



Phase Three:
Supporting Tiers
One and Two With
Tier Three Interventions



This toolkit was created by the team at Simle Middle School in Bismarck, ND, in collaboration with and funded by the Department of Health and Human Services' Behavioral Health Division.

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Table of Contents

Phase Three Overview	4
Review To Move Forward	5
Phase Three Checklist	6
Behavioral Health Gating System	7
Guided Reflection as We Begin Phase Three	8
Focusing on Ourselves	10
Family Communication and Involvement	13
Student Assistant Team (SAT), Commonly Referred to as Problem-Solving Team	14
SMS Student Assistance Team Framework and Responsibilities	16
Considerations for a Self-Contained Setting	20
Self-Containment Tier 3 Creation	21
Progress Monitoring	24
Considerations for Small Group Interventions	27
Communication & Plan Review	28
Community-Based Resources	29
FAQ	30
Appendix	34

Phase Three 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 Three 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 Three 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 is now receiving even more support with Tier 3.

In this guidebook, you will discuss your roles and responsibilities, ways to increase communication among staff (and your service provider), ideas to involve families, the role of special education, and 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 Three 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 followed
- Behavior plans attempted or actions taken based on repetitive behavior

Phase Three 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 personnel
- 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 Three, 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

Parental referral or emergent situation






Guided Reflection as We Begin Phase Three

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 personally.

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 and thinking, and on 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. See *Appendix* for example.





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 Docs 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, a school psychologist or lead specialist teacher, counselors and/or a 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. Following 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 (behavioral).
 - 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 places 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. They 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.
- School psychologist determines roles and action steps.
- AP takes notes and submit PowerSchool log entry.

[Sample SAT Student Notes](#)

Sample SAT Schedules

Specialist Invites:

Colleen Reardon: Math referrals typically <9th percentile

Rhonda Mosset: Reading referrals typically <15th percentile

Kristin Hager: Language, OHI, and autism referrals

Christina Johnson: ID referrals

Jessica Van Winkle: Math referrals >10th percentile

Angela Nagel: Reading referrals >16th percentile

Eric Baker: OHI, social/emotional, and ED

Josh Brosten: ED referrals

Sept 8

Grade	Student	Purpose	Staff Needed
6th			
Tasks			
7th			
8th			
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 toward an external social event in the environment.

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

Externalizing Behaviors	Internalizing Behaviors
1. Aggression toward others or things	1. Exhibits sadness or depression
2. Hyperactivity	2. Diminished social interactions (sleeps a lot)
3. Defiance or noncompliance	3. Teased or bullied by peers
4. Disruptive (out of seat, calling out)	4. Does not participate in games
5. Arguing	5. Overly shy or timid; Does not stand up for self
6. Stealing	6. Acts fearful
7. Tantrums	7. Self-injury
8. Not following directions	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 one on one with the student and the student demonstrated understanding of each.

Externalizing Student	Academic Concerns	Taught Expectations	Behaviors Used To Identify
1. _____	_____	<input type="checkbox"/> Yes	_____
2. _____	_____	<input type="checkbox"/> Yes	_____
3. _____	_____	<input type="checkbox"/> Yes	_____
4. _____	_____	<input type="checkbox"/> Yes	_____
5. _____	_____	<input type="checkbox"/> Yes	_____
Internalizing Student	Academic Concerns	Taught Expectations	Behaviors Used To Identify
1. _____	_____	<input type="checkbox"/> Yes	_____
2. _____	_____	<input type="checkbox"/> Yes	_____
3. _____	_____	<input type="checkbox"/> Yes	_____
4. _____	_____	<input type="checkbox"/> Yes	_____
5. _____	_____	<input type="checkbox"/> 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.

