

Set Up

- Projector (Request from district)
- Laptop (PPE provided)
- Clicker (PPE provided)
- Classroom set up in morning meeting style

Using SWIS Data to Drive Behavior Interventions

Prairie Point Elementary

Outcomes

- Attendees will receive information on organizational systems that help to maintain structure when building MTSS teams.
- Attendees will learn about Check In, Check Out and Check and Connect interventions for behavior.
- Attendees will learn to pull reports from SWIS, intervals at which to pull reports and tips for using reports to drive data-based decisions.

Morning Meetings Professional Development



Resource: The Morning Meeting
(Third Edition) by Roxann Kriete &
Carol Davis

Session 1 - Introduction

Shared Reading Pages 1 - 2

Volunteers to Read

Part A	???
Part B	???
Part C	???
Part D	???
Part E	???
Last Sentence	ALL

Shared Reading pgs 1-2

“It Mattered That I Came”

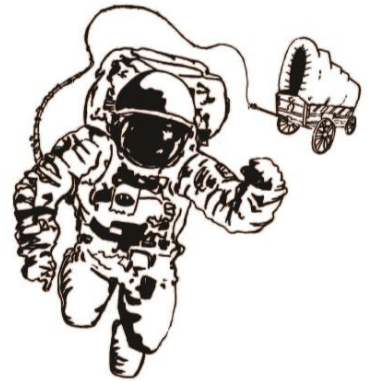
AN INTRODUCTION

A **I**n the spring of my first year as a secondary school teacher, I got a letter from a student for whom I had a particular fondness, letting me know that she was dropping out of school. School wasn't making much sense to her, and little that she was being asked to learn held much interest for her. She wrote, almost apologetically, that school just wasn't a place where she felt she belonged. More than twenty years later, her words still seem profoundly sad to me:

I will always remember how you said "Hi, Sue" as I walked into eighth period. It made me feel like it really mattered that I came.

B It touched and pained me that something that seemed so small to me, an act I hadn't even been aware of, had meant so much to her. I vowed to learn something from it and became more intentional about greeting students. I stationed myself by the door and tried to say a little something to each one as they entered,

**You Matter.
We are glad you are here!
We See You.
WE WANT YOU TO BE SEEN!**



Dr. McQuinn's Morning Meeting Expectations

- Listen respectfully
- Look at the person who's talking
- No talking unless you have the stick
 - Passing is allowed
- What happens in the circle, stays in the circle

Morning Meeting Student Responsibilities

- Get the meeting promptly and form the circle safely and efficiently
 - Morning meeting song
- Participate fully - contribute actively, listening well, and responding appropriately
- Interact with a variety of classmates in the friendly spirit of morning meeting
- Move smoothly from morning meeting to the next activity
 - Conclusion of morning meeting song

Move to Morning Meeting Location



Mrs. McQuinn's Morning Meeting Expectations

- Listen respectfully
- Look at the person who's talking
- No talking unless you have the stick
 - Passing is allowed
- What happens in the circle, stays in the circle

Mrs. McQuinn's Morning Meeting Format

1. **Greeting - Every morning we're going to greet each other in a friendly and respectful way**
 - a. Adjective Name and Position in the Building
 - i. Example - Sassy Sarah, Assistant Principal
 - b. Everyone greets staff member, Good morning "SASSY SARAH"
2. **Sharing - Every morning we will share something about ourselves**
 - a. Mood Meter (choose from the display.)
3. **Group Activity - Most mornings we will do some form of group activity that allows us to learn more about each other or introduces our learning topic**
 - a. What do you hope to take away from our session this morning? OR What is the biggest need you have for your school system that you hope to improve after today?
4. **Closure / Morning Message - Every morning we will leave the circle with a preview of what is to come**
 - a. Preview of Learning the morning

Materials Needed:

- Reflection Sheet, Pencil





Morning Message

Good morning Educators,

We are so excited you decided to join us to learn about our Tier II journey. We truly hope that you walk away with tools and ideas that can be implemented in your building. As a reminder, our intended outcomes for today are:

- Attendees will receive information on organizational systems that help to maintain structure when building MTSS teams.
- Attendees will learn about Check In, Check Out and Check and Connect interventions for behavior.
- Attendees will learn to pull reports from SWIS, intervals at which to pull reports and tips for using reports to drive data-based decisions.

Sincerely,

Danny and Sarah

Conclusion of Morning Meeting

Please head
back to your
table seats.



