Phase II:
Strengthening Tier 1 While Adding Tier 2

<u>Overview</u>

Phase II is all about sustaining your tier 1 while developing your tier 2 system. You will be creating tier 2 interventions but never leave tier 1. The tier 1 MTSS team will continue to meet and do their work to sustain the system. Tier 1 must always be considered when discussing students who may be ready for a tier 2 intervention.

In general, schools have established tier 1 and tier 3 or sometimes referred to as general education and special education. Teachers are good at identifying the highest need students but get stuck when trying to figure out the middle group of kids. Tier 2 is the most difficult phase to complete.

Tier 2 is all about thinking differently and being creative with the resources you already have. It is a mind shift to think about supporting learners in different ways. Schools often shy away from implementing new approaches because they feel like they need more staff or more money. In reality, we just need to think differently and understand the MTSS approach. It is about systems.

In phase II, we will be providing many tier 2 resources. The purpose of tier 2 is to provide structure and re-teaching for students who need extra; tier 1 is not enough for them. Tier 2 should consist of no more than 15% of your student population. If it exceeds this, teachers can become overwhelmed and it may mean the system is not working. If this is the case, you must go back to your tier 1 and analyze what is/is not working.

What is 15% of your school?

Do you think you are already exceeding this number? If yes, revisit your phase I toolkit before moving forward.

If this phase II tool kit is in your hands, you will create a tier 2 system for your school. Depending on your role, you may be identified to be part of both tier 1 and tier 2 teams. The tier 2 team will be created with the help of this toolkit. The timelines below are happening simultaneously and are meant to guide your work.

Phase One: Reviewing and refining system			
Prior to school starting	**Start of school year**	**Middle of school year**	**End of school year**
New teachers understand schoolwide MTSS system; posters and documents are updated if needed; ticket system in ready; teach to	Review school-wide MTSS system for all staff	Progress monitor, Data Review according to previously identified review dates	Evaluate system using one of the tools provided Determine what changes and updates need to me made

calendar updated	Tier 1 team: meet twice a month to discuss how your team will continue to support teachers, students, and the overall system.

Phase Two: Developing tier 2			
Mid-Spring or Summer of previous school year	**Start of school year**	**Middle of school year**	**End of school year**
Tier 2 team identified Interventions identified	Determine how to communicate the system to all teachers and supporting staff Tier 2 meetings scheduled *If summer work was unable to be completed, start there.	Discuss interventions chosen and make adjustments as needed. Continue to review students and data.	Evaluate system - review ILP's. Determine who will be continuing their ILP at the beginning of next school year. Communication/transition for students to the next team of teachers. Determine what changes and updates need to me made to the system
	Tier 2 team: Determine how often the team needs to meet based on the amount of students and level of need. Minimum of every other week is recommended.		

When you are done with Phase 2, you will have:

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

This toolkit is broken into steps. Before beginning the steps, a tier 2 team will be established to guide the decision making process. Step 1 consists of creating a tier 2 guide and deciding on which interventions will be used. Steps 2 and 3 will be separated into identifying students for behavior and academic interventions. Step 4 shows you how to create an ILP (Individual Learning Plan). Finally, step 5 is monitoring student progress and the nomination process.

Step	Who	Page
Step 1 - Creating a tier 2 team	Phase II tool kit workers (you)	
Step 2 - Create a tier 2 intervention guide	Tier 2 team	
Step 3 - Identifying students for tier 2	School staff, teams of teachers, tier 2 team	
Step 4: Creating the ILP (academic and behavior)	Staff directly involved with student along with Tier 2 team members	
Step 5: Monitoring student progress and review new student nominations	Tier 2 team	

Transitioning mindsets from 'punishment' to reflective consequences

Thinking back to phase one, we reviewed this quote:

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we… teach? …punish?

Why can't we finish the last sentence as automatically as we do the others? - Tom Herner

Our mindset in regards to teaching behavior and consequences is important. This toolkit will provide many resources for student and staff reflection. Tier 2 is about adding a layer of support and ensuring success for the middle level group. These students can be found through behavior referral data, attendance, early warning signs or other reports you utilize as a school. We will give examples of tier 2 interventions to use, a template for a behavior plan, (whether the goal is behavior, academic, or both), and ideas on how to build consistency among your staff. Consistency and communication are the keys to making your system work and they are the things we struggle with most as educators. Communication and consistency are analyzed in step 5.

You will also be given templates and guidelines to begin considering what academic supports students need who may be two or three grade levels below their peers. Often, student behaviors are a direct reflection of the academic work they are being asked to do. When students feel they cannot be successful with academics, they use their behavior as a way to escape the task.

If you were part of creating phase one, you created a 'why' for yourself. Re-write (or add to) why this work is important to you. If this is new, create a "why this work is important" below.

My why:

As stated in phase one, North Dakota has defined the Multi-Tier System of Supports (NDMTSS) as a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need(s), monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. These graphics show this model.
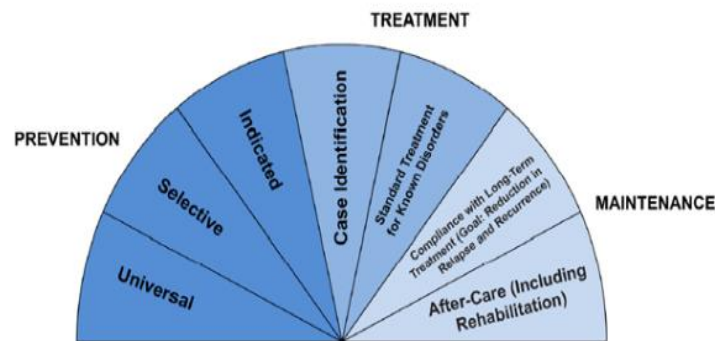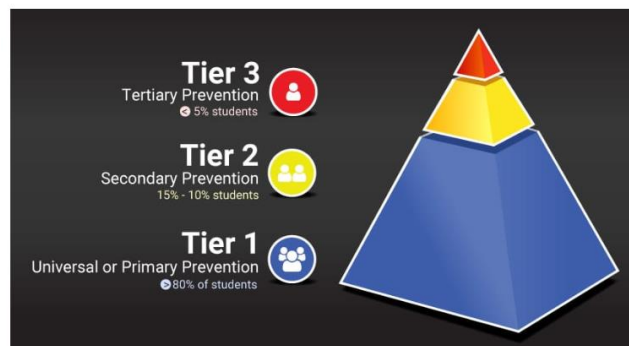
Add guided Reflection:

Why do I think some students do not succeed in school?

_____

_____

_____

If I could work less or the same amount of time, but do it differently, would I be willing?

