

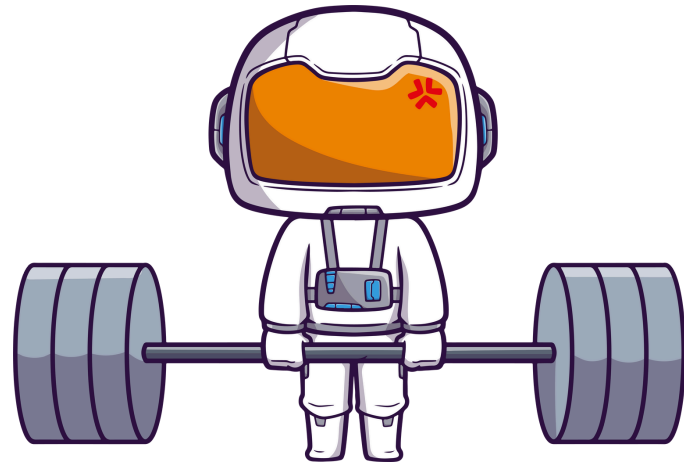


# UNVEILING THE POWER OF THE SIMS FORM: INTERVENTIONS AND TEAM RESPONSIBILITIES

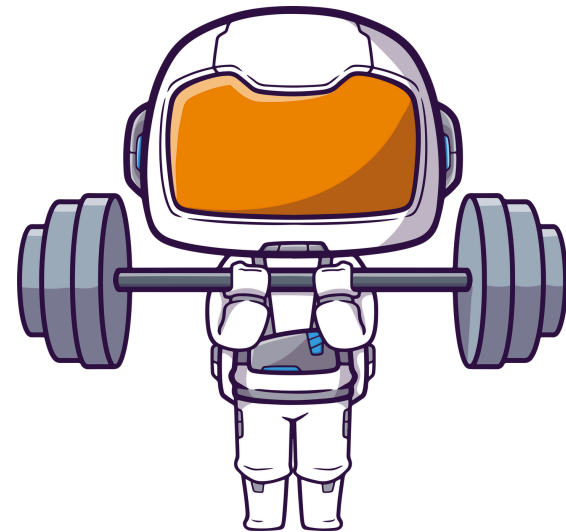
Megan Crawmer & Samantha Lollar



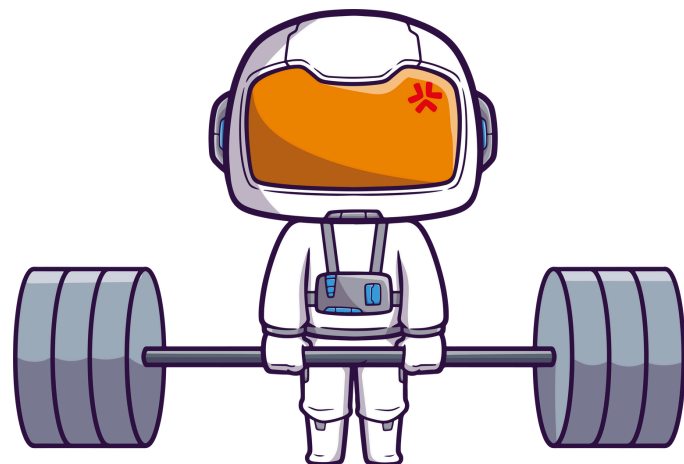
# Outcomes



**Team Responsibilities**



**Tier 2 Interventions**



**SIMS Form**





Missouri  
Schoolwide  
Positive  
Behavior  
Support

Missouri Department of Elementary  
and Secondary Education

Award of Excellence









A large, modern elementary school building with a light-colored stone facade and a prominent green metal structure over the entrance. The building features a circular tower with a green roof and large windows. A paved walkway leads to the entrance.

# William Cappel Elementary

## Kindergarten - 5th Grades

### 450 students







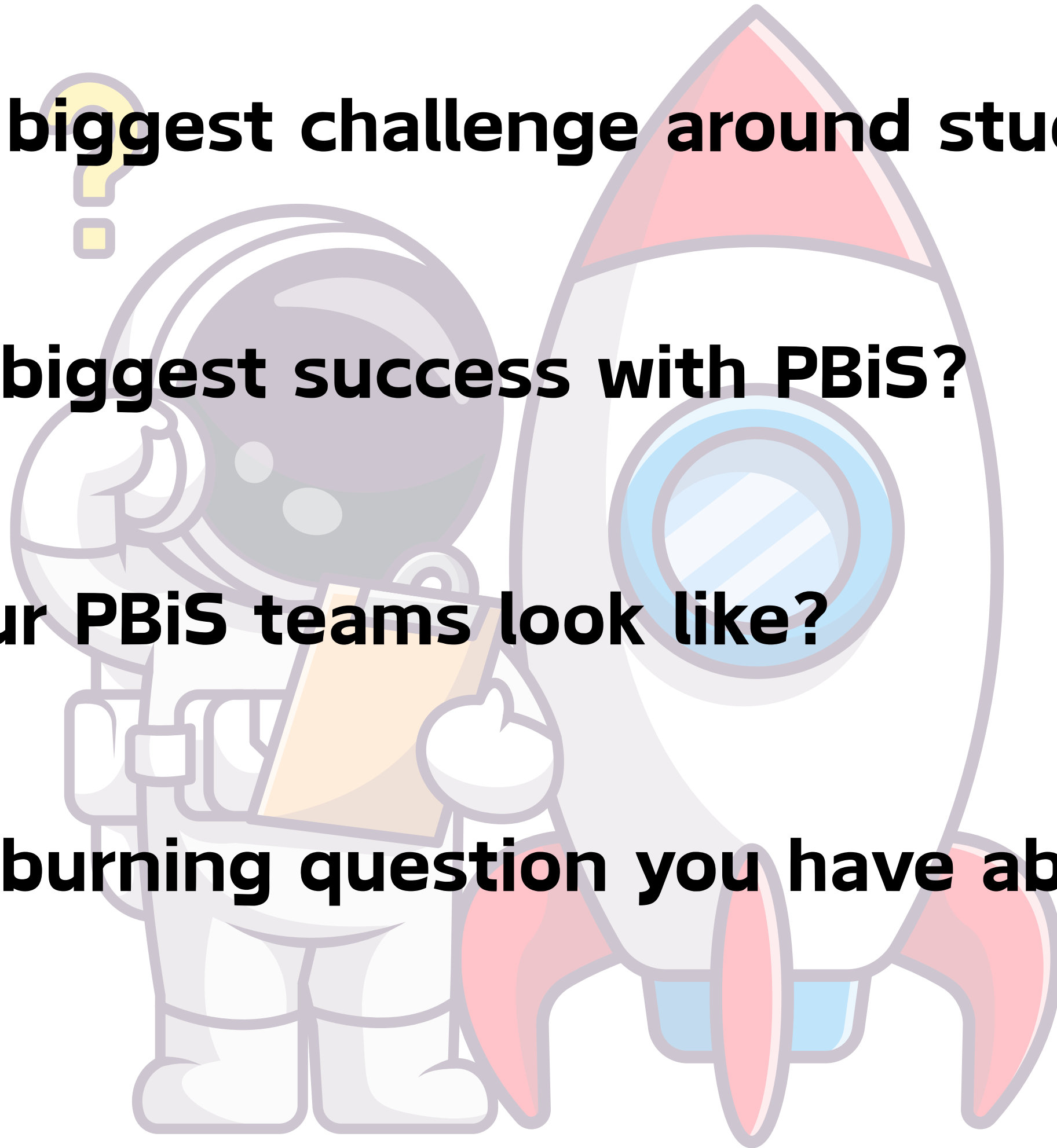


**1. What is the biggest challenge around student behaviors?**

**2. What is the biggest success with PBiS?**

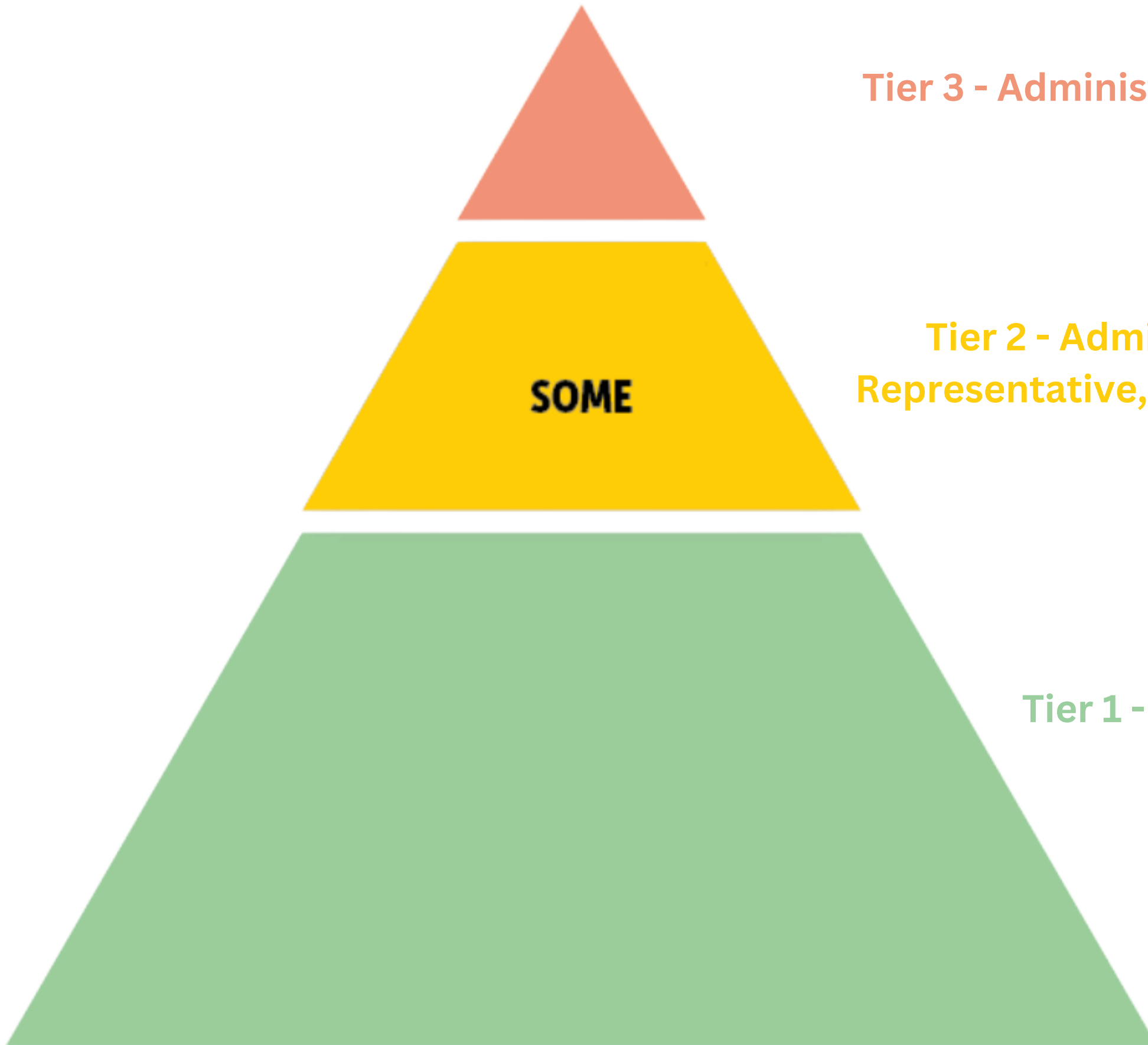
**3. What do your PBiS teams look like?**

