example, the student can read with fluency but is not motivated to apply those skills when it comes to reading assignments.

Below is an easy way to gather information to determine whether the reason why the need exists is due to an Acquisition or Performance Need. Do you see the student display the skills? Can the student rehearse and clearly tell you what the skill looks like? If yes, to these 2 questions, then it may be a Performance Need. If no to these 2 questions, then perhaps an Acquisition Need.

Analyze the Need:

To select the most precise intervention, it is important to analyze why the student's need exists by generating a defensible hypothesis regarding the root cause for the behavior. The CST2 Precision Tool is used to perform the root cause analysis, which is based on an evidence-based root cause analysis paradigm: the Acquisition vs. Performance Paradigm. The first step is to perform the "This or That" assessment, which determines whether the root cause is an Acquisition Need (This) or a Performance Need (That).

This	or	That
ACQUISITION NEED		PERFORMANCE NEED
Examples:		Examples:
1. Student has difficulty consistently performing skillful behaviors even when encouraged, reminded, and motivated to do so.		1. Student possesses the skills and behaviors but is inconsistently motivated to perform those skills and behaviors at the point and time when they are needed.
2. Student lacks specific social, emotional, and behavioral skills to meet certain expectations from the environment.		2. Student can perform and clearly explain certain knowledge, skills, and behaviors to meet the expectations of the environment when asked to do so.
If you can say yes to the 2 examples based on interviews, observations, and rating data, the student likely has an acquisition need.		If you can say yes to the 2 examples based on interviews, observations, and rating data, the student likely has a performance need.
Hypothesized Root Cause: Acquisition Need		Hypothesized Root Cause: Performance Need
Definition: The student's need exists because the student does not yet possess specific skills to meet certain social, emotional, and behavioral demands and expectations of the environment.		Definition: The student's need exists because the environment does not sufficiently encourage and motivate the student to consistently perform the knowledge, skills, and behaviors they possess.

Precision Matching: Acquisition-Based Supports

Once you determine that a student has an Acquisition Need, the next step is to match the student to a precise Acquisition-Based Support that teaches the student specific lagging skills they do not yet possess or can't fluently perform. At Tier 2, Acquisition-Based Supports are delivered in the form of small group skill-building sessions with roughly 4-8 students who have similar skill acquisition needs. Below are descriptions of the 4 small group skill-building supports available in CST2 and the type of information to gather to determine which of the groups is best suited to meet the needs of the student.

Small Group Skill-Building Supports

1. **Coping:** Teaches knowledge and skills to cope with and regulate **internalizing emotions** (worry, fear, bummed) that result in avoidance behavior and missing out on important experiences.
 - a. Matching Information:
 - i. Student appears nervous and anxious
 - ii. Student makes complaints of feeling ill or uncomfortable
 - iii. Student makes visits to the nurse's office
 - iv. Student says things that indicate worry or fear
 - v. Student avoids uncomfortable or anxiety-provoking situations
2. **Regulation:** Teaches knowledge and skills to regulate and manage **externalizing emotions** (anger, frustration, mad, upset) that result in outer-directed behavior that can impact relationships and the learning environment.
 - a. Matching Information:
 - i. Student gets angry and frustrated easily
 - ii. When upset, student engages in behavior that impacts relationships with others (makes threats, says mean things)
 - iii. Student gets physical with others (hits, pushes, kicks)

Precision Matching

4

Acquisition Support

Small group skill-focused support that teaches specific skills

Emotion Regulation & Coping (Internalizing)

Emotion Regulation & Coping (Externalizing)

Social and Relationship Skills

Executive Functioning and Self-Management

- iv. Student gets upset and quits on things they don't like or feel like is unfair

3. **Relationships:** Teaches knowledge and social skills to establish and maintain relationships and resolve conflicts productively when they happen.

a. Matching Information:

- i. Student struggles to communicate appropriately with others
- ii. Student has a hard time resolving conflicts with others
- iii. Student has a hard to building relationships
- iv. Student says and does things that bother others