_____

_____

What negative beliefs are holding me back from doing this? Circle all that apply.

I believe the work will not be worth it in the end.
I believe I have already done this to its full extent and everything in education comes and goes.
I believe no matter what I do students will continue to misbehave.
I believe some students do not want to learn.
I believe some students want to misbehave.
I believe some students are set up for failure.
I believe some students do not belong in school.
I believe some students do not deserve to be in school.

Other beliefs you may have:

_____

While no one wants to admit to these beliefs, it is important to identify them early on so you can be aware of them. You cannot change what you do not know. We have said that education is deeply personal work. The more vulnerable you are, the more you will get out of this process.

Replace your negative belief with a positive statement. Write it below. Ex: Instead of saying I believe the work will not be worth it in the end, you could say I will be open to new learning.

My new belief(s):

_____

_____

Share your thoughts with your team members. Discuss your experiences and feelings. We must acknowledge any hurt or mistrust that has occurred in the past in order to move forward. Write down a few things you will do to keep moving forward:

_____

_____

_____

Frequently Asked Questions

As we begin this part, we find many people have questions. In order to create consistency, we wanted to address these questions up front. Below are the frequently asked questions.

How does tier 1 fit into tier 2?

Tier 1 is for every student. As your system is created, students that are not responding to tier 1 supports would fall into tier 2. These students need more support to help them be successful in the school setting. We refer to tier 2 as interventions. These students are not exclusively receiving only tier 2 support; instead, they are receiving support from tier 1 and intervention from tier 2. While consequences can be part of tier 2, the consequence alone will not fix a behavior. Tier 2 students need re-teaching, possibly more adult support, (mentoring or aides), and other accommodations to their environment or schedule.

As adults, we are able to influence a student's environment/classroom, curriculum, and how a student receives instruction. While we focus a lot of our time and energy discussing the learner, this is the least amount of influence we have. When our conversation can turn to the latter ideas, we will make greater gains.

What is an ILP? What should be included?

An ILP is an Individualized Learning Plan, most commonly referred to as a behavior plan but can also be written for academics. We will continue to refer to behavior or academic plans as ILPs. An ILP should include a variety of things. Some of the most important being: the targeted behavior or skill, a hypothesis of why it is occurring, and what the team or teachers are planning to do to address it. Other things to include would be student strengths, any data collected so far (SIRs or ODRs, academic info), consequences, rewards, how data will be collected to determine if the plan is working, and how often the plan will be reviewed. It is important that once the plan is created, the adults understand what their job is and what the student's job is. Often there will be more tasks to complete after creating a plan: talking with the student, contacting the family about next steps, communicating with all teachers the expectations.

Does a student identified in tier 2 automatically have an ILP?

Ideally, the answer would be yes. When a student moves to tier 2, the level of support the school provides increases. Having the correct documentation makes it easier to move students in and out of the different tiers. Depending on the size of your school, high tier 1/low tier 2 students may not need a comprehensive ILP. In these cases, documentation stating the concern, the goal, and progress should be created.

Who should be involved in the creation of an ILP?

When an ILP is created, the team should consist of as many classroom teachers as possible, the student's counselor, and an administrator. Other people that can be included are a school psychologist or social worker. The family can be given the option to help create the plan as well as the student (depending on age level). There should be one person leading the ILP; we often use a counselor or administrator. As we do this work, we see a lot of value in having teachers own the plan and the student. Whomever owns the plan should then be the main contact for the family and do follow up with the student. Once the initial meeting is done, each teacher should understand what behavior or academic skill is being targeted, which intervention is being utilized, how

to communicate the success or failure of the plan, and a date of when the team will come back together to make adjustments.

One of the most important things to remember when creating an ILP is that we are discussing someone's child. This child is using behavior as a way of communicating with the adults in his/her life in a way he/she has learned. While behavior is frustrating to adults, it is a communication tool for the child. When we can all remember that the goal is to help mold and create a better human, we have more productive conversations.

Can students on an IEP also have an ILP?

Yes, a student on an IEP can also have an ILP. Students on an IEP have been identified to need some kind of specially designed instruction for an individualized goal. In tier 2, most behavior plans do not include specially designed instruction. In these cases, an ILP can coincide with an IEP. IEP teams should always discuss how they want to document the behavior plan in the IEP. The team may decide to document the plan under the present level and accommodation sections of the IEP or add a behavior goal, essentially including the ILP in the IEP. We would recommend getting guidance from your special education department to know how they want these situations to be handled.

How will staff know which students are on ILPs?

How well you communicate the ILP will be one of the indicators of success or failure. Oftentimes we rely on email to communicate many things. Again, having as many classroom teachers present for the creation of the plan will help up your success rate. We email behavior plans as well as have one storage place for all our students. Teachers are responsible for accessing this document and checking what their expectations are for themselves. We recommend storing behavior plans in a place where all teachers can access them with ease.

How do we systemize our tier 2 interventions?

Systemizing your interventions is a way to make it easy for everyone to access them and to have consistency for students. We recommend picking two or three interventions to utilize the first year. It is better to start small and do a couple really well then to overwhelm your system and staff by trying to do too many.

One of the easiest and most effective tier 2 interventions is Check-in/Check-out. We started with this one and it continues to be our most successful intervention. We have trained an aide to run it so she can do all check-ins with the students. We chose a support staff role because we need this person to be consistently in one area. Counselors' schedules are too fluid for them to do this intervention successfully.The coordinator greets the students, reminds them of their goal, and to have a great day. They come back at the end of the day so they can review their data and day. She (or student) calculates if they met their goal and she then gives one paper copy to the student and keeps the other. (We print the data sheets on carbon-copy so we can communicate with the family daily and our aide then inputs the day's summary into a spreadsheet for teachers and teams to track progress.) Check-in Check-out is quick, easy, and successful.

Please read about other intervention options in the coming pages. Choose ones that are best for your student needs. There are many evidence-based tier 2 interventions; we have included ones that we have used and ones we have found to be successful. The intervention's success is usually determined by if we can be consistent (place, person, time). Consider what is best for your school, staff, and students.

How can we expect teachers to manage all these behavior plans?

Tier 2 success is determined by how well your tier 1 is working. If staff are inconsistent with teach-to's, expectations, positive reinforcement, or utilizing SIRs, tier 2 may overflow with kids. Teachers will quickly feel overwhelmed with the amount of student plans and interventions to keep track of. If this is happening, you must go back and re-evaluate your tier 1. The recommended amount of students in tier 2 is about 15% of your total student population.

How do we know if a student needs an ILP plan? How do students access tier 2 interventions?