Considerations for a Self- Contained Setting

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: 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 in four or more subjects.	Student has below standard scores in almost all courses in the previous two years.	Four or more ODRs	Student's records indicate a history of behavior problems for previous four or more years.
3	Three courses have scores below target.	Student has below standard scores in most courses in the previous two years.	Three ODRs	Student's records indicate a history of behavior problems for previous three years.
2	Two courses have scores below target.	Student has below standard scores in about half of courses in the previous two years.	Two ODRs	Student's records indicate a history of behavior problems for previous three years.
1	One course has scores below target.	Student has below standard scores in few courses in the previous two years.	Minimum of four incident reports, ILP created	Student's records indicate a history of behavior problems for two 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 four or more classes.	Absent 30 days or more or tardy more than 21 hours.	Citations/OSS/ISS/student incident report filed.	Student/relatives who 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 three or more classes.	Absent 20-30 days. Tardy or multiple tardies in a week.	OSS/ISS/student incident report filed.	Student has relatives who 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 two or more classes.	Absent 10-20 days. Multiple tardies in a week.	ISS/student incident report filed.	Student has relatives who 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 one or more classes.	Absent less than 10 days or fewer than four tardies in a week.	Student incident report filed.	Student has relatives who 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 three or more informal hearings processed.	Student is currently receiving services from multiple agencies.	Student has had four 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 three 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 two 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 two or more traumatic life events.

Example Contract

Date: _____

I, _____, agree to work on behaviors that demonstrate our schoolwide 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 _____
with their goals every day!

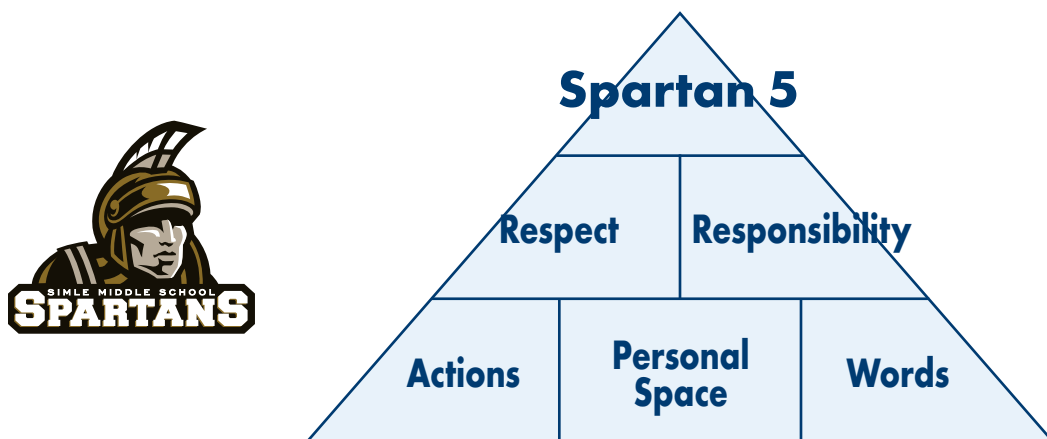
Teacher Signature

3. I will help support my child with their 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 (five 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 to the Spartan Center, each student will be on level 4. Students will be retaught 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 (five 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 display 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 (five consecutive days), they will then advance to level 2.

**Level 2:
Trustworthy**

Once students advance to level two, they focus on being trustworthy. The Spartan Center staff and the student will each pick one class (one core class and one elective class) to display the Spartan 5 skills at. 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 (five consecutive days), they will then advance to level 1.

**Level 1:
Independence**

Once students advance to level one, they focus on being independent. The Spartan Center staff and the student will each pick one class (one core class and one elective class) to display the Spartan 5 skills at. They will also earn 20 minutes of free time five days a week. When the student can earn 80% of their points for the week (five 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, 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 who 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.



Considerations for Small Group Interventions

At times you will find groups of students who 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 who may be outside of your Tier 2/3 team and have a strong relationship or understanding of the student.



In Practice

Utilizing our Early Warning System report that is generated in PowerSchool, we identify students who 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 to express 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 Two. This is a place to put links to 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 Two 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 and how a specific role could 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 knew would need support as a proactive approach. We asked 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 that 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 client's 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 who 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, etc.), 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 among 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.

How does a clinician best support a school team?

