

MOVING FORWARD:

TEAM INTEGRATION



Practical Guidance for Student Assistance Program (SAP)
Teams
Implementing School Wide Positive Behavior Support
(SWPBS)

8/01/2011 mjb

Introduction

This document was created for Student Assistance Program (SAP) Regional coordinators, SAP Commonwealth Approved Trainers (CATS), SAP Liaisons, and School Wide Positive Behavior Support (SWPBS) Facilitators who will be working with SAP teams located in schools developing SWPBS teams.

Any feedback, comments, and suggestions to be added to the next revision of this document can be emailed to Marie Bozelli at c-mbozelli@state.pa.us

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Acknowledgements

Special Thanks to the SAP Interagency Committee for their feedback and support of this draft version. Members of the SAP Interagency Committee include:

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Special thanks to the review committee for their willingness to share their experiences, offer suggestions and participate in the meetings.

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Practical Guidance for Student Assistance Program (SAP) Teams Implementing School Wide Positive Behavior Support (SWPBS)

I. OVERVIEW

In 1984, the Pennsylvania Department of Health's (DOH) Office of Drug and Alcohol Programs (ODAP) provided a grant for seed money to pilot SAP throughout the Commonwealth under the auspices of the Pennsylvania Department of Education (PDE). In 1986-87, the Department of Public Welfare's (DPW) Office of Mental Health & Substance Abuse Services (OMHSAS) joined the SAP efforts to address teen suicide and other mental health concerns in addition to substance abuse issues. From this point forward the SAP program has continued to exist in PA schools and on December 3, 2005, the State Board issued a Final- Form rulemaking in the PA bulletin, which added SAP to Chapter 12 (§ 12.42) of the PA School Code as a requirement for all elementary and secondary schools.

Today the Commonwealth's SAP program is jointly coordinated and administered by PDE –Division of School Options and Safety, DOH- Bureau of Drug and Alcohol and DPW-Office of Mental Health and Substance Abuse services (OMHSAS). These three agencies make up the SAP Interagency Committee that oversees the implementation and continuing development of the Pennsylvania Network for Student Assistance Services (PNSAS). All three agencies are also members of the State Leadership Team (SLT) of the Pennsylvania Positive Behavior Support (PAPBS) Network.

The Pennsylvania Positive Behavior Support Network is the structure developed to oversee and support the implementation of the School Wide Positive Behavior Supports (SWPBS) initiative in PA schools. SWPBS is a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. This systems approach emphasizes prevention, social skills instruction, and data- based decision making to both reduce problem behavior and improve academic performance. School-wide PBS is a three-tiered, Response to Instruction and Intervention (RtII) framework that also serves to foster and expand mental wellness and mental health supports for all students.

With the long history and experience of the Student Assistance program working with schools, forming a collaborative relationship with the Pennsylvania Positive Behavior Support Network is a viable way in which to enhance both programs.

The Commonwealth SAP Interagency Committee, along with a workgroup has developed this guidance for SAP teams to use when considering utilizing their SAP team for the core team required in SWPBS or at a minimum, as a collaborative support process within the SWPBS framework. As you read through the document, you will find that there is no one specific method or recommendation being made. You will see that each school district and building has had to determine on their own, what will work best in their building with SAP involvement on some level. The materials that follow are designed to be utilized by SAP teams with assistance from Regional SAP Coordinators, Commonwealth Approved Trainers (CATS), SAP Liaisons, and/or SWPBS Facilitators, in determining what will work best.

II. WHAT IS PENNSYLVANIA'S STUDENT ASSISTANCE PROGRAM (SAP)?

The Commonwealth Student Assistance Program is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's learning and school success. The primary goal of SAP is to help students overcome these barriers in order that they may achieve, remain in school, and advance to their desired post school outcomes. While

Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students since 1984.

Student assistance is not a treatment program; rather, it is a systematic process using effective and accountable professional techniques to mobilize school and community resources to remove the barriers to learning, and, when the solution is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. Student assistance team members do not diagnose, treat or refer for treatment; but they may refer for an assessment for treatment. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is the key to the successful resolution of problems.