**4. What is the burning question you have about Tier 2?**





# Teams



Tier 3 - Administrators, Counselors, Classroom Teacher, Data from Tier 1 & 2

Tier 2 - Administrators, Counselors, Classroom Teacher, K-2 Representative, 3-5 Representative, Behavior Specialist, Data from Tier 1

Tier 1 - Administrators, Grade Level/Team Representative, Parent, Classroom Data

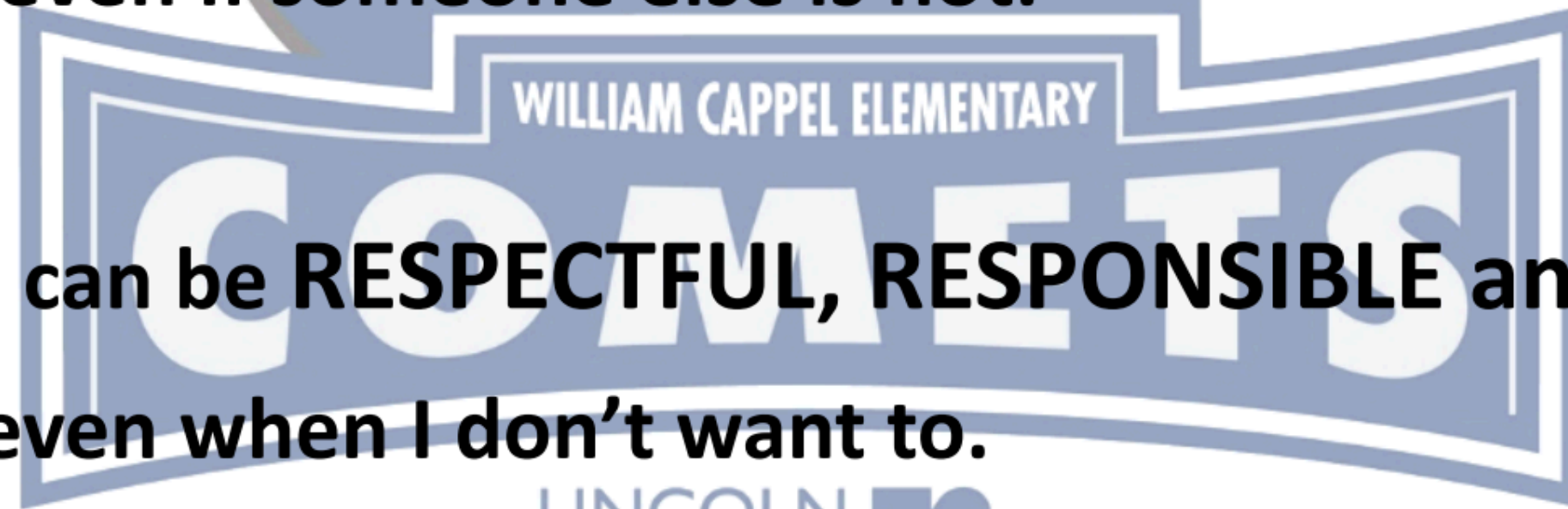


# CAPPEL GOALS FOR LIFE

**Goal #1 – I can have an uncomfortable feeling and still be  
RESPECTFUL, RESPONSIBLE and SAFE.**

**Goal #2 – I can be RESPECTFUL, RESPONSIBLE and SAFE  
even if someone else is not.**

**Goal #3 – I can be RESPECTFUL, RESPONSIBLE and SAFE  
even when I don't want to.**





A cartoon astronaut in a white suit with a blue visor, floating in the air. The astronaut's helmet is large and black, with the words "Tier 1" written in white.

**Tier 1**

## Effective Classroom Practices

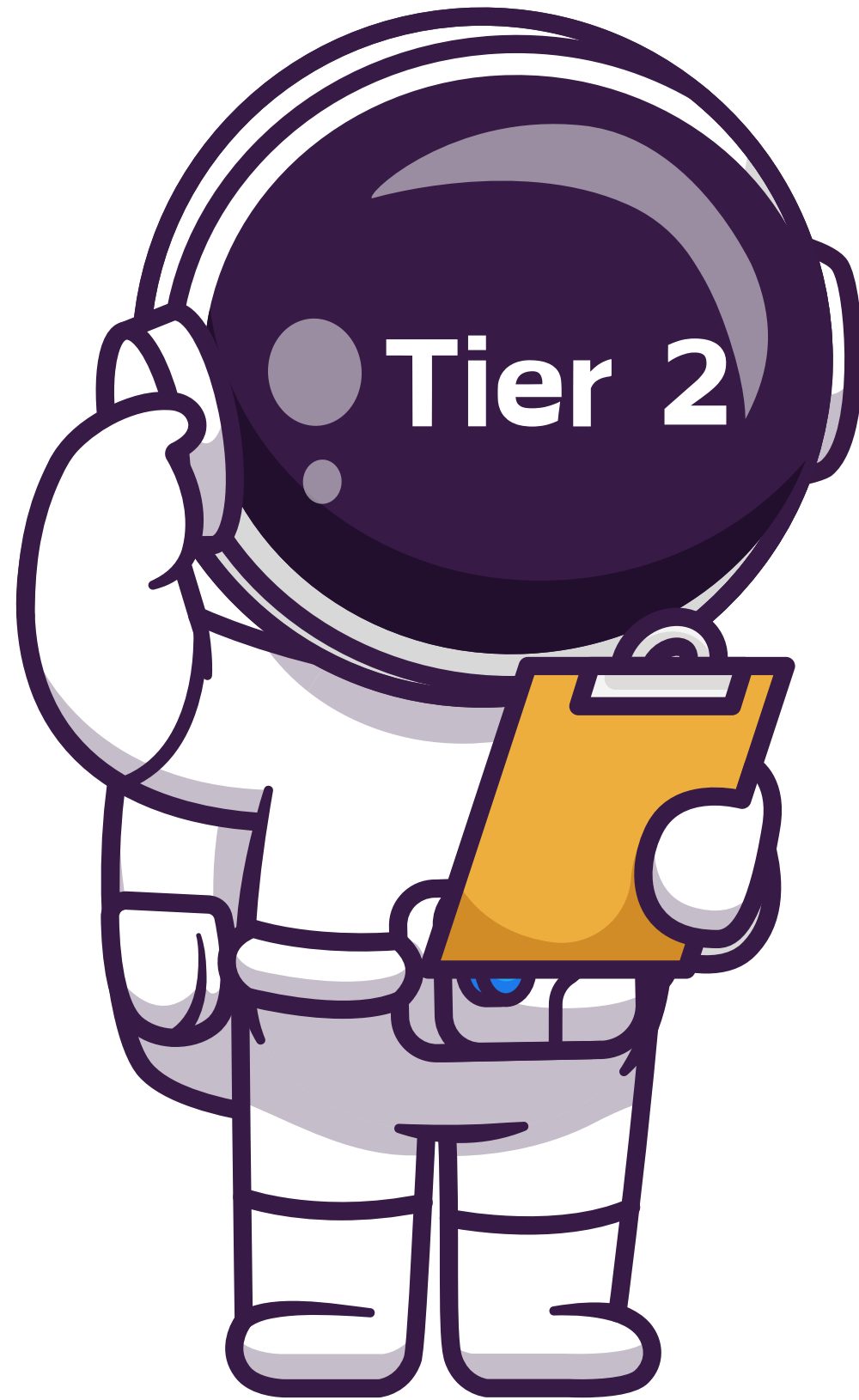
1. ENGAGING LESSONS!
2. Classroom Expectations
3. Classroom Procedures and Routines.
4. Encouraging Expected Behavior
5. Discouraging Inappropriate Behavior
6. Active Supervision
7. Opportunities to Respond
8. Activity Sequencing & Offering Choice
9. Task Difficulty

Several circular wooden tokens are scattered around the central text. Some tokens have the words "Respectful", "Responsible", and "Safe" written on them in blue ink. One token has the word "Respectful" written on it. Another token has the words "Respectful", "Responsible", and "Safe" written on it. A third token has the word "Responsible" written on it. A fourth token has the word "Safe" written on it. A fifth token has the word "Respectful" written on it. A sixth token has the words "Respectful", "Responsible", and "Safe" written on it. A seventh token has the word "Responsible" written on it. A eighth token has the word "Safe" written on it. A ninth token has the word "Respectful" written on it. A tenth token has the words "Respectful", "Responsible", and "Safe" written on it.