Building-wide PBIS Expectations

PBIS BIG 3



	ALL AREAS	ARRIVAL / DISMISSAL	ASSEMBLY	BUS	CAFETERIA	HALLWAY	RECESS	RESTROOMS
BE SAFE	<ul style="list-style-type: none"> • BE AWARE OF PERSONAL SPACE • KEEP HANDS AND FEET TO YOURSELF 	<ul style="list-style-type: none"> • WALK QUIETLY TO AND FROM CLASS 	<ul style="list-style-type: none"> • PARTICIPATE AND APPLAUD APPROPRIATELY 	<ul style="list-style-type: none"> • KEEP PERSONAL ITEMS IN YOUR BACKPACK • STAY IN SEAT • USE QUIET VOICES • KEEP YOUR AREA CLEAN 	<ul style="list-style-type: none"> • KEEP FOOD AND BELONGINGS TO YOURSELF • USE QUIET VOICES 	<ul style="list-style-type: none"> • WALK WITH BOOKS AND TECHNOLOGY CLOSED • HANDS AND FEET TO YOURSELF • FOLLOW LINE BASICS 	<ul style="list-style-type: none"> • FOLLOW PLAYGROUND RULES • REPORT PROBLEMS TO A PLAYGROUND SUPERVISOR • RESPECT THE EQUIPMENT 	<ul style="list-style-type: none"> • WASH HANDS BEFORE LEAVING THE RESTROOM • USE QUIET VOICES • REPORT PROBLEMS TO AN ADULT
BE KIND	<ul style="list-style-type: none"> • BE RESPECTFUL • BE POLITE TO STAFF AND PEERS 	<ul style="list-style-type: none"> • GREET ADULTS AND STUDENTS 	<ul style="list-style-type: none"> • LOOK AT AND LISTEN TO THE PRESENTER • RESPECT THOSE AROUND YOU BY SITTING QUIETLY 	<ul style="list-style-type: none"> • HONOR PERSONAL SPACE AND PROPERTY BY KEEPING HANDS AND FEET TO YOURSELF 	<ul style="list-style-type: none"> • BE POLITE TO STAFF AND PEERS • USE GOOD MANNERS (PLEASE AND THANK YOU) 	<ul style="list-style-type: none"> • RESPECT HALLWAY DISPLAYS BY KEEPING HANDS TO SELF 	<ul style="list-style-type: none"> • LISTEN TO DIRECTIONS • RESPECT OTHERS BY USING KIND WORDS AND SAFE ACTIONS • INCLUDE OTHERS 	<ul style="list-style-type: none"> • RESPECT THE PRIVACY OF OTHERS • RESPECT SCHOOL PROPERTY
BE RESPONSIBLE	<ul style="list-style-type: none"> • ACCEPT CONSEQUENCES RESPECTFULLY • OWN YOUR ACTIONS 	<ul style="list-style-type: none"> • KNOW YOUR DISMISSAL PLAN • GO DIRECTLY TO YOUR DESTINATION 	<ul style="list-style-type: none"> • SIT IN DESIGNATED AREAS • ENTER AND EXIT QUICKLY AND QUIETLY • LISTEN ATTENTIVELY 	<ul style="list-style-type: none"> • FOLLOW BUS DRIVER'S DIRECTIONS • WHEN ARRIVING AT SCHOOL GO STRAIGHT TO BREAKFAST OR CLASS • BE ON TIME 	<ul style="list-style-type: none"> • WAIT IN SEAT UNTIL DISMISSED • BRING YOUR BADGE • REMEMBER YOUR FOOD CHOICE 	<ul style="list-style-type: none"> • GO DIRECTLY TO YOUR DESTINATION • LISTEN AND WATCH FOR THE TEACHER'S DIRECTIONS • USE QUIET VOICES 	<ul style="list-style-type: none"> • RETURN EQUIPMENT • LINE UP WHEN THE WHISTLE BLOWS • BE A PROBLEM-SOLVER • PLAY FAIRLY 	<ul style="list-style-type: none"> • THROW ALL TRASH IN TRASH CANS • USE CLASSROOM RESTROOM BREAKS WISELY TO AVOID BREAKS IN THE MIDDLE OF A LESSON

SWIS

Data Over the Last Three Years...

