

Phase III: Supporting Tiers 1 and 2 with Tier 3 Interventions

Overview:

Congratulations! You've made it to the final phase of work. This is the phase everyone wants to get to right away: bringing in an outside agency to collaborate. It is generally easy to identify the behavioral students but hard to pinpoint what they need. It can be more difficult to identify internalizing students. This phase III guide will help you understand both types of students and provide solid interventions for your most difficult students.

Your clinician or outside service provider will be a part of this Phase III process but only a small part. The school personnel are going to do the majority of heavy lifting in creating interventions and plans for your tier 3 students. A tier 3 student would still have access to all that is available in tier 1 and 2 and are now receiving even more support with tier 3.

In this guidebook, you will discuss your roles and responsibilities, ways to increase communication amongst staff (and your service provider), ideas to involve families, the role of special education, and gain more ideas to help support tier 3 kids. Before looking at these students, we ask you to review all the work done up to this point. Celebrate and acknowledge how far your school has come. Plan some sort of celebration to reflect before moving on to the Phase III checklist and implementation.

Review to move forward

Take the time to review the processes below and document with your tier 3 team members. (This can be its own meeting to start everyone on the same page.) If you are bringing new people to this team, we encourage you to start with this so everyone can have the same foundation moving forward.

Tier 2

- Strategic Intervention Plan designed for your school and your students
- An understanding of individualized and group supports
- Resources for teaching behavior expectations
- ILP template
- Tier 2 guide for decision making
- Data collection systems
- Team-approach to decision making for student needs
- New or different roles for current staff

Tier 1

- Major-minor flowchart
- Documentation procedures for behavior (SIRs, ODRs, etc)
- Tickets for positive behavior
- Positively stated expectations for each area of the building
- A saying/slogan (3-5 expectations) that all students and staff know.

- Monthly team meetings
- Visuals posted in the building of our expectations
- Teach-to calendar was followed
- Some behavior plans were attempted or actions were taken based on repetitive behavior

Phase III checklist:

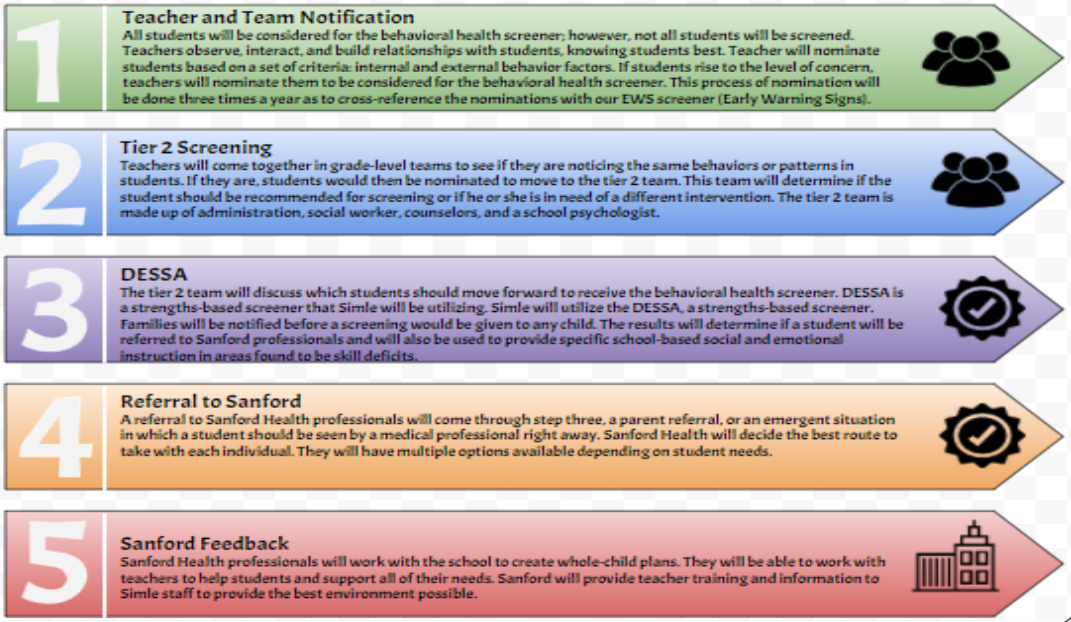
- Deeper understanding of yourself
- Deeper understanding of your teammates
- A team-approach to students with unique needs
- A communication system between outside service providers and school personal
- Structured approach to identifying students and providing services
- Adding to your toolbox
 - How depression, anxiety affect a student's ability to function in a school setting
 - How to better prepare for students with unique needs
 - Accepting individual students and their situations
 - Moving away from one-size-fits-all approach
- A way to create a self-contained classroom for gen ed students
- An understanding of how special education and general education flow together

In each phase, you have created teams and/or committees. In Phase III, you will NOT be creating another one; instead, you will be adding tasks and learning to your existing tier 2-3 team. The goal is to add components to help identify students' needs.