Respectful  
Responsible  
Safe



# Team Responsibilities



**Coordinate school-wide implementation**

**Oversee the implementation of practices**

**Use data to monitor progress**

**Ensure timely access to interventions**

**Work to establish systems for students requiring more intensive support (10%–15%)**

**Consult with and provide ongoing support for staff**

**Share intervention outcomes with students, staff, families**



# Tier II – Meeting Agenda

1. Introduce student to team/recap referral
2. Identify Functional Motivation
3. Score SIM Form
4. Identify Intervention/Facilitator
5. Go over process
  - a. Review Daily Progress Report (DPR)
  - b. Set a Goal
  - c. Review Daily Tracking Sheet
6. Go over Responsibilities
7. Teacher informs parent of plan
8. Explain Fading
9. Set Monitor Date



Student Last Name, First Name Tier 2 Notes 24-25

Referral Information							
Grade/Teacher							
Student Strengths, Motivators, Trusting Relationships, etc.							
Academic BIT Info							
SIMS Score	School-home note system	Behavior contract	Self-monitoring protocol	Check in/Check out	Check Positive peer reporting	Class pass intervention	Small group social-emotional training
Most Pressing Behavior Concern	Select One						
Strategies Attempted							
Strategy 1							
Strategy 2							
Strategy 3+							
Parent/Guardian Conversation	Select One						
Frequency Data Collection?	Select One						
Additional ESC/SW Notes:							

Initial Tier 2 Meeting Notes (Date)	
Agenda Item	Notes
Specific, Target Behavior Information	
Frequency Data	
Current Academics	
Parent Conversation Notes	
Agency Support Information	

Attendance Notes	
Discipline Notes	
SpedTrack Review	
Opportunity for additional observations <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Mrs. Mix	<input type="checkbox"/> No <input type="checkbox"/> Yes - ESC/SW contacts Behavior Specialist and Team continues with student's intervention planning <input type="checkbox"/> Yes - ESC/SW contacts Behavior Specialist and Team pauses student's SEL BIT process
Hypothesized Function of Behavior (Choose One)	<input type="checkbox"/> Access to Tangible (i.e., objects, food) <input type="checkbox"/> Escape (i.e., work, environment, person) <input type="checkbox"/> Sensory (avoiding or seeking) <input type="checkbox"/> Attention (peer, adult)
Identify ONE specific behavior goal <ul style="list-style-type: none"><li>utilize teacher data</li><li>measurable/observable</li><li>specific</li><li>growth, not perfection</li></ul>	
Brainstormed Interventions	
1-2 interventions to implement	
Notes on Next Steps	
Intervention Start Date	
Any task assignments	
Team member sharing plan with other staff members (if needed)	
Follow-Up Date	

Intervention	Start Date	Status	Date	Status	Date	Status	Date	Status		Status
Self Monitor	8/2024	Progre... ▼	10/30/24	Progre... ▼	11/21/24	Fade ▼	12/18/24	Compl... ▼		▼
CICO	8/2024	Progre... ▼	9/10/24	Tier 3 ... ▼		▼		▼		▼
CICO	8/19/2024	Progre... ▼	10/15/24	Progre... ▼	12/20/24	Fade ▼	12/20/24	Compl... ▼		▼
Token Board	8/19/24	Initial ▼	10/30/24	Tier 3 ... ▼		▼		▼		▼
Token Board	8/19/24	Initial ▼	10/30/24	Progre... ▼		▼		▼		▼
CICO	8/26/24	Initial ▼		Progre... ▼		Tier 3 ... ▼		▼		▼
Behavior Contra	10/28/24	Initial ▼	10/28/24	Progre... ▼	12/18/24	Compl... ▼		▼		▼
CICO	9/30/24	Initial ▼	10/1/24	Tier 3 ... ▼	10/28/24	Progre... ▼	12/18/24	Progre... ▼	1/27/25	▼

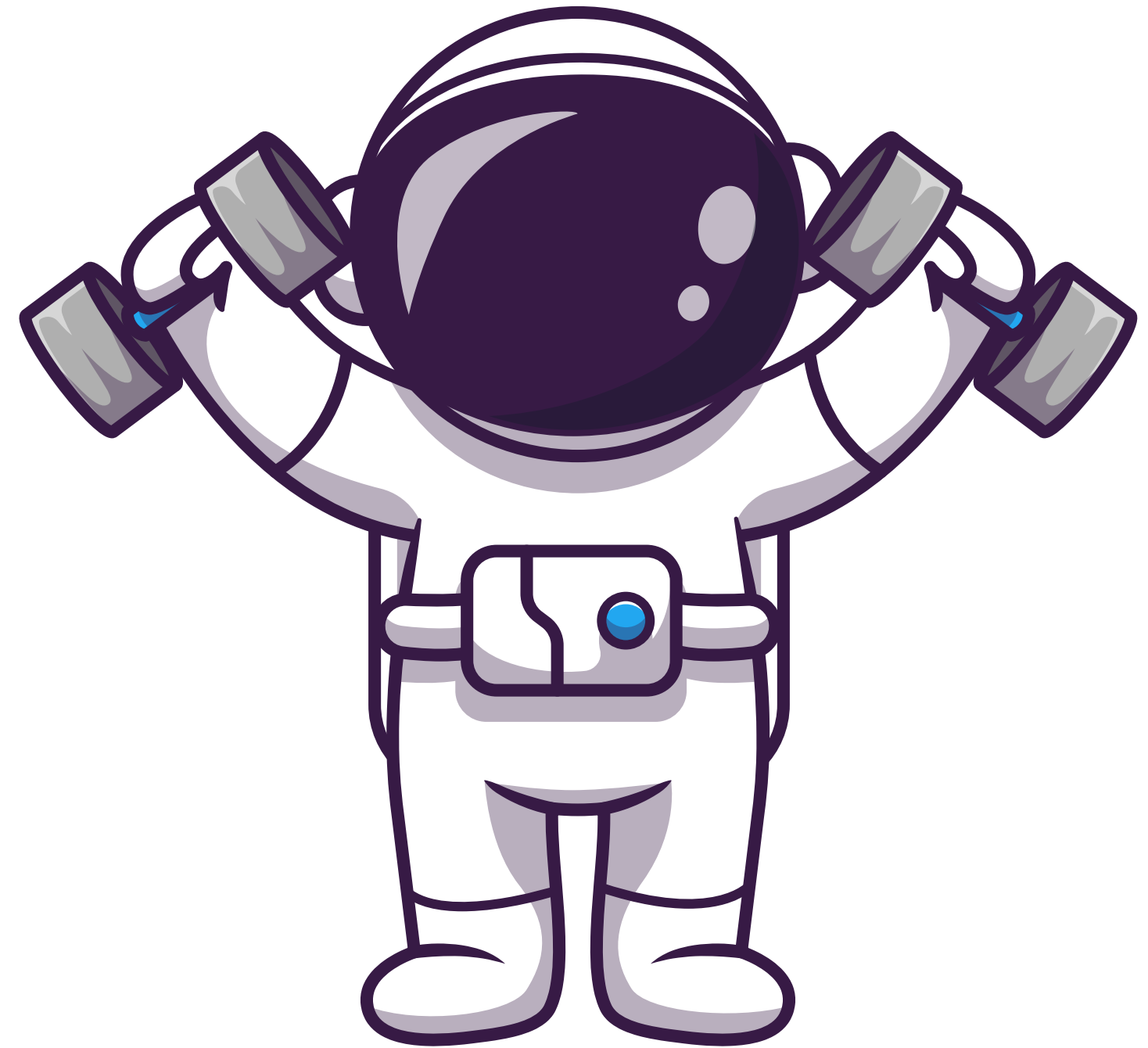


# **SIMS Form**

**Designed to match Tier 2 interventions to students identified as emotionally or behaviorally at risk**

**A staff member who is familiar with the student fills out the form**

**Helps determine the function of behavior and which intervention would fit best**





STUDENT INTERVENTION MATCHING FORM (SIM-Form)

**Instructions:** The SIM-Form is designed to match Tier 2 interventions to students identified as emotionally or behaviorally at-risk by the universal screening process. A teacher, other staff person, or team who is familiar with the student should complete the SIM. This form includes statements assessing a variety of characteristics associated with students that align well with the active ingredients of evidence-based Tier 2 interventions. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

Student name: Person(s) completing this form:

Screened as at-risk (circle the one that applies): Externalizing, Internalizing, or Both Date:

#	Item	Very true (3)	True (2)	Untrue (1)	Very Untrue (0)	Don't know
1.	School has good relationship with the student's parents (SHN)					
2.	Student seeks and likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's main problem is disruptive classroom behavior to get out of doing the work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills (i.e., can't do) (SG-SET)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					

Developed by Dr. Clayton R Cook  
Version 2 – September 23, 2012

13.c.

