



TURNAROUND
FOR CHILDREN

Tiered Supports

OBJECTIVE: Educators will be able to utilize a whole child vision to assess and plan for creating Tier 2 and Tier 3 systems.

PURPOSE: Understand and apply a collaborative approach that aligns the foundational components of Tier 2 and Tier 3 systems to a whole child vision, allowing for sustainable and more effective support practices for all students.



SCIENCE SIGNALS

When adults systematically build schools to nurture the development of the brain, all children have the opportunity to progress.

The planning and enactment of Tier 2 and Tier 3 are intended to provide a system of support that meets the holistic needs of all students.

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Portrait of Practice

The story below paints a picture of how an educator might leverage the strategies outlined in this toolkit. As you read the story, notice how Keisha's teacher is able to effectively navigate the system of tiered supports, specifically Tier 2, to help her respond holistically to Keisha's needs. Also, notice the plan that the Tier 2 team and Ms. Johnson create to support Keisha.

Ms. Johnson is a fourth-grade teacher at Garden Street Elementary School. She recently left her previous school after feeling isolated in her efforts to address the multifaceted needs of her students, particularly the students with more significant needs. Her experience at Garden Street has been quite different, starting with the ongoing professional development that is provided to staff for understanding and supporting the varying academic, behavioral and social-emotional needs of all students. Ms. Johnson began the school year feeling supported in a culture of collaboration and equipped with a clear understanding of how to effectively navigate the tiered support system to best serve the diverse needs of her new fourth-grade class.

By the end of October, Ms. Johnson became increasingly concerned about a young girl in her class named Keisha. She was articulate and creative, possessing a confidence that surpassed her 9 years. However, Keisha's mother informed Ms. Johnson that Keisha's father had been incarcerated over the summer, and Keisha was reluctant to discuss the situation with anyone. Despite performing well in previous grades, Keisha was beginning to receive lower marks in several subjects due to diminishing effort and occasional removal from class to address her challenging behavior. Her behavior was also causing disruptions for other students in the classroom. She frequently had verbal disagreements with classmates and, on occasion, spoke disrespectfully to Ms. Johnson, despite their positive relationship. Ms. Johnson recognized these changes as "indicators of need" for Keisha, which prompted her to submit a referral to the school's Tier 2 Kid Talk Team.

Next, Ms. Johnson observed and collected the necessary data and background information and submitted the referral form to the Tier 2 ("Kid Talk") lead before the team meeting. During the meeting with other grade-level staff members, Ms. Johnson briefly identified her concerns along with the Keisha's strengths, and collaboratively discussed a plan for support. As a result, Keisha was enrolled in the school's 10-week support group for students of incarcerated parents. To help her provide a supportive environment, Ms. Johnson was offered some additional resources to enhance her developing understanding of the connection between Keisha's anger over her father's sudden absence and the shift in her behavior and learning. Ms. Johnson was also provided some additional strategies in class to help Keisha de-escalate and just "take a break" when needed. Ms. Johnson felt confident in implementing the supports suggested, with a plan to monitor Keisha's academic and behavior concerns and report back to the team next month. Ms. Johnson was able to provide support in a variety of ways to address Keisha's multiple needs.

Science Grounding

Most schools in the United States are designed with the assumption that students begin their education having already acquired all of the necessary skills, mindsets, and experiences to prepare them for learning, underestimating the critical role of schools to flexibly meet each individual student on their own developmental trajectory. As a result, many students struggle to engage in learning as they matriculate through the K-12 system. This is particularly challenging for children who experience some form of adversity. Each year in the United States, approximately 5 million children cope with some form of traumatic experience. These traumatic experiences include, but are not limited to, forms of abuse and neglect, exposure to family and/or community violence, lacking basic resources or homelessness, experiencing systemic oppression and discrimination, and more. All of these can have a deleterious impact on the physical, cognitive, emotional and social development of a child, and can affect the physiological development and function of critical brain structures (Perry, 2003), leading to a unique set of needs that schools must be prepared to meet.

To date, schools have traditionally treated academic needs and social-emotional needs as disciplines that operate in isolation of each other, failing to acknowledge the *integrated* and *holistic* nature of development. According to Darling-Hammond et al., “academic learning is tightly intertwined with social emotional skills, mindsets and decisions,” (2019, p. 29). In addition to this new understanding, we have come to understand the implications of mental health on learning and development. To that end, the CDC notes that “mental health in childhood reflects the ability to reach developmental and emotional milestones, learn healthy social skills and how to cope when confronted with challenges,” (Center for Disease Control, 2019). The research makes clear that it is important for schools to utilize an integrated, comprehensive approach to address the complex needs of all students in order to facilitate positive academic outcomes.

“As schools develop supportive environments for all children’s learning, they must also be prepared to address individual needs that can create barriers to learning and development,” (Darling-Hammond et al., 2019, p. 33). Therefore, a multi-tiered approach is recommended, providing both universal and specialized, individualized supports. For the purposes of this toolkit, “tiers” are referenced as the type of support provided, and not as a way of categorizing or labeling students. With that in mind, Tier 1 supports are the foundation focusing on universal promotional efforts, to include (1) environments filled with safety and belonging, (2) strong relationships, (3) intentional development of skills and mindsets, and (4) rich instructional experiences. Given some of the contextual factors identified above, it is necessary to provide additional resources, in response to the needs of individuals or groups of students, that ultimately benefit all students. Tier 2 and 3 provide additional layers of support when universal practices are not sufficient to meet an individual student’s needs.

Context-Setting

Skill 1: Establish the Purpose and Perspective of Tiered Supports

The purpose of tiered supports is to provide a framework for an **adaptive, responsive continuum of integrated supports for all students**, which will vary in level of intensity. Tiered support systems are developed and implemented in service of holistic outcomes – social, emotional, motivational, cognitive, academic, and so on – and in service of equity, so that all students can thrive.

Providing students with targeted services and supports that are attuned to their holistic needs (in and out of school) can, in turn, significantly affect their learning and experiences at school (Cantor et al., 2018). Specifically, **Tier 2** is designed to provide selective supports to individual or groups of students whose needs are not being met by Tier 1, primarily via collaboration between teachers (and potentially support staff). **Tier 3** is designed to provide more intensive, individualized supports for students whose needs are not met by Tier 1 or Tier 2, through collaboration between teachers, leadership, families, clinicians and other stakeholders within the community.

It can be easy to inadvertently place blame on students for failing to meet expectations. However, the science of learning and development tells us that there are reasons behind the academic, social, emotional, and motivational challenges students present. Instead of asking why a student isn't invested, or what is "wrong" with them, we can ask: *How can we create a school context that is flexible enough to provide supports for every student's unique needs?*

Ultimately, tiered support systems that utilize a whole child approach allow for students to be "treated in connected, rather than fragmented ways and care is personalized to meet the needs of all students," (Darling-Hammond et al., 2019, p. 34). As a result, "students and families are connected to services that promote holistic development, including children's physical and mental health, as well as needed opportunities to learn, as these capacities are vital to social and academic success," (Darling-Hammond et al., 2019, p. 37).

What Are the Key Principles of Tiered Supports?

A successful tiered support system recognizes that all students have unique strengths and needs, which are best met an integrated and holistic approach that requires collaboration between educators, clinicians, and communities.

Tiered support systems:

1. Recognize and support the needs of ALL children.

A tiered support system grounded in a whole child vision avoids sorting students into “buckets” of those who are capable or not capable, and instead recognizes that *all* children need fluctuating levels of support throughout their academic career. All children have strengths and challenges, based on the ongoing interaction between their biology and experiences. It is critical that the adults within their community respond accordingly.

2. Provides supports in a *holistic* and *integrated* way.

While schools comprise a diverse set of adults with varying disciplines, the work is often done in isolation. However, a school environment should function like the human body, made up of different parts all working in sync with one goal in mind: to keep us alive. All body parts, though different in function and size, are dependent on one another. Similarly, each component of the school has a different function ultimately focused on one goal: a successful, well-rounded student. Children are complex and influenced by context, so the approach to addressing their needs must comprehensively address their holistic needs in an integrated manner.

3. Require strong *collaboration among all adults* in a student's context.

All adults in a student's context – parents and caregivers, extended family, teachers, coaches, mentors – support their development in a critical way. Within the school, teachers and leaders must collaborate effectively to ensure that the tiered supports process runs smoothly and effectively. Extending outside the school, there is enormous benefit to leveraging the support of other stakeholders in the school, family and outside community. The commitment to a holistic approach that addresses the student's environment, relationships, and skills and mindsets, along with a strong curriculum, requires a collaborative approach.

Furthermore, students bring with them the assets of culture and community, and often the difficulties and challenges students face outside of school (which can be overwhelming to the child and their familial context). Many of those difficulties are complex in nature and will require embracing a diversity of expertise and resources to ensure quality of responsiveness to students. The success of the student impacts not just the student individually, but also the adults around them in their community.

4. Operate with an understanding of the impact of trauma and adversity on learning development

In order to educate the whole child, schools must recognize that all children arrive at school with a “backpack” full of experiences, including assets such as culture and community, and challenges such as adversity and trauma. It is the critical job of schools to deeply understand and support each individual student accordingly.

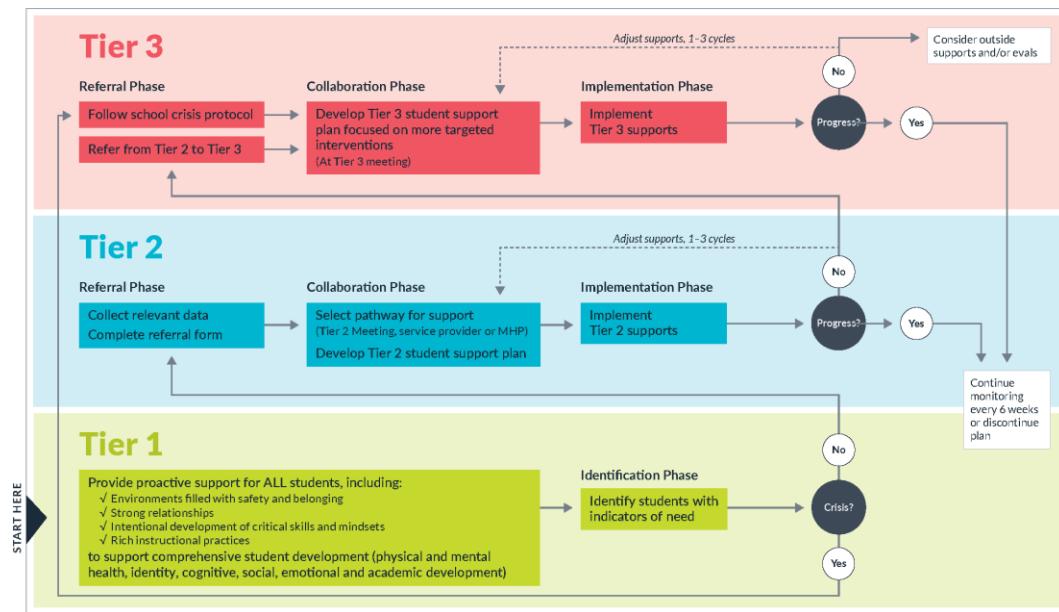
The ability to effectively address the needs of these children is contingent on first developing a strong understanding about both the roots of trauma-related challenges and the impact of traumatic experiences on learning and development. These understandings are important for creating Tier 1 supports that universally support all students, regardless of their experiences – creating safe, calm predictable environments, building developmental relationships, providing support for foundational skills and mindsets, etc. If Tier 1 is not sufficient, then Tier 2 and 3 supports must be provided in ways that are responsive to the often complex needs of students who experience trauma and adversity

- addressing mental health and family needs, relationship needs, skill and mindset needs, and environment needs.