In our experiences, the most common ways for students to access tier 3 resources are through failed tier 2 interventions, a student assistance or problem-solving team (SAT), and through a teacher nomination form. There are always exceptions such as parent referrals, hospitalizations, or traumatic events that would automatically move a student to tier 3.

Behavioral Health Gating System

Parent referral or emergent situation



Guided reflection as we begin phase III:

Before moving any further, take the time to consider these questions. Be thoughtful about your responses and most importantly, honest. This helps to build trust with your team to ensure you can move forward together.

Consider these quotes and questions. Write down what they mean to you, your thoughts, and/or feelings about them.

“He who controls others may be powerful, but he who has mastered himself is mightier still.”

— Lao Tzu

“To handle yourself, use your head; to handle others, use your heart.”

— Eleanor Roosevelt

What is one positive experience you have shared with a tough kid?

Why do you think this worked this time or with this kid?

In this situation, did the student change or did you change something?

Discuss your thoughts, feelings, and experiences with your group before moving on to the next page.
What conclusions and summaries come out of your conversation?

Focusing on ourselves

We hope you came to the conclusion that you can only control yourself in every situation. You cannot control what a student will do or how he will react to you. BUT, there are so many things to consider to provide the best opportunity that your students will feel successful and be set up to succeed.

While the short-term goal may be to get the student to do a specific task, the ultimate goal is to build a relationship and positive connection with the student. It's similar to thinking about losing a battle to win the war. :) We want students to learn and do their tasks, but we ultimately must make them feel safe and loved first. We know this. The problem is, we sometimes forget this in the heat of the moment. Education is a personal profession and often, as educators, we take student behaviors personal.

It might be safe to assume our tough kids feel loved and safe the least. We know you have done so much for these kids already. You have tried everything in your toolbox to get them to let down their walls. You might be exhausted. You may think it's a lost cause. You believe you are putting in more effort than they are. Continue to let them know you care while knowing you will not change them. We want you to focus on changing your strategies, thinking, and arming yourself with more tools.

This process is difficult. It will require vulnerability. We all want to be good at this job. You are probably an expert in your field and people come to you for advice and leadership. You may be uncomfortable with saying 'I don't know'. The best leaders do not know all the answers but they do know who to go or where to go to find them. If you believe you can change and continue to learn, your team conversations will be deep and meaningful. Knowing yourself is part of this process.

My strengths and what I bring to my team:

Strengths my team members bring to me:

Things I want to learn:

Things I will learn later but rely on others to help me with:

Here is a quick checklist of things you can control and do to help a learner succeed:

- How you set up your classroom
- How you give directions
- How you explain tasks
- How many choices you give students: (pencil or typing? Desk or table? Sitting or standing? Starting now or in 5 minutes? Reading first or writing first? Flashcards first or Dreambox first? Work with a partner or independently?)
- What lesson your student receives (is it modified to her level?)
- How many assignment choices she has (is she learning about Africa or Asia? Is she creating a slideshow or poster?)
- How I respond if the student engages in a power struggle or any kind of defiance
 - We encourage you to repeat your options and expectations and walk away. Keep it simple and leave the choice up to the student.
- Other options...
- [ICEL/RIOT Template](#)- this template can help you problem solve instruction, curriculum, and environment as it pertains to the learner.

Family communication and involvement

Like in previous phases, communication with the family must be strong, thorough, and consistent. At this phase of support, there is an opportunity to drastically change what a school day looks like for the individual student. Positive family engagement allows a team approach to the learning process and support systems in and outside of their school day. Documenting communication is best-practice so that the team can review notes, track progress, and record data. Unless the student you are working with is an exception there should have been multiple contacts with the family through tier 2 prior to increasing the level of support at tier 3.