Through your tier 1 system, data is being collected each time students receive a behavioral "write-up" (SIR). A general guideline we have used is when a student gets three SIRs in the same category within a quarter, the behavior is significant enough that an ILP targeting that specific behavior should be written. If there isn't documentation to support an ILP, encourage teachers to be writing SIRs, assigning appropriate consequences, and calling home. Skipping this step can easily overload your tier 2.

For academic ILPs, data collected through normed assessments, classroom assessments, and teacher recommendations can be used. The school and/or district will have to determine when you want to intervene with a student who isn't making the same progress as their peers. Early identification and intervention can help prevent students from falling farther and farther behind their peers.

What should we do if the plan isn't working?

There are other options when things are not working: intensify plans, add additional supports, or start over! The data you collect will help you determine when a plan isn't working and hopefully, if set up well, will help you see the breakdowns. Remember, we are dealing with children. Humans. They are complex and we rarely get something 'completely right' on a first attempt. At this point it is hard to keep your emotions out of the conversation and focus on what the data is telling you. The data will be key to updating or recreating plans.

We made a lot of mistakes in our first years and you should expect to too. Try to look for the successes of each ILP, each plan, each student. With experience, reflection, and time, you will get better. This is a learning process for everyone; adults included.

What academic support do we have?

Knowing that behavior and academics are often linked it is important to start thinking outside of just your core. Creating a pathway document shows you exactly what supports you have in place for students who are below or above grade level. Traditionally, schools have classroom teachers and special education teachers. Meaning we cover our tier 1 and tier 3 academic needs. The goal of your tier 2 academic supports is to keep students from falling farther and farther behind and landing in tier 3.

How do I write an academic ILP?

Understanding students' academic needs is essential when creating and following an academic ILP. Academic ILPs should target very specific skills students are missing/ hindering them from making accurate

growth. Student goals should be written to include the expected growth in a given period of time. The ILP examples included have specific skills for both math and reading that can be targeted. Normed data such as MAP, STARS, Aims, and/or DIBELS will help you when determining need and setting goals. It is also important that the academic intervention is in addition to the students core instruction time. ILPs shouldn't replace core instruction at grade level.

When does a student exceed tier 2 intervention?

First ensure these questions are answered:
- Was the intervention an appropriate fit for the student?
- Was the intervention done consistently by all adults?
- Did you give the intervention enough time (recommended time varies from 3-6 weeks)?

If you feel the answer is yes to the above questions, here are some things to consider:
- Two or more interventions or modifications to an intervention have been tried.
- The Data collection system was sufficient (student complied with intervention, teacher(s) able to consistently collect data, high attendance, etc)
- Family engaged and involved with the student's plan.
- Targeted behavior was correctly identified. Ex. Behaviors occurred during specific academic task showing an academic need.

These instances may show a need for a tier 3 intervention. These will be covered in the Phase III tool kit.

After reading the frequently asked questions write any other lingering questions below:
_____
_____
_____
_____

Discuss your questions with your team; generate possible solutions and ideas as you discuss. You do not have to have all the answers.

Possible solutions:

_____
_____
_____
_____

We have stated that the key to success is consistency. As a team, discuss what you are willing and not willing to do. You must be honest with one another and realistic to ensure your tier 2 will be successful.

Hard conversation time! Write some barriers and roadblocks to starting tier 2:

_____

_____

_____

_____

Step 1: Create your tier 2 team

Identify who will be part of your school-wide tier 2 team. The chart below lists multiple options and roles to consider. Depending on the size of your school, a staff member could have more than one role. The core team should remain consistent (the same few people meet every week) and the team should consist of a minimum of three people to make decisions. The tier 2 team should meet regularly.

Role	Possible ideas	Who
Facilitator	Administrator, counselor	
Progress monitor/Data collector	Instructional aide, social worker, counselor, lead teacher	
Assessment coordinator/specialist/proctor	Psychologist, social worker	
Staff member who identified student (this may be a fluent role as it will be different people each time)	Counselor, lead teacher, specialist, administrator	
Case manager - someone to own the student and the plan	Counselor, lead teacher, administrator, specialist	
3rd party questioner Unbiased auditor/ analyst	Instructional coach, other grade level teacher	
Student advocate	Staff member who sees the student in a positive role	
Other		

Beginning checklist

The following information and steps are to be completed before the first meeting. This will include ideas, resources, and reflection documents.

- ❏ Set a recurring date and time and invite members.
- ❏ Ensure each individual knows why they were chosen for the team and communicate the goal is to develop the tier 2 system and monitor student progress.
- ❏ Develop a standing agenda for the meeting (template ideas in step 5)
- ❏ Think through what pushback, problems, questions, concerns staff may have as you move down this path.
- ❏ Gather behavioral data (SIRs, ODRs, other) for team to analyze
- ❏ Gather academic data to review reading and math

Step 2: Creating a tier 2 intervention guide

Tier 2 Behavior Intervention OPTIONS

This guiding document is meant to help understand tier 2 interventions and how they can work. This is what we use at our school but it can all be changed, adapted to fit each building's needs. Our guiding document starts with tier 1 questions to help teachers guide their decision-making when moving a student to a tier 2 level. Copy and paste this into your own document. Below are options listed for you to include in your document. Again, all of this can and should be adapted to fit your needs. As a team, you are going to create your own guiding document.

TIER 1 Guiding questions for teams:

❏ Have the expectations been explicitly taught (not told) and reinforced?
❏ Has the student been positively acknowledged?
❏ Have parents been contacted more than once?
❏ Has the team involved a case manager if there is one?

If answering yes to these questions, please proceed. If answering no to one or more of these questions, go back to your tier 1 and reconsider what actions need to be taken.

TIER 2 Strategic Interventions

These interventions are designed for students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND have been resistant to other school-wide supports. An ILP can now be created with the help of the counselor and/or administrator.

Below you will see tier 2 intervention options. Each intervention has specific descriptors. As your team reads through and decides which interventions to implement, adjust the information to fit your school. It is important to make this your work to understand each option and ensure that it will be successful.

Samples and options:

Check In-Check Out: is an intervention for students who require frequent adult attention, support in building positive adult relationship, and/or need continual monitoring of their behaviors. In the interventions students carry around a point sheet for their individual goal. Students pick up their point sheet each morning from either their classroom teacher or a CICO coordinator. Students' behavior will be monitored throughout the day by adults. At the end of the day students will add up their points to see if they met their goal. Simple rewards such as free time, stickers, or other incentives can be used when students meet their goal.

Targeted student: a person who wants adult or peer attention and is getting it in a negative way; possibly disruptive or disengaged in the classroom, withdrawn from learning, would benefit from an adult checking in two or more times a day.