The following content and accompanying tools are examples of how a school could apply these key principles. These processes, however, are not a one-size-fits-all approach, as specific context (available resources, existing systems, etc.) will play a role in the design of each school's tiered support system.

Skill 2: Outline the Tiered Supports Process

As previously stated, the process for supporting students should be adaptive and responsive. However, challenges arise when “adaptive and responsive” is actually code for “unclear and unorganized.” Therefore, schools should first outline clear steps for providing students access to supports, allowing for smoother collaboration among adults. The following graphic provides a visual of how students might receive access to supports within a tiered system. This visual includes a brief description Tier 1 supports, but for the purposes of this toolkit we focus on Tier 2 and Tier 3 levels of support. With that said, the inclusion of Tier 1 supports are to illustrate a multi-tiered approach, highlighting the necessary foundational, proactive strategies aligned to creation of system that is reflective of a whole child vision.



The following section will describe in further detail each “phase,” or step, in the tiered support system process. This is intended to emphasize the continuum aspect of a high-quality, integrated support process. Teachers and staff should receive training, ideally at the onset of the school and with follow-up trainings throughout the year. The continued efforts to support staff will not only help sustain the effectiveness of the process, but also track trends in data and ultimately determine which components of the system may need to be revised.

See the table below for an overview of how tiered support processes may could be designed in your school. Please note that after an initial referral has been made, both Tier 2 and Tier 3 team meetings go through the Collaboration, Implementation, and Progress Monitoring Phases.

MAKING MEANING OF KEY CONCEPTS

Identification Phase	<ul style="list-style-type: none"> • Student demonstrates, or teacher becomes aware of, "Early Indicators of Concern" (Or, caregiver requests additional support for the student)
Referral Phase	<ul style="list-style-type: none"> • Teacher reflects on their relationship with the student, their own classroom practice and other proactive Tier 1 supports that may have contributed to their concern about this student • Teacher documents quantitative and qualitative data from observations, reflections on their own classroom practice, their relationship with the student, interactions with student's caregiver(s), formative and summative student assessments, discussions with other staff, etc. • Teacher uses this data to determine severity of concern; If the student is experiencing a crisis, teacher follows school protocol <u>and</u> submits a direct referral to Tier 3 Lead for support • Teacher completes referral form and determines support venue (Tier 2 Meeting, collaboration with other service providers, or direct referral to Tier 3 Lead as determined by referral guidelines)
Collaboration Phase <i>(During Tier 2 and 3 meetings*)</i>	<ul style="list-style-type: none"> • Teacher discusses student in a 1:1 setting or at a tier 2 or 3 team meeting • Meetings focus on sharing information about the student and their context, and efforts will be made to determine potential root causes and potential reinforcers • For Tier 3 meetings, the caregiver and other relevant stakeholders are invited to participate • Teachers and other team members determine goals, select interventions, and determine progress monitoring review date, which is recorded on the student support plan
Implementation Phase <i>(After Tier 2 and 3 meetings*)</i>	<ul style="list-style-type: none"> • Appropriate staff member(s) implement supports for 2-3 weeks, as indicated on student support plan • Staff member(s) observe student's response during implementation of the intervention supports, in preparation for the review meeting • Implementation data is reflected upon and documented in preparation for the review meeting • For Tier 2, the review process will take place for two cycles; if the plan is determined to be unsuccessful, the teacher refers the student to Tier 3 Lead • For Tier 3, the review process will take place for two cycles; if the plan is determined to be unsuccessful, additional intensive and/or outside support should be considered • Tiered support system leaders review schoolwide data, ideally 2-3 times a year, to make continuous improvements to the overall system, including Tier 1
Progress Monitoring Phase <i>(After Tier 2 and 3 meetings, and then during as review)</i>	

* Tier 2 and Tier 3 Meetings should be held separately.

EDUCATOR TOOL

Tiered Supports: Guiding Questions
p. 19

For additional student referral guidance, see the **Tiered Supports: Guiding Questions** tool (p. 19).

Tier 2 vs. Tier 3

Levels of support are described by “tiers” as the supports and activities within each tier vary in the stakeholders that are leveraged and intensity of support provided, along with number of students impacted. It is imperative that schools recognize that Tier 2 and Tier 3 supports are to be leveraged when universal Tier 1 supports have not been effective. Some examples of Tier 1 supports include proactive teacher practice, school wide systems and structures and quality of relationship with student(s).

Tier 2

Tier 2 provides selective supports for individual or groups of students with some additional learning and development needs.

Tier 2 supports add a layer of support to a select group of students that ultimately impacts all students. These supports are based on need and call for either a change in environment, a need for improved relationship or interaction (between staff and student or between students), the learning of a skill, development of a mindset, or a combination of these. Tier 2 supports allow for several different pathways for support, based on the data collected regarding student needs. These options include a Tier 2 meeting (“Kid Talk”), or reaching out directly to another service provider or student support staff in the building. Tier 2 team membership includes all teachers (including the referring teacher) on a given grade team, along with any specialist educators that work with that grade. Optional members include school leaders, to provide expertise and logistical support around decisions regarding student interventions, and intervention specialists or clinical support persons, to provide more support around mental health and other learning needs. Accessing one or more of these pathways (Tier 2 meeting or 1:1 with other service providers) may be appropriate at this level given the student’s needs.

Regardless of the pathway selected for support, Tier 2 planning includes creating goals, selecting intervention supports, and documenting this as part of a student support plan, followed by the opportunity to review student progress.

Tier 3

Tier 3 provides intensive supports for individual students with more significant needs, or whose needs are not sufficiently met by Tier 2 supports.

Students who are either demonstrating crisis-level indicators of need at Tier 1 or are not benefiting sufficiently from Tier 2 supports may be referred to Tier 3. The venue through which this support is provided is primarily a Tier 3 meeting of multidisciplinary staff and other stakeholders within the child’s context outside of school. As previously noted, tiered supports provide a holistic approach to supporting students; therefore, it is necessary to have a team that reflects that. Such a team often comprises teacher(s), caregiver(s), a special educator, administration, a mental health provider, and/or a student support staff member, community stakeholders based upon the students’ context.

This collective group reviews data and considers supports attempted prior to referral, and then determines appropriate goals and interventions. Interventions at this level may involve both in-school and out-of-school supports. In addition, progress monitoring may occur more frequently. Occasionally, there may be students who, based on the review of their progress, are determined to have needs beyond what the school can provide. At this point, schools may consider external services or evaluations, including special education evaluations, external mental health services, etc.

Skill 3: Assess the Health of your Current System

A multistep process within a school that has varying levels of resources can be challenging to implement with consistency and fidelity. Therefore, schools should aim to continuously improve and refine essential system elements to ensure ongoing effectiveness of the system. Research has shown that fidelity to the intent and guidelines for a practice increases positive student outcomes.

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Tiered Supports: System Health Assessment
p. 22

The **Tiered Supports: System Health Assessment** tool (p. 22) gives schools the opportunity to consider the current status of the Tier 2/Tier 3 implementation process. This assessment will help schools ensure the sustainability of the primary intent of working toward a vision for student success – one that reflects a supportive environment, strong relationships, and positive skill and mindset development, along with the foundational components for creating tiered supports. The tool includes a series of questions related to elements of the system that reflect mindset, referral process, team logistics, intervention planning and progress monitoring. The tool can be completed by a member of the leadership team, tier lead, or completed as a team at the onset of the school year and/or throughout the school year. Each school will have their own unique profile, as there are no right or wrong answers. The purpose of this tool is to capture data about the current functioning and where schools may want to focus their attention.

Skill 4: Plan for Refining the System

After reflecting on the health of the current system and identifying areas of strength and areas for improvement, schools should engage in the process of revision and re-design. As stated previously, all schools will have varying processes for how they support students, based on their available resources, existing systems, etc. However, the following guidelines and resources provide an illustration of how a school may design a system of support to reflect more holistic practices – use them flexibly!

Identification and Referral Phases

The purpose of the identification and referral phases is to collect data to (1) determine if a student would benefit from support, (2) reflect on what might be contributing to the concern for this student (relationship, classroom practice, etc.) (3) what type of support(s) might be needed, and (3) where to access initial support(s).

Indicators of Need

The identification phase requires educators (and/or caregivers) to recognize when a student's needs are not being met by the Tier 1 universal practices.

EDUCATOR TOOL

Indicators of Need
p. 27

A number of factors (academic, behavioral, and other known stressors) may indicate that a student's needs are not being met. Guidelines can be found in the **Indicators of Need** tool (p. 27). These indicators are organized into four categories: internal stressors, external stressors, family stressors, and academic stressors. Students may experience challenges in one or several areas and with multiple indicators. The larger the quantity, typically the greater the need. Also, some indicators of need may warrant a crisis referral, in which case educators should follow the school crisis protocol and refer the student directly for Tier 3 services. There are few cases where a student may not meet the guidelines for crisis, but their needs seem to require a more

tailored approach. Consultation with the Tier 3 lead can provide some additional support in determining what is most appropriate for the student.

A holistic approach places emphasis on being proactive, so early acknowledgment of student needs is critical to student success. Unmet needs can have long-term adverse effects on student outcomes. Prior to collecting and documenting student data, the teacher should reflect on their relationship with the student, teacher practice, the learning environment, broader schoolwide context and factors in the home that may be contributing to the student's need for support.

Data Collection

The next step in the referral phase is collecting relevant information about the student. Strategic and holistic data collection leads to a more precise response and, ultimately, better outcomes for students. Data helps the support team determine how the student is functioning currently, so that the team can be clear about the support the student needs.

To determine the kind of support most helpful to a student, the support team needs to understand the significance of the concern or need of the student. Observing and collecting data helps to determine the frequency, duration and scope of the students' need.

Regardless of the indicator of need, recommended data collection for each referral includes:

EDUCATOR TOOL

Data Collection Checklist
p. 28

Tier 2 Data	Tier 3 Additional Data
<input type="checkbox"/> Basic student information <input type="checkbox"/> Reason(s) for referral <input type="checkbox"/> Relevant information from Data Collection Checklist (p. 28) <input type="checkbox"/> Student strengths <input type="checkbox"/> Caregiver engagement <input type="checkbox"/> Interventions/supports tried and outcomes	<input type="checkbox"/> Tier 2 referral, support plan, and progress monitoring data <input type="checkbox"/> Updated reason(s) for referral <input type="checkbox"/> Updated caregiver engagement <input type="checkbox"/> Updated indicators of concern <input type="checkbox"/> Assessment data <input type="checkbox"/> Social history or caregiver present at meeting <input type="checkbox"/> + Any additional relevant data (see Data Collection Checklist, p. 28)

The rest of the relevant data collected will be contingent upon the indicators of need. See the **Data Collection Checklist** (p. 28) to consider what types of data may be pertinent for a student referral.