Your clinician serves as a direct link to improving the 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 minutes is important for your communication back and forth and to update plans. Be sure you organize and prioritize 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 12-1 p.m. on the 24th and 29th, 12-1 or 3:30-5:30



Appendix

ICEL/RIOT Template

ATTACHMENT B-2

ICEL by RIOT Matrix WORKSHEET

Student: _____ School: _____ Date: _____ Team Members completing RIOT: _____

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix. With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list. **Please attach additional sheets as necessary.**

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/Hypothesize
I (Instruction)	<p>Review of Instruction may include review of:</p> <ul style="list-style-type: none"> • Pacing, instructional strategies, grouping • Instructional materials • Intervention products • Instructional implementation • Rules/expectations • Policies on behavior support • Response to disruptive behavior (e.g., who, how, when, where) • Web behavior support systems • Other 	<p>Interviews about Instruction may include interviews with:</p> <ul style="list-style-type: none"> • Teacher about their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation • Other staff/personnel: Administrators, coaches, Resource Specialist Teacher, DIS providers 	<p>Observations about Instruction may include observations of:</p> <ul style="list-style-type: none"> • Instructional materials • Evidence of teacher expectations • Accommodations/Modifications of teaching materials • Classroom routines/management • Response to intervention (RTI) implementation (What intervention is used and when it does not respond to good first teaching?) 	<p>Hypotheses regarding instructional factors:</p> <p>Possible adjustments to Instruction to effect change (list):</p>
C (Curriculum)	<p>Review of Curriculum may include review of:</p> <ul style="list-style-type: none"> • Permanent student products • Scope and sequence of lessons (projects, tests, quizzes, worksheets) • District Standards and Benchmarks • Curriculum materials/guides 	<p>Interviews about Curriculum may include interviews with:</p> <ul style="list-style-type: none"> • Teacher about their teaching philosophy, use of materials, materials, accommodations/modifications • Other staff/personnel about their instructional philosophy, district implementation, expectations, curricula 	<p>Observations about Curriculum may include observations of:</p> <ul style="list-style-type: none"> • Access strategies and modified materials • Alignment of curriculum to materials and assessments 	<p>Hypotheses regarding curricular factors:</p> <p>Possible adjustments to Curriculum to effect change (list):</p>
E (Environment)	<p>Review of the Environment may include review of:</p> <ul style="list-style-type: none"> • School and classroom rules/expectations • Response to disruptive behavior (e.g., who, how, when, where) • Class size and program type 	<p>Interviews about the Environment may include interviews with:</p> <ul style="list-style-type: none"> • Other staff/personnel about their perception of classroom rules, rules/expectations, behavior management plans, reinforcement contingencies, overall climate for learning • Family about school and classroom rules/expectations, home/community factors 	<p>Observations of the Environment may include observations of:</p> <ul style="list-style-type: none"> • Physical analysis • Individual vs. class compliance • Distractions • Patterns of interactions among adults and students • Room arrangement, physical environment • Overall climate 	<p>Hypotheses regarding environmental factors:</p> <p>Possible adjustments to the Environment to effect change (list):</p>
L (Learner)	<p>Review of the Learner may include review of:</p> <ul style="list-style-type: none"> • District and health records • History of the student's functional history, onset of the problem behavior, teacher descriptions, patterns of problem behavior • Permanent products, error analysis • IEPs • Teacher and school intervention records 	<p>Interviews about the Learner may include interviews with:</p> <ul style="list-style-type: none"> • Student/Staff/family about their perception of the problem behavior, patterns of behavior • The student about his/her actions, perception 	<p>Observations of the Learner may include observations of:</p> <ul style="list-style-type: none"> • Dimensions of the problem behavior (e.g., antecedents and consequences, scatter plot, frequency, duration, intensity, severity) • Present levels of performance • Response to interventions (RTI) (use and effectiveness of support strategies) • Patterns of interactions with adults and peers 	<p>Hypotheses regarding personal factors and/or function(s) of behavior:</p> <p>Possible adjustments to interactions with the Learner to effect change (list):</p>