Who provides: Support/Instructional staff provide interventions daily or weekly. Teachers must reinforce goal and provide positive feedback to the student each class. Parents provide feedback to the student as well. Support/Instructional staff will provide homebase teachers with progress so they can support the student on the program.

Training material for staff, student, and parent

Qualifications: Students demonstrate a pattern of behavior but have the ability to be responsible. Responsibility grades should be an average of 2 or higher. Ineligible students will be considered for this

intervention if they have been on the list 2 times in a row. The team will implement a behavior plan, have had multiple parent contacts, and will contact the parent(s) again to inform them of this intervention.

Reinforcement: Facilitators will reinforce daily expectations based on each individual student. Students will be expected to use the form for parent communication, which should be continual and prompt. This will be a rewarded behavior.

How does a student graduate from CI/CO? Student has to have 3 consistent data points at their goal (ex: 3 weeks at 90% of points). A gradual release will be implemented. The student may only meet with the facilitator every other day for a week, then weekly, and so on. Students will self-monitor their progress instead of the teacher progress-monitoring when they have demonstrated success.

Now in your guiding document, put in the below information to guide your Check-in Check-out program.

Targeted student:

Who provides:

Qualifications:

Reinforcement:

How will the data be collected and by whom?

How does a student graduate from CI/CO?

Check and Connect : The overall goal is to build a relationship with the student and help make the student feel more connected to school.

Comprehensive check and connect information

Targeted students: require adult attention and positive adult relationship, but exhibit moderate behavior problems throughout the day in multiple settings. Best used with internalizing students, students who may not graduate due to low academics, attendance, or behavior issues. Students may be withdrawn/disengaged from school. A disengaged student (attendance, academic, social)

Who provides: Provided by either check-n-connect coordinator or other school staff, who acts as a mentor and makes frequent connections to students. Teachers will provide weekly feedback through a points system. Teachers will fill out a daily/weekly point sheet and turn it into the specified adult mentor. The mentor will go through the data with the student to monitor progress towards the students goal.

Qualifications: Students demonstrate a pattern of behavior and display a need for one-on-one attention. Students may have attendance issues, office referrals, and/or academic concerns. Students may be

withdrawn/disengaged from school. The team will implement a behavior plan, have had multiple parent contacts, and the counselor will contact the parent again to inform them of this intervention.

Reinforcement: The student will do a reinforcement inventory to match their wants to a reward at the goal setting meeting. http://www.interventioncentral.org/teacher-resources/student-rewards-finder Counseloror and/or C-N-C coordinator will provide an individualized incentive.

How does a student graduate from the program? Students need to meet their goal for three consecutive weeks. This is a more intensive intervention and will require a longer period of time in the program. Students should be connected to a mentor and other groups at school to keep them involved.

Possible steps to include in your program that we have used at Simle to systemize the intervention.

C-N-C Procedures:

1. Referral from staff member to grade level counselor
2. Review nominations to tier 2/3 team
3. Counselor or team member calls parent to discuss the CNC intervention
4. Counselors will complete the intake form if it is decided that the student will move to CNC
5. Intake form goes to CNC adult working with the student and schedule student
6. Meeting with CNC adult, grade level counselor, and student to develop goal and introduce intervention or mentoring adult, counselor, and student
7. Counselor meets with team to share CNC goal and discuss how team can support the student
8. CNC adult meets with student as needed and documents progress

Now in your guiding document, put in the below information to guide your Check-N-Connect program.

Targeted student:

Who provides:

Qualifications:

Reinforcement:

How will the data be collected and by whom?

How does a student graduate?

Mentoring: Similar to Check and Connect, the overall goal is to build a relationship with the student and help make the student feel more connected to school. This intervention is more informal than Check and Connect and is usually done with a trusted or student-chosen adult. Any adult in the building could be a mentor

Targeted students: This can be used as a prevention and intervention. Students who may struggle with attendance, home concerns, friendship/social skills, lack respect, struggle with late work or just need a positive role model in their lives.

Who provides: Anyone who has a connection with that student and who is willing to be their mentor. Counselors have the student fill out a mentoring form.

Qualifications: During teaming time team reviews student data and recommends students for mentoring programs.

Purpose: Provide a meaningful relationship between a student and an adult to help them develop into responsible adults.

Review: Team should discuss mentor/mentee relationships in teaming and see how things are going every 6 weeks; (at this point how are things going? Do you need to change to a new mentor?)

Fidelity to program? Mentors log time/date they meet to keep track of meetings. Counselors will check with teams at teaming to see if adults are getting time to meet with students and revise as needed.

Now in your guiding document, put in the below information to guide your mentoring program.

Targeted student:

Who provides:

Qualifications:

Reinforcement:

How will the data be collected and by whom?

How does a student graduate?

EXTRA Tier 2 behavior options to consider:

Class Pass - Student is able to use a limited number of passes to take brief 8-12 min work breaks to engage in preferred activities without disrupting instruction; to increase reinforcement students are encouraged not to use breaks for other rewards, this break is NOT the reward

Students are trained by a counselor on how to use this class pass and its purpose. When creating the ILP team will determine how they use this pass and this will be shared with all the student's classroom teachers.

Targeted students: Student demonstrating disruptive behaviors in the classroom, seeking to escape academic tasks

Who provides: The student's teachers

Qualifications: Continual disruption in classroom, multiple SIRs for responsibility, student is in hallway to avoid tasks asked of them

Review: When the ILP is reviewed, determine if the intervention is working

Rock Break

Targeted students: This program is for students that continually display disrespect, disruption, or defiance in the classroom. We want to provide immediate skills to these students to change this behavior. It can be used for any minor behavior on the flow chart BUT these would be the most common behaviors it would be used for.

Who provides: A student can access our Spartan 5 Rock center and work with the Spartan Center teacher. An email/phone call needs to be made to this teacher to let him know the student is on his/her way. Teachers should use it to help students. Students that are not able to change their behavior, that need re-teaching because they lack a skill, and/or need extra support for their behavior.

Qualifications: High tier 1/tier 2 intervention for students with two or more SIRs. An ILP has been written and Parent conversation regarding classroom behaviors has occurred prior to utilizing. Student is not responding to redirections provided by the teacher.

Review: Team is aware of students utilizing this intervention. Spartan Center staff tracks data on students using rock break. ILP will be reviewed with a Spartan Center staff member and the team to review progress.

Specific steps to utilize this intervention:
https://docs.google.com/document/d/1pUDQ6LLA5togJJXankyCNObxwJIxNJQBwkmYwt5VNFc/edit

Taekwondo -

Targeted students: 6th and 7th grade boys who are in need of self-regulation and self-control skills

Who provides: A local Taekwondo Studio collaborates with Simle staff to provide Taekwondo once a week at the school. Studio provides the instruction to a small group of boys in the wrestling room for 50 min. Per week.