Referral Form and Presentation Protocol

EDUCATOR TOOL

Student Referral & Presentation Protocol
p. 30

One of the challenges in any support system is the volume of documentation required to access support. Ideally, the referring individual completes a referral form, which can also be used as the documentation and guidance for a conversation about needed supports during a tiered team meeting or in a 1:1 meeting with a provider. See the **Student Referral & Presentation Protocol** (p. 30) for an example of how this documentation can guide the process. Many schools will have a form used for such a purpose, but this form may provide some additional ideas. This protocol may be used for both Tier 2 and Tier 3.

Please note that for referrals from Tier 2 to Tier 3, some additional data collection is required. This additional data is documented as part of the **Student Referral & Presentation Protocol** (p. 30). This data includes updates on student and family functioning along with consideration to inviting caregivers. This referral/protocol form is to be submitted to the Tier 3 lead who then

determines a meeting date. For support around how to think about completing this form, see the **Tiered Supports: Guiding Questions** (p. 19).

Collaboration Phase

The purpose of the collaboration phase is to provide teachers with the opportunity to work closely with their peers and/or other services providers to support students. During this phase teachers are sharing information, developing a better understanding of their students and designing plans to support their needs.

Each school has varying access to human resources that allow for some ideal foundations of meeting operations. The guidance provided offers a suggestion for an ideal scenario, where teachers are given the opportunity to present students they are concerned about and provide valuable input. This also allows for a genuine opportunity to receive support from colleagues and, in some cases, with families, in support of the student and in the spirit of collaboration. Authentic teacher and caregiver participation also creates an inclusive space, reinforcing the idea of shared ownership.

EDUCATOR TOOL

- Team Membership and Roles
p. 34
Caregiver Letter and Interview
p. 37

EDUCATOR TOOL

- Tier 2 Meeting Agenda
p. 41
Tier 3 Meeting Agenda
p. 43

See the **Team Membership and Roles** tool (p. 34) for more detailed guidance on setting up your tiered support teams. Additionally, the **Caregiver Letter and Interview** (p. 37) provides a template for engaging with students' caregivers to invite participation and collaboration.

Tier 2 and 3 Team Meetings

To run high quality Tier 2 and Tier 3 systems, there are some key activities that should be completed before, during and after each meeting, which are discussed in the following section. For additional support, sample agendas and discussion protocols for team meetings, see the **Tier 2 Meeting Agenda** (p. 41) and the **Tier 3 Meeting Agenda** (p. 43).

Before Meeting

Meetings for Tier 2 and Tier 3 should be scheduled to occur on a weekly basis if possible, allowing for consistent and timely support and the necessary progress monitoring. Prior to a tiered supports meeting, the referral form should be submitted to the lead facilitator. This will allow the facilitator to plan the agenda and share it with team members prior to the meeting. Agendas should reflect the flow of the presentation and incorporate time for additional feedback, questions, and planning. Specifically for Tier 3 meetings, families and community agencies should be notified in advance, and their attendance or participation should be confirmed (see the **Caregiver Letter and Interview**, p. 37).

During Meeting

At each tiered supports meeting, all members should be present and operating within roles, while abiding by established group norms (see **Meeting Norms**, p. 40). The facilitator should transition the team through each component of the agenda based on the time allotments. All members should have access to and be following the agenda, while the timekeeper monitors the pace of the discussion. For each student case, the referring individual walks through the referral form/protocol with team members, presenting data artifacts for team members to refer to during the discussion. The goals, interventions, and progress monitoring plan should all be discussed and documented on the student support plan by the note-taker.

EDUCATOR TOOL

Progress Monitoring Form
p. 49

EDUCATOR TOOL

Student Support Plan & Review
p. 45

After Meeting

After a tiered supports meeting, educators and other stakeholders identified on the student support plan implement the planned strategies of support and keep track of progress (see the **Progress Monitoring Form**, p.49). The progress monitoring data will be brought back to the pre-determined meeting for review on the designated date to discuss current status and next steps.

Creating a Student Support Plan

The process of creating a student support plan involves documenting student need(s), determining goals, and allocating resources to meet that goal. See the **Student Support Plan & Review** tool (p. 45) as an example of documentation for this plan.

Goals and interventions are not the same. Interventions are a response to a need, whereas goals are the outcome of our responses. Often, school teams with the best intentions jump to interventions without first establishing the outcome to be achieved. Goals provide the destination, while interventions provide the roadmap to and creating a context for students where they can be successful.

Goals

The picture of where we are going,
what will be different,
what we hope to achieve



Intervention or Support

The process or tools used
to get us there; the resources
and strategies leveraged to
facilitate achieving the goal

Goal Setting

Goals should be framed by taking into consideration how the student is currently functioning and what will be different in the future – in other words, a vision or target for where a student is headed socially, emotionally, and academically. However, if the support team is unclear about where a student is and how far they are from the target, it will be challenging to set realistic goals, and intervention/responses will be inappropriate.

Goals should:

- Be clear and concise
- Be written in simplistic terms
- Be based on data collected or observed, not inferred
- Be measurable to support progress monitoring
- Reflect consideration of student development and assets, and be scaffolded if necessary
- Indicate time frame for accomplishment
- Be written in a positive tone that reflects growth, and not from a perspective of deficit

MAKING MEANING OF KEY CONCEPTS

Review the sample scenarios and examples below:

Scenario:	Non-Example Goal:	Clear, Targeted Goal:
Student comes late to class every day. Student is usually late by 15 minutes.	Student will come to class on time.	Student will come to class on time 3 out of 5 days a week by 12/25.

Notice that the more detailed the data in the scenario is, the more detailed the goal is, allowing for better tracking of student progress.

Practice creating high-quality goals by completing the chart below.

Scenario:	Non-Example Goal:	Clear, Targeted Goal:
A: Student suffered a significant trauma in her past.	Get student counseling.	By June, student will learn at least 2 strategies in counseling to help her cope with her trauma.
B: Student has missing homework assignments.	Student will stop missing homework assignments.	
C: Student has been failing her math exams and has difficulty staying in her seat.	Student will reduce the times she gets out of her seat and improve on math exams.	

Example answers: (B) Student will turn in homework at least 3 days a week by March; (C) By Nov., student will achieve a passing score on math exam, or, student will remain in her seat during 50% of the class period by Dec.

See the **Tier 2 Meeting Agenda** (p. 41) and **Tier 3 Meeting Agenda** (p. 43) for sample discussion protocols for goal-setting within a team meeting, and the **Student Support Plan & Review tool** (p. 45) for an example of how goal-setting can be incorporated into documentation.

Intervention Support Planning

Once the team has clarity about goals, they can consider what is needed to help reach the goals. The following guidance does not champion any particular intervention, as students have varying needs and schools have varying resources. Instead, the list below is intended to provide some support in determining interventions that are appropriate, realistic, and are selected with the whole child in mind.

Some criteria to consider when selecting interventions include:

- What do I need to do to support this student in meeting the goal?
- How far is the student from meeting the goal?
- What assets does the student/family have?
- What level of capacity is necessary to implement the intervention?
- What other resources can be leveraged?
- How will this impact other students?
- How much time will it take?

Instead of focusing only on a narrow set of targeted interventions, consider holistic supports that address changing the environment, leveraging positive developmental relationships, and providing integrated supports for skills and mindsets. See the table below for guidance on the types of supports you might consider in each category:

MAKING MEANING OF KEY CONCEPTS	Supportive Environment	For example: <input type="checkbox"/> Create or change expectations, norms and/or routines that would support this student's specific need. <input type="checkbox"/> Change the response to student indication of need/behavior, including both consequences and acknowledgements . <input type="checkbox"/> Create a plan to restore relationships and community for this student following a moment of student need/behavior. <input type="checkbox"/> Other: _____
Developmental Relationships	For example: <input type="checkbox"/> Change the student's schedule, physical space , or how their time is structured to support more positive interactions with others. <input type="checkbox"/> Implement a relationship-building strategy between this student and their teacher(s) and/or peer(s). <input type="checkbox"/> Leverage existing positive relationships with adults and/or peers to provide support aligned to this student's need. <input type="checkbox"/> Focus on creating positive interactions between the student's teacher(s) and caregiver(s) . <input type="checkbox"/> Other: _____	
Integrated Skills and Mindsets	For example: <input type="checkbox"/> Provide explicit Building Blocks skill-building opportunities for the student in the least restrictive environment (in classroom, small group, 1:1, etc.). <input type="checkbox"/> Integrate routine supports for Building Blocks skills into regular instruction. <input type="checkbox"/> Provide additional support for content-specific knowledge and skills , aligned with best practices for Tier 1 curriculum and instruction. <input type="checkbox"/> Provide support and/or professional development for educators to meet student-specific needs. <input type="checkbox"/> Other: _____	

Even when students present with one specific need, supports in multiple categories may be critical to providing holistic care. **Review the sample scenarios and examples below:**

Scenario A:

Rosa informed the teacher that she has a fear of taking tests. When she does finally begin to take the test, 20 minutes have already passed. How can we get Rosa to start the test sooner?

Environment Support:	Developmental Relationship Support:	Integrated Skill Support:
Class engages in a routine mindfulness practice before each test to create a calm environment.	Rosa's teacher spends 1:1 time with Rosa to learn more about her and talk about what makes her so nervous.	Rosa and her teacher plan a signal for Rosa to take a 5-minute break during the test, to scaffold Rosa's self-awareness and self-regulation skills.

Scenario B:

Michelle is currently living in foster care. She was removed because of neglect by both her parents. She has been missing several days of school each week, and her grades are dropping. How can we help Michelle improve her attendance?

Environment Support:	Developmental Relationship Support:	Integrated Skill Support:
Create a space in the classroom where students can go and take a break to process difficult feelings, so when Michelle is at school she feels supported. This can be available for all students. Student support staff can support with ideas.	Reach out to the foster care parent and agency to discuss concerns, and to collaborate and develop a plan. Implement a 2x10 strategy – spend 2 minutes with Michelle, for 10 days in a row, during morning work time, to check in on how she is doing at the start of each day.	--

In these examples, you will see there was more than one area in which one should consider supporting a student. Also, collaboration with experts in other disciplines can provide support as well. An indicator of need can be primarily academic, but students can benefit from relational and environmental supports as well.

Consider what types of supports the student in the scenario below might benefit from:

Scenario C:

Shawn comes back from lunch unable to settle down and read silently. He is often chatting with his friends and not completing the task. How can we get Shawn to begin his reading after lunch?

Environment Support:	Developmental Relationship Support:	Integrated Skill Support:

**MAKING MEANING
OF KEY CONCEPTS**

When selecting intervention supports, remember that they should likely fall into more than one category, as indicated above. Teacher/staff capacity and needed support should be taken into consideration as well.