In practice:

- *At Simle Middle School we document conversations in one to three locations. We utilize PowerSchool to document communication dates and brief notes. We also utilize Google Doc's to record notes, develop a plan, identify rewards, and identify next steps. It is vital to keep student information in Google as confidential as possible by using initials of the student when applicable. Our school also utilizes a private shared folder that can only be accessed by authorized staff members to track data.*

Reflection:

How can you house documentation in your current system?

What systems do we need to document interventions?

How are we reviewing intervention data?

Student Assistant Team (SAT) commonly referred to as Problem Solving Team

At Simle, we have a team designed to analyze an individual student's academic and behavioral needs prior to moving to a special education referral. The difference between the SAT team and the tier 2-3 team is the level of assessments/screeners given to diagnose very specific areas of strengths and weaknesses. This team is made up of a building administrator, school psychologist or lead specialist teacher, counselors and/or school social worker, and a grade level teacher. It is recommended that if you have an interventionist in your building they also join the team when reviewing student data to help determine what intervention best matches student needs. The results of the assessments and screeners you choose to administer to students will guide you to appropriate intervention support. This path may eventually lead you to special education evaluations or a referral to your school based mental health provider.

Your school should create a formal system as to how you want your SAT framework to look. Below is our framework that has been developed over the past five years. Please be patient with this process. Each year you will develop better systems and practices to support all learners.

SMS Student Assistance Team Framework and Responsibilities

Step 1: Happens in teams- teachers bring concerns to the team. Teams use [guiding questions](#) to document next steps and determine an academic intervention or [behavior plan](#) at the team level. Team should review the intervention or behavior plan after three weeks.

- Discuss the student with an instructional coach (academic), or Assistant principal/counselor(behavior).
- Parent should be contacted by team rep prior to an intervention or behavior plan

Step 2: The team reviews the intervention data and documents an outcome at the end of the intervention. Keep in mind; fidelity to intervention and data collection.

- If intervention is found to be successful, maintain support and continue to progress monitor. Be sure to update parents even if the intervention is working.
- If the intervention is not working move to step 3.

Step 3: Happens in teams with grade level counselor- complete [request for assistance form](#) being as explicit as possible.

Step 4: Counselor place student on SAT document and lists individuals who must attend

Step 5: Friday attendance secretary sends out invites to all the required individuals for the upcoming week. Tobie will create individual folder for students and start a note page.

Step 6: Day of SAT; secretary will pull files of students to be reviewed at SAT and bring to counselors. Counselors bring file to SAT and return to secretary at the end of the day.

- Add a colored intervention folder to student cumulative file
- Schedule a follow-up meeting (no longer than 6-8 weeks) to review intervention plan and make changes as needed

Step 7: Discuss student at SAT, develop a plan, and schedule a date to review student progress.

- Counselors updated paper documents during SAT meeting
- School psychologist determines roles and action steps
- AP take notes and submit PowerSchool log entry

[Sample SAT Student Notes](#)

Sample SAT Schedules

Specialist Invites:			
Colleen Reardon- Math referrals typically <9%ile		Jessica Van Winkle- Math referrals >10%ile	
Rhonda Mosset- Reading referrals typically <15%ile		Angela Nagel- Reading referrals >16%ile	
Kristin Hager- Language, OHI, and Autism referrals		Eric Baker- OHI, Social/Emotional, ED	
Christina Johnson- ID referrals		Josh Brosten- ED referrals	
Sept 8th			
Grade	Student	Purpose	Staff Needed
6 th			

Tasks			
7 th			
Tasks			
8 th			
Tasks			

Teacher Nomination Form

Simple Behavioral Health Nomination form

Teacher Name: _____

Date: _____

Step 1: Identify students in your class who display inappropriate **externalizing or internalizing** behaviors.

Externalizing: Behaviors displayed outwardly towards an external social event in the environment.

Internalizing: Behaviors displayed inwardly towards self that are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

Externalizing Behaviors

1. Aggression toward others or things
2. Hyperactivity
3. Defiance or Non-compliance
4. Disruptive (out of seat, calling out)
5. Arguing
6. Stealing
7. Tantrums
8. Not following directions

Internalizing Behaviors

1. Exhibits sadness or depression
2. Diminished social interactions (sleeps a lot)
3. Teased or bullied by peers
4. Does not participate in games
5. Overly shy or timid; Does not stand up for self
6. Acts fearful
7. Self-injury
8. Withdrawn, avoids social interactions

Step 2: Rank the top 5 externalizing students and the top 5 internalizing students using student first name, last initial. Check **“YES”** if you have **personally taught the Tier 1 expectations** to the student. **For Example:** You have discussed each expectation 1:1 with the student and the student demonstrated understanding of each.