Year	Tier 1	Tier 2	Tier 3
2019-2020 (missing data April & May)	87.71%	7.33%	4.96%
2020-2021 (COVID)	87.05%	9.11%	3.84%
2021-2022 (COVID)	74.69%	13.51%	11.79%
2022-2023 GOAL	80-85%	10-15%	5%
Current Data	NEED TO UPDATE AT END OF YEAR		

Goals of 22-23 School Year

- Staff enter minor data in SWIS
- Staff provided monthly (at a minimum) data reports
- Staff integrate problem solving skills during morning meeting to address grade level/class issues
- Tier II and Tier III teams get together to prioritize needs and make criteria for interventions

Year	Tier 1	Tier 2	Tier 3
2022-2023 GOAL	80-85%	10-15%	5%

SWIS Specifics

- Teachers are in charge of entering MINOR data
 - Moved to safe seat
 - Moved to buddy classroom
 - Moved into the hallway
 - Teacher discretion - Repetitive behavior that is becoming a disruption that needs to be documented
- Recovery Room/Front Office will still enter all MAJOR data
 - Student goes to office or recovery room - not the teacher's job to enter

SWIS Virtual and Paper Documents

- Two Sample Forms for Teachers
 - [Click Here](#)
 - [Click Here](#)

SWIS Minor Documentation

Date: _____ Location: _____

Student: _____

Reason:

<input type="checkbox"/> Defiance/non-compliance	<input type="checkbox"/> Defiance/non-compliance
<input type="checkbox"/> Disruption	<input type="checkbox"/> Disruption
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Inappropriate Language
<input type="checkbox"/> Physical contact/aggression	<input type="checkbox"/> Physical contact/aggression

Possible Motivation:

<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Obtain items/ activities
<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Avoid tasks/ activities

Comments:

Time In: _____ Time Out: _____

Action Taken:

Safe Seat Hallway Buddy Room Other

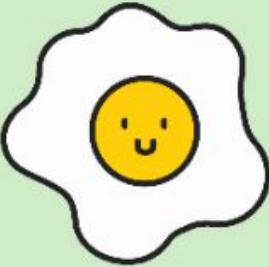
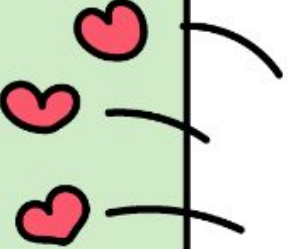
Minor Behavior Documentation							
Name	Date	Time	Location	Problem Behavior	Perceived Motivation	Action Taken	Entered In SWIS
						Buddy Room Safe Seat Hallway	
						Buddy Room Safe Seat Hallway	
						Buddy Room Safe Seat Hallway	
						Buddy Room Safe Seat Hallway	
						Buddy Room Safe Seat Hallway	
						Buddy Room Safe Seat Hallway	

Problem Behaviors	Perceived Motivation
<ul style="list-style-type: none"> • Defiance/non-compliance • Technology Violation • Disruption • Disrespect • Inappropriate language • Physical contact/aggression • Property Misuse or Damage 	<ul style="list-style-type: none"> • Obtain peer attention • Obtain items/activity • Obtain adult attention • Avoid peer attention • Avoid task/activity • Avoid adult attention • Unknown

Example:



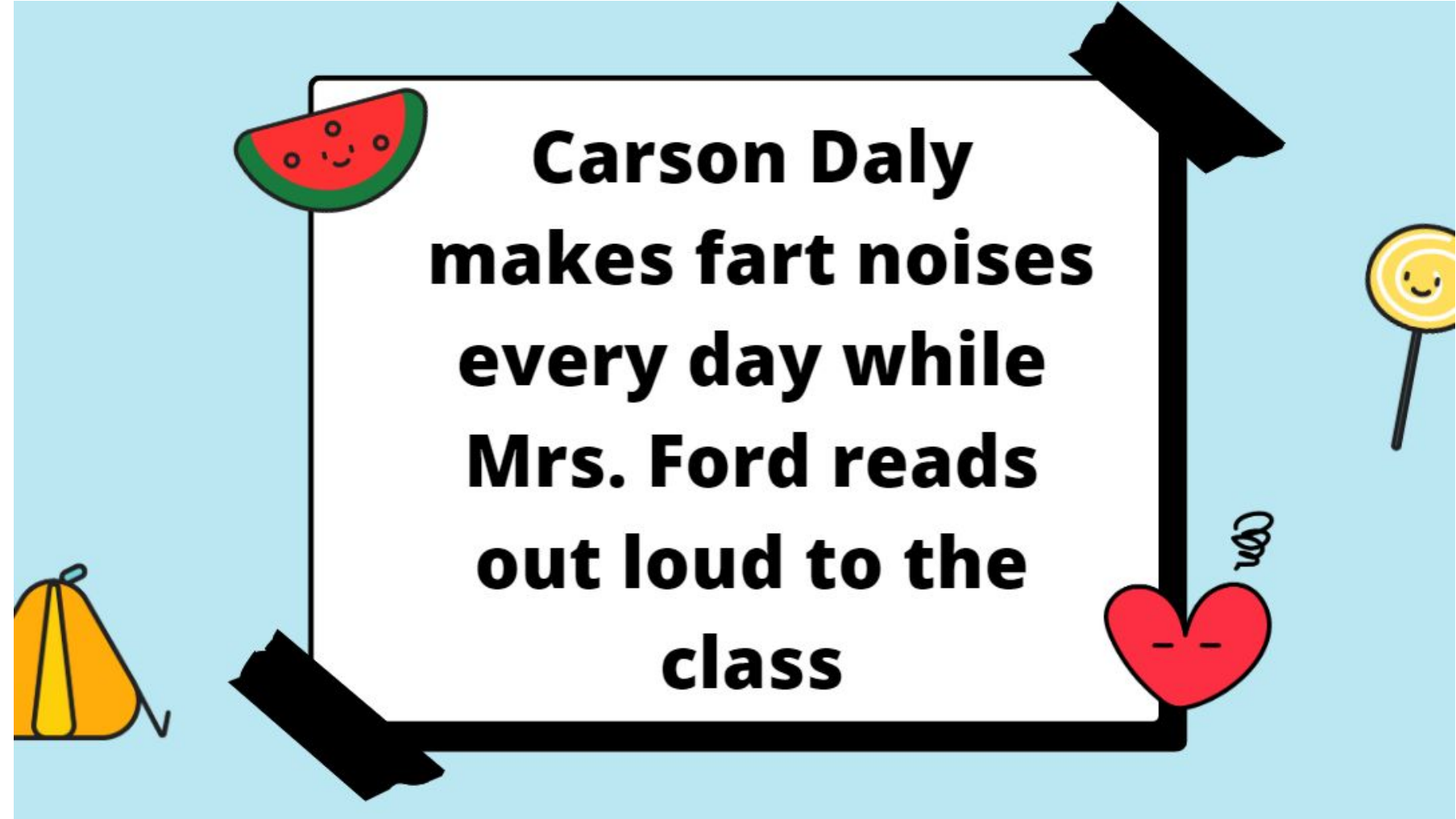
**JERRY
SPRINGER
PUSHES OPRAH
IN THE
HALLWAY.**



Now Let's Put It In SWIS

Entering into SWIS - McQuinn

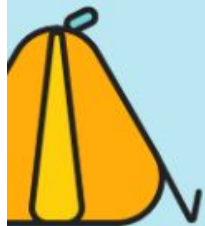




**Carson Daly
makes fart noises
every day while
Mrs. Ford reads
out loud to the
class**

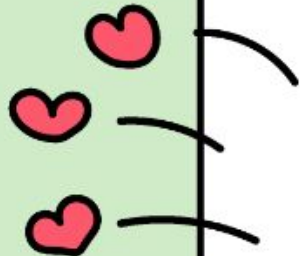


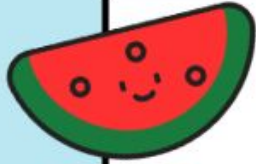
Carson





**IN THE
LUNCHROOM,
SIMON COWELL
THROWS FISH
STICKS AT
CARRIE
UNDERWOOD.**





**Gordon Ramsey
puts copious
amounts of toilet
paper down the
bathroom.**



Pulling Tier 2 Data

SWIS Drill Down - Grade Level and Date Range

SWIS School-wide Systems | CICO Check-In Check-Out | I-SWIS Individual SWIS

Dashboard | Add Referral | View Reports | Drill Down | Tools

Prairie Point Elementary Scho...

Drill Down

Report Filters

- Action Taken
- Behavior
- Custom Fields
- Date / Time
- Demographics
 - 504s
 - Gender
 - Grade
 - K
 - 1
 - 2
 - 3
 - 4
 - 5
 - IEPs
 - Race / Ethnicity
 - Student Disability

Load Report: [Dropdown]

Include in Dataset	Exclude from Dataset
School Year - 2022-23	

Generate | Save Report Template | Clear

Drill Down Report - Generated 4/13/23, 11:37 AM

Export | Print

Referrals by Location Drill Down

Graph Type: Location

Options: Show Values on the Graph

Location	Referrals
Location 1	5
Location 2	10
Location 3	15
Location 4	20
Location 5	125

