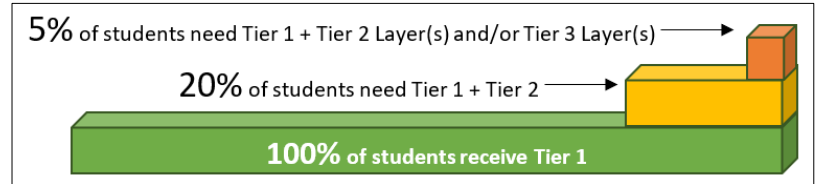


**Refer to the North Mason District MTSS Manual “Description of Tiers” to guide Tier 2 and Tier 3 Definitions:**

**Summary of the Tier 2 and 3 Key Components:**

- Interventions or supports are “layered” in addition to the Tier 1 interventions.
- Increased Intensity: focus on a few targeted skills, increased instructional time, and/or more frequent instruction.
- Tier 2 and 3 interventions are NOT: a place where students go.
- Tier 2 and 3 interventions are NOT: a person.
- Student’s *receive* Tier 2 and 3 interventions, they are NOT “Tier 2 or 3 students”.



Enhanced Tier 1	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p><b>Tier 1 Menu of added supports for whole class</b></p>	<p>Member of Tier 2 Team or the Instructional Coach will provide support with the following Tier 1 strategies:</p> <ul style="list-style-type: none"> <li>• Analyze routines, procedures, expectations and adjust</li> <li>• Implementation of <a href="#">Good Behavior Game</a></li> <li>• <a href="#">Group Self-Monitoring</a></li> <li>• Increase 5:1 feedback</li> <li>• Pre-correct expectations</li> <li>• Observational Feedback of <a href="#">Low-Intensity Behavior Strategies</a></li> <li>• <a href="#">2 x 10 Intervention</a></li> </ul>	<p>Classrooms with more than 20% of the students that meet Entry Criteria for a Tier 2 intervention</p>	<p>Track the data that lead to entrance criteria (academic screener, office discipline referrals, SAEBRS screening, attendance)</p>	<p>Class-wide data reaches 80% of the students at success.</p>

Tier 2 Support/Interventions	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<p><b>Check-in/Check-out (CICO)</b></p>	<p>Purpose: Build adult/student relationship and provide more frequent feedback to the student on specific behavior/goals.</p> <p>Procedures: Students check-in and out with designated adult each day to work on targeted behavior goals. Progress is tracked daily, documented and monitored.</p> <p>Teachers are trained in how to use the daily report and complete a CICO – <a href="#">video examples</a> and a handout will be part of the training.</p> <p>These adults give one copy of the completed Daily Report to the student, the other copy is given to the RTL for data entry into Homeroom.</p> <p>Materials/Resources Needed:</p> <ul style="list-style-type: none"> <li>• Daily or Weekly Points Sheet</li> <li>• Reinforcer Survey</li> </ul>	<p>2 major office referrals (ODR) in 5 weeks <i>or</i> 2 chronic minors in 5 weeks.</p> <p>AND</p> <p>SAEBRS scores – Teacher Rating of Total Behavior score less than 32.</p> <p>Or</p> <p>mySAEBRS scores – Student Rating of Total Behavior score less than 30</p> <p>Or</p> <p>Absent for 30% of current school days</p>	<p>Daily or weekly point sheet graphed in SWIS-CIC</p>	<p>Not ranking at risk after a 6-week period?</p> <p>Or</p> <p>Above daily goal line for 12 days in a row?</p> <p>Fade out options: TBD</p>
<p><b>Academic/Behavior contract</b> (academic, attendance, and/or behavior)</p>	<p>Agreed upon document outlining target behaviors, replacement behaviors and consequences with clear boundaries, guidelines and positive incentives.</p> <p><u>Academic/Behavior Contract Template</u></p> <p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Staffing with teachers, parent, student, counselor, RTL</li> </ul>	<p>After 6 weeks of unsuccessful CICO, possible connection to BC.</p>	<p>Decrease in ODR's and increase in replacement behavior.</p> <p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	<p>Not ranking at risk after a 6-week period</p>