III. WHAT IS THE SAP CORE TEAM PROCESS

The core of the program is a professionally trained team, including school staff and liaisons from community agencies, who deals with issues based upon state guidelines, professional standards, and policies and procedures adopted by the local board of school directors. Professional training conducted by Commonwealth Approved SAP Training Providers, consistent with state guidelines, is required to ensure the appropriateness of the recommended services, effective interagency collaboration, and compliance with state and federal laws protecting the privacy rights of parents and students. The rigorous training for team members, which results in a certificate from the approved training provider, ensures the local board of school directors, school administrators, parents, students, and the public that team members have received up-to-date professional training consistent with content standards and appropriate professional procedures that lead to accountability.

The SAP Team follows a four phase process in assisting students referred to the team.

The four phases of the student assistance process are:

Referral - Anyone can refer a student to SAP when they are concerned about their behavior; any school staff, a student's friend, a family member or community member. The students themselves can go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process. Over the years the data collected from schools indicate that the majority of referrals to SAP teams come from teachers.

Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

Intervention and Recommendations – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

Support and Follow-Up – The SAP team continues to work with and support the student and his/her family. Follow-up includes monitoring, mentoring, and motivating for academic success.

IV. WHAT IS SCHOOL WIDE POSITIVE SUPPORT (SWPBS)?

School-Wide Positive Behavior Support (SWPBS) is a strengths-based proactive approach that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e. student misbehavior results in punitive consequences). The word “approach” is key in that SWPBS provides a data-based, decision making framework, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs.

The approach is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school, based on preventative practices which emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs. (Note: see PaTTAN document, *An Introduction to Pennsylvania's School Wide Positive Behavior Support Program* for more details. This can be found on the PaTTAN website, (<http://www.pattan.net>). Once there click on “Behavior” under the evidence based practices, then click on publications.

V. WHAT ARE SWPBS TEAMS?

SWPBS requires schools to establish a team-based problem-solving process to provide interventions at the universal, secondary, and tertiary levels. Included among the requirements for teams in the Pennsylvania Positive Behavior Support (PAPBS) Network are the following:

- Tier 1/universal level team: commits to meet at least twice a month, during their first year of implementation, to analyze school wide behavioral and academic data and to use this data in their planning and problem-solving process
- Tier 2/secondary level team: commits to meet at least twice a month to develop, monitor, and revise tier 2 interventions
- Tier 3/Tertiary level team: commits to meet monthly to discuss data, systems, and practices and will at a minimum meet weekly on individual students. This team will develop and implement comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges.

VI: Comparison Chart of SAP and SWPBS Core Teams

When schools are trained in both SAP and SWPBS, they begin to see that there are many similarities between the core teams and utilize these similarities when discussing how they will set up their teams in order to meet the requirements of both initiatives. What follows is a comparison chart that was developed as a result of these discussions to assist you when discussing in your district.

Expectations	SAP	SWPBS
Core teams	YES	YES
Core team representation	Central office representative (i.e. superintendent, assistant superintendent, director of curriculum and instruction,	Building administrator (i.e. principal, assistant/vice principal), general education teachers with grade

	director of pupil services, etc.) building administrator (i.e. principal, assistant/vice principal), may be representatives (at least four per building) from any or all of the following groups: teacher, counselor, psychologist, nurse, or other related professional staff, SAP liaisons from the county M/H/ or D&A system, and other child-serving systems	level representation, social worker and/or psychologist, special education teacher, specials teacher, paraprofessionals, family members and community partners
Requires teams to be trained	YES SAP team training Updated trainings as designated	YES Training on all three tiers
State funded Mental Health and Drug and Alcohol Liaisons provided at no cost to teams	YES	NO
Common meeting times	YES	YES
Operating procedures	YES	YES
Mandatory program	YES	NO
Data collection	YES <u>For example:</u> Student Information forms Student Reporting data form (PDE 4092) County MH and D&A Quarterly reporting	YES <u>For example:</u> School Wide Information System (SWIS) Data Positive Behavior Supports- (PBS) Surveys Student specific data collection (attendance, grades, etc)

VII. CAN THE SAP TEAM BE USED AS A SWPBS TEAM?

Yes! SAP complements SWPBS by addressing the needs of all students in the building from day one of SWPBS implementation, through the implementation of all three tiers. Student Assistance also complements SWPBS in that SAP has a self- referral component where students can request help when they need it and not have to wait to be identified.

SAP core teams are perfectly suited to play a vital role with any of the SWPBS tier teams. In today's school environment with high expectations around academics and with limited time, having separate teams is not always a cost effective use of a school's resources.