Page 1 of 3

Student name: Person(s) completing this form:

11.	Student withdrawals from social situations and spends most of free time alone (PPR)					
12.	Student's problem behavior happens frequently throughout the day (SM)					
13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)					
14.	Student has difficulty coping and adapting to challenging situations (SG-SET)					
15.	Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning (CP)					
16.	With the right incentive, the student's behavior likely will improve (BC)					
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until task completion (SM)					
19.	Student gets upset and frustrated easily and becomes angry or shuts down (SG-SET)					
20.	Student could benefit from having others say nice things about him/her (PPR)					
21.	Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)(BC)					

Student name: Person(s) completing this form:

SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

Intervention	Items	Score (sum the items)
School-home note system (SHN)	1, 6, 13	0
Behavior contract (BC)	4, 16, 21	0
Self-monitoring protocol (SM)	10, 12, 18	0
Check in/Check out mentoring (CICO)	2, 9, 17	0
Positive peer reporting (PPR)	3, 11, 20	0
Class pass intervention (CP)	5, 8, 15	0
Small group social-emotional training (SG-SET)	7, 14, 19	0



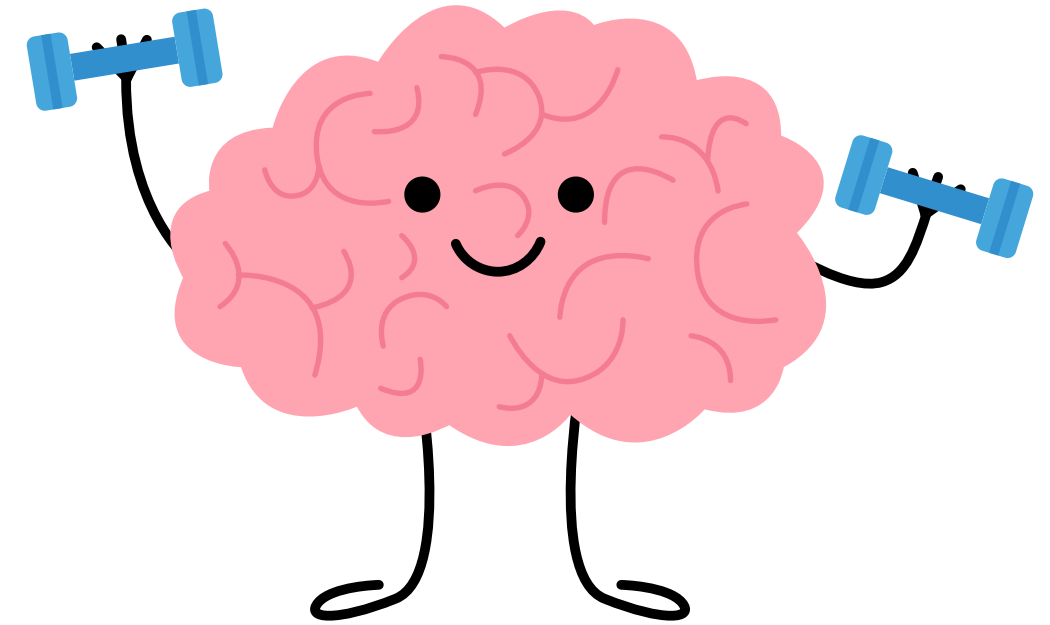
# Interventions



**Positive Peer Reporting**



**Class Pass**



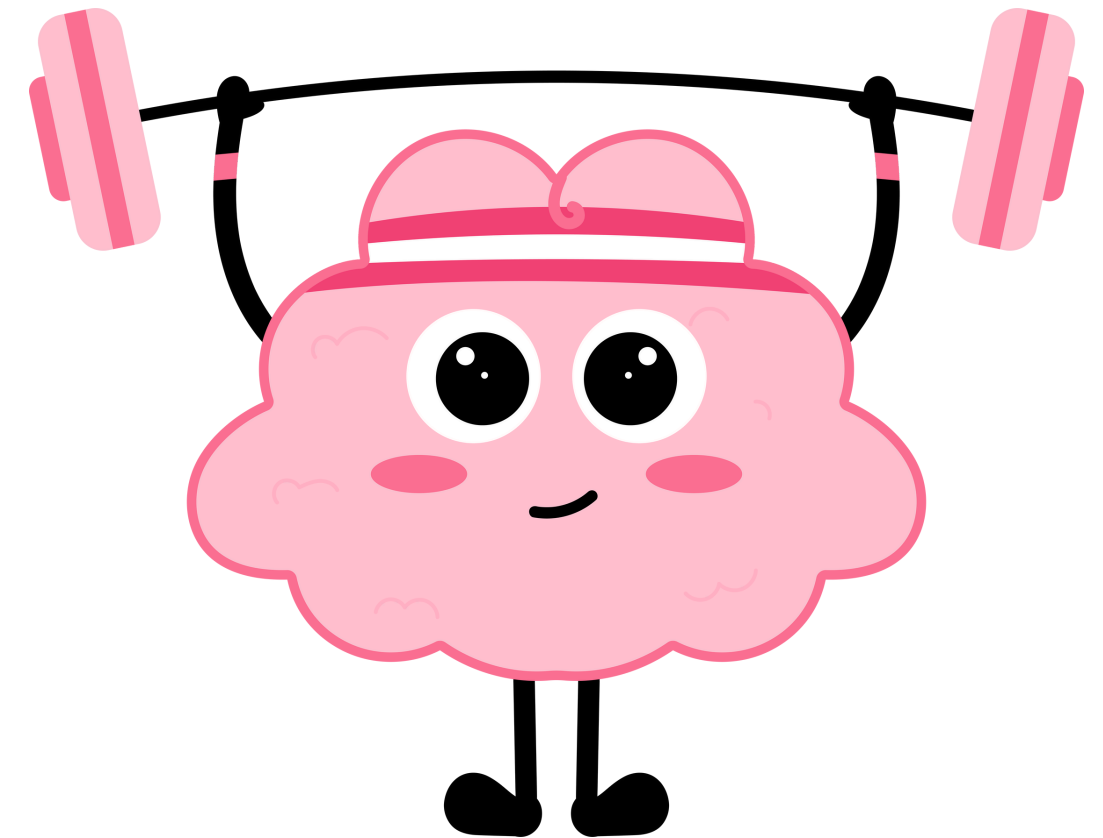
**School Home Note**



**Check In Check Out**



**Self Monitoring**



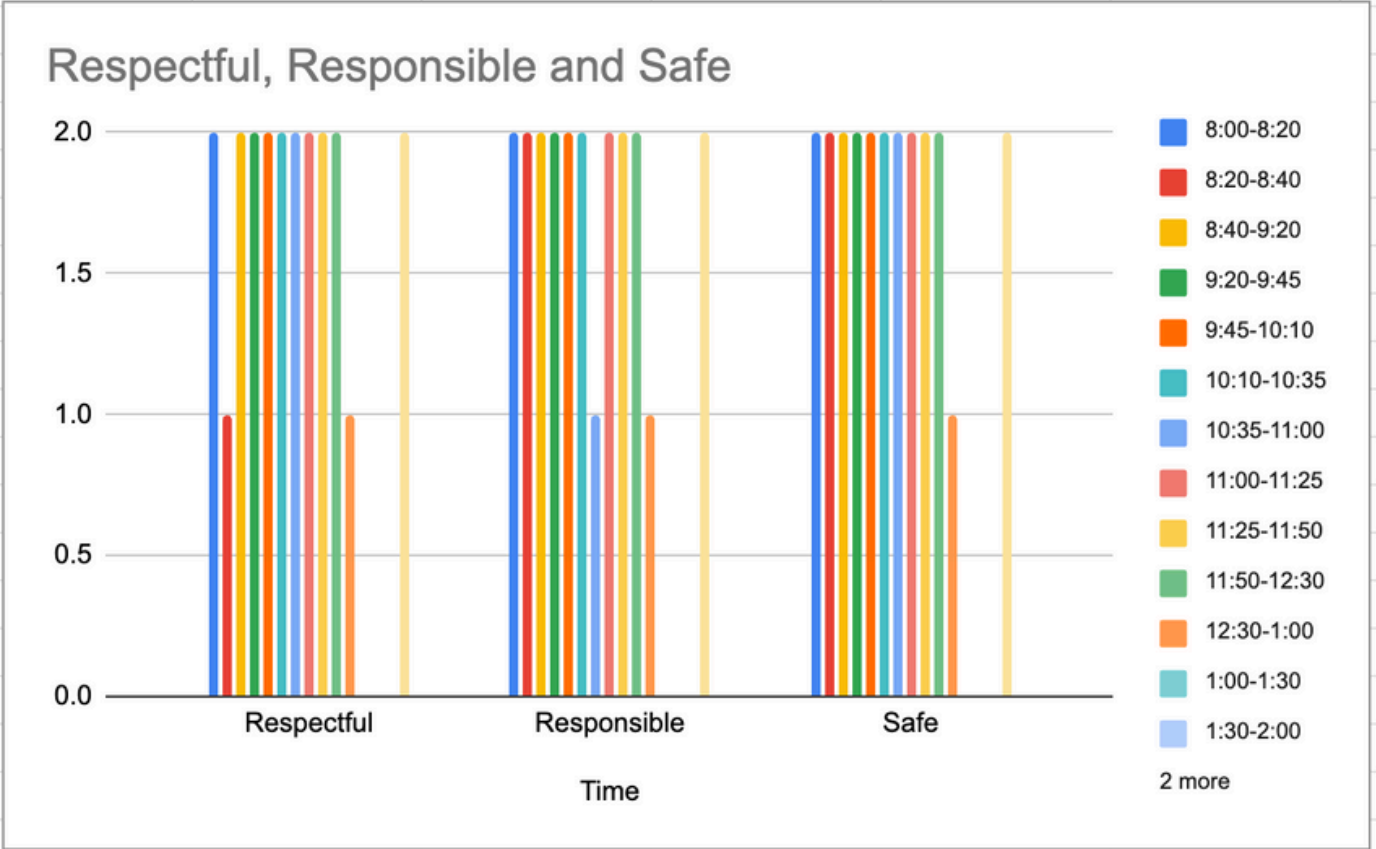
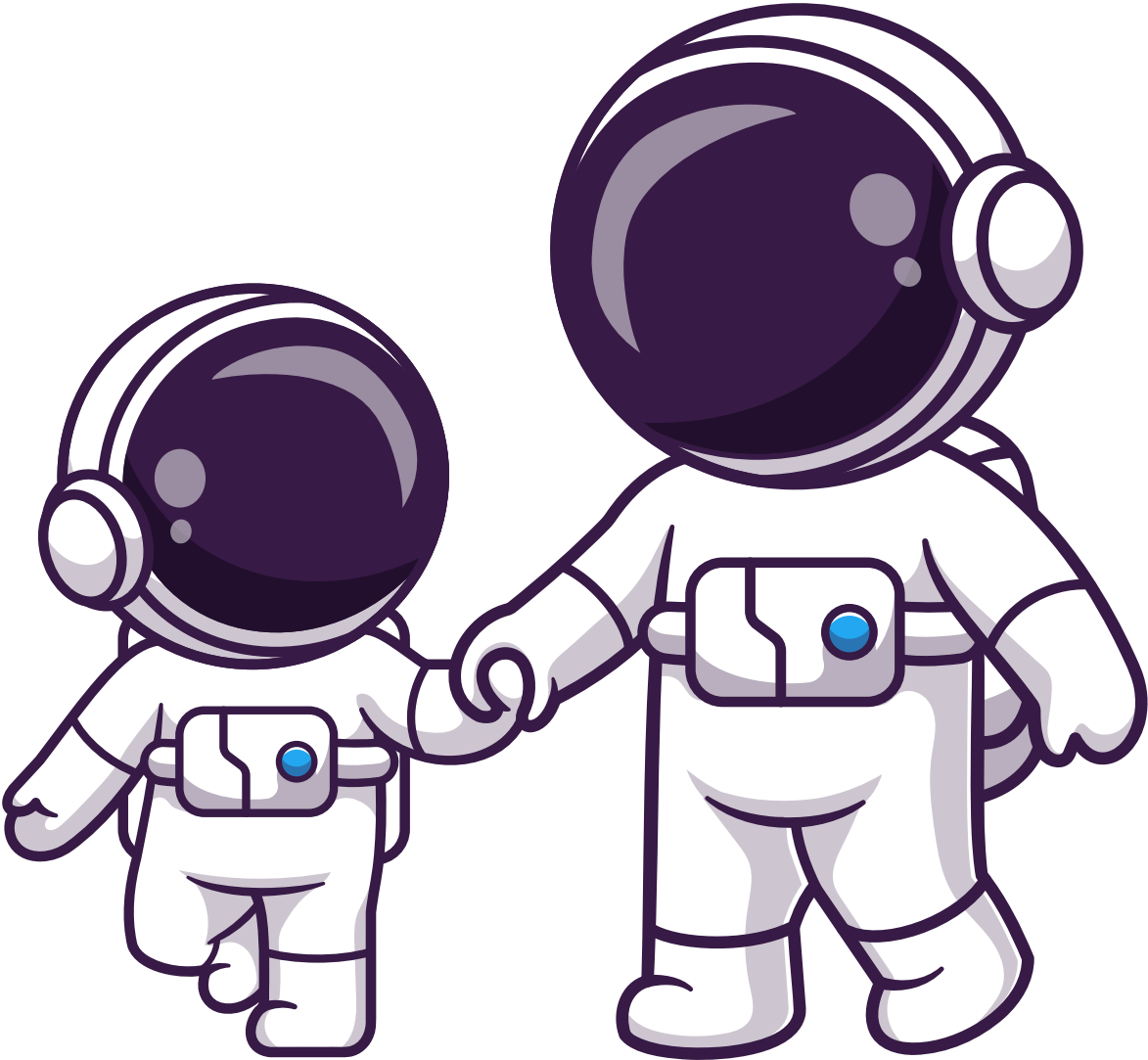
**Behavior Contract**