See the **Tier 2 Meeting Agenda** (p. 41) and **Tier 3 Meeting Agenda** (p. 43) for sample discussion protocols for intervention support planning within a team meeting, and the **Student Support Plan & Review** tool (p. 45) for an example of how intervention supports can be incorporated into documentation.

Implementation and Progress Monitoring Phases

The purpose of the implementation phase is to begin to take action on the interventions documented in the student support plan. The implementer in this phase will also consider how the student is responding to those support interventions and reflect on the quality of their own practice. The implementation data collected will be leveraged to make well-informed decisions during the progress monitoring phase.

Progress monitoring can often be a challenge in schools. We may firmly believe we have the right people at the table and great intervention supports, but then we find we have little or no way to determine whether an intervention is effective. This may be because we have an unrealistic expectation that students can quickly shift once a strategy of support is applied, or perhaps we assumed that the student would receive support elsewhere. Typically, an incredible amount of work goes into initial preparation for support, and comparatively little goes into sustaining and monitoring ongoing interventions.

EDUCATOR TOOL

Progress Monitoring Form
p. 49

Therefore, it is important that schools put a clear process in place (likely at a subsequent meeting) that includes a structure for revisiting the goal(s) set for students, along with data that can indicate the amount of progress being made. This data should include both information about the quality of support being provided (*Is it happening? How does the implementer report it is going? How is the student's context actually changing?*) and information about the student moving toward the goal (*What evidence do we have that the supports are working? Have the indicators of need changed? Have there been changes in the student's experience, skills, behavior, performance, etc.?*). For an example of how a staff member might go about documenting progress, see the **Progress Monitoring Form** (p. 49). This form is to be completed by the staff member (teacher and/or other school staff) providing support according to the student's support plan.

Once the amount of progress has been determined, a decision can be made to continue, modify, or discontinue the supports. This may also include a referral for a higher level of support (e.g., referral to Tier 3 from Tier 2, referral for additional evaluation, referral to mental health partner, etc.). See the **Tier 2 Meeting Agenda** (p. 41) and **Tier 3 Meeting Agenda** (p. 43) for how you might incorporate progress monitoring into a tiered team meeting, and the **Student Support Plan & Review** tool (p. 45) for an example of how progress monitoring can be incorporated into documentation.

Continuous Improvement

The processes and structures put into place to support students should be grounded in data. But how do you know that the system, as you designed it, is operating efficiently and is creating the outcomes intended for students? What can the work your team has done to

EDUCATOR TOOL

Data Tracker
p. 48

create and implement the system tell you about how you are supporting students, not only at the individual and group level but across the school community?

At the beginning of this toolkit, the **Tiered Supports: System Health Assessment** tool (p. 22) was suggested to determine your school's current status in creating a robust tiered system of support. However, students' needs change over time and resources (in and outside of school) can fluctuate. Therefore, continued assessment of how the system is functioning after a student is referred is imperative to its effectiveness. It will be important to consider data that will provide a snapshot into the overall data trends related to how students are moving through the Tier 2/Tier 3 system, and what typical needs are. This data can be useful to collect, monitor and keep in one place on an ongoing basis. See the **Data Tracker** (p. 48) as an example.

Questions a school might reflect on include:

- Which students are receiving support? Are there trends? Why?
- How many students are receiving Tier 2 support versus Tier 3? What does that say about the effectiveness of each tier?
- What goals are most often selected for students? Does that have any implications for changes to Tier 1, universal practice?

For example, a school may review their data and notice most students would benefit from additional opportunities to develop a relationship with their teacher, as indicated by the number of students who have a similar intervention as part of their support plan. A principal might decide to create space for relationship building activities school-wide by revising the master schedule. This strategy is in response to the data, and can become a regular, on-going practice for the following school year.

To that end, data that may be relevant to track includes:

- Date of referral and dates of review
- Student demographics
- Goal area – brief 1-2 words description of the focus area of the goal
- Support category (environmental, relationship, integrated skill, etc.) and details
- Status of support plan (Active, being monitored, or closed)

While this is not an exhaustive list of the types of data that could be collected, it will provide a snapshot of the supports being provided.

Documentation of this data can be entered by the note-taker during or after the Tier 2 or Tier 3 meeting, or the teacher following a 1:1 meeting with a support provider. Access to this data should be provided for school leadership, student support members and teachers. A potential venue to discuss and reflect on this data could be at a tiered supports meeting or during a leadership team meeting at the school. The frequency in which to monitor such data should be no less than twice a year.

Partnering with Mental Health Providers

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Partnering with Mental Health Providers: Getting Started
p. 54

There are resources beyond the classroom that can be leveraged to provide support to families and the school community. Understanding the needs of the community and the role that mental health providers (MHPs) can play in providing the necessary support is invaluable. At the end of this toolkit, we provide some considerations and guidance for selecting and collaborating with a mental health partner; see **Partnering with Mental Health Providers: Getting Started** (p. 54). MHPs can provide service at all levels and are not defined by tiers.

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Tiered Supports: Guiding Questions

PURPOSE		DIRECTIONS: Use this tool to assist with completing the referral form and/or discussion questions for Tier 2 and Tier 3 meetings.
Phase: Identification Phase Referral Phase Student Assets	Reason(s) for Referral	<p>Guiding Questions:</p> <p>What concerns do I have about this student? (school, home, etc.)</p> <p>What is my relationship like with this student</p> <p>What is the learning environment like? (Calm? Safe? Chaotic?)</p> <p>What are some of the practices or systems I am working to improve in my classroom?</p> <p>Are there broader schoolwide contexts that might be contributing to the student data I am concerned about?</p> <p>What are the risks of not responding or supporting the student?</p> <p>Are there mental health considerations?</p>
	Observation/Severity	<p>What is the ...</p> <ul style="list-style-type: none"> ✓ Duration: How long has this been a concern? ✓ Frequency: How often am I noticing these concerns? ✓ Scope: Where are these concerns most apparent? <p>What impact are these concerns having on the student? Students in the class?</p> <p>How are these challenges impacting the school outside of the classroom?</p> <p>Does the student demonstrate this need at home as well?</p>
		<p>What are some strengths of this student?</p> <p>In what areas are they doing well?</p> <p>What assets can be leveraged?</p> <p>What positive things do I know about this student?</p>

Referral Phase (contd.)

Collaboration Phase

Caregiver Engagement

Have I reached out to the student's caregiver?
 How often am I in contact with them?
 How does information get shared with me?
 What kind information about the student has been shared with their caregiver?
 What do I know about the family context?
 What other needs does the student/family have?
 Is there a language/cultural consideration impacting the student?
 How does the caregiver perceive the school?
 What strengths can I leverage from the student's family or community context?

Interventions Tried and Outcomes

How have I tried to support the student to date?
 How effective were those interventions?
 What were some barriers?
 What does the student respond to the most?
 What do they respond to the least?
 What other resources do I need or could I use to support the student more effectively?

Goal Setting

What, specifically, am I hoping to see improved?
 How will I know the student achieved it?
 What factors may pose a barrier?
 Does this goal make sense given all we know about the student?
 How soon do I anticipate meeting this goal?

Intervention Support Planning

What have I tried already?
 Given the student's strengths, challenges, and available resources, what interventions can be provided in the following areas:

- ✓ Strengthening or leveraging relationships (e.g. between student and peers, adults, relationship between caregiver and school, etc.)
- ✓ Making adjustments to the student's school environment (e.g. classroom space, student schedule, norms and routines, teacher practices, etc.)
- ✓ Supporting the development of a student skill or mindset (e.g. self-regulation, relationship skills, or a content-specific skills like addition)

Who do I need to collaborate with to provide support?
 What student, family and community assets can be leveraged?

Implementation + Progress Monitoring Phases

Progress Monitoring

- What supports will I need to implement interventions with fidelity?*
- Who can I reach out to for support?*
- How will I determine the impact the intervention is having on the student?*
- What resources will I need to determine effectiveness?*
- How is the student responding so far?*
- How soon do we expect to see results?*

Review Session

- What progress has been made so far? What contributed to that progress or what hindered it?*
- Should the intervention plan continue?*
- Are there changes that need to be made?*
- What are the next steps?*
- Is it necessary to revisit? If so, how soon and how often?*

Tiered Supports: System Health Assessment

PURPOSE

The purpose of this tool is to provide educators with a “snapshot” of the current status of the Tier 2 and Tier 3 implementation process by assessing the key foundational components of the system.

DIRECTIONS:

Complete the assessment by reflecting on the current status of your systems and practices.

Tier 2 and 3: Strong Leadership and Shared Ownership

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. School leadership understands and has trained staff in understanding that successful implementation of a tiered support system requires a shift toward adult beliefs about whole child development and teaching (which includes support for students in the development of essential skills and mindsets and social-emotional learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Leadership and staff demonstrate understanding that a tiered support system functions as an approach and consistent way of collaborating, responding and supporting students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Leadership and school staff demonstrate belief that support is something all children need (for a variety of reasons and in varying ways), not just a “select few” children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Leadership and school staff demonstrate understanding that students are not categorized by their behavior or tier of support received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Leadership and school staff communicate and collaborate in ways that integrate social, emotional and academic needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Leadership encourages staff to refer and respond to student needs in a timely manner, placing emphasis on proactive preventative supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Leadership and staff make the necessary provisions to fill capacity gaps that impact the quality of support to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H. School Leaders and staff have a process for continuing to improve the system to ensure it reinforces continued collaboration in its responsiveness to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 2 and 3: Identification and Referral Phases

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. Staff understand how to recognize early indicators of need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Staff recognize the difference between Tier 2/3 and protocol for school crisis referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Staff know when and how to make a T3 direct referral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Staff understand the value, and submit the data necessary for, each tier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. School staff are easily able to access a variety of individual student data (e.g., attendance, testing data) as part of their referral as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 2: Collaboration Phase

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. Tier 2 teams meet regularly or routinely (ideally weekly).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Tier 2 team meetings are held in a confidential space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Tier 2 teams have norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Tier 2 team meetings have grade-wide representation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Tier 2 meetings are paced well, with an agenda with time delineations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Tier 2 team members have pre-established roles at the meeting (Facilitator, Note-taker, Timekeeper).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 2: Student Support Plan

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. Tier 2 teams review and interpret student academic and social-emotional needs to identify goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Tier 2 teams identify and leverage student strengths to support identification of goals and integrated supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Tier 2 teams identify and consider supports for individuals and groups of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Tier 2 intervention planning is facilitated in ways that incorporates all voices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Tier 2 interventions leverage student support for their expertise as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Tier 2 interventions are holistic, centering on the school environment, relationships and skills development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Tier 2 interventions leverage caregiver support where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H. Tier 2 interventions take into consideration teacher capacity and opportunities for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 3: Collaboration Phase

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. The Tier 3 team meets regularly or routinely (no less than 2x per month).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Tier 3 teams have norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. The Tier 3 team meets in a predetermined confidential space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D. The Tier 3 team consists of a multidisciplinary body of representatives from the school community (Leadership/Admin, Referring Teacher, Caregiver, Intervention Specialist/Clinical support).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Tier 3 team seeks out and includes the voice of the child's family and other community relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. The Tier 3 team includes a mental health provider (or someone with mental health expertise).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Tier 3 meetings have an agenda that are paced well and run efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H. Tier 3 team members have preestablished roles at the meeting (Facilitator, Note-taker, Timekeeper).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 3: Student Support Plan

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. The Tier 3 team discusses presenting needs (SEL and academic), student strengths, history of response, and social history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. The Tier 3 team reviews data from the form, and supporting artifacts brought to the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. The Tier 3 team interprets data to inform goals and needed supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. The Tier 3 team selects 2-3 goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Tier 3 Interventions/supports are considered in the school, in the community, and in the home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Tier 3 interventions/supports are holistic, centering on the school environment, relationships and skills development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Tier 3 interventions/supports leverage caregiver input where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tier 2 and 3: Implementation and Progress Monitoring Phases

Feature:	Never True	Sometimes True	Usually True	Always True	Notes:
A. Student support staff and tiered teams consistently create and document progress-monitoring plans for teachers to use when implementing interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Student support teams strategically identify a variety of progress-monitoring tools aligned to the identified student goals and interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Educators consistently progress monitor and submit data to support intervention planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Identification Phase: Indicators of Need

PURPOSE
The purpose of this tool is to help educators identify the types of flags that could indicate a student is in need of support.