If your school is considering or already implementing SWPBS and there is an active Elementary (ESAP) or Secondary SAP team, take time to utilize the following steps, checklists and exercises. There is no specific order in which to utilize the following suggestions, but it is recommended that you contact your SAP Regional Coordinator, SAP Trainer, SAP Liaison, and /or SWPBS facilitators for assistance. They will assist you in reviewing your current SAP and SWPBS teams in order to develop an action plan to

better utilize staff resources for the required teams. These resources can also be used when looking to combine other teams in your school with similar purposes.

Important note: when making the decision to combine the teams, make sure the team meets all the requirements of a SAP core team in Pennsylvania. Always keep in mind that Pennsylvania's Student Assistance program is a mandated program supported through legislation (Act 211 of 1990 (24P.S.15-1547) and Chapter 12 of the PA school code).

In addition, please go to the home page of the SAP website: www.sap.state.pa.us and click on "Map of Pennsylvania Network for Student Assistance Services" close to the bottom of the page for a list of the SAP Regional coordinators and their contact information.

A. Suggestions to follow when determining if combining SAP and SWPBS team is best for your school district.

- Have the SAP Team members list out their roles and responsibilities.
- Have the SWPBS Team members list out their roles and responsibilities.
- Compare lists of roles and responsibilities of both teams for similarities and action plan if needed.
- List pros and cons of utilizing the existing SAP team.
- Complete the working smarter exercise (Attachment A 6).
- Discuss the feasibility of combining or having two separate teams.
- Discuss if your building has enough staff to be on the teams determined.
- Complete the SAP team readiness checklist and/or Pennsylvania Student Assistance Program Component Indicators Checklist (Attachments A1, A4 /or A5).
- Utilize the Questions to consider list for developing an action plan (Attachment A3).
- Develop an action plan.
- Determine at which tiers the SAP team will be utilized (SAP can be used at any of the tiers).
- List tasks to be completed before implementation.
- Assign responsibility for completion.
- Establish timeline.
- Utilize the TIPS process with guidance and training.

- Utilize the SWPBS Guiding Questions attachment for developing the process for Tier 2 and or 3 (Attachment A8).

B. Considerations for Teams that have decided to combine teams

Now that you have made the decision to combine teams it is recommended that the following also be considered and included in developing your action plan.

- Assure that the team will have enough time to complete all their assigned tasks.
- Cross train your team members in SAP and SWPBS.
- Re-write the roles and responsibilities of the combined/new team members.
- Develop procedures for obtaining written parental permission where applicable (Will there be written parent permission for all referrals to this team?).
- Explore what laws (such as Protection of Pupil Rights) apply.
- Develop a plan to ensure applicable laws are followed.
- Develop procedures for involvement of your SAP liaison.
- Develop procedures for reporting of SAP and SWPBS data and its analysis.
- Review and redesign your SAP Student Information forms to collect necessary data for both initiatives.
- Determine when referrals will be counted in the SAP Data reporting system.
- Meet with the SAP county Mental Health and Drug and Alcohol SAP liaisons to outline what their role will be on the new team. Will they attend meetings? Will they do assessments?

C. Suggestions to follow when NOT combining SAP and SWPBS teams

- Develop a plan that will ensure communication and prevent redundancy between the teams.
- Develop clearly written guidelines as to the specific roles and responsibilities of each team. Include guidance for team members who sit on both teams around roles and confidentiality.
- Develop procedures that clearly outline the types of referrals that will be made to each team.
- Develop a protocol and procedures to inform school staff about the types of referrals they should make to each team.
- Develop procedures for sharing of Data that is collected on students who may be discussed at both the SAP and SWPBS team meetings.
- Develop procedures for contacting parents when student is addressed by both teams.

- Review and redesign your SAP Student Information forms to collect necessary data for both initiatives.
- Determine how referrals will be made between teams.
- Address issues of confidentiality when teams have members in common.

D. Practical ideas for involving your SAP team in your districts SWPBS initiative

- Utilize your SAP team to fill the core team requirements of SWPBS.
- Request that a member of your school's SAP team be a part of the SWPBS District Leadership Team.
- Offer to do presentations to the SWPBS district team on SAP and how SAP can assist in the initiative.
- Train your SAP team in utilizing the School Wide Information System (SWIS) data and the Team Initiated Problem-Solving (TIPS) approach when monitoring and evaluating improvement of SAP referred students.
- Discuss with your local SAP liaison about combining efforts when doing assessments/screening of students.
- Train SAP liaisons to utilize functional behavioral assessment data/results in the screening process, with appropriate permission.
- Request that at least one of the SAP team members be on each of the SWPBS core teams for continuity and coordination purposes.
- Encourage the utilization of SAP team members with the development, implementation and/or referral of students to in-school resources such as check-in/check-out, mentoring, in-school groups and other in school supports.