	1st	Respectful	Responsible	Safe	Daily Check-in with
8:00	8:00 - 8:20 Breakfast				
8:05					
8:10					
8:15					
8:20					
8:25	8:20 - 9:20 Math				Goal is set for each category.
8:30					2 - No reminders
8:35					1 - 2 or less reminders
8:40					0 - 3 or more reminders
8:45					
8:50					
8:55					
9:00					
9:05					
9:10					
9:15					
9:20	9:20 - 9:45 Tier 3				Goal:
9:25					
9:30					
9:35					
9:40					
9:45	9:45 - 11:00 Reading				
9:50					
9:55					
10:00					
10:05					
10:10					
10:15					
10:20					
10:25					
10:30					
10:35					
10:40	11:00 - 11:25 Lunch				
10:45					
10:50					
10:55					
11:00					
11:05	11:25 - 11:50 Recess				
11:10					
11:15					
11:20					
11:25					
11:30	11:50 - 12:30 Writing				
11:35					
11:40					
11:45					
11:50					
11:55					
12:00					
12:05					
12:10					
12:15					
12:20	12:30 - 1:30 Specials				
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
1:00					
1:05					
1:10	1:30 - 2:00 Tier 3				
1:15					
1:20					
1:25					
1:30					
1:35	2:00 - 2:30 Number Corner				
1:40					
1:45					
1:50					
1:55					
2:00	2:30 - 3:15 SS/SC/Tier 2				
2:05					
2:10					
2:15					
2:20					
2:25					
2:30					
2:35					
2:40					
2:45					
2:50	Dismissal				
2:55					
3:00					
3:05					
3:10					
3:15					
3:20					

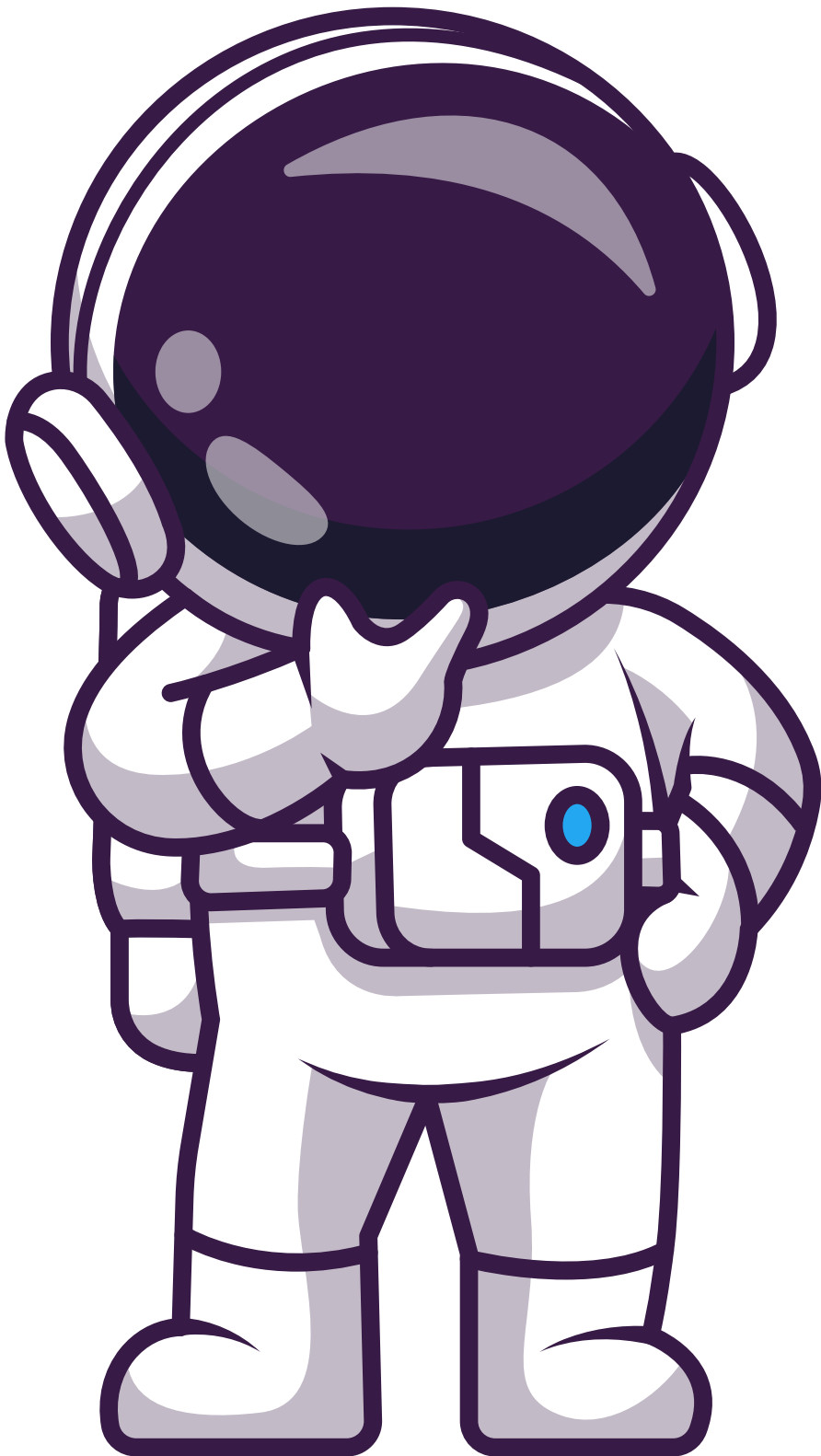
Time	Respectful	Responsible	Safe
8:00-8:20	2	2	2
8:20-8:40	1	2	2
8:40-9:20	2	2	2
9:20-9:45	2	2	2
9:45-10:10	2	2	2
10:10-10:35	2	2	2
10:35-11:00	2	1	2
11:00-11:25	2	2	2
11:25-11:50	2	2	2
11:50-12:30	2	2	2
12:30-1:00	1	1	1
1:00-1:30	0	0	0
1:30-2:00	0	0	0
2:00-2:30	0	0	0
2:30-3:15	2	2	2