Using Data to Guide Interventions

Resources

BEHAVIOR		
Tier 1 Interventions	Tier 2 Interventions	Tier 3 Interventions
PBIS Lessons	Small Group with Teacher	Tier 3 Behavior Plan Template w/ Parent Signature
Second Steps Curriculum	Parent Phone Calls	Parent Phone Call
Mindful Mondays	Check and Connect	Individual Session with Counselor
Classroom Counseling Lessons	Second Steps Curriculum	FBA
Self-Regulation Tool Kits	Time on Task Data Collection	Attendance Contract
Zones of Regulation	Small Group with Counselor/RR	Hotline
Morning Check Ins	Tier 2 Behavior Plan Template	Columbia's
Movement Breaks	Tier 2 Point Sheet Template - Smiley Faces	Intensive long-term individual counseling (outsourced)
Class Meetings	Tier 2 Point Sheet Template - 3, 2, 1	Parent Meeting
Re-teaching expectations before every lesson	Tier 2 Point Sheet - Red, Yellow, Green	Sample ISS Plan
Self-Assessment for Classroom Strategies	Visual Schedule Example	
Parent Phone Call	Parent Conference/Teams Meeting	
Buddy Room Processing Plan	Buddy Room Processing Plan	
Menu of Function-Based Options for Addressing Minor Inappropriate Behavior in the Classroom	Safe Seat Processing Plan	
Classroom Management Observation Tool	Scheduled Breaks	
Safe Seat Processing Plan	ABC Observation Form	
Pride Points - SPF 4:1	Counseling Website	
Positive phone calls home	Parent Letter for Check In/Check Out and Tier II Plan	
Positive office referral	Peer Model / Mentor from Community	
Counseling Website	Meet with Counselor Student Request Form	
District Office Calming Room	Short Term Counseling Parent Permission Form	
Social Skills Read Aloud	Reinforcement Menu Designed with Student	
Work For Board - 5 Frame	Post-Small Group Parent/Teacher Follow-Up	
Work For Board - 10 Frame	MTSS SIT Form	
Lunch Buddy		
Self-Assessment for Classroom Management		
Teacher Initiated Point Sheet		
Recess buddies		
Internalizing / Externalizing Screener		
Monthly SEL Activities		
Character Strong		
Bullying Prevention		
Menu of Classroom Reinforcers		

Criterion Data Based Decisions

Flagged	Next Steps
6 Minors in a 2 Week Period	Discussion at Care Team, CTM, Tier 2 Plan
3 Majors in a 2 Week Period	Discussion at Care Team,CTM, Tier 2 Plan

Tier 2 Template

Prairie Point MTSS SIT Plan for EXAMPLE (STUDENT NAME)

Student Name: EXAMPLE STUDENT NAME HERE	
Current Grade: 3	Teacher: Dr. Suess

|
Intervention Checklist: Highlight those initiated or tried

School Year 22-23

Visual schedules	Check and Connect	Coaching/CICO
Practice	Teaching Moment	Social Story/Role Play
Modeling (video modeling)	Token System	Individual Counseling
Movement/Sensory Breaks	Peer Model	Small Group Counseling
Encouragement/Noticing	Behavior Contract	Reteach Routines

Prairie Point MTSS SIT Plan for EXAMPLE (STUDENT NAME)



Prairie Point Check-In, Check-Out

Your child has been selected to participate in a program at our school. We would like to include EXAMPLE STUDENT NAME HERE in a behavior intervention program called Check-In, Check-Out (CICO).

To participate, your child will report to our Check-In, Check-Out Facilitator (also known as our Recovery Room Interventionist) first thing every morning after arriving at school. During this brief meeting the CICO facilitator will review our school-wide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child's teachers will give specific feedback about performance following Prairie Point's Big 3 (Being Safe, Being Kind, and Being Responsible). Teacher feedback will be documented using a daily point sheet. At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out, facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives/reinforcement for meeting behavioral goals. We also ask that you support your child by providing positive reinforcement at home.

To support each child's success, we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's MTSS Team will monitor data closely. After your child meets his/her program goals we will celebrate and move forward with a plan that will help your child continue to be successful.

We look forward to working with your child and know they are going to do great!

Sincerely,
Prairie Point Care Team

Letter home for CICO

How do I talk to my child about their point sheet?

We want this to be positive for your child. When they meet their goal, you might say things like, 'Wow! Nice work today. I see you worked really hard at (name specific from point sheet),' or 'You have done a great job following all the rules this week!'"