VIII. Practical tips for SAP Trainers for including SWPBS in SAP training

- Include SWPBS websites within the SAP training manual.
- Include materials on SWPBS as resources in the manual.
- Add to already existing SAP training information on how to develop, implement, expand and or strengthen in-school supports.
- Have the SAP team prepare a list of the roles and responsibilities they have in supporting students/families.
- Expand the legal section of SAP training to include helping teams explore what laws (such as Protection of Pupil Rights) apply to SWPBS.

IX. Practical Tips for SAP liaisons

- If working with a school that has combined their SAP and SWPBS, work with the team to explore how you will play a role on the team.
- Ask to be a part of the school building leadership team.
- Assist in the sharing of communication between teams in districts where teams are not combined.
- Assist Team in developing procedures and protocol for sharing data, record keeping, etc.
- Assist the team in developing protocol for when a Student is considered a SAP student for purposes of reporting SAP data on line.
- Offer to assist, coordinate, organize, and or deliver social skills group interventions.
- Offer to assist in the delivery of Universal Level researched-based Prevention programs.
- Offer to assist SAP team to do a “gap analysis” to understand all the supports that exist in their building.

X. Team Implementation examples

Throughout the development of this guidance document we were fortunate to have schools share with us their stories of how this process is working in their schools. Below you will find three different stories, all of which to date are working for the individual school and are always being refined, teaching us all that the individuality of each building, each school, and each team will look as different as it needs to be to assure the best possible outcomes for program implementation.

Laurel Jr/ Sr High school (New Castle, PA): “The Laurel Jr./Sr. High School, in addition to the Laurel Elementary School, implemented School-Wide Positive Behavior Support beginning in the 2007 school year with the support and buy-in from the Superintendent, Assistant to the Superintendent, High School Principals, Special Education Administrator, School Psychologist, School Counselors, Teachers, and Parents. The Jr./Sr. High School encompasses grades 7-12 and the implementation of SWPBS created a framework for problem-solving to address academic and behavior weaknesses with evidence-based interventions. The Jr./Sr. High created a Core Team which is comprised of the ISP (Initial Screening Process) team, SAP (Student Assistant Program) team, and the SWPBS team. This Core Team is professionally trained in the above-mention programs and serves as a streamlined process to address student needs/referrals. The Jr./Sr. High Core Team serves as the conduit for Tier I (universal), Tier II (secondary), and Tier III (tertiary) interventions. This Team meets at least twice a month and utilizes student data including the District data warehouse (OnHand), SWIS data, Check-In/Check-Out data, and progress monitoring of school-wide implementation in order to identify needs, problem-solve and conduct action-planning. The Laurel Jr./Sr. High School Core Team members include two principals, special education administrator, school psychologist, two school counselors, two regular education teachers, special education/emotional support teacher, school nurse, a mental health liaison, and a drug/alcohol liaison. The school psychologist (external coach) coordinates the meetings, obtains information from all core team members and acts as the liaison between outside partners and the Core Team Members. All Core Team members have an active role in the process. Administrators have been very supportive of the team process which has been critical to the effectiveness of this core team. All District personnel are trained in the SWPBS process. One of the most effective outcomes of this implementation has been the outline of expectations at the student/classroom level, principal level, and parent level in order to define

appropriate behavior in very observable and measurable terms. The Core Team utilizes the expertise of our collaborative partners which include: local mental health providers, County MH/MR, County Juvenile Justice officers, local CASSP Coordinator, PaTTAN - Pittsburgh, and Midwestern Intermediate Unit IV. All of these resources support the District motto of: “Be Safe, Be Kind, and Be Responsible.” The District is committed to continuing professional development in order to support and refine this data-based, decision-making, proactive framework. “

Northgate Middle/ High School (Pittsburgh, PA) : Process/System for Identifying and Moving Students through the Tiers

“Northgate Middle/High School uses four teams to support students’ social and behavioral health. The Universal team designs prevention activities for students and staff and reviews data on all students. Tier 2 Core teams design interventions for students whose needs are greater than can be met with universal prevention activities. A Problem Solving Team is available to determine interventions for students who fail to respond positively to the interventions selected by the Tier 2 Core teams. Finally, a SAP team is available for students who would benefit from a SAP intervention. Tier 2 Core teams, Problem Solving Teams and SAP teams receive cross-training for SWPBS and SAP.