ICEL by RIOT Matrix WORKSHEET

Student: _____ School: _____ Date: _____ Team Members completing RIOT: _____

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix. With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list. **Please attach additional sheets as necessary.**

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test) Hypothesize
I (Instruction)				Hypotheses regarding instructional factors: Possible adjustments to Instruction to effect change (list): Response to adjustments made to Instruction: Implementation date: Review date:
C (Curriculum)				Hypotheses regarding curricular factors: Possible adjustments to Curriculum to effect change (list): Response to adjustments made to Curriculum: Implementation date: Review date:
E (Environment)				Hypotheses regarding environmental factors: Possible adjustments to the Environment to effect change (list): Response to adjustments made to the Environment: Implementation date: Review date:
L (Learner)				Hypotheses regarding personal factors and/or function(s) of behavior: Possible adjustments to interactions with the Learner to effect change (list): Response to adjustments made in regards to Learner: Implementation date: Review date:
Blank - For School Use				Review date:

Behavior Plan

TIER I Guiding questions for teams: Have the expectations been explicitly taught (not told) and reinforced? Has the student been positively acknowledged? Have parents been contacted? Do 2 R's reflect a need for intervention? Has the team involved a case manager if there is one?

If answering yes to these questions, please proceed.

TIER II Strategic Interventions: Interventions designed for students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND have been resistant to school-wide supports. An ILP can now be created with the help of the counselor and AP.

Check In-Check Out: Students who require frequent adult attention, positive adult relationship, are starting to display problem behavior throughout the day - provided by adult/instructional aide at Simle.

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 student each class. Parents provide feedback to student as well. Support/Instructional staff will provide homebase teacher with progress so they can support the student on the program.

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 parent 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. Student may only meet with 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.

Check and Connect

Targeted students: require adult attention and positive adult relationship, but exhibit moderate behavior problems throughout the day in multiple settings. 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 school counselor at Simle, parent/family liaison, assistant principal, spartan center staff, etc. who acts as a mentor and makes a frequent connection to home. Teachers will provide weekly feedback through a points system. Teachers will fill out a weekly point sheet and turn it into the specified adult mentor. The mentor will go through the data with the student to set weekly goals. The overall goal is to build a relationship with the student and help make the student feel more connected to school.

Qualifications: Students demonstrate a pattern of behavior and display a need for one-on-one attention. Students may have attendance issues, office referrals, very low academic concerns. Students may be withdrawn/disengaged from school. The team will implement a behavior plan, have had multiple parent contacts, and counselor will contact parent again to inform them of this intervention.

Reinforcement: Counselor will provide an individualized incentive. Student will do a reinforcement inventory to match their wants to a reward. <http://www.interventioncentral.org/teacher-resources/student-rewards-finder>

Behavior Plan

How does a student graduate from the program? 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.

Mentoring

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. Counselor has student fill out [mentoring form](#).

Qualifications: During teaming time team reviews student data and recommend students for mentoring program.

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.

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 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.

Behavior Plan

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 Spartan Center staff member and team to review progress.

Specific steps to utilize this intervention:

<https://docs.google.com/document/d/1pUDQ6LLA5togJJXankyCNObxwJlxNJQBwkmYwt5VNFc/edit>

Taekwondo -

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

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

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 assistant principal to determine final qualification for entry. Counselor contacts parents for approval.

Review: Intervention is reviewed during SAT or Tier 2 meeting to check individual progress. Commitment for boys is the whole school year with belt testing at 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 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 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.

Behavior Plan

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

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: Mrs. Dire provides this intervention. Referral forms are sent to her. 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, seeking out Mrs. Dire themselves, or being referred to it by an AP from committing an offense

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

Drum Therapy

Targeted students: students who struggle to self-regulate

Who provides: Mr. McMahon will provide this intervention twice a week to groups of students. He will have two groups during home base time and one smaller group working with the ED students from 2-2:30 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: ?