If your child did not meet their goal, you can encourage them to do better the next day. You might say, "What can you do to meet your goal tomorrow?" or "I know that if you work hard, you can meet your goal tomorrow." Please do not punish or be negative to him/her if he/she did not meet the goal. If so, your child may not want to participate in the program.

How to Choose Effective Rewards

A "reward" is a simple yet powerful tool for behavior modification. Rewards are the reinforcer that will make more frequent the behavior we are trying to promote.

These are some tips to help you choose great rewards to increase the frequency of desired behaviors at home or school:

- Ask your child. It sounds simple, but sometimes we struggle to come up with reward ideas, and our kids are quite clear about what items or activities would be motivating.
- Offer choices or a list of options. If your child finds it difficult to express his preference, you can:
 - a) give them choices "Would you prefer to work for two songs on your iPad or a head massage?"
 - b) offer a list of reward options and ask them to rank them.
- The method above is not fail-proof. Even when your child chooses a reward, it may still not work as a reinforcer. It doesn't mean reinforcing a behavior doesn't work. You may need to try different reinforcers.
- Make sure your child only has access to that reward if the behavior happens. It doesn't work as a motivator if they can find other ways to access that reward.
- The reward needs to be motivating at the time you expect the behavior to happen. If you offer an edible treat to your child when he has just had afternoon tea, it may not work as a good reinforcer.

Example Rewards

Edible Reward Ideas <ul style="list-style-type: none"> • Let your child choose their favorite breakfast cereal • Tiny candies • Let them choose pack their own lunch for school • Ice Cream 	Social Reward Ideas <ul style="list-style-type: none"> • High five • Secret handshake • Play with them (their choice) for 15 minutes • Color with your child • Meet friends at the park
Sensory Reward Ideas <ul style="list-style-type: none"> • Go on a nature walk • Foot rub • Sing a song together • Cuddle on the couch • Build with blocks or legos 	Activity Rewards <ul style="list-style-type: none"> • Walk to the park • Nature walk • Visit a museum • Watch a movie • Have a dance party • Do a craft together

Talking with your student



Prairie Point Check-In/Check-Out (CICO)

Overview:

- Students are selected for check-in, check-out based on SWIS data (major and minor behaviors)
- Care team members make a personalized point sheet for each student
- Care team sends home [parent letter](#)
- Recovery keeps track of all check-in, check-out documentation
- Check-in and check-out facilitator will be our recovery room interventionist, counselor, social worker, and/or assistant principal
- Students will be given a CICO folder to take their point sheet with them to all locations in the building
- Students will walk to recovery every morning from 7:55 am - 8:20 am for check-in
- After each designated time period, teachers will mark point values for each of the Big 3
- Teachers will reinforce positive behaviors throughout the day through Pride Points and specific positive feedback
- Students will walk to recovery every afternoon from 2:30 - 2:50 pm for check-out with recovery
- Daily points will be entered into SWIS and reviewed every Friday by Care Team
- CICO Forms will be updated/tweaked at least every six weeks

Reinforcement:

- Every student gets a Pride Point for checking in - (BE RESPONSIBLE)
- Every student gets a Pride Point for checking out - (BE RESPONSIBLE)
- If you meet your goal you get 3 Pride Points - (BEING SAFE, BEING KIND, and BEING RESPONSIBLE)
- If your parent signs your goal sheet you get a Pride Point - (BE RESPONSIBLE)
- Parents are encourage to reinforce positive behaviors at home (see parent letter with ideas for positive reinforcement)

Fidelity Check:

1. <u>Student</u> checked in with a designated staff member before school started.	2. Check in staff person positively <u>acknowledged</u> student at check in, <u>give student</u> a daily progress report, and ensured that the student had materials needed for first class.	3. <u>Student</u> gave daily progress report to each teacher at the beginning of designated class periods.	4. Teacher positively <u>acknowledged student</u> when <u>given daily progress report</u> .	5. Teachers provided contingent feedback <u>at end of class period</u> .
6. <u>Student</u> checked out with designated staff member at the end of the day.	7. <u>Student</u> took daily report home to get <u>parent signature</u> .	8. Student CICO points are recorded daily.	9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	10. Process in place for CICO to be (a) faded to self management if CICO is effective, or (b) linked to function based support if CICO is not effective.