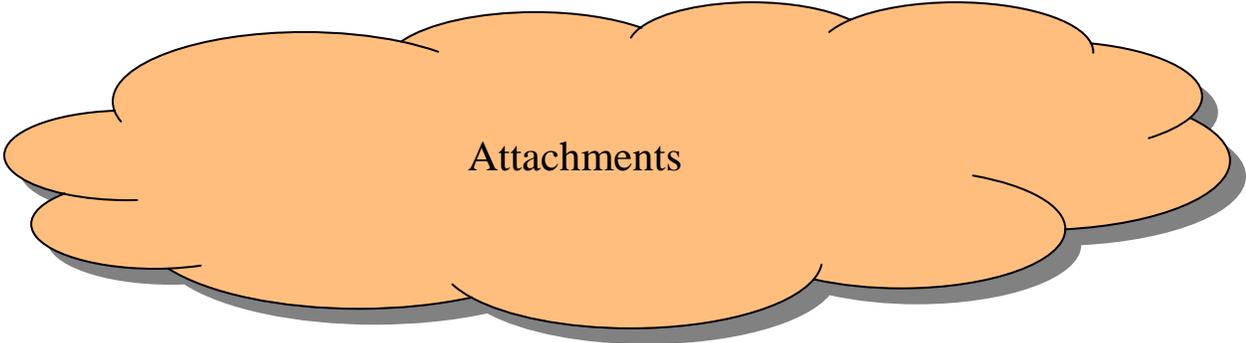
Students are identified for Tier 2 interventions by referrals from the Universal teams that review discipline data, academic progress reports and attendance reports twice a month. Parents and staff may refer students for a Tier 2 intervention at any time.

If a student fails to respond positively to the Tier 2 intervention, the team refers the student to the Problem Solving Team who decides the next appropriate level of intervention. This team selects additional or alternative Tier 2 interventions to be used (e.g. Check and Connect; Social Skills Group, Academic tutoring, mentoring, brief Functional Behavioral Assessment (FBA) and Positive Behavior Support Plan, etc.). The Team may determine that the student needs a formal Functional Behavioral Assessment and the development of a Positive Behavior Support Plan or possibly needs to be referred to the Student Assistance Program in which case the team members will follow the procedures of SAP. (Note: Core teams are cross trained as SAP team members). “

Lower Pottsgrove Elementary (Pottstown , PA) :

“In our building, we have a SWPBS team. This universal team discusses and monitors all Tier I interventions, such as lesson plans, expectations, and celebrations. Members of this team include teachers, parents, paraprofessionals, administrators, and the counselor. Students who are not meeting Tier I interventions are referred to the Tier II Core team. This is a smaller group, which does include members of the universal team. The focus of this team is to review Tier II referrals and determine appropriate strategies to support Tier II students, such as Check in Check Out. Another function of the Tier II team is to review and analyze data, such as Office Discipline Referrals.

Often times when Tier II interventions are not effective, a student may be referred to the Tier III team. This team is unique to the student’s individual needs. Therefore, only the staff members involved with the student would meet to develop possible interventions for that student. It is common for our Tier III to be referred to our ESAP team. Our ESAP team includes school personnel such as teachers, administration, the counselor, the psychologist, the district social worker, the nurse, as well as a mental health liaison from the community. Besides supporting students’ emotional and social needs within the building, often the purpose of the ESAP team is assist families in finding the proper community supports for our students. Ultimately the role of our ESAP team is to eliminate social and emotional barriers to a student’s education.“



Attachments

A.1) SAP Team readiness checklist : It is suggested that SAP teams who are considering combining their teams utilize Attachment 1 as a means to assess where they currently are as a SAP team. As indicated at the top of Attachment one, you can go through the checklist as a group, or hand out to individual team members. Have them fill it out and then tally the responses for discussion.

A.2) Action Plan: this form is utilized if any of the questions in Attachment 1 were “No’s”. On this form, list out the areas to address and how the tasks will be accomplished and by whom.