Qualifications: Teams nominate boys through the grade-level counselor. Past behavior logs are used as well as observational data in the classroom. Counselor works with an assistant principal to determine final qualification for entry. Counselor contacts parents for approval.

Review: Intervention is reviewed during SAT or Tier 2 meetings to check individual progress. Commitment for boys is the whole school year with belt testing at the end of April/early May.

SAIG Groups

Boys: Zones of Regulation -

Targeted students: Boys who are in need of self-regulation and self-control skills. Knowing appropriate behaviors - responding to peers and teachers appropriately

Who provides: Grade Level Counselor

Qualifications: Teams nominate boys through the grade-level counselor. Past behavior logs are used as well as observational data in the classroom. Counselor works with an assistant principal to determine final qualification for entry. Counselor contacts parents for approval.

Review: Intervention is reviewed during SAT to check individual progress. Intervention is 6 weeks long.

Girls: Self-Confidence

Targeted students: Girls who are in need of self-confidence and self-esteem skills

Who provides: Grade Level Counselor

Qualifications: Teams nominate girls through the grade-level counselor. Past behavior logs are used as well as observational data in the classroom. Counselor works with an assistant principal to determine final qualification for entry. Counselor contacts parents for approval.

Review: Intervention is reviewed during SAT to check individual progress. Intervention is 6 weeks long.

Details:

5 per group; as many groups as are needed

Setting is picked by counselor

6-8 weeks per group

Documentation:

- ● PowerSchool log entry - document intervention and goal
- ● Pre/post survey with kids
- ● Teacher feedback at end of program on what they are observing
- ● SIRs/ODRs - Boys program
- ● Track counselor visits - does it decrease?

Study Skills

Targeted students: students requiring direct re-teaching of study skills deficits such as: test taking, assignment completion, taking notes, etc.

Who provides: provided by counselor or social worker in a small group setting

Qualifications: Students may have earned low 2R grades, be on the ineligibility list, and have completed missing work reflection multiple times. Teams will work with their grade-level counselor to identify students

Reinforcement: Appropriate student reinforcement will be provided in the form of sparklers, rewards, and verbal reinforcement from staff.

Restorative Justice

Targeted students: students who are having conflict, need to complete restitution toward the school or another peer, students and/or staff in need of mediation

Who provides: A service provider in partnership with the school provides this intervention or in-house staff dedicated to restorative work. Referral forms are sent to the provider. Counselors and APs have also been trained in restorative practices to implement them as necessary.

Qualifications: Students can access restorative work by speaking to a counselor or being referred to it by an AP from committing an offense

Reinforcement: A contract is created among the students and the provider follows up and checks in with students every two to three weeks.

Drum Therapy

Targeted students: students who struggle to self-regulate or regulate their emotions

Who provides: Music teacher or certified individual will provide this intervention twice a week to groups of students. Staff will have two groups for thirty minutes a week and one smaller group targeting high need students twice a week.

Qualifications: Students will be nominated by tier 2 team. Considerations will be SIRs, ODRs, behavioral health nomination form (if a student was nominated).

Reinforcement: Appropriate student reinforcement will be provided in the form of sparklers, rewards, and verbal reinforcement from staff.

Tier 2 Academic Intervention OPTIONS

Below are links and resources for reading accuracy, reading fluency, comprehension, writing and math. This list is not comprehensive of every option but it is a good place to start. As with the behavior interventions, we recommend starting with just a two or three to ensure fidelity. As your system grows and expands, consider adding more. It is better to do two or three really well than to choose five or more and do them poorly.

Tier 2 academic interventions should be for students who are approximately one year below their peers. Thinking in terms of percentiles, students who fall in the tier two range show consistent percentiles of 15% to 30%. Students who are between the 10-15 percentile can be tier 2 or 3. Multiple assessments should be used to determine the student's level of need. In general, students at the 10%ile or lower would qualify for a more intensive intervention in tier 3. Use diagnostic assessment tool(s) (multisyllabic word screener, word list, DIBELS, CORE phonics screeners, AIMS, F & P, mathematical interview, fraction screener) to identify instructional/curricular needs if necessary.

Literacy

Comprehension

Targeted students: students who are accurate and fluent readers- Quadrant 1. Tier one should be sufficient for students in this quadrant. If you feel students need more direct instruction on specific skills ask yourself "Are student's comprehension and vocabulary skills on grade level?" If yes, continue to provide strong initial instruction (Tier 1). If no,determine instructional needs in the areas of comprehension and/or vocabulary skills. Choose one or more of the following interventions (based on student/group/class need):

Possible Strategies: repeated readings with questions, reciprocal teaching, comprehension toolkit, reteach/preteach, standard based skills, Florida Center for Reading Research comprehension activities.

Possible Interventions: Carbo, Soar to Success, i-Ready, Read 180, Visualizing and Verbalizing, Seeing Stars

Who provides: classroom teacher or instructional aide

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: Oral reading fluency and retell. Graph fluency, accuracy, and retell.

Exit Criteria: Proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.

Fluency

Targeted student: students who are accurate but slow readers meaning they have a lack of automaticity.

Possible strategies: 6-min solution, choral readings, duet readings, echo readings, incremental rehearsal, partner readings, repeated readings, Words their Way, prefix/suffix preteach/reteach, stop/go, 6 syllable types, Florida Center for Reading Research fluency activities.

Possible interventions: Carbo, Read Naturally, i-Ready, Sidewalks, ReadingPlus

Who provides: classroom teacher, instructional aide, reading strategies, reading specialist

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: oral reading fluency at least once a week. Graph both accuracy and fluency.

Exit Criteria: Oral reading fluency benchmark level for grade level and time of year and/or proficient on district assessments. Student must also demonstrate grade level vocabulary and comprehension skills.

Phonics

Targeted student: students who are both inaccurate and slow readers. It is important to determine what skill is missing; decoding and/or sight words? The core phonics screener is a good free resource that serves as a diagnosis screener to determine appropriate instruction for students.

Possible strategies: Blending words, incremental rehearsal, Randall Klein strategies, Say it and Move it, Florida Center for Reading Research phonics activities.

Possible interventions: Barton Reading and Spelling System, Reading for Phonics, Ladders to Literacy, LIPS, Soar to Success, Read Naturally Phonics, i-Ready, System 44, Earobics, REWARDS

Who provides: classroom teacher, instructional aide, reading strategies, reading specialist, special education staff

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: oral reading fluency at least once a week. Graph both accuracy and fluency.