Functional Assessment of Behavioral Intervention Plan

Functional Assessment of Behavioral Intervention Plan

Summary Statement of Problem Behavior Intervention Plan

What events, places, or activities tend to be associated with behaviors? (Setting Events)	What appears to set off the problem behaviors? (Antecedents/Triggers)	What are the problem behaviors?	What does the student gain from the behavior? (Function)
Lack of Sleep Illness Physical Pain Hunger Trouble at Home Fight/Conflict w/peers Noise/Distractions Activity/Class Emotional State (i.e. depression, boredom, loneliness, etc.) Other:	Tasks that are: (circle) <ul style="list-style-type: none"> ○ Individual/independent in seat ○ Group orientated ○ Partner work ○ Pencil/paper ○ Repetitive ○ Lengthy ○ Reading ○ Writing ○ Math ○ Requires physical activity Provocation from other students Teacher Directed Teacher Demand Teacher Request Teacher Re-direction Left Alone Teacher/adult denies request Interruption Transition Peer encouragement of negative behaviors Unwanted attention Other:		

Request for Assistance Form

Request for Assistance Form

Section A: Identifying Information

Student:	Photo:		
DOB:			
Grade Level:	Team:		
Referral Date:	Attendance:		
Reason for request:	Academic	Behavior	Language Other
Other factors:	ELL	SPED	Previous ILP Foster care/Placement

Parent(s)/Guardian(s):	
Phone number:	Email:
Parent/Guardian Notification:	
How many times has the teacher/team contacted parents regarding concern? _____	
Has parent been notified that we will be moving to the SAT team with this concern? _____	

Section B: Area of Concern and Recommendations

Has the student received intervention in the past?

No: ____ Yes: ____ If yes, describe please : _____

Request for Assistance Form

Check all that apply:

Reading:

- Phonics/Word Decoding
- Vocabulary
- Comprehension
- Fluency
- Oral Language

Communication:

- Articulation
- Expressive Language
- Receptive Language
- Listening Comprehension

Emotional/Social

- Easily Frustrated
- Withdrawn
- Social Skills

Math:

- Problem Solving
- Computation

Written Expression:

- Composition
- Sentence Structure
- Paragraph Organization

Behavior:

- Attention/Distractibility
- Activity Level
- Impulsivity
- Work Completion
- Other _____

Section C: Other information to be gathered following the first SAT meeting

Other:	Completed By:	Date to be completed by:
File Review		
Contact Previous School/Teacher		
Classroom Observation		
Student Interview		
Parent Interview		

Request for Assistance Form

Obtain Medical Information		
Get Releases signed		

Section D: Notes Additional Notes/Comments if Needed:

Section E: SAT Recommendation

Does the team have enough information to move towards an ILP? Yes: ____ No: ____ If no, list what needs to be completed before moving to an ILP:

Sample SAT Student Notes

6th grade sample

Date: 3/2/2021	
Members Present: Interventionist, School Psych, Administration, Counselor, Core Teacher	
Meeting Notes	Data
<p>Team decided to move forward with a SPED eval- interventionist will began the process</p> <p>Special Ed Evaluations-</p> <p>Counselor- commutate with family</p>	

Date: 2/10/2021	
Members Present: Interventionist, School Psych, Administration, Counselor, Core Teacher	
Meeting Notes	Data
<p>Data review-</p> <p>Processing speed is still very slow. It takes him three times longer to finish tasks compared to his peers.</p> <p>Transmath standard scores are 2s or higher</p> <p>Next Steps:</p> <p>6A- vocabulary instruction with Horner</p> <p>Give tutor the Spring Math material to complete later in the day to determine if the time of day if a factor. This will help determine next steps</p> <p>Set up FAM (added 2.19)</p>	<p>Math</p> <p>AIMSplus</p> <p>6th MOY- 2nd%ile</p> <p>6th BOY- 19%ile</p> <p>MAP</p> <p>6th MOY- 4th%ile</p> <p>6th BOY- 14%ile</p> <p>Reading</p> <p>6th MOY- 41%ile</p> <p>6th BOY- 45%ile</p>