A.3) Questions to consider for developing action plan to combine teams : this attachment is similar to attachment one. These questions help the team to focus more on SWPBS. It is suggested that Attachment 2 be used when planning how to address the No’s on this questionnaire.

A.4) PA SAP Components and Indicators checklist : The Pennsylvania Student Assistance Program Component Indicator Checklist is designed to help you determine those elements of your SAP program in which your SAP program is the strongest and those in which your SAP program is in need of development. Attachment 4 is a shortened version of Attachment 5. Each are completed by having individual team members complete, then tally the results, discuss and plan for the areas the need developed.

A.5) Updated Version of the Components and Indicators checklist (see above definition).

A.6) Working Smarter exercise: The Working Smarter exercise is a tool to use with your schools SWPBS District and/or Building Leadership Team to review the teams within a building /district in order to be more efficient and better utilize staff time. See the top of the attachment for further instructions.

A.7) Team Initiated Problem-Solving (TIPS): is resource information that can be utilized by teams with prior training.

A.8) SWPBS Guiding Questions document (Tier 2/Tier 3 Systems) : This Guiding Questions document is a resource and specific tool used with SWPBS teams to guide the discussion on the development of the process the school will use to address tier 2 & 3 interventions and the processes to use when a student enters an intervention and when the student is moved out of the intervention. For SAP teams looking to combine their SAP team and SWPBS team, this exercise is helpful for understanding components of a Tier 2 team. In reviewing the questions that SWPBS teams use for developing procedures, a SAP team can further discuss areas to address if combining teams. It is especially important to contact your SWPBS Facilitator for technical assistance and training in utilizing this document.

A.9) Sample Student Information form: This is a sample of a form most often used by SAP teams. It is suggested that you develop a similar form to include data that may also be needed if combining your SAP and SWPBS teams.

Attachment 1

SAP TEAM READINESS CHECKLIST

Directions: With the members of the SAP team, review the questions below. If your team answered “NO” to any of the questions please, review and discuss. Any issues that may result from the review of this checklist should be addressed before you proceed. It is recommended that you contact your principal to discuss combining the teams. Remember that your SAP regional coordinator is available to assist you.

Question	YES	NO
Does your SAP team include a building administrator (i.e. principal, assistant/vice principal)?		
Does your SAP team include general education teachers ?		
Does your SAP team include social worker and/or psychologist?		
Does your SAP team include special education teacher?		
Does your SAP team include specials teacher?		
Do you meet as a team on a routine basis?		
Are building administrators involved and supportive of SAP?		
Are building administrators supportive and assist in arranging for common meeting times that all team members can attend?		
Do all your team members routinely attend meetings?		
Does your SAP team have clear delineations of roles and responsibilities?		
Does your team have a formal referral procedures and decision-making processes in place for SAP?		
Does your team’s screening process include clear and consistent student data collection and review procedures?		
Are confidentiality guidelines for the SAP team well delineated with members demonstrating respect for understanding of privacy rights of parents and students?		
Does your team have a clear and consistent parent consent process and procedure?		
Does the SAP team routinely explore and utilize in school resources for referred SAP cases separate from a referral for assessment?		
Do outside agencies offer psychoeducational groups?		
Does the school have a mentoring program?		
Do drug and alcohol liaisons routinely work with the SAP team?		
Do mental health liaisons routinely work with the SAP team?		
Are SAP team members willing to be trained in SWPBS?		
Are SAP team members supportive of the additional responsibilities they could be given?		
Do you have written SAP procedures for referrals?		

Attachment 2

ACTION PLAN

List issues indicated from the SAP team readiness checklist that will need to be resolved prior to combing teams.

Area to address	Action steps to take	By Whom	By When	Completed

Attachment 3: Questions to consider for developing an action plan to combine Teams

Considerations	YES	Action plan required
Has a decision been made as to which tier the combined team will be utilized?		
Sufficient time is allotted to complete new tasks assigned?		
Have the SAP Team members been fully trained in SWPBS?		
Do any of the SWPBS team members need to be SAP trained?		
Do you need to have any additional members to assist the team?		
Are there clear outlines of what types of referrals are most appropriate for the team?		
Are there guidelines around when a referral is only a SAP referral?		
Is there is clear procedure around written parental involvement for referrals?		
When do some of the laws such as Protection of Pupil Rights apply in their roles?		
Does there need to be a combined permission form?		