DIRECTIONS:

Use this tool as a resource to identify students who may benefit from a referral to tiered supports. Reference the following indicators on the referral form. Note that the indicators below are merely guidelines, and schools should use their judgement to determine any additional indicators of need for their students.

Indicators of Need

Family Concerns & Systems Involvement	Externalizing Behaviors	Internalizing Behaviors	School Functioning
<ul style="list-style-type: none"> Safety of child (e.g., domestic violence, suspicion of abuse) Sudden change in family status Family illness Recent hospitalization Mental health/substance abuse treatment Involvement with juvenile justice, Child Protective Services, or foster care Housing/food needs Financial needs Health/hygiene needs 	<ul style="list-style-type: none"> Significant noncompliance, aggression (verbal/physical) Significant change in behavior or mood Inattention/hyperactivity, difficulty with transitions Severe mood swings Sexually inappropriate behavior Substance use/abuse Poor social relationships 	<ul style="list-style-type: none"> Significant depressed mood, self-harm, social withdrawal, sleep changes, low self-esteem Anxiety: worries, phobias, separation worries Extreme preoccupation with body image, excessive weight loss Experiencing bullying 	<ul style="list-style-type: none"> Attendance problems Tardiness Missing class Lowered academic performance

Indicators for School Crisis Referrals (Follow school protocols for the indicators below)

Self-Harm (Threat or Action)	Severe Aggressive Behavior Toward Others	Significant Trauma Symptoms
<p>A student who:</p> <ul style="list-style-type: none"> Talks about dying (any mention of dying, disappearing, jumping, shooting oneself, or other types of self-harm) Displays suicidal gestures (e.g., cutting) 	<p>A student who:</p> <ul style="list-style-type: none"> Talks about physically harming others (i.e., students or adults) Initiates physical fights Uses weapons (e.g., knife, scissors, pencils) Sexually assaults others Excessively bullies or intimidates others Uses physical force to steal Destroys property and/or vandalizes (e.g., fire setting) 	<p>A student who:</p> <ul style="list-style-type: none"> Displays symptoms of significant neglect (e.g., poor hygiene and/or grooming, malnourishment or weight loss, excessive sleeping) Shows signs of physical and sexual abuse (e.g., bruising, burns, cuts/scars, eye or imprint injuries) Has reoccurring symptoms of paleness, lethargy, fatigue, poor concentration, and a racing heartbeat

Referral Phase: Data Collection Checklist

PURPOSE

This tool distinguishes between the data needed for Tier 2 versus Tier 3 support and provides educators with the rationale for using each data component to drive the intervention planning process.

DIRECTIONS:

Use this tool as part of the referral process, in order to select a variety of data that represents a holistic picture of the student and their need(s). Leverage the checklist to indicate the data you will collect and present.

Basic Information		
Student Name:	Date:	Referral: <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 2 to Tier 3 <input type="checkbox"/> Direct to Tier 3
Referral Data		
Data Type:		Rationale:
<input type="checkbox"/> Assessment Data <small>[Required for T3]</small> (Academic testing, social/emotional assessments, psychological testing, OT/PT evaluations and outcomes)		This data is needed to further define any factors that may be contributing to the student's presenting concern and will help determine the appropriate pathway to address a student's needs. This data is only required for Tier 3 supports if it has already been collected.
<input type="checkbox"/> Attendance data <small>(Current and previous years)</small>		Attendance data is required in order to discuss attendance trends and to consider whether or not lack of attendance has contributed to the presenting concern.
<input type="checkbox"/> Communication logs with family <small>[Required for T3]</small>		This data informs the Student Support Team of all contact with family members/caregivers and gives a deeper understanding of the family awareness and involvement in addressing the presenting concerns.
<input type="checkbox"/> Current grades/report card		Data from report cards/grades allows the Student Support Team to assess how the student is performing in all subject areas in order to identify specific areas of strength and growth, and to further assess the role of academics in the presenting concern.
<input type="checkbox"/> Documentation of outside services		This data allows the team to document participation additional, often outside services (e.g. counseling), to determine the efficacy of these supports and how they might work in combination with other in-school interventions.
<input type="checkbox"/> Discipline referrals/suspension data		This data will provide the team with a clear picture of the behaviors that the student is exhibiting, how often, and consequences the student has received.
<input type="checkbox"/> IEP/504 <small>(Depending on district and school policy)</small>		This data is needed so that the team is aware of any disabilities/medical concerns and all current services and interventions the student already receives.
<input type="checkbox"/> Medical reports <small>(Vision, hearing, other)</small>		Medical data is needed to identify any additional factors that may be contributing to the presenting concern.
<input type="checkbox"/> Observational data and anecdotal records <small>(Classroom and elsewhere)</small>		This data provides a real-time picture of the student in context. The student should be observed in the referring teacher's class, and date, time and description of observation should be noted and submitted with the referral.
<input type="checkbox"/> Prior interventions and outcomes <small>[Required for T3]</small>		This data will provide the team with insight into what interventions have already been implemented with limited or no success, and need to be altered.

<input type="checkbox"/> Referral form <i>[Required for T2 and T3]</i>	Teacher completes a referral form to indicate area(s) of concern in an effort to schedule a meeting with either Tier 2 Kid Talk, Student Support/other service provider or Tier 3 Team. This data is required to provide an overview of the presenting concerns.
<input type="checkbox"/> Samples of student work	This data provides a concrete representation of student work as it relates to the concern.
<input type="checkbox"/> Standardized test scores	This data provides an understanding of how the student is performing academically in comparison to his/her peers in the same grade level.
<input type="checkbox"/> Caregiver Interview <i>[Required for T3]</i>	This data (<i>collected if caregiver is unable to attend</i>) is needed so that the team can have an appraisal of factors outside of the school environment that may support or impede a student's ability to learn and function optimally in school, as well as assets that may be leveraged for support. Family history, current family dynamics, and home and community environment play critical roles in determining a child's well-being.
<input type="checkbox"/> Student schedule	This data allows Student Support Team members to identify any patterns of need in particular classes, with particular teachers and students, or during certain times.
<input type="checkbox"/> Other:	<i>Rationale:</i>
<input type="checkbox"/> Other:	<i>Rationale:</i>

Referral Phase: Student Referral Form & Presentation Protocol

PURPOSE

The purpose of this tool is to reflect on the needs of the student and request support to address student needs. It also provides a potential protocol by which a student is presented during a 1:1 or team meeting with staff. For example, this tool is flexible in that it can be used at both the Tier 2 and Tier 3 support levels.

DIRECTIONS:

Complete this form prior to any discussion you plan to have about the student or students for which you have concern. It can be used in 1:1 meetings with other school staff or in team meetings.

Student Referral Form (Complete Before Meeting)		
Staff Member:	Date:	
Referred Student:	Grade:	
Referral Venue: <input type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting	Review Dates:	
Student Assets: <i>What are the student's strengths and assets?</i>	Caregiver Engagement: <i>How would you describe your interactions and relationship with caregiver(s)? What assets that can be leveraged to support this student?</i>	
Reason(s) for Referral: <i>What concerns do you have about this student? (school, home, etc.) What is your relationship like with this student? What is the classroom learning environment like? (Calm? Safe? Chaotic?) What are some of the practices or systems you are working to improve? Are there broader contexts (schoolwide, home, etc.) that might be contributing to the student data you are concerned about?</i>	How long have you had this concern? <p><input type="checkbox"/> 1-3 days <input type="checkbox"/> 1 week-2 weeks <input type="checkbox"/> 1 month or more</p> How often do you notice the concern? <p><input type="checkbox"/> A few times throughout the day <input type="checkbox"/> Daily <input type="checkbox"/> Most days of the week <input type="checkbox"/> Weekly</p> What is the scope of the concern? <p><input type="checkbox"/> In the classroom <input type="checkbox"/> Other parts of the school <input type="checkbox"/> Home</p>	

Relevant Data:

Include additional data that illustrates a holistic picture of the student and their needs.

Interventions/Supports Tried and Outcome(s):

What strategies have you tried to support this student to date? What aspects of your own practice are you working to improve in order to support this student? Who have you collaborated with to provide support (to you and the student?)

Sample Completed Referral Form (Tier 2)

Student Referral Form (Complete Before Meeting)	
Teacher: Carol Russell	Date: 10/30
Referred Student: Anisha Brown	Grade: 7th
Referral Venue: <input checked="" type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting	Review Dates: 11/20
<p>Student Assets:</p> <p><i>What are the student's strengths and assets?</i></p> <p>Anisha is friendly and helpful to her peers and teachers, and has strong self-awareness. She enjoys attending dance class after school.</p>	<p>Caregiver Engagement:</p> <p><i>How would you describe your interactions and relationship with caregiver(s)? What assets that can be leveraged to support this student?</i></p> <p>I have reached out to her mother who is angry and feels that the school is not doing enough for Anisha. She is a strong advocate for her daughter. I am not aware of a father figure in her life. I believe a grandmother lives close by.</p>
<p>Reason(s) for Referral:</p> <p><i>What concerns do you have about this student? (school, home, etc.)</i></p> <p><i>What is your relationship like with this student?</i></p> <p><i>What is the classroom learning environment like? (Calm? Safe? Chaotic?) What are some of the practices or systems you are working to improve?</i></p> <p><i>Are there broader contexts (schoolwide, home, etc.) that might be contributing to the student data you are concerned about?</i></p> <p>Anisha is new to the school, as she just moved here from another state. She is significantly below grade level in reading and is not improving. In addition, she is often chatty with her peers and as a result does not complete her independent reading and response to literature assignments, so she isn't getting sufficient practice. In my classroom I don't allow the students to talk during class work. I don't know her particularly well yet, but she is eager to please me and we have a generally positive relationship so far.</p>	<p>How long have you had this concern?</p> <p><input type="checkbox"/> 1-3 days <input checked="" type="checkbox"/> 1 week-2 weeks <input type="checkbox"/> 1 month or more</p> <p>How often do you notice the concern?</p> <p><input checked="" type="checkbox"/> A few times throughout the day <input type="checkbox"/> Daily <input checked="" type="checkbox"/> Most days of the week <input type="checkbox"/> Weekly</p> <p>What is the scope of the concern?</p> <p><input checked="" type="checkbox"/> In the classroom <input type="checkbox"/> Other parts of the school <input type="checkbox"/> Home</p>

Relevant Data:

Include additional data that illustrates a holistic picture of the student and their needs.

