

Monroe Elementary Tier 2/3 Teacher Nomination Form

Student Name	Grade Level
DOB	Classroom Teacher
Date Submitted	Academic OR Behavior

Academic Strengths

Academic Area of Concern	X	Details
Language		
Phonemic Awareness		
Phonics		
Fluency		
Comprehension		
Number Sense		
Math Calculation		
Math Problem Solving		
Written Expression		
Listening Comprehension		
Oral Expression		

What interventions have been done with this student in regard to academic concerns?

SEL Strengths

Areas of Concern			
Blames Others		Inattentive	
Disrespectful of Authority		Physically/Verbally Aggressive	

Disruptive in Class		Following Directions	
Disturbs/Disrespects Others		Self Harm	
Frequent Crying		Defiant	
Impulsive		Unhappy/Sad/Emotional	
Inappropriate Touching		Other:	
Eloping			

Description of the Problem

From the list above, please prioritize and describe the top areas of concern, with a maximum of 2.

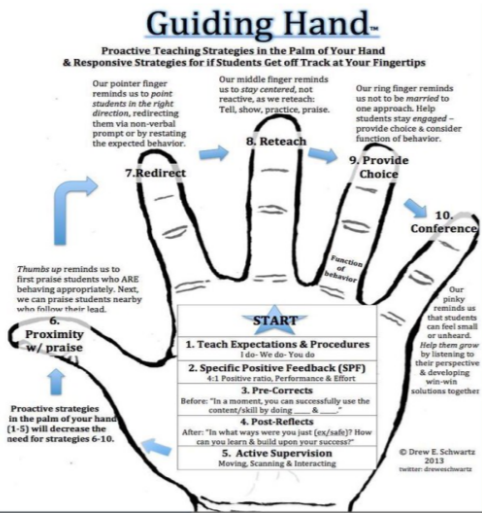
Top Concerns	Describe Concerns	Time and Place Problem Behavior Occurs

What responses are you doing in the moment when the problem behaviors occur?

___Calm Zone	___Changed seat	___Conference
___Think Sheet ___# of Times	___Call for Support	___Building in Breaks
___Ignore the Behavior	___Choices	___Buddy Room
Other		

What strategies have you tried from the Menu of Interventions to prevent the behavior from happening?

Increase SPF <ul style="list-style-type: none"> • Thumbs up • Peer to peer encouragement • Tootling • Parent contact (phone call with student, positive note home) 	Provide Choices for Task Completion <ul style="list-style-type: none"> • Sequence of task • Tools to complete task • Break work into attainable steps • Menu of choices
Opportunities to Respond <ul style="list-style-type: none"> • Electronic app (Kahoot, Padlet) • Response cards • Peer tutoring • Peer collaboration 	Behavior Momentum <ul style="list-style-type: none"> • High probability request • Low probability request

<ul style="list-style-type: none"> • Individual conference • Partnerships, Turn & Talks 	
Organization <ul style="list-style-type: none"> • Homework tools with labels & directions • Take home folder/binder with labels & directions • Desk • Organizational reminders • Locker/cubby visuals • Color coordinated folders 	Visual <ul style="list-style-type: none"> • Whole group schedule • Individual schedule • Morning and dismissal routine • Sticky note reminders • Display procedures for classroom • Transitions reminders • Precorrect cards
Sensory <ul style="list-style-type: none"> • Fidgets • Wrist bands • Hoodie/jacket • Ear Phones • Weighted materials • Band on chairs 	Self-Regulation <ul style="list-style-type: none"> • Break cards • Relaxation techniques • Meditation apps • Access to safe seat • Journaling
Self-Monitoring <ul style="list-style-type: none"> • Interval timer utilized to: <ul style="list-style-type: none"> ○ Monitor on task behavior ○ In seat ○ Raising hand before speaking 	On Task <ul style="list-style-type: none"> • Colored lens • Study carrel/privacy folder • Visual timers to start task • Pastel background
 <p>Guiding Hand- Proactive Teaching Strategies in the Palm of Your Hand & Responsive Strategies for if Students Get off Track at Your Fingertips</p> <p>Our pointer finger reminds us to point students in the right direction, redirecting them via non-verbal prompt or by restating the expected behavior.</p> <p>Our middle finger reminds us to stay centered, not reactive, as we reteach: Tell, show, practice, praise.</p> <p>Our ring finger reminds us not to be married to one approach. Help students stay engaged - provide choice & consider function of behavior.</p> <p>Our pinky reminds us that students can feel small or unheard. Help them grow by listening to their perspective & developing win-win solutions together.</p> <p>Thumbs up reminds us to first praise students who ARE behaving appropriately. Next, we can praise students nearby who follow their lead.</p> <p>Proactive strategies in the palm of your hand (1-5) will decrease the need for strategies 6-10.</p> <p>START</p> <ol style="list-style-type: none"> 1. Teach Expectations & Procedures (I do- We do- You do) 2. Specific Positive Feedback (SPF) <ul style="list-style-type: none"> 4-1 Positive ratio, Performance & Effort 3. Pre-Corrects <ul style="list-style-type: none"> Before: "In a moment, you can successfully use the content/skill by doing ___ & ___." 4. Post-Reflects <ul style="list-style-type: none"> After: "In what ways were you just (on/task)? How can you learn & build upon your success?" 5. Active Supervision <ul style="list-style-type: none"> Moving, Scanning & Interacting <p>© Drew E Schwartz 2013 twitter: drewschwartz</p>	Other

<h2>How did you teach the expected behaviors?</h2>		
<input type="checkbox"/> Precorrect expected behaviors	<input type="checkbox"/> Clarified rules and expected behavior for the whole class	<input type="checkbox"/> Practiced the expected behaviors
<input type="checkbox"/> Reward program for expected behavior	<input type="checkbox"/> Conferred with the student	<input type="checkbox"/> PBIS Lesson Reteach Name of Lesson _____
Other		

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Parent Contact Information

Parents can be contacted through email, but if they do not respond, a follow up phone call or in person meeting should be held. There should be a minimum of 3 parent contacts regarding your concerns listed above. Feel free to attach any communication records to this nomination. If you track your communication in Tyler, you can print that out and submit it with this nomination instead of typing here.

Contact Date	Parent Contacted	Type of Contact (Phone, Email, In Person)	Parent Response	Notes (suggestions for or from the parent, concerns, issues, discussion notes, etc.)

Intervention Data

Please list any core program/intervention data that you have already tried with this student before nominating them to Tier 2. Please attach any data collection to this referral. You can also delete the example.

Intervention	Start Date	Data Anecdotal notes and observations covering a period of time or any other data taken. Please attach any additional data you have.	Student Response to Intervention	Comments or Notes regarding Intervention

EVERYTHING BELOW IS THE RESPONSIBILITY OF THE TIER 2/3 TEAM
Meeting Note Log

Student _____ Teacher _____ Grade Level _____

Meeting Date	Meeting Type (check-in, 6 week, follow up, etc.)	Recommendations	Responsibilities (person responsibly and any dates/timelines set)	Follow-Up Plans