CICO





# Self Monitor



4th	Respectful	Responsible	Safe
8:00 - 8:20 Breakfast	2: no reminders	2: no reminders	2: no reminders
8:20 - 9:00 Core 1	3 or more remind	3 or more remind	2: no reminders
9:00 - 10:00 Specials	2 or less remind	2 or less remind	2: no reminders
	2 or less remind	2: no reminders	2: no reminders
10:00 - 11:40 Core 1/2	3 or more remind	3 or more remind	2: no reminders
	2: no reminders	2 or less remind	2: no reminders
	2: no reminders	3 or more remind	2: no reminders
11:40 - 12:05 Lunch	2: no reminders	2: no reminders	2: no reminders
12:05 - 12:25 Recess	2: no reminders	2: no reminders	2: no reminders
	2: no reminders	2 or less remind	2: no reminders

Daily Check-in with

Goal is set for each category.  
2 - No reminders  
1 - 2 or less reminders  
0 - 3 or more reminders

Goal:	Respectful: Raise my to share	Responsible: Stay on Task	Safe: Assigned Area
	20/26	15/26	26/26

Notes:





BEHAVIOR CONTRACT



STUDENT:  
*(check all that apply)*



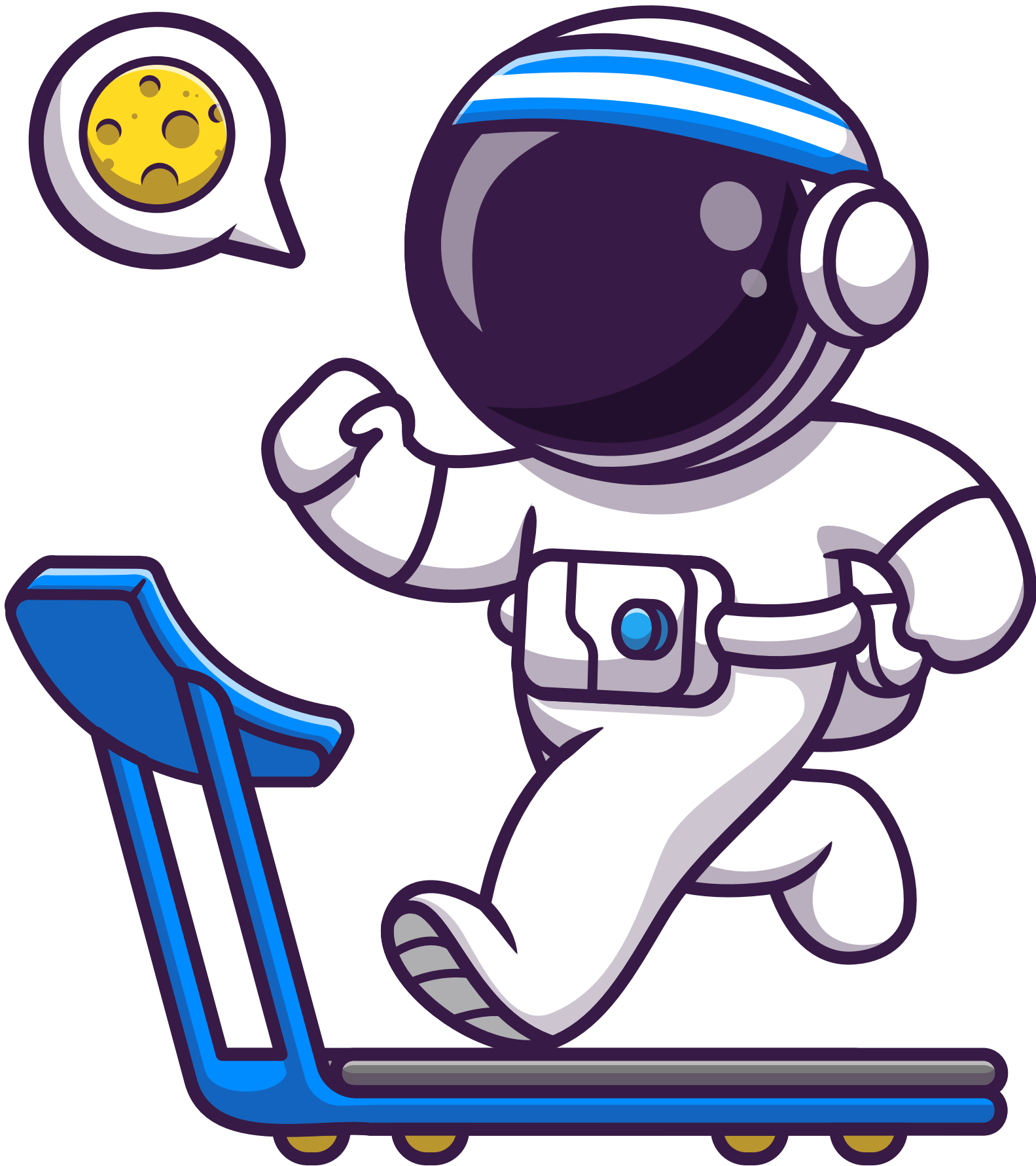
The student is working on the following classroom goals:

- ☐ work in my assigned area
- ☐ keep my body safe and to myself
- ☐ respond respectfully to the directions given in class to do the work.
- ☐ respectful towards others (teacher or other students) during class time.

TO MEET THIS GOAL I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THE REWARD I WILL RECEIVE FOR HONORING THIS CONTRACT IS \_\_\_\_\_

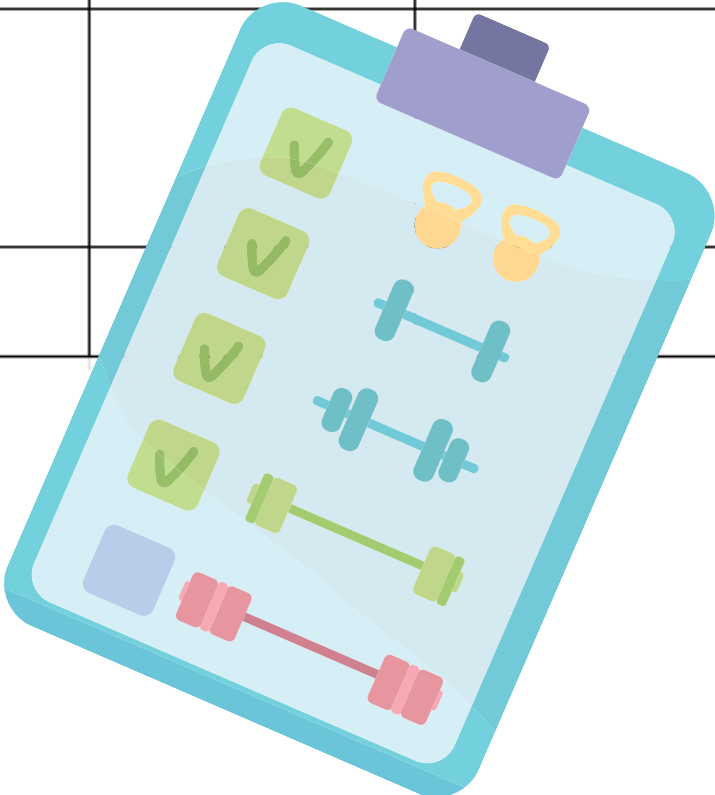
Student's name:	Effective Date:
Teacher's signature:	Follow-up Date:





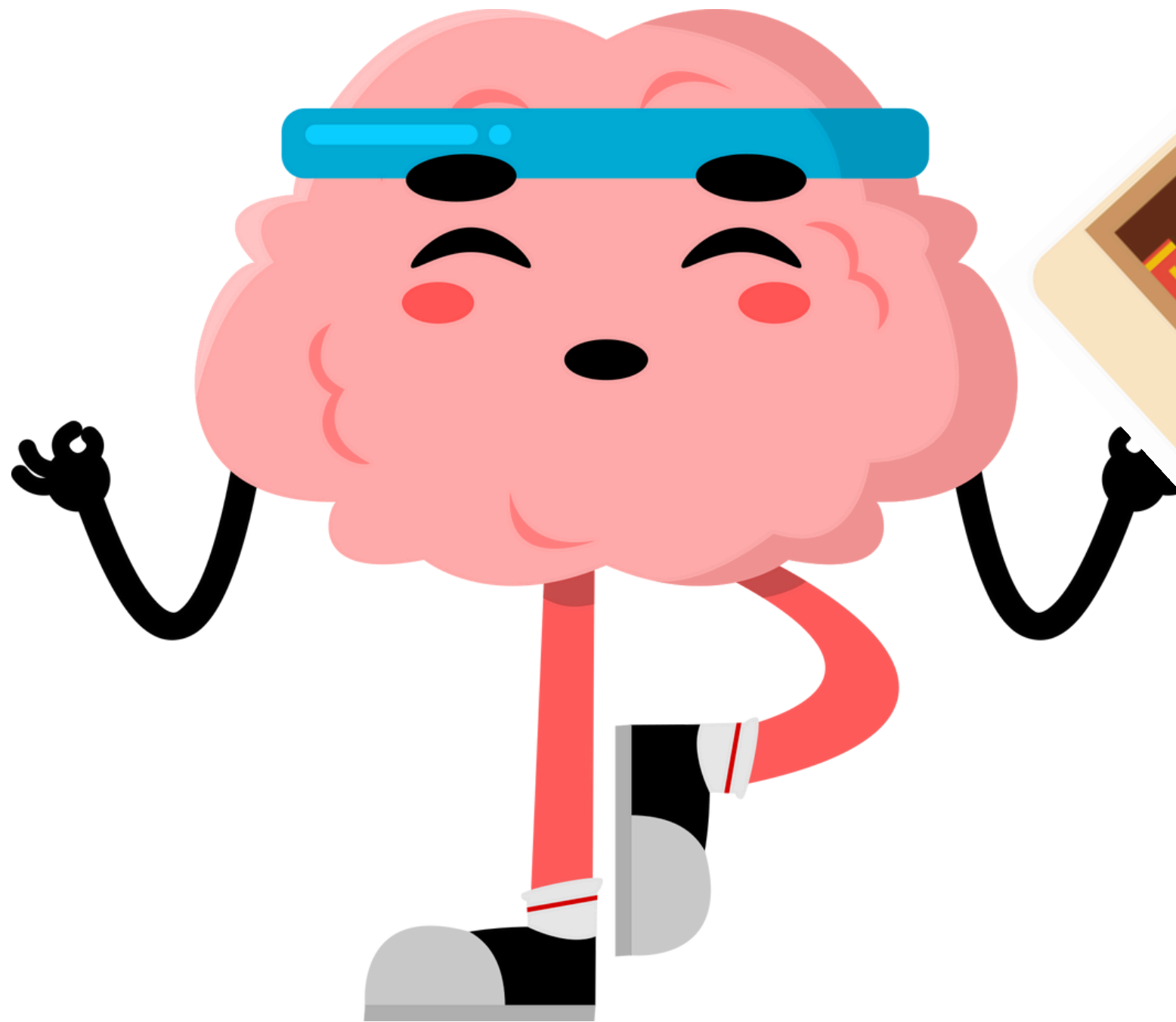
Name:				Week of:								
2 - No Reminders			1 - 2 or Less Reminders				0 - 3 or More Reminders					
Behavior	Mon		Tues		Wed		Thurs		Fri			
I will complete my work	2	1	0	2	1	0	2	1	0	2	1	0
I will self regulate to not cause class disruption	2	1	0	2	1	0	2	1	0	2	1	0
I will follow directions with 2 or less reminders	2	1	0	2	1	0	2	1	0	2	1	0
Overall	Celebrate my day with me!	Encourage me to have a better day.	Celebrate my day with me!	Encourage me to have a better day.	Celebrate my day with me!	Encourage me to have a better day.	Celebrate my day with me!	Encourage me to have a better day.	Celebrate my day with me!	Encourage me to have a better day.		
Total Points												
Comments												
Parent Initials												