Fountas & Pinnell Reading Assessment: Level P independent (98% decoding, 7/9 comprehension); Level Q guided (93% decoding, 5/9 comprehension) - see attached running record

See attached communication log with mom - details interactions and some family context on the move

Interventions/Supports Tried and Outcome(s):

What strategies have you tried to support this student to date? What aspects of your own practice are you working to improve in order to support this student? Who have you collaborated with to provide support (to you and the student)?

I have done some coaching with her on the reading during independent work, but that doesn't seem to be enough support. I have tried using incentives to reduce her chatty behavior, and I have moved her seat several times. I've also spoken with her mom. Moving her seat made things worse, and incentive points only last for that day. I have not yet reached out to collaborate with any colleagues on this challenge.

Collaboration Phase: Team Membership and Roles

PURPOSE
The purpose of this tool is to identify the roles and responsibilities for both Tier 2 and Tier 3 teams, along with suggestions of staff to fulfill each role, to ensure effective adult collaboration.

DIRECTIONS:

Use this tool prior to scheduling and conducting a meeting, to consider where and how often to hold the team meetings, members needed for each team meeting, and their roles and responsibilities.

Considerations for Team Logistics:

- Location:** All meetings should be held in a private, confidential space that can accommodate all team members.
- Frequency:** The intent of a system for tiered supports is for children to be discussed with regularity and consistency. The frequency with which the Tier 2/Tier 3 team meetings occur should be considered primarily based on need. However, the recommendation would be to meet on a weekly basis to respond to students in a timely manner. There may be a scenario where Tier 3 meetings are held twice a month, given the emphasis being placed on proactive supports for students.

Team Membership

See below for the recommended members for Tier 2 and Tier 3 teams, which incorporate a range of expertise.

Tier 2 Membership		
Member	Expertise	Examples of Staff
Referring Individual	Refers student to support team Presents the key information from the student referral according to case presentation format and protocol, and according to robust data standards	Any adult in school Parent
All Teachers on Grade/Team	Attend meetings with regularity and provide support and expertise in implementation of selected interventions within the classroom	All teachers on a given grade team Specialist teachers that work with grade
[OPTIONAL] Intervention Specialist or Clinical Support	Helps team members select interventions; provides support as indicated on intervention plan; has clinical or specialized expertise	School social worker or psychologist Special educator or academic interventionist
[OPTIONAL] School Leader	Supports the overall functioning of the meeting, including monitoring fidelity of the process and providing timely leadership support to make decisions regarding family engagement, interventions and potential academic adjustment for students (i.e. changes in student schedule, academic setting, services to be provided on site, collaboration with caregivers on site, etc.)	Principal Assistant principal Teacher coach

Tier 3 Membership		
Member	Expertise	Examples of Staff
Referring Individual	Refers student to support team Presents the key information from the student referral according to case presentation format and protocol, and according to robust data standards	<i>Any adult in school</i> <i>Parent</i>
Intervention Specialist or Clinical Support	Helps team members select interventions; provides support as indicated on intervention plan; has clinical or behavior expertise	<i>School social worker or psychologist</i> <i>Special educator or academic interventionist</i>
School Leader	Supports the overall functioning of the meeting, including monitoring fidelity of the process and providing timely leadership support to make decisions regarding family engagement, interventions and potential academic adjustment for students (i.e. <i>changes in student schedule, academic setting, services to be provided on site, collaboration with caregivers on site, etc.</i>)	<i>Principal</i> <i>Assistant principal</i> <i>Teacher coach</i>
[OPTIONAL] Mental Health Agency Representative	Provides clinical support to students and makes referrals to the mental health agency as needed.	<i>Person employed by a community-based mental health clinic or agency (Ideally on-site with regularity)</i>
Parents/Caregivers of Referred Student	Provides context on the student's family life and personal background* Note: If caregivers are unable to attend the meeting, another way to incorporate their voice is to conduct a social history interview* <i>*Please see the Caregiver Letter and Interview (p. 37)</i>	<i>Parents</i> <i>Adult family members</i> <i>Legal guardians</i>
[OPTIONAL] Other Stakeholders or Community Resources	Can reinforce support and/or offer valuable insight into student strengths and needs	<i>Coach, after-school program counselor, mentor, etc.</i>

Team Meeting Roles

Each team needs the following roles to support the functioning and productivity of the meeting. Where possible, consider having an alternate person for facilitator and note taker to prevent cancellation and maintain consistency of the meeting.

Tier 2 and 3 Roles		
Meeting Role	Suggested Responsibilities	Examples of Members
Facilitator	<p>Person who leads and facilitates the discussion and planning and is responsible for designing (and following) the meeting agenda:</p> <ul style="list-style-type: none"> • Prepares and shares the agenda (with referral forms) with the team prior to the meeting • Collects team member attendance • Takes the lead on which new and review students will be discussed at each meeting • Ensures all other participant roles are assigned in advance of each meeting • Monitors previously established group norms at the beginning of each meeting • Maintains the focus/flow of the discussion • Holds individuals and the group accountable for adhering to norms during the meeting 	<i>Lead Teacher on Grade/Team</i> <i>Intervention Specialist or Clinical Support</i> <i>School Leader</i>
Note Taker	<p>Person responsible for taking meeting minutes and action planning, including:</p> <ul style="list-style-type: none"> • Recording data from the presentation according to the action plan template, which contains goals, interventions, specific timelines, and responsible individuals • Recording of next steps and inputting student information into data tracker • Sending out the notes to all members within 24 hours of the meeting 	<i>Any team member</i>
Timekeeper	<p>Person who ensures that meeting is running according to schedule:</p> <ul style="list-style-type: none"> • Alerts the team as to the passage of time and adherence to the agenda time frames • Monitors the flow of the meeting to ensure that all student cases on the agenda are discussed within outlined time limits • States out loud at designated intervals the amount of time left for any given presenter, as well as the amount of time left in the overall meeting 	<i>Any team member</i>
[OPTIONAL] Care Manager	Person assigned to the referring teacher to support intervention implementation and to monitor fidelity of implementation	<i>Any member of the team or school that has a positive relationship with student</i>

Collaboration Phase: Caregiver Letter and Interview

PURPOSE

The sample caregiver letter and interview provide two pathways to include important caregiver perspective and input in the tiered supports process. This is critical for strong collaboration among all adults in a student's context.

DIRECTIONS:

This Caregiver Letter is to be provided as soon as possible to the parent prior to the Tier 3 meeting. It can be sent by the teacher or Tier 3 lead. Language translations should be created as needed. The Integrated Caregiver Interview should be conducted by a student support or mental health provider in the event that the caregiver is unable to attend.

Sample Caregiver Letter

Date: [10/15/2019]

Dear Caregiver(s),

One of the goals of our school is to ensure that all students are successful learners and high achievers. The purpose of this letter is to inform you that **[student name]** continues to have success in **[student's strengths]**. However, at this time we are concerned that **[student name]** is having difficulty with **[academic/behavioral concern]**.

In a collaborative effort to ensure that **[student name]** continues to have success in the classroom/school environment, our school utilizes a team approach to develop plans that support our students in reaching their highest potential. This team is called **[team name]**. As a result of the above concerns, **[student name]** was referred to the **[team name]** by their teachers. Membership of this team include **[administration, other service providers, guidance, the referring teacher, and outside agencies involved (where applicable)]**.

The team recognizes that you play a vital role in **[student name]'**s education and **[our school]** welcomes and respects your perspective. We would like to invite you to partner with us in this planning process to provide input into how we can continue to support **[student name]'**s ability to thrive in school. To that end, we have scheduled a meeting with the team on **[date and time]**.

Please let us know if you are able to attend. If you cannot make it, we can discuss an alternate way of incorporating your input before or during the meeting. ***Following the meeting, you will receive a copy of your student's goals and the plan designed to support them.***

If you have any questions or any additional information you wish to provide that might assist the team, please feel free to contact **[email and phone number]**.

Sincerely,

[Teacher, Tier 3 lead, or Tier 3 team members]

Integrated Caregiver Interview

Ideally completed by Student Support in the event the parent is unable to attend the meeting.

Basic Information

Student Name:

Date:

Interviewer:

Interviewee:

Interviewee Role:

Interview

Can you tell me about the family composition?

(*Siblings, relationship to adults in the home, living arrangements*)

Notes:

Are there family stressors the school should be aware of? What would you like support with?

(*Medical for student or family members, living arrangements, employment, etc.*)

Notes:

Can you tell me more about [student name]'s background and culture?

(*Languages spoken, religious practices that impact school attendance and participation*)

Notes:

What are some of [student name]'s interests? What talents do they have?

(Extracurricular activities, strengths, talents)

Notes:

Are there any significant school changes, involvement in services, etc., that we should know about?

(Academic support, retention, safety transfers, multiple moves, academic concerns, testing)

Notes:

Are there any past or current significant events that may be impacting [student name]?

Notes:

Collaboration Phase: Meeting Norms

PURPOSE

The purpose of this tool is to provide examples of norms a team may use to support students effectively during tiered supports meetings.

DIRECTIONS:

Use these norms or create your own to ensure team members are clear about how they are being asked to participate during meetings.

Sample Norms

T2/T3 Meeting Norms

We will begin and end meetings on time

Welcome different points of view

Engage fully in the process and share ownership of responsibility and workload

One voice at a time

Manage airtime to ensure productivity

Maintain a positive tone when conflict arises

Keep discussion in confidence

Rationale

- It is important to demonstrate value of time for each member of the team. Starting late and ending late may have a negative impact on the other work/responsibilities of team members.
- All stakeholders present at the meeting have been selected intentionally to provide an alternate perspective. This allows for a more holistic understanding and approach in supporting students.
- Team members function in other capacities in the school building in service of students. The work is challenging and will require and benefit from the collective efforts of team members.
- The value is in the varied points of view. This can get lost if each participant's input is not heard by the team as a collective.
- This norm is important, as voices may unintentionally be left out of the discussion. The timekeeper will play an important part in ensuring this norm.
- Our language provides insight into the perspective a person has on a topic. It is important that the team model positive tone in an effort to reinforce the necessity of collaboration.
- Information shared during meetings is often sensitive in nature. It is the responsibility of the team to maintain an atmosphere of trust by keeping data confidential.

Collaboration Phase: Tier 2 Meeting Agenda

PURPOSE

The purpose of this agenda is to help educators create structure in a Tier 2 meeting and ensure student plans are holistic, with thoughtful supports in place.

DIRECTIONS:

Use this agenda as an example of how a Tier 2 meeting could be structured to ensure effective collaboration and support students' holistic and integrated needs. This agenda should be provided to members on the team prior to the Tier 2 meeting.