Externalizing Student	Academic Concerns	Taught Expectations	Behaviors used to identify:
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1. _____	_____	___ Yes	_____
2. _____	_____	___ Yes	_____
3. _____	_____	___ Yes	_____
4. _____	_____	___ Yes	_____
5. _____	_____	___ Yes	_____
Internalizing Student	Academic Concerns	Taught Expectations	Behaviors used to identify:
1. _____	_____	___ Yes	_____
2. _____	_____	___ Yes	_____
3. _____	_____	___ Yes	_____
4. _____	_____	___ Yes	_____
5. _____	_____	___ Yes	_____

Step 3: Meet with your grade level team to discuss the Team Nomination form OR give to the corresponding team leaders to ensure they have the information.

Self- Contained

The question that we continue to assess is where can we have a student be successful in the building when they aren't being successful in their assigned classes? To move forward in planning our options is to first identify our spaces, and available staff.

Where can students be in your building(s) that they would have access to education and support services?

Who can champion the learning and support in this/these alternative locations?

Self-Containment Tier 3 Creation

When we look to move the learning environment for the individual student, the goal is to provide a long-term intervention with an intentional plan to transition the student back into their regular classes. This intervention should afford enough time to implement the plan and accurately progress monitor. When students start achieving their goal(s) a slow transition to classes is appropriate.

In practice:

At Simle Middle School, we utilize three alternative education environments. The three locations are: time in the office to reflect, de-escalate, and work in a quiet location for a short period of time in their day; within the Special Education department and the associated work locations; and our school within a school (Spartan Center). Our school within a school is a classroom staffed by a licensed teacher to coordinate assignments from the student's current classes, as well as support the learning in a smaller class size. Our teacher will help the student with academics, provide SEL support as well as help progress monitor and collect data. Below we will include our guiding documents and reasoning for our different self-contained programming.

Rubric for self-containment eligibility

Category	Current Academics	History of Academic Failure	Current Behavior	History of Behavior
4	Student is receiving standard scores that are below expected target four or more subjects	Student has below standard scores in almost all courses in the previous two years	4 or more ODR's	Student's records indicate a history of behavior problems for previous 4 or more years
3	3 courses have scores below target	Student has below standard scores in most courses in the previous two years	3 ODR's	Student's records indicate a history of behavior problems for previous 3 years
2	2 courses have scores below target	Student has below standard scores in about half of courses in the previous two years	2 ODR's	Student's records indicate a history of behavior problems for previous 3 years
1	1 course has scores below target	Student has below standard scores in few courses in the previous two years	Minimum of 4 incident reports, ILP created	Student's records indicate a history of behavior problems for 2 or less years

Category	Impulse Control	Attendance/Tardy	School Initiated Referral	Family Circumstances/History
4	Daily Classroom disruption/distraction/blurting/refusing to attend or participate in 4 or more classes	Absent 30 days or more or tardy more than 21 hours	Citations/OSS/ISS/ Student incident report filed	Student/relatives that are or have been placed in a foster/group care. Correctional Facility Placement.

				Homelessness/Poverty/ Unemployment/Free or reduced meals
3	Daily Classroom disruption/distraction/blurting/ refusing to attend or participate in 3 or more classes	Absent 20-30 days Tardy or multiple tardies on a week	OSS/ISS/Student incident report filed	Student has relatives that are or have been placed in a correctional facility. Housing Issues/ Unemployment/ Free or reduced meals
2	Daily Classroom disruption/distraction/blurting/ refusing to attend or participate in 2 or more classes	Absent 10-20 days Multiple tardies in a week	ISS/Student incident report filed	Student has relatives that are or have been placed in a correctional facility. Unemployment/ Free or reduced meals
1	Daily Classroom disruption/distraction/blurting/ refusing to attend or participate in 1 or more classes	Absent less than 10 days or less than 4 tardies in a week	Student incident report filed	Student has relatives that are or have been in a correctional facility