School Home Note



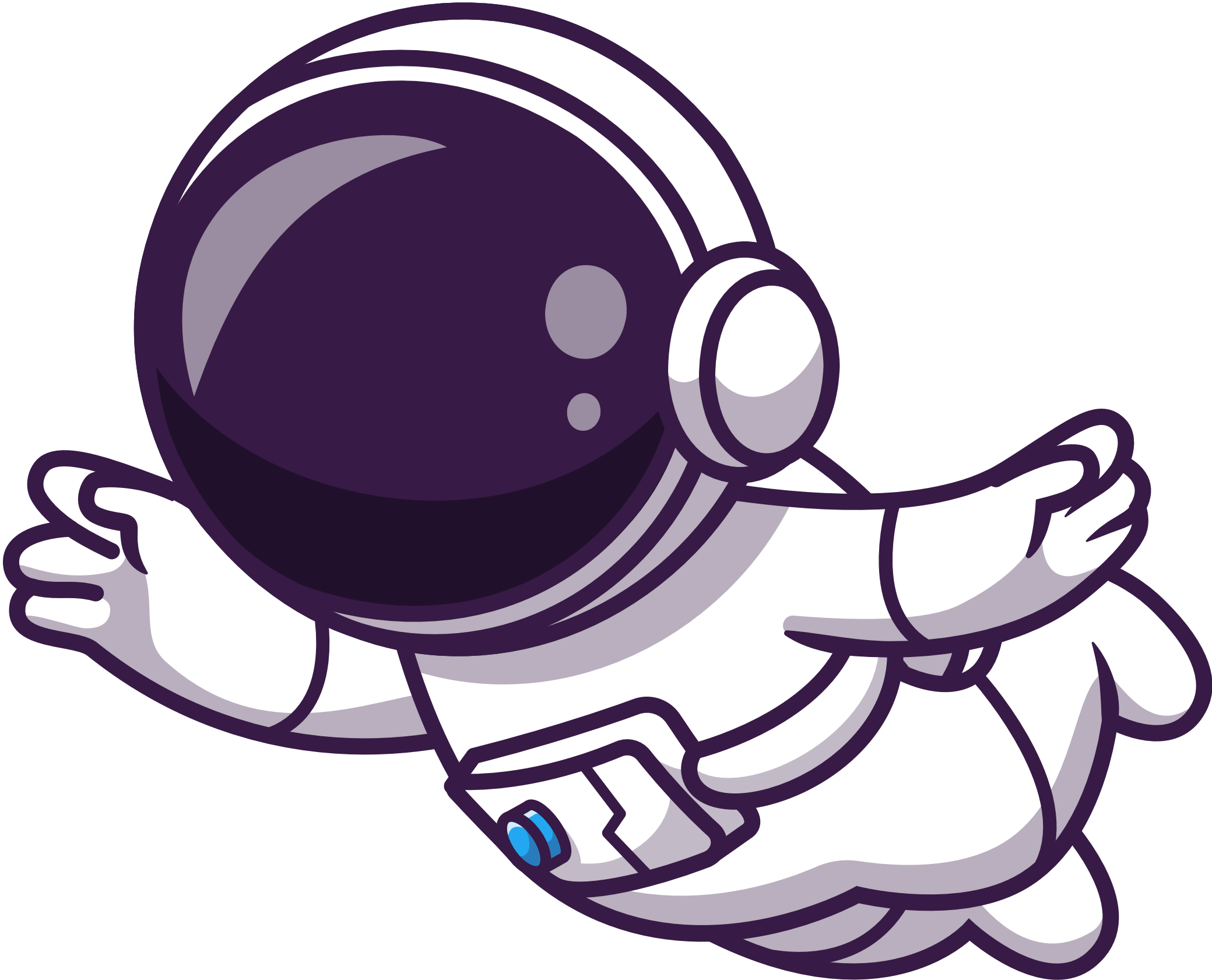


# Class Pass





# Positive Peer Reporting



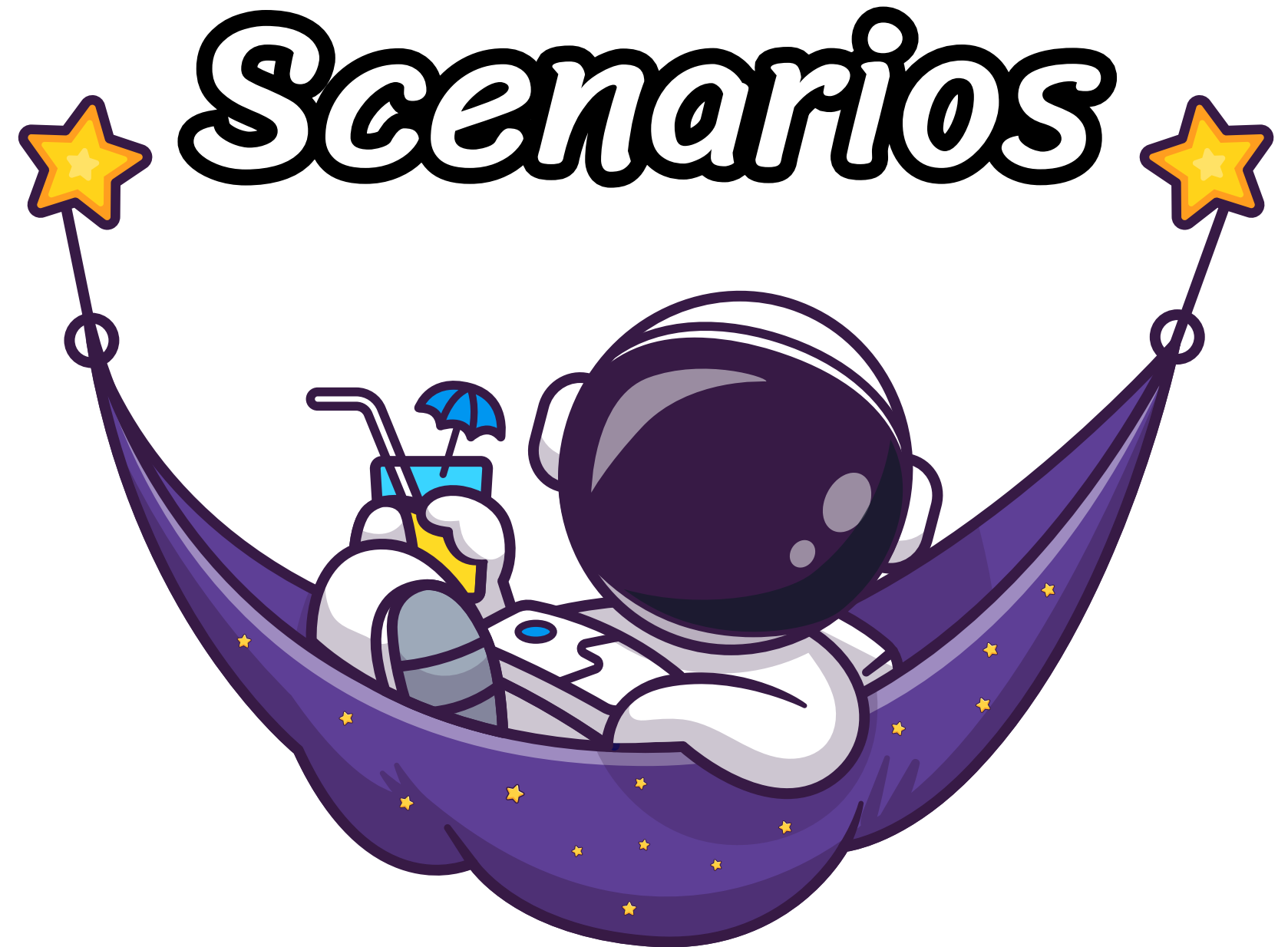


**Read about your student**

**Fill out the SIMS form**

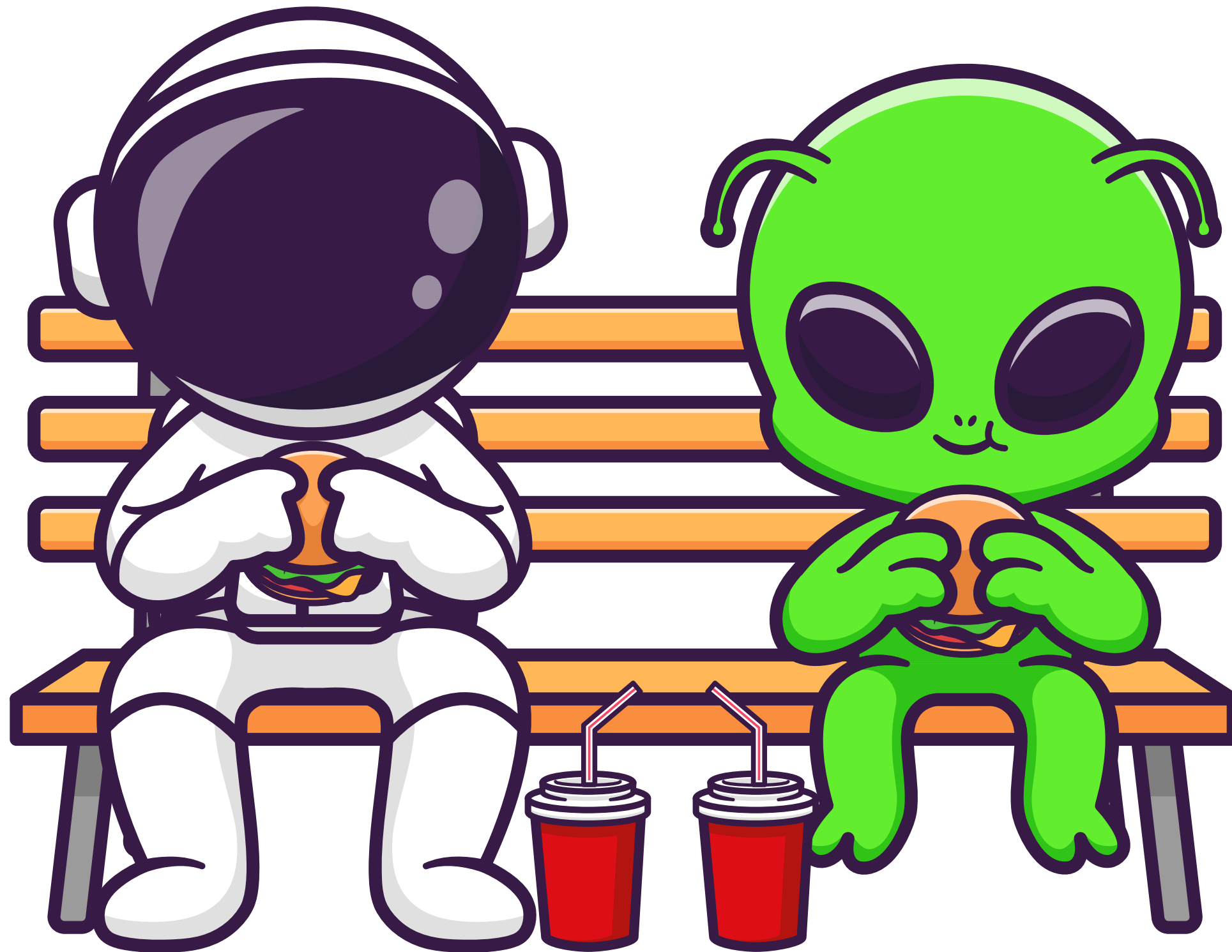
**Select the proper  
intervention**

**Customize the intervention  
document for the student**



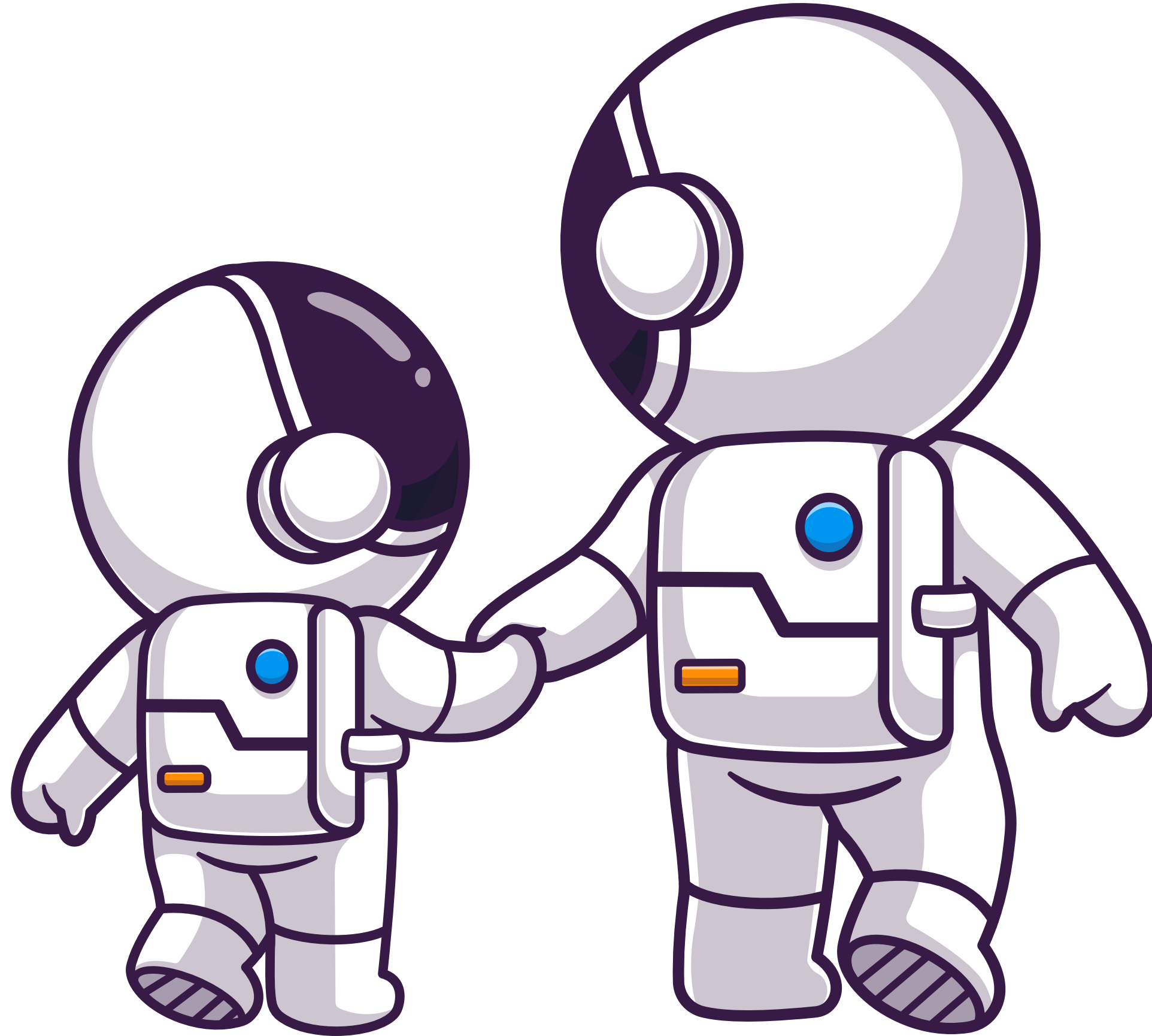