Attachment 4

SAP Implementation Indicators

Team Self-Assessment Checklist Based on SAP Best Practices

Directions:

Part One: Please rate your Student Assistance Program using the following scale:

“0” - not a current element of our SAP; “1” - we currently have this but feel it needs significant attention; “2” - we currently have this and feel it is working well; “3” - this is an exemplary element of our SAP.

Part Two: Review the ratings you gave each item with you team and come to consensus. Together, select the top 3-4 areas you feel are most in need of attention.

SAP Component & Indicators	Part One: n=4 Rating*	Part Two: Priority
Policy & Procedures – Infrastructure		
○ Building administrators involved & support SAP		
○ Community-based liaison works with team		
○ SAP coordinator for the building		
○ Policy violations & consequences clearly stated & enforced		
○ SAP structure and organization clearly delineated		
Outcome Indicators and Evaluation		
○ SAP monitoring and improvement mechanisms in place		
Team Planning		
○ Meeting time sufficient to complete SAP work		
○ Members’ role assignments clearly articulated		
Training		
○ Team members participate in Commonwealth SAP training		
○ Team members participate in ongoing development & training		
○ Adequate training schedule and budget for core team		

Referral Mechanism		
○ Accessible to all targeted students including special education		
○ Clear consistent process demonstrated by FLOW CHART		
○ Data and information drive action plans		
○ Confidentiality guidelines are clear to faculty		
Intervention & Recommendations		
○ Support and link students/parents with community services		
○ Three resources are provided to students/parents in need of services		
Follow-up & Support		
○ Clear procedures to promote student access to and compliance with school and community resources		
○ School resources available and accessible		

Communication		
○ Brochures and written information available for students & parents		
○ In-services for teachers occur yearly		
○ Webpage available for students/parents		
Parent Participation		
○ Parents are involved in the SAP process as full participants		

*Rating Scale

Components were identified through Fertman, CI; Schlesinger, J; Fichter, C; Tarasevich, S; Zhang, X and Wald, H (2000). Student Assistance Program Evaluation Final Report. Submitted to the Pennsylvania Commission on Crime and Delinquency, October. Handbook for further understanding components and indicators available for download at <http://www.sap.state.pa.us>

Attachment 5

Pennsylvania Student Assistance Program Components and Indicator Checklist

The Pennsylvania Student Assistance Program Component Indicator Checklist is designed to help you determine those elements of your SAP program in which your SAP program is the strongest and those in which your SAP program is in need of development. Accurate diagnosis and feedback is an important first step in development of an effective SAP team. The Checklist feedback you receive will help you and your school benefit from your SAP program's strengths and target developmental activities to address your SAP program's specific developmental needs.

Member name		Date
Building	District	

Instructions: Please rate each SAP component indicator for your SAP team by using the following scale:
 1= never present 2= sometimes present 3= present all of the time.

Component 1: Policy and Procedures

Building Administrators are involved and support SAP	1	2	3
Policy violations and consequences for tobacco, alcohol, drugs, weapons, violence	1	2	3
Elementary, middle/ junior and high school SAP linkage	1	2	3
SAP structure and organization (including members and titles, clear definition of roles and responsibilities, meeting times, membership selection criteria, etc.	1	2	3
Drug and Alcohol and Mental Health SAP liaison(s) work with team	1	2	3
Building SAP coordinator	1	2	3

Component 2: Communication

Description of SAP services for faculty, students and others including handbooks, brochures, etc.	1	2	3
In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates	1	2	3
Specific student communication strategy	1	2	3
Specific parent communication strategy	1	2	3

Component 3: Referral Mechanisms

SAP is accessible to all students	1	2	3
Formal referral procedures and decision-making process	1	2	3
Screening process: clear and consistent student data collection and review	1	2	3

Confidentiality guidelines for team are well delineated with members demonstrating respect for and understanding of parents' and students' privacy rights	1	2	3
Record keeping and maintenance of files	1	2	3
Continuous case monitoring	1	2	3

Component 4: Parent Participation

Policy statement defining parents/guardians as decision makers who provide active consent	1	2	3
Formal mechanism encouraging parent and family participation	1	2	3
Confidentiality guidelines known and respected	1	2	3
Demonstration of respect for parent and family privacy rights	1	2	3
Clear and consistent parent consent process and procedures	1	2	3
Information release form process and procedures for consent to exchange confidential student information	1	2	3