<p><b>Small group counseling</b></p>	<p>Identified students meet with school counselor(s) to work on developing specific skills for designated amount of time.</p> <ul style="list-style-type: none"> <li>• ZONES curriculum,</li> <li>• <u>Don't Let Your Emotions Run Your Life for Teens: Dialectical Behavior Therapy Skills for Helping You Manage Mood Swings, Control Angry Outbursts, and ... with Others (Instant Help Book for Teens)</u></li> <li>• Instructor book: Link <a href="#">HERE</a></li> </ul> <p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent notified by counselors per letter</li> <li>• Email notification to staff</li> <li>• Student participation voluntary</li> </ul>	<p>mySAEBRS scores – Student rating of total behavior score less than 30</p> <p>Or</p> <p>Teacher referral per counseling form</p>	<p>Pre/Post assessments given by the counselor</p> <p>Use items on mySAEBRS for the area they scored in the at-risk range as a weekly measure?</p>	<p>Not ranking at risk after a 6-week period</p>
<p><b>SAIG Groups</b> <b>(Social Academic Intervention Groups)</b></p> <p><b>Resource Link:</b> <b><a href="#">Milwaukee SAIG</a></b></p>	<p>Scripted groups and lessons</p> <p>Use lessons from curriculum</p> <p>Target incoming 6<sup>th</sup> graders, lunch group twice a week,</p> <p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed: student self-monitoring template</li> </ul>	<p>Teacher SAEBRS Academic Behavior Data score of ____.</p>	<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	<p>Not ranking at risk after a 6-week period</p>
<p><b>Individual student counseling</b></p>	<p>With Counselors – Regularly scheduled appointment with a student 1:1. Initial meeting to determine barriers/ skill deficits or need. Academic and/or behavior/social-emotional barriers and skills are considered. Follow up appointments are to teaching, practicing, and/or monitor the progress of skills.</p>	<p>mySAEBRS scores – Student rating of total behavior score less than 30</p> <p>Or</p> <p>Teacher referral per counseling form</p>	<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	<p>Not ranking at risk after a 6-week period</p>

	<p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed:</li> </ul>			
<b>AVID</b>	<p>Begin with 7<sup>th</sup> grade cohort (WICOR)</p> <p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed:</li> </ul>	TBD	SWIS progress monitoring template filled out by teachers weekly for only their student.	Not ranking at risk after a 6-week period
<b>Backpack Food Program</b>	Family Resource advocate connects students	Student Request or Teacher Referral or students identified on McKinney-Vento list		Not ranking at risk after a 6-week period

Tier 3: Support/Intervention	Description	School-Wide Data: Entrance Criteria	Data to Monitor Progress	Exit Criteria
<b>Function Based Interventions</b>  <a href="http://www.ci3t.org/fabi">http://www.ci3t.org/fabi</a>	<p>Team follows the process of Brief Function-Based Assessment to design a behavior intervention plan for an individual student.</p> <p>This is a team approach, led by trained members in the FBA/BIP process</p> <p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed:</li> </ul> <p>Miles ABA Research is an option for the FBA/BIP process.</p>	<p>Lack of progress after sufficient layers of Tier 2 intervention</p>	<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	<p>TBD</p>
<b>BHR (Behavioral Health Resource – from Shelton)</b>	<p>Connection Procedures:</p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed:</li> </ul>	<p>Student self-referral to clinic</p> <p>Counselor referral based on professional judgement that the student needs more than school-based counseling</p> <p>Or</p> <p>SAEBRS score of ____</p>	<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	

<p><b>Project Success Advocate – voluntary</b></p> <p><b>Student Assistance Professional (SAP)</b></p>	<p><u>Purpose:</u></p> <p><u>Procedures:</u></p> <p>Voluntary: provider screens and then recommend next steps or refers out to treatment, refer to mental health, or refer a school-based intervention</p> <p>8 week cycle of small groups</p> <p>Group topic areas:</p> <ul style="list-style-type: none"> <li>• COSAP: Affected Others (family or sibling use)</li> <li>• Insight/Abusers</li> <li>• DBT Group = <ul style="list-style-type: none"> <li>○ Emotional Regulation</li> <li>○ Distress tolerance</li> </ul> </li> <li>• Newcomers Group (beginning of year only/Maybe in February) – only meets 3 times</li> <li>• At Risk of Using: Friends use, risky behavior (dating, attendance grades and disruption in class), used one time but not high use</li> <li>• Recovery group: coming back from treatment (might be individual) Teen Intervene: Individual intervention 15 min check in and 3-8 meetings</li> </ul>	<p>Referral by parent, students, teachers or counselors</p> <p>OR</p> <p>Admin assigns students as an alternative discipline response for Major behavior due to drugs/alcohol/tobacco/vape</p>	<p>Pre-post test</p>	<p>Completion of 8-week cycle and based on the post-data worksheet, which has criteria for exit, continued participation, or referral out to another service.</p>
<p><b>Peninsula Community Health</b></p>	<p><u>Purpose:</u></p> <p><u>Procedures:</u></p> <p><u>Connection Procedures:</u></p> <ul style="list-style-type: none"> <li>• Parent Notification?</li> <li>• Staff Notification?</li> <li>• Student Notification?</li> <li>• Materials/Resources Needed:</li> </ul>	<p>Student self-referral to clinic</p> <p>Counselor referral based on professional judgement that the student needs more than school-based counseling</p> <p>Or</p> <p>SAEBRS score of ____</p>	<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	
<p><b>WISE – wrap around</b></p>	<p>Community based approach to ensuring the student and family needs are met and</p>		<p>SWIS progress monitoring template filled out by teachers weekly for only their student.</p>	

	<p>common goals from all entities supporting the student/family</p> <p>Connection Procedures:</p> <ul style="list-style-type: none"><li>• Parent Notification?</li><li>• Staff Notification?</li><li>• Student Notification?</li><li>• Materials/Resources Needed:</li></ul>			
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