4. **Self-Management:** Teaches knowledge and self-management tools to help improve executive functioning (staying focused, keeping organized, controlling impulses) to complete daily responsibilities in class more independently.

a. Matching Information:

- i. Student has a hard time paying attention and concentrating
- ii. Student is disorganized with materials and things resulting in losing things
- iii. Student has difficulty with impulse control
- iv. Student struggles in class because of self-management of attention, motivation, and behavior



5

Precision Matching: Performance-Based Supports

Once you determine that a student has a Performance Need, the next step is to match the student to a precise Performance-Based Support that provides environmental support to encourage and motivate the student to apply skills they possess at the point in time the skills are needed. At Tier 2, Performance-Based Supports come in the form of supports that prompt, remind, motivate, and provide consistent feedback to students to promote use of specific behaviors or skills the student is capable of exhibiting. Below are descriptions of the 6 evidence-based performance supports available in CST2 and the type of information to gather to match the student to precise support.

1. **Check-In/Check-Out:** Performance support that involves structuring access to adult connection and support at the frontend (check-in) and backend of each day (check-out) to encourage, motivate, and provide feedback about behavior.
 - a. Matching Information:
 - i. Student responds well to adult attention, approval, recognition
 - ii. Student performs better when adults provide consistent encouragement and praise
 - iii. Student is eager to
 - iv. Student says things that indicate worry or fear
 - v. Student avoids uncomfortable or anxiety-provoking situations
2. **Class Pass Intervention:** Performance support that involves providing the student with class passes (break cards) they can use to request a break in a socially acceptable way while at the same time being encouraged to not break by

Performance Support
Environmental supports to prompt, encourage, and motivate

Check-in/Check-Out

Class Pass Intervention

Behavior Contract

PreCorrection Plan

School-Home Communication
(Note) System

Self-Monitoring Chart

being able to exchange the class passes for something even more desirable than taking a break.

- a. Matching Information:
 - i. Student primarily engages in escape or avoidance behavior during academic instruction / work
 - ii. Student is capable of performing the academic work but engages avoidance behavior
 - iii. Student's avoidance of academic work results in low academic engaged time and can disrupt the learning of others
3. **Behavior Contract:** Performance support that involves working with the student to develop an If-Then contingency to increase motivation to apply behavior or skills at the point in time they are needed. The 'If' part of the contract reflects the specific behavior or skills and the 'Then' part involves the payoff that the student will earn. The contract is then used to prompt and remind the student on a daily basis
 - a. Matching Information:
 - i. Student who is eager to earn reinforcing experiences or items by putting in effort to engage in specific behaviors
 - ii. Student whose intrinsic motivation to engage in specific behaviors may initially be low
 - iii. Student who can benefit from daily prompts and reminders of an If-Then
4. **PreCorrection Plan:** Performance support that involves proactively reminding through visuals and verbal prompts of the behaviors to be successful before transitioning into an activity or setting.
 - a. Matching Information:
 - i. Student performs well with prompts and reminders
 - ii. Student benefits from proactive encouragement
 - iii. Student who can benefit from daily prompts and reminders of an If-Then
5. **School-Home Communication:** Performance support that involves collaborating with families to maintain two-way daily communication about the student's behavior. The family reinforces and encourages the student based on behavior at school.
 - a. Matching Information:
 - i. Student responds when school and home maintain consistent communication
 - ii. Student responds when knowing behavior at school has implications for what is earned at home



- iii. Student could benefit from more support at home based on behavior at school
- 6. **Self-Monitoring System:** Performance support that involves the student self-reflecting and self-recording behavior on a chart to monitor whether they are following through with expected behavior.
 - a. Matching Information:
 - i. Student loses track of expected behavior
 - ii. Student benefits from frequent check-ins on behavior
 - iii. Student does well as long as others prompt and remind to stay on track