Sample Tier 2 Agenda

Kid Talk Meeting Agenda (40 min)	
Welcome (2 min)	Team Roles (assigned prior to meeting)
<ul style="list-style-type: none"> State meeting purpose, objectives and agenda Review team roles for the meeting Revisit team norms 	Facilitator: _____ Note Taker: _____ Timekeeper: _____
Student Referral & Presentation Protocol (25 min)	
Student Presentation (8 min) <ol style="list-style-type: none"> Teacher shares the following reflections and data: <ul style="list-style-type: none"> Reason for referral (<i>Concerns about the student, indicators of need</i>) Reflection on the student's context (<i>Relationship with adult, description of the learning environment, relevant schoolwide context, teacher areas of growth, etc.</i>) Other relevant student data Team members ask clarifying and reflection questions 	
Goal Setting (7 min) <ol style="list-style-type: none"> Analyze referring individual's reflection and relevant student data Determine 1-3 realistic goals 	
Intervention Support Planning (10 min) <ol style="list-style-type: none"> Consider interventions or supports in the following areas: <input type="checkbox"/> Environment <input type="checkbox"/> Relationships <input type="checkbox"/> Skill development Identify person(s) responsible and determine review date 	
Progress Monitoring (10 min) <ol style="list-style-type: none"> Restate goal(s) Review fidelity of implementation Share student progress Determine necessary revisions to goals and interventions Record status of plan 	
Next Steps (3 min)	
Determine students for the next meeting	

Sample Discussion Protocols

Tier 2 Goal Setting (7 min)

Brainstorm:

- Team members all individually review the student referral data and consider possible goals for the student, based on the presentation.

Share Out:

- Going around in a circle, each team member shares 1-2 possible goal(s) for the student. Team members may simply agree if a similar goal has been stated. Referring teacher listens to ideas and discussion, to absorb and process possible goal(s).
- Referring teacher synthesizes goal suggestions and adds their perspective.

Set Goal(s):

- All team members discuss goal suggestions, narrowing down to what is most pertinent and realistic.
- Referring teacher selects 1-3 goals for the student, ensuring they are positively framed, time bound and measurable.
- Note taker records goal(s) on the Student Support Plan and reiterates final decision to the group.

Tier 2 Intervention Support Planning (10 min)

Brainstorm:

- Team members all individually consider possible supports that may be provided to the student to meet agreed-upon goals, in the areas of:
 - Supportive environment
 - Developmental relationships
 - Integrated skills and mindsets
- Team members might also consider how the caregiver, community supports, and/or outside mental health partnerships may be leveraged, if relevant.

Share Out:

- Going around in a circle, each team member shares 1-2 possible support(s) for the student. Referring teacher listens to ideas and discussion, to absorb and process possible support(s).
- Caregiver is given the opportunity to share their ideas.
- Referring teacher synthesizes support suggestions and adds their perspective.

Select Intervention Support(s):

- All team members discuss support suggestions, narrowing down to what is most pertinent and realistic.
- Referring teacher selects supports for the student, including identifying the person responsible for implementation.
- Note taker records support(s) on the Student Support Plan and reiterates final decision to the group.
- Group determines review date.

Collaboration Phase: Tier 3 Meeting Agenda

PURPOSE

The purpose of this tool is to help educators provide structure to their Tier 3 meetings. It also provides some suggestions for incorporating families and other stakeholders.

DIRECTIONS:

Use this agenda as an example of how a Tier 3 meeting could be structured to ensure effective collaboration and support students' holistic and integrated needs. This agenda should be provided to members on the team prior to the Tier 3 meeting.

Sample Tier 3 Agenda

Tier 3 Meeting Agenda (45 min)	
Welcome (5 min)	Team Roles (assigned prior to meeting) Facilitator: _____ Note Taker: _____ Timekeeper: _____
Student Referral & Presentation Protocol (27 min)	
Student Presentation (10 min)	
1. Teacher shares the following reflections and data: <ul style="list-style-type: none"> • Reason for referral (<i>Concerns about the student, indicators of need</i>) • Reflection on the student's context (<i>Relationship with adult, description of the learning environment, relevant schoolwide context, teacher areas of growth, etc.</i>) • Other relevant student data 2. <u>Input from original caregivers, stake holders, community agencies</u> 3. Team members ask clarifying and reflection questions	
Goal Setting (7 min)	
4. Analyze referring individual's reflection and student data 5. Determine 1-3 realistic goals	
Intervention Support Planning (10 min)	
6. Consider interventions or supports in the following areas: <input type="checkbox"/> Environment <input type="checkbox"/> Relationships <input type="checkbox"/> Skill development 7. Identify person(s) responsible 8. Set review date	
Progress Monitoring (10 min)	
<ul style="list-style-type: none"> • Restate goal(s) • Review fidelity of implementation • Share student progress • Determine necessary revisions to goals and interventions • Record status of plan 	
Next Steps (3 min)	
Determine students for the next meeting	

Note: Underlined content indicates additions from the Tier 2 meeting agenda.

Sample Discussion Protocols

Note: Underlined content indicates additions from the Tier 2 discussion protocols.

Tier 3 Goal Setting (7 min)

Brainstorm:

- Team members all individually review the student referral data and consider possible goals for the student, based on the presentation (along with Tier 2 data and progress monitoring, if relevant).

Share Out:

- Going around in a circle, each team member shares 1-2 possible goal(s) for student. This may be a recommendation to keep Tier 2 goals, revise them, or create new goals. Referring teacher listens to ideas and discussion, to absorb and process possible goal(s).
- Referring teacher synthesizes goal suggestions and adds their perspective.

Set Goal(s):

- All team members discuss goal suggestions, narrowing down to what is most pertinent and realistic.
- Referring teacher and team select 1-3 goals for the student, ensuring they are positively framed and time bound measurable.
- Notetaker records goal(s) on the Student Support Plan and reiterates final decision to the group.



Tier 3 Intervention Support Planning (10 min)

Brainstorm:

- Team members all individually consider possible supports that may be provided to the student to meet agreed-upon goals, in the areas below. This might include continuation of some current supports, changes to current supports, and/or a recommendation to provide new supports.
 - Supportive environment
 - Developmental relationships
 - Integrated skills and mindsets
- Team members might also consider how the caregiver, community supports, and/or outside mental health partnerships may be leveraged, if relevant. After about 2 cycles of review, if the student's needs are beyond the capacity of the school consideration for intensive supports outside of school may be considered.

Share Out:

- Going around in a circle, each team member each shares 1-2 possible support(s) for student. Referring teacher listens to ideas and discussion, to absorb and process possible support(s).
- Caregiver is given the opportunity to share their ideas.
- Referring teacher and team collaborate and synthesize support suggestions and select most appropriate.

Select Intervention Support(s):

- All team members discuss support suggestions, narrowing down to what is most pertinent and realistic.
- Referring teacher selects supports for the student, including identifying the person responsible for implementation.
- Note taker records support(s) on the Student Support Plan and reiterates final decision to the group.
- Group determines review date.



Collaboration Phase: Student Support Plan & Review

PURPOSE

The purpose of this tool is to provide a sample template for creating a student support plan. This tool is flexible in that it can be used at both the Tier 2 and Tier 3 support levels.

DIRECTIONS:

Complete this form during a tiered supports meeting and/or in consultation with a student support provider, to document the interventions or supports that will be provided to address student need. The following progress monitoring form should be used to review progress towards goals.

Student Support Plan (Complete During Meeting)		
Staff Member:	Date:	
Student:	Grade:	
Student Goal(s): [1-3 goals, based on data collected]		
GOAL #1:		
GOAL #2:		
GOAL #3:		
Intervention Support Planning		
Environmental Supports	What changes in the learning environment could be made to support this student along with others? What are the broader school wide contexts that need to be addressed?	Responsible Person:
Developmental Relationship Supports	What relational supports are needed between the student/teacher, student/student, family/school? What will be done to improve it?	Responsible Person:
Skill Development Supports	What skill and mindset changes in teacher practice are needed to support this student? What skill and mindset support will be provided to the student?	Responsible Person:
Progress Monitoring Plan: What data will be monitored, how, and with what frequency?		Responsible Person:
What other students have demonstrated similar needs? Which supports are most needed?		

Sample Completed Support Plan

Student Support Plan (Complete During Meeting)											
Staff Member: Carol Russell	Date: 10/30										
Student: Anisha Brown	Grade: 7 th										
Student Goal(s): [1-3 goals, based on data collected] <p>GOAL #1: Anisha will increase her time on task, needing no more than 1 redirection per period, by end of Nov.</p> <p>GOAL #2: Anisha will improve her reading from level P to R by the end of Nov.</p> <p>GOAL #3: Anisha and family will develop consistent, positive contact with Ms. Russell by end of Nov.</p>											
Intervention Support Planning <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; vertical-align: top;">Environmental Supports</td> <td> What changes in the learning environment could be made to support this student along with others? What are the broader school wide contexts that need to be addressed? 1. Review seating options during reading block with <u>whole</u> class so it is seen as choice rather than consequence (encourage A to choose private space). </td> <td style="width: 15%; vertical-align: top;">Responsible Person: Ms. Russell</td> </tr> <tr> <td style="vertical-align: top;">Developmental Relationship Supports</td> <td> What relational supports are needed between the student/teacher, student/student, family/school? What will be done to improve it? 1. Ms. Russell will set aside 2 min a day for 10 days to check in with Anisha. 2. Ms. Russell will reach out to mom proactively to learn more about Anisha and her family within the next week. She will also send and share positive notes home weekly. Ms. Russell will encourage mom to contact her with questions or concerns. </td> <td style="vertical-align: top;">Responsible Person: Ms. Russell</td> </tr> <tr> <td style="vertical-align: top;">Skill Development Supports</td> <td> What skill and mindset changes in teacher practice are needed to support this student? What skill and mindset support will be provided to the student? 1. Add Anisha to list of students for Reading Specialist to coach during push-in time. 2. Based on the data, it appears that Anisha may have some difficulty focusing. She, among other students, will be referred to the Student Support Team to focus on this skill. Ms. Russell will also work with the Student Support team to understand how to support executive functioning in students. </td> <td style="vertical-align: top;">Responsible Person: School Social worker/Guidance</td> </tr> </table>			Environmental Supports	What changes in the learning environment could be made to support this student along with others? What are the broader school wide contexts that need to be addressed? 1. Review seating options during reading block with <u>whole</u> class so it is seen as choice rather than consequence (encourage A to choose private space).	Responsible Person: Ms. Russell	Developmental Relationship Supports	What relational supports are needed between the student/teacher, student/student, family/school? What will be done to improve it? 1. Ms. Russell will set aside 2 min a day for 10 days to check in with Anisha. 2. Ms. Russell will reach out to mom proactively to learn more about Anisha and her family within the next week. She will also send and share positive notes home weekly. Ms. Russell will encourage mom to contact her with questions or concerns.	Responsible Person: Ms. Russell	Skill Development Supports	What skill and mindset changes in teacher practice are needed to support this student? What skill and mindset support will be provided to the student? 1. Add Anisha to list of students for Reading Specialist to coach during push-in time. 2. Based on the data, it appears that Anisha may have some difficulty focusing. She, among other students, will be referred to the Student Support Team to focus on this skill. Ms. Russell will also work with the Student Support team to understand how to support executive functioning in students.	Responsible Person: School Social worker/Guidance
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Progress Monitoring Plan: What data will be monitored, how, and with what frequency? <ul style="list-style-type: none"> 1. Time on task (# of redirections required from teachers) 2. Weekly communication with family (tone, responsiveness, info shared) 3. Running records to monitor reading progress 		Responsible Person: Student Support/ Ms. Russell									
What other students have demonstrated similar needs? Which supports are most needed? John Green, Amy Blue - Skill Development Supports and Relationship Supports											