Category	Previous Placement	Court Involvement	Psych/Counseling/Mental Health/ Multiple Agencies	Traumatic life events
4	Student is currently under Care/Custody/ Control of other agency. In local placement (i.e. foster home, relative's home...or returning to parental home from facility)	Formally adjudicated or 3 or more informal hearings processed	Student is currently receiving services from multiple agencies	Student has had 4 or more traumatic life events, e.g. divorce/separation addiction abuse/neglect mental health death of loved one
3	Student has had a prior placement and is under the custody of other agency	Two informal hearings or citations processed	Student has received services from multiple agencies in the past	Student has had 3 or more traumatic life events
2	Student is considered "at risk" and has a case manager through social services	One informal hearing or citation processed	Student is currently involved in services	Student has had 2 or more traumatic life events
1	Family history of prior placements, e.g. out of home care, relatives or friends	Working with PYB or Diversion through Youthworks	Student has been referred to agencies for services	Student has had 2 or more traumatic life events

Example Contract

Date: _____

I, _____, agree to work on behaviors that demonstrate our school-wide expectations (Spartan 5):

RESPONSIBLE RESPECT ACTIONS PERSONAL SPACE WORDS

I will work with my teachers to keep track of my progress.

I understand that by meeting my goals, I make progress on my Levels system which will keep track of my readiness to be successful at Simle.

1. I will try hard to do my BEST to meet these goals everyday!

Student Signature

2. I will do my best to help _____ meet his/her goals every day!

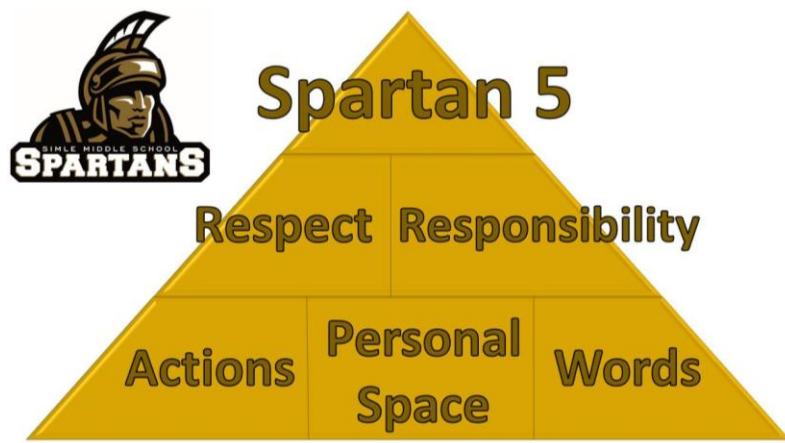
Teacher Signature

3. I will help support my child with his/her goals every day!

Parent Signature

Progress Monitoring

All Simle students are expected to follow the Spartan 5. We will be Respectful and Responsible with our Words, Actions, and Personal Space.



The Spartan Center students will earn points for each class period in which they will be expected to display the Spartan 5. If they display the skills below for the entire class period they will earn 2 points, a portion of the class period 1 point and not at all 0 points.

Respect:

Respect for self and others, student demonstrates age and task appropriate communication and group work skills in a polite, respectful manner according to school and classroom expectations. Student follows instructions in a prompt, polite manner.

Responsibility:

Assignment Completion- Student manages individual learning by completing assigned tasks (homework, assignments, projects, etc.) on time and according to classroom procedures

Classroom Production- Student participates in classroom learning activities in a positive and purposeful manner.

Preparedness for Class- Student arrives to class on time with the materials described in classroom expectations.

The points each student earns will be added to a weekly total. When that weekly total (5 consecutive days) exceeds 80% they will advance to the next level earning more privileges. Students may also be moved down a level. If they are written up due to not following the Spartan 5 they will receive a drop to the next level.

Level 4: Earning Trust

Upon admission of the Spartan Center each student will be on level 4. Students will be re-taught the Spartan 5 and work on earning trust by having a clear understanding of the behavioral and academic expectations of all students. When students can earn 80% of their points for the week (5 consecutive days) they will then advance to level 3.

Level 3: Responsibility

Once students advance to level three they focus on being responsible by continuing to displaying the Spartan 5 skills. On level three students will earn 20 minutes of free time two days a week. When students can earn 80% of their points for the week (5 consecutive days) they will then advance to level 2.

Level 2: Trustworthy

Once students advance to level two they focus on being trustworthy. Displaying the Spartan 5 skills at the Spartan Center, in one core class and in one elective class. The Spartan Center staff will pick one class and the student will pick one class to return to. They will also earn 20 minutes of free time three days a week. When the student can earn 80% of their points for the week (5 consecutive days) they will then advance to level 1.