Exit Criteria: Oral reading fluency scores shows movement into quadrant 1 or 2 and/or proficient on district assessments and demonstrates grade level vocabulary and comprehension skills.

Accuracy

Targeted student: students who are inaccurate but fluent readers. If cued students do their best reading. These students can go back and self-correct words 90%-100% of the time. Often times these students will get the beginning of the word correct.

Possible strategies: duet reading, pencil tap, record and listen, 6 min solution

Who provides: classroom teacher, instructional aide, reading strategies

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: oral reading fluency at least once a week. Graph both accuracy and fluency; expect a change in accuracy before fluency.

Exit Criteria: Oral reading fluency scores shows movement into quadrant 1 and/or proficient on district assessments and demonstrates grade level vocabulary and comprehension skills.

Math Intervention Options

Adequate Mathematical Skills- quadrant 1

Targeted students: students who have adequate number sense fluency and concept/application skills- Quadrant 1. Tier one should be sufficient for students in this quadrant. If you feel students need more direct instruction on specific skills determine what differentiation can happen within the core. Examples may include tutoring aligned to classroom standards, extra purposeful practice, and/or reteaching/preteaching of skills.

Who provides: classroom teacher, instructional aide, peer mentor

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: daily class work

Concept and Application Support

Targeted students: students who have grade level number sense fluency skills but are low in concepts and application skills.

Possible strategies: direct instruction with concepts and application skills, problem solving strategies

Possible interventions: Key Math (targeted standards - measurement, geometry, etc), Pre-teach/Re-teach , Do the Math (targeted module based on errors), AIMSplus student targeted skill work

Who provides: classroom teacher, instructional aide, math strategist, math specialist

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: teacher created assignments focused on skill deficiency, class work, AIMS concept and application modules

Number Sense Support and Concepts/Application

Targeted students: students who are low in both their number sense fluency and their concepts and application skills.

Possible strategies: direct instruction with concepts and application skills, problem solving strategies, basic fact instruction, computation strategies for all operations,

Possible interventions: Key Math , Do the Math, Fraction Nation, FasttMath, i-Ready, Origo

Who provides: classroom teacher, instructional aide, math strategist, math specialist, special education teacher

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: AIMSplus, AIMSweb, DIBELS

Number Sense Support

Targeted students: students who are at grade level for their concept and application understanding but have low number sense fluency abilities.

Possible strategies: direct instruction with computation strategies, CRA (concrete, representational, abstract model), I do, we do, you do, base 10 instruction,

Possible interventions: Key Math , Do the Math, Fraction Nation, FasttMath, i-Ready, Origo, Incremental Rehearsal, SpringMath

Who provides: classroom teacher, instructional aide, math strategist, math specialist, special education teacher

Qualifications: A district, normed, and/or standardized assessment shows a need or classroom teacher has concerns.

Monitoring tool: fact fluency assessment, AIMSplus, AIMSweb, DIBELS, SpringMath assessments

Step 3: Identifying students for tier 2

In step one, the team will identify students who are exhibiting externalizing and internalizing behaviors. If your system is working, you should be able to identify externalizing student behavior from your data (SIRs and ODRs). If the team begins to identify students who have not received these, the system may need to be evaluated at a tier 1 level. Here are some options for identification of students:

Check in Check Out Form
Informed Teacher Nomination Form

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

Externalizing behaviors: based on the SIRs and ODRs from the previous school year determine students who could benefit from additional support.

Student	Targeted behavior	Intervention (to be filled in later)

Internalizing behaviors: use the teacher nomination process to identify students. If you are using the nomination process early in the school year, consider having teacher(s) from the previous school year nominate students.

Student	Targeted behavior	Intervention (to be filled in later)

Academic Concerns:

To best match a literacy intervention to student needs, it is recommended to use AIMSplus, AIMSWed, and/or DIBELS (or another standardized reading assessment that determines student fluency and accuracy) and input student information into a four quadrant sort. Using the students percentiles in accuracy and fluency will identify the students' weaknesses and provide intervention options. A sample reading sort is below.

Comprehension- these students are both accurate and fluent readers; tier 1 could be meeting the students needs; if not targeted direct instruction can be used Accurate and Fluent 40%tile or higher 98% Accuracy or higher			**Fluency-** these students are accurate but not fluent- a fluency intervention is needed Accurate and Slow 39%tile or lower 98% Accuracy or higher		
Student(s)	Fluency %ile	% Accuracy	Student(s)	Fluency %ile	% Accuracy
Jenny	53%il	98%	Sam	21%ile	98%
Mike	41%il	99%	Chloe	14%ile	100%
			Maddy	18%ile	98%
Phonics- these students are inaccurate and have poor fluency- a phonics based intervention is needed Inaccurate and Slow 39%tile or lower 97% Accuracy or lower			**Accuracy-** these students are inaccurate but fluent readers- an accuracy intervention is needed Inaccurate and Fluent 40%tile or higher 97% Accuracy or lower		
Student(s)	Fluency %ile	% Accuracy	Student(s)	Fluency %ile	% Accuracy

Ronald		14%ile	75%	Dominic	43%ile	88%
Joey		25%ile	82%	Emma	55%ile	92%
Hailee		9%ile	66%			

After you have viewed the example four quadrant sort, use the blank template to sort your own students.

Reading [Four Quadrant Sort](#)

[Math Four Quadrant Sort](#)

Step 4: Creating the ILP (academic and behavior)

An ILP is an Individualized Learning Plan. If you remember back, an ILP may or may not be necessary for a tier 2 student. Sometimes, a group plan is more appropriate to monitor the intervention and group progress. It is up to the team to determine the level of need. We recommend looking through these resources to decide which is the best fit for your school. It should be teacher friendly and easy to follow.

ILP options:

Basic ILP form

Academic Sample 1

Academic sample 2

Behavior sample 1

Behavior sample 2

Behavior template modeled after sample 1 and 2

Group Sample

If you are creating your own, here are some guiding questions to consider. Refer back to the frequently asked questions to see what is in an ILP and things to include.   As you begin writing an ILP below are different items to discuss as a team.

- Determine level of intervention: How much time is needed? What specific skills will be addressed?
- Review materials/strategies/processes selected for instructional groups and/or individuals.
- Determine who will provide instruction/curriculum/intervention.
- Establish when, where, and how often instruction/intervention will occur.
- Determine how you will monitor fidelity of implementation.
- Document in written form (individual or group ILP form)
- Select progress monitoring/formative assessments.
- Set goals for student performance using baseline data.
- Organize materials for on-going data collection.
- Determine who will collect the data and how often.
- Provide instruction/curriculum as designed and monitor implementation integrity and student performance.
- Review the new plan with the student and contact parents regarding intervention.

