

## Student Support Progression

Are students not meeting the BEAR Way expectations?

1. Teacher meets with the student privately about expectations. During this meeting the teacher listens to the student for suggestions on ways to differentiate to better support needs.
2. Teacher contacts parents via phone call and/or conference. During this conversation the teacher listens to the parent and collaboratively identifies ways to differentiate to support the student (differentiation plan should be implemented with data collected for 3-6 weeks).
3. Teacher discusses student with PLC team and possibly a counselor to identify potential tier 1 interventions to better support the student. Interventions should be implemented for a minimum of 4-6 weeks with data being strategically collected by the teacher. More than one intervention can be used during this time. Parents should be notified of interventions taking place and informed of progress. A list of tier 1 interventions can be found here:  
<http://www.pbisworld.com/tier-1/>
4. After data is collected, teacher has meeting with parent to discuss progress and current state. If no progress has been made, teacher fills out a request for Tier 2 team support. Tier 2 team creates a plan to serve student
5. Teacher, administrator, parent, and student meet to discuss plan. Tier 1 or Tier 2 intervention put in place and data collected for minimum of 6 weeks.
6. After data is collected, parent meeting is arranged to discuss progress and next steps. LST is involved in determining next steps to support student.

## Step 1 - Differentiation

The first step in our student support progression is to meet with the student and family to reinforce the relationship and collaboratively identify ways to better serve the student. After these conversations the teacher should fill out the *Differentiation* form, clearly articulating additional supports in place for the student. Allow time for the differentiated plan to be implemented with fidelity and to impact the student's progress. In order to accumulate meaningful data, 4-6 weeks should be provided to measure progress.

*"If a child can't learn the way we teach, maybe we should teach the way they learn." - Ignacio Estrada*

## Step 1 - Differentiation

Student Name: \_\_\_\_\_

Staff Name: \_\_\_\_\_

Student Concerns Requiring Differentiation:

### Four Areas to Consider

1. Characteristics of the Student (example: visual learner, kinesthetic learner):
2. Instruction (example: ways to break down necessary skill, attention span):
3. Materials (example: providing the use of supplemental or adjusted materials):
4. Environment (example: providing instruction in small group setting instead of whole group, offering an individual workstation, seat placement):

Plan Going Forward:

Review Date: (4-6 weeks from today) \_\_\_\_\_

Continue with differentiated instruction plan.

Contact PLC team leader to discuss student at upcoming PLC meeting

Tier 1 Intervention Tracking Form

Student: _____
Teacher: _____ Grade: _____
Date: _____

Problem Behavior: \_\_\_\_\_

Please list the following Tier 1 interventions that you are using

Intervention: \_\_\_\_\_

Date started: \_\_\_\_\_ Parent Contact Date/Form: \_\_\_\_\_

Outcome: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Intervention: \_\_\_\_\_

Date started: \_\_\_\_\_ Parent Contact Date/Form: \_\_\_\_\_

Outcome: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Intervention: \_\_\_\_\_

Date started: \_\_\_\_\_ Parent Contact Date/Form: \_\_\_\_\_

Outcome: \_\_\_\_\_

## Step 2 - PLC Meeting

If the data demonstrates the student's needs are not being met with the differentiated plan created with the student and parents, let your PLC Team leader know that you would like to discuss this concern with the team. If the concern is related to behavior, invite the facilitator, engagement specialist and counselor. **Bring the *Differentiation* form and data collected to the PLC meeting.** As a team, discuss how the needs of this student can be met. Document the team's plan in the meeting notes. Allow time for the ideas of the PLC team to be implemented with integrity and to impact the student's progress. Four to six weeks should be allowed for meaningful data to be collected. After six weeks, analyze data with the team to determine next steps.

*"Alone we can do so little, together we can do so much" - Helen Keller*

Step 3 - MTSS Initial Meeting (one-on-one meeting w/ member of support team)

If the student's needs are still not being met after the additional supports have been put in place, schedule a meeting with a member of the student support team (Rob Hruby, Willie Guy, Justin Blietz, Katie Sorgenfrey, Lauren Cerqueira). This conversation should center on data and interventions. **The teacher requesting the meeting needs to provide the *Differentiation form* and the *MTSS Initial Student Notes* form, along with current data including all interventions tried.**

**\*\* The student support contact will discuss the student's needs at the following Tier 2 team meeting. The contact person will communicate to the classroom teacher any ideas, plans, etc. that were discussed at the meeting**

Goal Writing: Determine the SMART Goal, appropriate intervention, appropriate progress monitoring tool, and review date (6-8 weeks).

**William McKinley Middle School  
MTSS Initial Notes**

<b>Student:</b>	<b>Date:</b>
<b>Teacher:</b>	<b>Grade:</b>
<b>Attendance:</b>	<b>Review Date:</b>

<b>Most Recent or Relevant Assessment Results or Data</b>
<b>Student Strengths</b>
<b>Student Academic or Behavior Concerns</b>
<b>Supports/Resources Already in Place Through Universal Instruction</b>

**See Differentiation Form and PLC Notes**

**Steps to Address Concerns and/or Recommendations - Person Responsible**

**Communication Steps/Recommendations to Parents:**

**Date and Time of Parent Contact:**

**Person Contacted:**



## Tier 2 Support Check-List

### I have tried the following Tier 1 supports:

- Student Conference
- Parent Meeting
- SEB Tier 1 Team Member Support
- Breaks/Errands
- Student Jobs/Tasks
- Alternative Seating
- Choice Boards
- Individual Reward System/Incentives
- Individual Work Space
- Alternative Modes of Completing Assignment
- Headphones
- Increased Physical Movement Opportunities
- Goal Setting
- Role Playing
- Student Self-Assessment/Reflection
- Mindfulness/Breathing Exercises
- Increased Relationship Building Opportunities (Lunch or Breakfast)
- Student Voice in Routines and Procedures
- Visuals
- Daily Schedule
- Flexible Grouping/Small Group Instruction within Classroom

\_\_\_\_\_ In Class Behavior Interventions

**Tier 2 Options:**

\_\_\_\_\_ Check In/Check Out

\_\_\_\_\_ Check and Connect

\_\_\_\_\_ Small Group Social Skills Instruction

\_\_\_\_\_ Mindfulness Opportunities

SMART Goal (Specific, Attainable, Result Oriented, Time Bound):

Progress Monitoring Tool:

Review Date (6-8 weeks):