Sample SAT Student Notes

Date: 11/25/2020	
Members Present: Interventionist, School Psych, Administration, Counselor, Core Teacher	
Meeting Notes	Data

Sample SAT Student Notes

<p>Data review-</p> <p>Team doesn't have concerns with his reading ability at this time after reviewing all of his current math data.</p> <p>Math is still a concern as we haven't seen growth in first quarter of small group instruction.</p> <p>Speech Path report: passed at 5th grade for listening comprehension</p> <p>6th grade student completed the Ekwall Shanker Reading Inventory (sixth edition) on 11/10/2020 to determine the level of his listening comprehension. He was read a short story and asked 10 questions (factual, vocabulary, and inferential). His scores are as follows:</p> <ul style="list-style-type: none">· 3rd Grade: 8/10 Pass (missed 2 factual)· 4th Grade: 7/10 Pass (missed 2 factual and 1 vocabulary)· 5th Grade: 7/10 Pass (missed 3 factual)· 6th Grade: 6/10 Did not Pass (missed 3 factual, 1 inferential) <p>He came willingly to work. He was respectful and worked hard. He did report that he prefers to read information and then answer questions. It is noted that his errors on factual questions were specific numbers, dates, etc. (i.e. How much does a grown elephant weigh? His answer – 90-200lbs.). When given choices, he was able to get closer or get the correct answer. He did ask for questions to be repeated a couple of times. It is estimated that he is getting most of the information that his teachers are telling him now, but will need notes, visuals, etc. for him to remember the more specifics of that information that is important and needed for him to know.</p>	<p>AIMSPlus reading-</p> <p>F&P- right at the end of 5th grade/beginning of 6th grade</p> <p>Struggles inferring with anything beyond text.</p> <p>Comprehension and accuracy were good- he was able to self-correct</p> <p>Ekwall Shanker- overall scores indicate his listening comprehension was independent at a 5th grade level. His factual information gets more difficult for him as the grades increase.</p>
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Date: 10/28/2020

Sample SAT Student Notes

Members Present: Interventionist, School Psych, Administration, Counselor, Core Teacher	
Meeting Notes	Data

Sample SAT Student Notes

<p>Core teacher reports that he is really struggling in her class. He hasn't completed any of the work. He is in a 90 min reading strategies class. The core teachers are recommending replacement classes.</p> <p>Attendance was a big concern; even when he is in school he hides for most of the time.</p> <p>Social skills/friendship/conversation is difficult for him. He seems very withdrawn.</p> <p>Team feels he will qualify for teacher nomination behavior health form.</p> <p>The team has noticed he is a slow processor and needs extra time to complete tasks.</p> <p>Next steps:</p> <p>Data-</p> <p>Need an updated AIMS for reading- interventionist</p> <p>Ekwall Shanker assessment for listening comprehension-Speech Path</p> <p>F and P- interventionist</p> <p>Adjust schedule to provide more support reading strategies, FOSS, individual intervention, or EL programming.</p>	<p>MAP Reading 45%ile</p> <p>AIMSplus Math</p> <p>Composite 6th grade- 19%- frustrational</p> <p>CAP- 43%ile (not timed and has choices)</p> <p>Other subtests are 6% or below</p>
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Sample SAT Student Notes

Date: 10/14/2020	
Members Present: Interventionist, School Psych, Administration, Counselor, Core Teacher	
Meeting Notes	Data
<p>Interventionist noticed that he has trouble processing in her math strategies class. He is very quite, introverted, and a slow in general. He has struggled with two digit addition.</p> <p>Previous school shows he was the 9%ile leaving 4th grade.</p> <p>Attendance was a concern in 5th grade.</p> <p>Next steps:</p> <p>Counselor will be working with interventionist to get AIMSplus done for another data point.</p> <p>Work to build intervention time into his schedule-administration</p>	

Notes



Lined writing area with 20 horizontal lines.