# Share Out

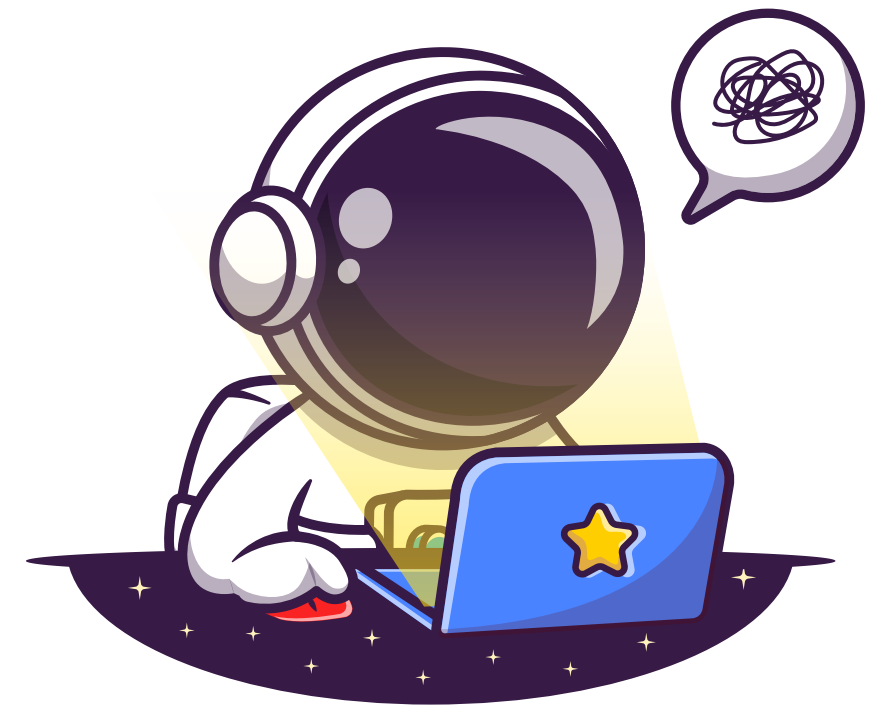




# Final Thoughts or Questions



# Contact Information



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**X: @WCE\_Comets**

**Facebook: [facebook.com/WCEComets](https://facebook.com/WCEComets)**

**William Cappel Elementary (Troy R-3)**

**636-356-4246**

**Remember to complete the feedback survey in the app!**