Level 1: Independence

Once students advance to level one they focus on being independent. Displaying the Spartan 5 skills at the Spartan Center, in two core classes and in two elective classes. The Spartan Center staff will pick two and the student will pick two classes to return to. They will also earn 20 minutes of free time 5 days a week. When the student can earn 80% of their points for the week (5 consecutive days) they will return to all classes.

Self-Containment in Special Education Spaces

In close partnership with case managers, we will coordinate to identify how a student can be successful in general education classes and while having access to services minutes outlined in their IEPs. If it is determined that it would be beneficial to have the student have more time allocated in their day to access resource spaces, communication is again key to the process. At Simle Middle school, we collect data on the student, evaluate their progress, and identify internalizing and

externalizing behaviors. The goal is to have the student in the classroom as outlined in their IEP, and at times it may be determined that it isn't the current reality for the student. An example of why we may contain a student in a resource room could be for students that have a history of anxiety, depression, or behaviors that negatively affect the learning process.

Self-Containment in the office

If determined in an ILP that a student is struggling during a certain time of the day, or specific class, we will allow the student to use the front office as a work space. We will take this opportunity as administrators to have quick interventions, support the learning, and check on how they are doing in general to strengthen and or build the relationship between the family, the student, and the school.

Small Group interventions

At times you will find groups of students that could benefit from small group interventions. These interventions are a great opportunity for students to problem solve with a team and learn from their peers. Grouping students in intervention has to be intentional and data driven. When identifying students for these types of interventions, it is important to include staff members that may be outside of your Tier 2/3 team that have a strong relationship or understanding of the student.

In practice:

Utilizing our Early Warning Signs (EWS) report that is generated in PowerSchool, we identify students that may benefit from similar interventions. Our interventions are currently grouped by gender in effort to increase participation in the programming. We utilize resources from multiple locations to build a curriculum that is current and appropriate to middle school students. We have seen success in lessons that relate to what our students are dealing with on a daily basis. Students are more willing and grow in expressing thoughts, feelings, fears, and dreams that they'd never shared with their peers

Communication & Plan review:

As we stated before, communication is one of the keys to ensuring your system is successful. A common complaint of educators is that they do not know what is going on with students. As you continue to develop your system, there will be more reason to keep communication a two way street. More teams and committees will develop and so much good work will be done. The work will be wasted if no one knows what is happening. You already have your tier 2-3 team established. It will be a matter of communicating individual student plans and needs to the correct people.

At Simle, we have developed the use of the One Stop Shop which we explained in Phase II. This is a place to put links individual student plans and ensure only the needed parties have access to them. Each plan should be discussed with teachers before implementation to ensure fidelity.

Counselors are in charge of updating student plans and deciding when to review and change plans. We try to review student plans every three weeks during the tier 2-3 meeting. Our clinician attends this meeting for a portion of time to help us update and change plans or inform us of new developments with students. She is a great resource to us; always educating us and helping us think of other ways to support students in an academic setting.

Refer back to Phase II for more communication strategies. If you have not taken the time to develop this part of your system, now is the time. If you are doing something that isn't working, stop and try something else.

Community Based Resources

Building a strong working relationship within the community is vital to the success of any school. Your students at times may have access to outside providers in the community separate from clinicians. Examples of these resources could be: Police Youth Bureau, School Resource Officers, Social Services, Secular groups, and religious groups. Developing a line of communication with these resources once identified further adds support to help the whole student.

Who in our community is a resource that students in our school access/ could access?

Resources and trainings:

- Tough kids handbook and toolkit
- Florida Midwest PBIS schools

FAQ

Do I need to hire more people?

Maybe but hopefully not. A lot of this process is about thinking differently and changing our roles. It may require some out of the box thinking at times. Ask yourself if what has always been done needs to be done? How can a specific role look different? Here are some examples of changes we made at Simle to ensure we did not hire more people.

In our first year with the MTSS system, we reallocated funds for an overflow teacher to a self-contained teacher. Our staff felt this would be a better use of funds. They were willing to trade having bigger class sizes in order to meet the needs of our tougher kids. This is how our Spartan Center came about.

We asked counselors to schedule their time differently. Instead of them waiting for kids to be in crisis, we asked them to schedule times with students who they know would need support as a proactive approach. We ask our secretaries to guard the time of our counselors and Assistant Principals to ensure they stick to their priorities. (Crisis always will arise but this has been a good shift in thinking for all.)