Check in/ Check out (CICO) Plan

Behavior Success Plan - TIER II

Student Name: Student NAME Grade: 3 Date: 1/27
 Teacher(s): Dr. Suess
 Members Present at the Meeting: *****

Targeted Behavior: Provide a thorough explanation of the behavior. Include examples and non-examples

<p>Perceived Function(s) The student is exhibiting these behaviors to fulfill which need:</p> <table border="0"> <tr> <td>Obtain</td> <td>Escape</td> </tr> <tr> <td>Peer Connection</td> <td>Peer attention</td> </tr> <tr> <td>Adult Connection</td> <td>Adult Attention</td> </tr> <tr> <td>Item/Activity</td> <td>Item/Activity</td> </tr> <tr> <td>Sensory Need</td> <td>Sensory</td> </tr> </table>	Obtain	Escape	Peer Connection	Peer attention	Adult Connection	Adult Attention	Item/Activity	Item/Activity	Sensory Need	Sensory	<p>Replacement Behavior What behavior are we wanting to teach the student?</p> <table border="1"> <tr> <td colspan="3">Reactive Strategies What do we do if the targeted behavior occurs?</td> </tr> <tr> <td>Ignore behavior</td> <td>Practice Expectation</td> <td>Office Referral</td> </tr> <tr> <td>Safe Seat</td> <td>Provide Choices</td> <td>Recovery Room</td> </tr> <tr> <td>Loss of Privilege</td> <td>Parent Contact</td> <td>Refer Counselor</td> </tr> <tr> <td>Conference with Student</td> <td>Buddy Room</td> <td>Refer SW</td> </tr> </table>	Reactive Strategies What do we do if the targeted behavior occurs?			Ignore behavior	Practice Expectation	Office Referral	Safe Seat	Provide Choices	Recovery Room	Loss of Privilege	Parent Contact	Refer Counselor	Conference with Student	Buddy Room	Refer SW
Obtain	Escape																									
Peer Connection	Peer attention																									
Adult Connection	Adult Attention																									
Item/Activity	Item/Activity																									
Sensory Need	Sensory																									
Reactive Strategies What do we do if the targeted behavior occurs?																										
Ignore behavior	Practice Expectation	Office Referral																								
Safe Seat	Provide Choices	Recovery Room																								
Loss of Privilege	Parent Contact	Refer Counselor																								
Conference with Student	Buddy Room	Refer SW																								

Hypothesis Statement (Ex: During music, Josh is more likely to exhibit tantruming to escape the loud noises in class.)

How will we teach the skill we wish for the child to develop?

Visual reminders	Role Play	Coaching/CICO
Practice	Teaching Moment	Social Story/Role Play
Modeling (video modeling)	Token System	Individual Counseling
Movement/Sensory Breaks	Peer Model	Small Group Counseling
Encouragement/Noticing	Behavior Contract	Reteach Routines

Who will teach the skill?
 When will the skill be taught?

Progress Monitoring: How will the data be tracked?

<p>Type of measurement</p> <p>Frequency- the number of times the behavior occurs within a given period</p> <p>Duration- how long the behavior lasts</p> <p>Latency- how long of a wait between given direction and student response.</p>	<p>How often it is reviewed?</p> <p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>
Who will track the data?	

Tier II Plan

Prairie Point MTSS SIT Plan for EXAMPLE (STUDENT NAME)

Tier III
Reinforcement Menu

Activities or Privileges

Seekers	Avoiders
<ul style="list-style-type: none"> • Special lunch or play time with a friend <ul style="list-style-type: none"> • Lunch with preferred adult • Helper (teacher, office, janitor) • Extra time doing preferred activity <ul style="list-style-type: none"> • Special game at recess • Participate in PBS Assembly <ul style="list-style-type: none"> • Extra recess • Extra computer time • Game of choice • Ticket to school event (dance, party, sporting event) <ul style="list-style-type: none"> • Preferred cafeteria seating • Be "line leader" 	<ul style="list-style-type: none"> • Extra computer time (avoid class time) • 1 homework pass per semester <ul style="list-style-type: none"> • Front of the lunch line pass <ul style="list-style-type: none"> • Additional free time • Extra library time • 1 tardy pass (up to 5 minutes late) <ul style="list-style-type: none"> • Stay inside during recess