Whichever format you choose to use, the goal the team creates needs to be measurable and achievable. You want the student to see success quickly so setting a realistic goal is important. We recommend no higher than 70% for a first goal and increase the percentage as the student shows consistent progress. This is a good

conversation to have with the teachers who are implementing the plan. We want them to focus on one behavior or need at a time so the student feels successful.

Once a student is on an ILP, regular progress monitoring should be done. Learn how to do this in step 5.

Step 5: Monitoring student progress and review new student nominations

Depending on your school-wide system, data reviews will look different. Your tier 2 team may look at school-wide data regularly in their scheduled meetings to determine which students are finding success and which interventions are being done with fidelity. In this case, the team will make decisions based on the information and determine appropriate next steps. Possible next steps can include changing the goal, increasing or decreasing the intervention, adding a more support intervention, graduating a student if successful and possibly re-evaluate if intervention was matched correctly to the student's needs. One other idea to consider is that this student may need to be considered for tier 3 which would be more individualized interventions. The Phase III toolkit includes tier 3 interventions.

The tier 2 team may also review ILPs even if they were created by a different school team. If adjustments to the ILP need to be made, go back to the original team to make these changes together. It is crucial to establish a system of communication to all staff supporting the student. There are options provided below for communication and consistency.

Communication & Consistency Strategies

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. Here are some possible salutations to increase communication between educators, administrators, and teams. The goal of each of these strategies is to keep it simple. Some may seem obvious, but simplicity is sometimes forgotten.

Create a One Stop Shop

This is something we did recently. We used a Google doc (and eventually a website) to house all the documents that any staff member may need. This document was accessible by all staff members: teachers, instructional aides, specialists, counselors, administrators, etc. Open communication and trust is imperative to this option. Staff members must be able to trust what they input here about students and processes, and remains confidential. Here is a snapshot of what could be included:

Leadership	Other helpful links...	Library calendar	A/B Calendar
#SMS ROCKSMTSS OnePager	Mindful movement (Swenson)	Auditorium calendar	Supervision
Leadership Agenda	Schoolwide Special Ed	East gym HB calendar	Phone Extension
#SMSROCKS Sessions	Chromebook procedures/approved sites		
Schoolwide Calendar	Virtual learning resources		
SAT Procedures			
SAT Documents		**Flex day schedules:** March	
ICEL/RIOT Problem Solving WKST			
ICEL Guiding Documents		Apollo Kreios Helios Sparta Athens Delta	

MTSS A - Instructional Design Team	MTSS B	Team Agendas	Team Calendars:
Agenda/notes	Agenda/notes Sparklers Slides	**Apollo**	Apollo
Action Plan	Behavior Framework	**Apollo -student concerns**	Kreios
AVID CCI	Action Plan	Kreios	Helios
Literacy Pathway	Second Step Tier 1 resources	Helios	Sparta
Math Pathway	Student ROCKS Matrix	Sparta	Athens
#HUE	Teacher Expectations Matrix	Athens	Delta
Planning Reading in the Content Area	Teach-to Calendar	Delta	
Grade Level Content PLC	ILP List Plan B Planning Sheet		
Literacy PLC	Student management process		
Math PLC	Flowchart		
	Teach-to Student expectations		

Tier 2	Tier 3
Reading Interventions	FOSS: 6th grade 7th grade Replacement 7th grade Strat
Reading Strategies Entrance Form (to be filled out by team referring students for RS)	8th grade Strategies 8th grade ELA Replacement
Math Strategies Entrance Form (to be discussed at math PLC)	BRIDGES: 7th grade boys 8th grade boys 8th grade girls
Reading Strategies: 6th grade 7th grade 8th grade	Spartan Center
CI/CO student progress: 6th grade 7th grade 8th grade	Behavioral Health system
Check & Connect students	Teacher nomination form
SEL Groups	Team nomination form
Mentoring: 6th grade 7th grade 8th grade	Transition Math Enter/Exit Requirements
Check & Connect students 19-20Tier ⅔ Notes	

Take notes and email them

This one may seem easy or obvious but it is not utilized as much as we would like to think. Whenever your tier 1 or tier 2 team meets, notes should be kept and emailed to those that need them. Tier 1 committee notes should go to all staff members. Tier 2 notes should go to those that are directly involved with these students. We found success in having a third party note taker. In this case, we used one of our secretaries to record and email notes to appropriate staff.

Create weekly check-in's

As a middle school, we had designated team times and utilized meeting with each team weekly. The team teachers, counselor, and administrator were in attendance. Other people are invited on an as-needed basis: psychologist, social worker, clinician, case manager. Be creative with your time. Utilizing the time during the school day goes a long way for developing respect and trust among colleagues. One creative way to do this is to use staff members to cover for one another and give them their time back in other ways. Be creative and think outside the box to ensure you are respectful of one another's time.

Use an electronic calendar (Google or Outlook)

Again, this may be obvious but when something pops up with a reminder on your device, it is more likely to be a priority. A school secretary can add events to staff calendars whether it is just a reminder to do something or

come to a meeting. With this strategy, you must ensure everyone knows how to use the calendar. Do not assume everyone knows how.

What gets measured gets done

This is an old saying. We know that if there is a deadline or goal, we make it a priority to get it done. Ensure the team is creating a goal and referring to it as frequently as possible. It can go on frequently used documents, on the notes or agenda for each meeting or other places staff will see them. Below is a table to use to review individual students or overall goals. It is an example that can be replicated for the tier 2 team to use.

2020-2021 Quarter 1- Tier 2/3 Data Review

Name	Grade	EWS Tier level	Behavior Referrals	Possible motivation	Attendance	Core Grade concerns	CICO % of points % of the time	Interventions	Trend
Student 1	8	2	3 ODR's 2 SIR's	Attention seeking	95%	1.5: 2 1: 3	20/70	Spartan Center	⬆

Agree and understand

If you have a large staff, realize that not everyone will agree with every expectation or every rule. However, as a staff, there should be a discussion that we agree to support one another by following the agreed upon rules and expectations. Staff inconsistency makes it difficult to trust one another or the systems you are trying to build. When inconsistency occurs, ensure everyone knows the best practice. Leadership needs to own this practice to ensure trust among staff.

Representation for each department or team

When creating your teams, whether it be tier 1, 2, or 3, ensure you have accurate representation of your staff. You can be strategic by assigning people to communicate back to their teams or departments. Review the notes and give them a role to ensure communication is two ways. They can bring back questions from staff members to the next meeting.