We changed teacher schedules who were willing to do other things. One teacher was willing to lead an all-school Boys to Men program so he did not lead a home base that year. Instead, he scheduled time with all the boys in the school and taught lessons from this curriculum. Be thinking about what shifts you can make in your school.

Who pays for the clinician?

The best situation for this is for the clinician to pay for himself, meaning they are being paid through insurance companies just like they would be if they were at their office. The school provides the space to see the students but the clinician bills the family just like they normally would.

At Simle, we have a role of parent-family liaison. (For smaller schools, maybe you use a social worker or counselor.) One of her roles was to assist families with understanding how the clinician worked. She set up a time to meet with a family if their student was being referred for this level of support. She went through a checklist so the family could understand what kind of support their child would receive as well as the fact they would be financially responsible for any payment and bills received. She serves as a direct link between family, clinician, and school. We recommend you having someone with this similar role to ensure communication between all parties.

How does Insurance/ Medicaid fit into working with the clinician?

Ideally it is best when the clinician can bill services through the clients insurance provider. Having a school based staff member to help coordinate the intake and billing process helps strengthen the relationship of all parties involved. It is important to consider how to support students that don't have the ability to pay with the provider.

At Simle, when a student/family has insurance, Sanford bills insurance-Medicaid or Private. This is discussed with families at intake. Last year, the agreement was that when a student does not have insurance, they were to bring the bill they received from Sanford to Dr. C-H and then she would take it to Sanford and hand it off to another staff member. The idea is to build the program, so the message from Simle Middle School and Sanford Health was that not having insurance would not be a barrier to school based services.

Does every student need an ILP who sees the clinician?

In the perfect world, yes. As students are referred and receiving an outside level of support, you will want to have this documented. If you are using the gated system, there is most likely documentation already. In rare circumstances, (hospitalizations, ...) it may have to be created at a later time as action comes first. Each year, we encourage you to ensure the proper documentation is where you want/need it to be.

What do I do when I have too many students and not enough clinical time?

This is a tough place to be. We know the 2020 school years have been especially difficult, attributing to more mental health problems. Work with your clinician as much as possible. She will know if she can move kids around; maybe one individual needs to be seen every two weeks while another student should be seen weekly. You do not want to overwhelm this tier 3 support. It's important to keep this at a manageable number. You may have to go back to what else you can do as a school for a student (even if you know they need more.)

If there are other service providers in the community, you can refer the family to another provider. We also encourage you to rank and put your most needy students at the top of your list to ensure they receive support first. Again, we know this is not ideal; you have to do what you can.

What happens when I am not seeing any progress in the classroom but the student has seen the clinician for a significant amount of time? How long should it take to see progress?

Chances are this student has been having continued traumatic or behavioral health problems or experiences for a significant amount of time. It could take a child years to be able to show gains or progress in an academic setting. It takes faith in your system and clinician and patience amongst all adults involved. We generally want a quick fix and results. It is important to keep communication open with your service provider. She can tell you what kind of progress can be expected.

What does consistent communication look like? - do we still want this question?

How does a clinician best support a school team?

Your clinician serves as a direct link to improving behavioral health needs of all students. While they give feedback on individual kids, they can also give ideas on how to help with the tier 1 level as well. They can give ideas on what can be addressed for all students to continue a proactive approach.

Hopefully you have been able to build in time during the school day to communicate with your clinician. You want them to spend as much time seeing students as possible but 20-30 min is important for your communication back and forth and to update plans. Be sure you are organized and prioritized your questions and information ahead of time to make your time efficient.

What information does the clinician need from the school team?

Your clinician should have the same information you do: ILP, problem behavior, discipline referrals, etc. Make copies and give your clinician this information so she can provide the best course of action. Ensure you have a release of information from the family so communication is a two way street.

Who owns each student or each student's plan?

It doesn't matter who as much as it does that someone is in charge of each kid. It can be divided out but it should make sense to your team of people and what best serves the student. At Simle, we generally default to counselors because they know the students best but this is not always the case. Sometimes an administrator will own a student. Make the best decisions for your school.

Task List

1. Read and Edit- All
2. FAQ- MS - Done 3/14/21
3. Add in reflection-All
4. Meet Virtually _____ Possible 12-1pm on the 24th and 29th 12-1 or 3:30-5:30