Social Attention

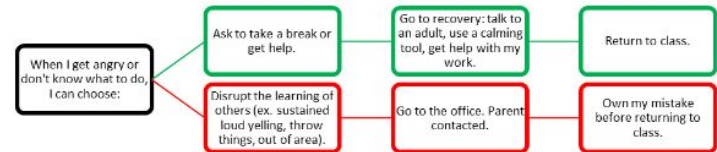
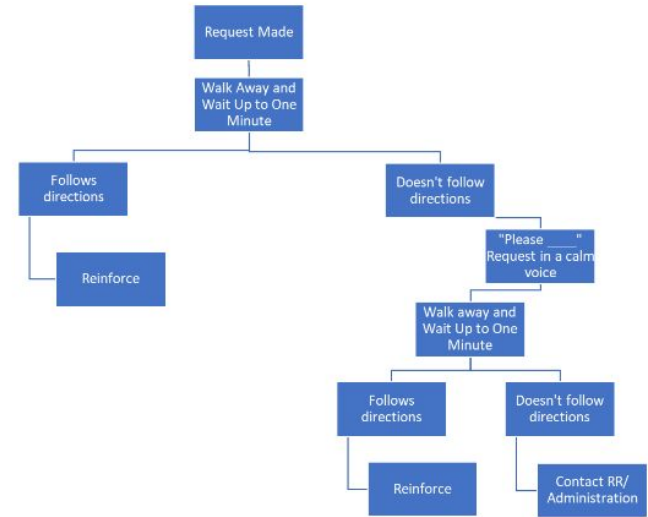
Seekers	Avoiders
<ul style="list-style-type: none"> • Winks, thumbs up, smiles <ul style="list-style-type: none"> • Positive feedback • Work with a friend of choice • Time to visit or walk with a friend <ul style="list-style-type: none"> • Preferential seating • Positive phone call or email home • Meet with principal (or preferred adult) <ul style="list-style-type: none"> • Photo on school bulletin board • Special lunch or play time with a friend • Lunch with parent, principal, preferred adult <ul style="list-style-type: none"> • Featured in PBIS video/skit • Tutor, assist younger class • Monthly or quarterly award (improved attendance, on time to class) received in front of class/school <ul style="list-style-type: none"> • Respect, Responsible, Caring Party • Positive card or letter sent home • "Goal Achieved" award for improvement in personal social behavior • "Glad You Are Here" for perfect attendance 	<ul style="list-style-type: none"> • Lunch in private area with preferred peer or staff <ul style="list-style-type: none"> • Extra computer time • Extra time to read • Pass out of assembly • Leave class 5 minutes early • Letter home for improved behavior

I MET MY GOAL

	One Day in a Row	Two Days in a Row	Three Days in a Row	Four Days in a Row	Five Days in a Row
School Reinforcement					
Home Reinforcement					

Plan Reinforcements

Prairie Point MTSS SIT Plan for EXAMPLE (STUDENT NAME)



SIT PLAN - with Map

Tier 2 Interventions

Check In Check Out

— — —

Parent Letter

Data Tracking

[Tier 2 Point Sheet Template - Smiley Faces](#)

[Tier 2 Point Sheet Template - 3, 2, 1](#)

[Tier 2 Point Sheet - Red, Yellow, Green](#)

After Meeting Goal for 6 Weeks

— — —

- Phase 1- Weeks 1 and 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2.
- Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days.
- Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days.
- Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days.
- Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days.
- Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days.
- Phase 3- Student data stays at or above goal line while self- monitoring. Plan for graduation.

Not Meeting Goal

— — —

- Phone Call - Parent Meeting
- Update Tier 2 Intervention Plan Template
- Work through Tier 3 Intervention Plan Template

Check and Connect

- Students identified who need daily reinforcement of skills or who need adult relationships.
- Specials team, Care Team and Admin facilitate
- [Provide scripts/training to those responsible for Check and Connect.](#)
- Revisit students on Check and Connect each quarter.

What does this look like?

- After announcements
- Pull students into pod or walk a lap around the building, sometimes outside or in the GYM.
- Check in with teachers - what does this kid need?

Data Tracking

- Data Analyzed every 6 weeks
- Graduation Ceremony

Next Steps for Prairie Point

- Goal Setting for majors vs. minors with percentages
- Baseline Data of 22-23 Goal to make new Data Based Decisions

Resources

[Prairie Point MTSS Tiered Plan - 22-23 n- EXAMPLE PBIS](#)

[Prairie Point MTSS SIT- Tier II Behavior Interventions Sample](#)

[Copy of STUDENT NAME \(TEACHER\) - MTSS SIT PLAN 22-23](#)

[Copy of Recovery Processing Plans](#)

[Copy of Prairie Point Check-in/Check Out](#)

[CICO - Prairie Point Elementary](#)

[Check and Connect Training](#)

[1st Grade Emotion Management and Expected Behavior](#)

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