After the team has chosen how they are going to stay consistent and communicate the needed information, you need to know what to communicate. Having an agenda in each tier 2 meeting is necessary. Here are some ideas to include in your agenda:

Sample Tier 2 Agenda Template

Required Members: _____

Optional Members: _____

Notes Recorder: _____

Weekly Agenda to include: Break up grade levels and allot equal time for each grade level

8:00-8:20 __ Grade review

Notes:_____
_____
_____

8:20-8:40 __ Grade review

Notes:_____
_____
_____

8:40-9:00 __ Grade review

Notes:_____
_____
_____

9:00-9:20 Other team member(s) updates

Notes:_____
_____
_____

9:20-9:40 Administrator review and updates

Notes:_____
_____
_____

9:40- 11:00 Task time: who does what (provide team members the opportunity to collaborate and accomplish goals)

      a. _____
      b. _____
      c. _____

Progress Monitoring

Progress monitoring is done more frequently typically every three to six weeks depending on the student and intervention. Teams will look specifically at individual student data collected to determine if the student is on track to meet their goal. It is recommended that you use three data points when reviewing. Most academic interventions have progress monitoring tools built in. It is important to make sure academic progress monitoring is done at students instructional levels not their grade level. CICO and C&C have progress monitoring options as well. Examples are linked below.

SMS [CICO student report card](#) example

[K-12 CICO point chard examples](#)

[CICO student weekly summary data](#) example

[CICO data collection](#)

[CNC student report card](#) sample 2

[CNC students report card sample 1](#)

Data reviews and system evaluation

Scheduling data reviews is important. We recommend school-wide review three times a year. This is also when teacher nomination forms can be reviewed. These forms will be discussed in Phase 3. For Phase 2, establishing your review dates and putting them on the calendar is important for consistency and the next steps in Phase 3. Go back to the communication and consistency strategies and figure out what will work best for your school.

At the end of each school year, you will need to look at your overall system. This can be done by your MTSS team, tier 2 team, both, or representatives of both. Here are some options to use for this reflection:

Evaluation tools
- Midwest PBIS- BOQ
    - [Leadership Team BOQ](#)
    - [Leadership readiness](#)
    - [Develop expectations and rules](#)
- Midwest PBIS- ISF
    - [ISF Action planning guide](#)
    - [Integrated Action Plan for ISF Implementation](#)
- PBIS walkthrough tool
    - [Universal Walkthrough form](#)

Use the evaluation tool to continue to develop your systems. Celebrate every win, even the small ones. It is so important to stop along the way and do this with your staff. Because the work is hard this process takes multiple years, we need to celebrate.

<u>Conclusion</u>

The goal of each of these tool kits is to develop systems, shift mindsets, and meet the needs of each learner with a systems approach. This work is hard. The only way it gets easier is with experience and growth and we cannot grow without reflection. Take time with your team to reflect on your successes and mistakes; you will learn from both.

Team's successes:

```



```

Team's mistakes:

```



```

The graphic below shows an overall picture of a behavioral health system. The majority of the work In Phases I and II have been in preparation for what everyone wants: a partnership with a clinician at the school. You can see that a lot of the work has been done and Phase III will focus on tying it all together with your clinical. partner.

Behavioral Health Gating System

Parent referral or emergent situation

1 — Teacher and Team Notification
All students will be considered for the behavioral health screener; however, not all students will be screened. Teachers observe, interact, and build relationships with students, knowing students best. Teacher will nominate students based on a set of criteria: internal and external behavior factors. If students rise to the level of concern, teachers will nominate them to be considered for the behavioral health screener. This process of nomination will be done three times a year as to cross-reference the nominations with our EWS screener (Early Warning Signs).

2 — Tier 2 Screening
Teachers will come together in grade-level teams to see if they are noticing the same behaviors or patterns in students. If they are, students would then be nominated to move to the tier 2 team. This team will determine if the student should be recommended for screening or if he or she is in need of a different intervention. The tier 2 team is made up of administration, social worker, counselors, and a school psychologist.

3 — DESSA
The tier 2 team will discuss which students should move forward to receive the behavioral health screener. DESSA is a strengths-based screener that Simle will be utilizing. Simle will utilize the DESSA, a strengths-based screener. Families will be notified before a screening would be given to any child. The results will determine if a student will be referred to Sanford professionals and will also be used to provide specific school-based social and emotional instruction in areas found to be skill deficits.

4 — Referral to Sanford
A referral to Sanford Health professionals will come through step three, a parent referral, or an emergent situation in which a student should be seen by a medical professional right away. Sanford Health will decide the best route to take with each individual. They will have multiple options available depending on student needs.

5 — Sanford Feedback
Sanford Health professionals will work with the school to create whole-child plans. They will be able to work with teachers to help students and support all of their needs. Sanford will provide teacher training and information to Simle staff to provide the best environment possible.

End of phase II guiding questions and wonderings

With your team, go through the following checklist. Discuss what next steps need to be done to get ready for the next school year.

Our school-wide system includes:
- ❏ Tier 2 team
- ❏ Tier 2 Intervention guide (includes academic and behavior)
- ❏ Student identification process
- ❏ ILP form
- ❏ Systematic data review
    - ❏ ILP Progress monitoring
    - ❏ Intervention fidelity checks
    - ❏ Three School-wide data reviews
- ❏ Data collection system
- ❏ Nomination form for internalizing students
- ❏ System of communication and consistency
- ❏ End-of-year evaluative process

Next steps we will complete:

_____

_____

_____

_____

Creating all of these systems takes a minimum of three to five years. It requires constant monitoring and reviewing of all the tiers and systems you are creating. The goal of the systematic approach is to no longer be dependent upon individuals. Instead, it is about roles and tasks so the system can survive. Congratulations! You have made it this far and should be proud of the work you have accomplished. Take time to celebrate. Move to Phase III toolkit when your school is ready for the next steps.

Glossary of terms/acronyms

Behavior = any action a student exhibits or does not exhibit; this could be positive or negative.

Behavioral health = refers to an individual's overall physical, mental, and emotional well-being

Intervention=

MTSS = Multi-Tiered Systems of Support

PBIS = Positive Behavioral Interventions and Supports works to create a positive school environment through systems, practices, and data

SIR = Student Incident Report, also known as a minor infraction. These reports are used for teachers to document and track student classroom behaviors.

Strategy=

ODR = Office Discipline Referral, also known as a bottom-line or major behavior. These behaviors should include illegal activities or other things that disrupt the school setting severely.

ILP = Individualized Learning Plan which is a behavior or academic plan that includes accommodations and interventions that a student is receiving at a tier 2 or 3 level.