Progress Monitoring (Complete as Review)			
Staff Member:	Student:	Grade:	
GOAL #1:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		Review Date:
Evidence/Data: New Goal?			Status of Plan <i>Check all that apply:</i>
<input type="checkbox"/> Continue			
<input type="checkbox"/> Modify			
<input type="checkbox"/> Refer to Tier 2 Meeting			
<input type="checkbox"/> Refer to Tier 3			
<input type="checkbox"/> Discontinue			
<input type="checkbox"/> Mental Health Partner Referral			
GOAL #2:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		
Evidence/Data: New Goal?			
GOAL #3:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		
Evidence/Data: New Goal?			
GOAL #1:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		Review Date:
Evidence/Data: New Goal?			Status of Plan <i>Check all that apply:</i>
<input type="checkbox"/> Continue			
<input type="checkbox"/> Modify			
<input type="checkbox"/> Refer to Tier 2 Meeting			
<input type="checkbox"/> Refer to Tier 3			
<input type="checkbox"/> Discontinue			
<input type="checkbox"/> Mental Health Partner Referral			
GOAL #2:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		
Evidence/Data: New Goal?			
GOAL #3:	Level of Progress: <input type="checkbox"/> None <input type="checkbox"/> Very Little <input type="checkbox"/> Some <input type="checkbox"/> Significant		
Evidence/Data: New Goal?			

Implementation Phase: Data Tracker

PURPOSE

The purpose of this tool is to document students referred and receiving supports. This tool also provides valuable data in terms of highlighting referral and intervention trends. This data is valuable in reflecting and deciding on more school wide approaches to support students.

DIRECTIONS:

Use this form as an example of how to document all students receiving tiered supports. This form can be created electronically and shared, so necessary adults in the building can access and update it with regularity,

Sample Data Tracker

Entry Date	Student Name	Teacher	Gr.	Tiered Level Support	Goal(s)	Intervention Supports	Review Date(s)	Status
11/15	Michael Juarez	Sikes	4th	<ul style="list-style-type: none"> <input type="checkbox"/> Tier 2 Meeting <input type="checkbox"/> Tier 2 Student Support <input type="checkbox"/> Tier 3 Meeting 	<p>By 12/15 Michael will utilize at least 1 strategy when feeling upset</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Relationship <input checked="" type="checkbox"/> Integrated Skills <input type="checkbox"/> MHP 	Join WS, R's lunch bunch Social skills group on Tues and Thurs	<input checked="" type="checkbox"/> Active <input type="checkbox"/> Monitoring <input type="checkbox"/> Closed
				<ul style="list-style-type: none"> <input type="checkbox"/> Tier 2 Meeting <input type="checkbox"/> Tier 2 Student Support <input type="checkbox"/> Tier 3 Meeting 		<ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Relationship <input type="checkbox"/> Integrated Skills <input type="checkbox"/> MHP 		<input type="checkbox"/> Active <input type="checkbox"/> Monitoring <input type="checkbox"/> Closed
				<ul style="list-style-type: none"> <input type="checkbox"/> Tier 2 Meeting <input type="checkbox"/> Tier 2 Student Support <input type="checkbox"/> Tier 3 Meeting 		<ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Relationship <input type="checkbox"/> Integrated Skills <input type="checkbox"/> MHP 		<input type="checkbox"/> Active <input type="checkbox"/> Monitoring <input type="checkbox"/> Closed

Progress Monitoring Phase: Progress Monitoring Form

PURPOSE	DIRECTIONS:
The purposes of this form are 1) to provide a place to document supports provided and 2) to provide staff a way to reflect on how well the plan is meeting the needs of the student, in order to ultimately increase responsiveness to the student's needs.	Complete this form following the creation and implementation of a Student Support Plan. It will require observation of student (academic, social, emotional, etc.) responses. <i>Please be sure to have the Student Support plan with you.</i> The data documented on this form should feed directly into the review form completed at the meeting and should be brought to the meeting to support decisions about the student(s) plan.

Form Component	Rationale/Guidance:
Basic information	This identifying data will help in keeping track of which students are receiving supports, the venue in which the supports were developed and how frequent they were implemented. This data will aid in determining potential adjustments to a student's plan.
Goals	Naming the goals as reflected on the students support plan reinforces consistency in the intent behind the selected support strategies but also the outcome as a result. Writing the goals on this form also provides clarity to other staff that may interact with the form.
Supports Implemented <i>What are the specific changes to teacher practice that are expected to positively impact the context of the child?</i>	Document the support implemented as indicated on the student's support plan. Specificity about the supports provided allow for a more targeted and accurate discussion during the review meeting about what was effective or ineffective for the student(s). Otherwise, challenges in implementation that led to limited or no progress may not be accounted for, if not directly shared or considered. Clarity on supports provided will allow for a development of a plan that reflects accurately how well the student is progressing and avoid potentially creating a new plan or additional meetings.
Student Response	Describing the student's response to supports implemented provides the necessary data to gauge how students are being impacted. This data specifically helps to determine whether or not the current supports should be continued, adjusted and/or relevance of the goal. The staff member observes change in student's behavior (academic, social, emotional, etc.) in response to the support and documents it on the form. Be sure to document data that captures student's quantitative, incremental progress.
Staff Member Reflection	This portion of the tool allows for the staff member to reflect in preparation for the review of implementation and student progress. It also allows the staff member to consider potential needs they may have to effectively support the student. Potential adjustments to a student's plan will be more holistic in nature as it takes into consideration the students' response along with other contextual factors noted by the staff member.

Sample Progress Monitoring Form A
Progress Monitoring Form

Staff Member:	Start Date:
Student:	Grade:
Referral Venue: <input type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting	Review Dates:

Student Goal(s) as documented on the Student Support Plan:

GOAL #1:

GOAL #2:

GOAL #3:

Day/Time:	Goal #(s):	Support(s) Implemented:	Student Data/Response:



Staff Member Reflection

Reflect on your implementation of the students' support plan and respond to the following questions:

1. What went well for you and the student? What supports seemed the most effective? What evidence do you have that supports this?
 2. Were there any challenges that came up while implementing supports? Are there any supports that you did not implement? Has the student's context or indicators of need changed?
 3. Are there any supports you need more assistance with? Are there adjustments that need to be made?
 4. Please add additional information that is not captured in the reflection questions above. Is there new context information that would be relevant to discuss at the meeting? For example, has anything within the student's context (home/school) or other indicators of need changed?

Sample Progress Monitoring Form B

Progress Monitoring Form	
Staff Member:	Start Date:
Student:	Grade:
Referral Venue: <input type="checkbox"/> T2 Meeting <input type="checkbox"/> Support Staff/Service Provider: _____ <input type="checkbox"/> T3 Meeting	Review Dates:
<p><i>Student Goal(s) as documented on the Student Support Plan:</i></p> <p>GOAL #1:</p> <p>GOAL #2:</p> <p>GOAL #3:</p>	

In the table below, record both the **supports implemented** and notes about the **student's response**, including any relevant data.

	Mon	Tues	Wed	Thurs	Fri
Week 1	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 2	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 3	IMPLEMENTED:				
	STUDENT DATA/RESPONSE:				
Week 4	IMPLEMENTED:			:	
	STUDENT DATA/RESPONSE:				



Staff Member Reflection

Reflect on your implementation of the students' support plan and respond to the following questions:

1. What went well for you and the student? What supports seemed the most effective? What evidence do you have that supports this?
 2. Were there any challenges that came up while implementing supports? Are there any supports that you did not implement? Has the student's context or indicators of need changed?
 3. Are there any supports you need more assistance with? Are there adjustments that need to be made?
 4. Please add additional information that is not captured in the reflection questions above. Is there new context information that would be relevant to discuss at the meeting? For example, has anything within the student's context (home/school) or other indicators of need changed?

Partnering with Mental Health Providers: Getting Started

PURPOSE	DIRECTIONS:
<p>The purpose of this tool is to support administrators, student support members, parent coordinators, etc. when considering the appropriateness of, and collaboration with, community mental health agencies. Completing this process as a team is recommended.</p>	<p>DIRECTIONS: Use this checklist as a guide when selecting and partnering with mental health agencies.</p>

Step 1: Conduct Needs Assessment

Conduct a needs assessment with input from teachers, support staff, parents, and students where possible. This can be done via focus groups, interviews, and/or surveys.

Step 2: Research Potential Providers

Research agencies within the geographic area. Prioritize agencies that provide comprehensive services along with multiple modalities. For example, psychiatric services, individual and family counseling, support with housing, food, out-of-school services, etc.

Step 3: Consider Feasibility

Consider feasibility of traveling and participating in services. Specifically make note of location, transportation resources, hours of operation, languages spoken, variety of payment options.

Step 4: Meet with Potential Providers

Finalize a list of agencies based upon criteria. Contact agency leaders to share school dynamics and unmet needs to encourage a potential partnership. If there is interest, schedule a (phone or in-person) meeting to interview the agency to confirm services offered and understand areas of expertise, diversity of staff, and family engagement practices.

Step 5: Draft Partnership Agreement

Once the appropriateness of the agency is agreed upon, draft a written agreement that includes information about the responsibilities of the school and agency in the shared commitment to support students and families. A few examples are included below:

- Point of contact and process for making referrals
- Timeline for responsiveness to families (24-48 hours)
- Family engagement practices
- Supporting families that don't have insurance
- Responding to crisis
- Data/documentation requirements
- Staff training needs, parental workshops, etc.
- Participation in tiered support meetings

Step 6: Establish Ongoing Communication

Determine ongoing communication to troubleshoot challenges throughout the partnership.

Summary of Understandings

Establish the Purpose and Perspective of Tiered Supports

- Tiered supports should be designed to recognize and support the needs of all children.
- Tiered supports must operate in a holistic and integrated way.
- Tiered supports require strong collaboration among all adults in a student's context.
- Tiered supports should operate with an understanding of the impact of trauma and adversity on learning development.

Outline the Tiered Supports Process

- Tiered supports comprise three levels of support. All students in the school receive Tier 1 supports. Tier 2 supports are for individuals and groups of students. Tier 3 supports provide tailored individual plans.
- The referral process for Tier 2/Tier 3 support systems goes through five phases: identification, referral, collaboration, implementation, and progress monitoring.

Assess the Health of Your Current System

- In order to make effective change, first assess the health of your current system of supports. This includes both adult mindset and technical aspects of the system.

Plan for Refining the System

- There are sample tools and resources to assist in designing or refining aspects of a tiered support system to be more aligned to a whole child vision.
- Partnership with a mental health agency provides an additional layer of resources for students, families and schools.

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