Component 5: Team Planning

Planning structure to include agenda, minutes, and documentation of efforts	1	2	3
Members' roles and responsibilities are articulated	1	2	3
Case assignment procedures	1	2	3
Regular meeting time sufficient to complete SAP work	1	2	3
Regular meeting space with access to telephone, voice mail, email and internet	1	2	3
Inter-team communication system	1	2	3

Component 6: Intervention and Recommendations

Available community behavioral health care system program and services	1	2	3
Available school academic, social, emotional and mental health programs and services	1	2	3
Student and family access, linkage and support programs and services in the school and community	1	2	3
Continuous monitoring of student progress and parent involvement	1	2	3
Team monitors and receives feedback on student behavioral health assessments	1	2	3
Update descriptions of all school and community programs and services with appropriate consent practices	1	2	3

Component 7: Follow-up and Support

Infrastructure to promote student access and compliance with recommendations for school and community programs and services	1	2	3
---	---	---	---

Student follow-up procedure and process to promote student contact and support	1	2	3
Continuous monitoring of student progress, parent involvement, and compliance with recommendations	1	2	3
Monitoring school and community programs and services to ensure availability and accessibility	1	2	3

Component 8: Training

Team members are trained SAP members	1	2	3
Team members participate in a maintenance and development SAP training	1	2	3
Adequate training schedule and budget	1	2	3
Team members have opportunity and support for advance SAP training	1	2	3
School and community agency staff participate in ongoing SAP training	1	2	3

Component 9: Outcome Indicators and Evaluation

SAP evaluation and improvement mechanisms are in place including a yearly needs assessment and review of past years performance in generating a program plan	1	2	3
Student SAP service participation and utilization system provides accurate and timely information	1	2	3
SAP team maintains a student data management system to track school outcomes including attendance, GPA, suspensions, grade retention and school leaving	1	2	3
Student interventions, recommendations, GPRA measures, and behavioral health outcomes are regularly assessed for quality and goal attainment	1	2	3
Stakeholder input and suggestions are solicited and utilized	1	2	3
SAP student and family satisfaction information is solicited and utilized	1	2	3

Attachment 6

Revised: 10.5.09slt

WORKING SMARTER EXERCISE

Directions: This format has been adapted from a component of the SWPBS training. Down the left hand side of the page, list the teams that you are looking to combine. Go across the top and fill in each section. Fill in the purpose of the team; fill in what outcomes are expected from each team. List the target group that the team works with (i.e. K-3, 9-12). List by name staff involved on each team. In the last column indicate any information important to note when developing your action plan. Look for trends and areas where teams can be combined. Additional paper may be needed.

EXAMPLE

Team	Purpose	Outcome	Target Group	Staff Involved	MISC/ next steps
SAP team	To identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent.	Help students achieve academically and get assistance for problems.	Students Grades 9-12	Assistant principal Physical Ed teacher Science teacher Nurse Guidance counselor ES teacher	SAP team members must be SAP trained.
SWPBS team	To utilize data to assist students. To assist students who are experiencing academic and /or behavioral difficulties. To develop interventions to assist students in school.	Help students achieve academically and get assistance for problems.	Students Grades 9-12	Assistant principal Nurse Guidance counselor ES teacher School psychologist School social worker	Training for SAP team members not currently on SWPBS team.

WORKING SMARTER EXERCISE

Directions: This format has been adapted from a component of the SWPBS training.
 Down the left hand side of the page, list the teams that you are looking to combine.
 Go across the top and fill in each section.
 Fill in the purpose of the team.
 Fill in what outcomes are expected from each team.
 List the target group that the team works with (i.e. K-3, 9-12) .
 List by name staff involved on each team.
 In the last column indicate any information important to note when developing your action plan.
 Look for trends and areas where teams can be combined.
 Additional paper may be needed.

Teams	Purpose	Outcome	Target Group	Staff Involved	MISC/ next steps

Attachment 7) Team Initiated Problem-Solving (TIPS)

Every school has teams. Teams are expected to solve problems. Teams need to report data to staff, families, administration, district, and state. The TIPS approach provides Teams with a structure and a format to conduct efficient meetings that facilitate data-driven decision making. Using TIPS, Teams may more effectively use data to solve problems, document decisions and action plans, and evaluate outcomes.

TIPS Model

- Provides tools to define a system for effective meetings, roles, responsibilities, materials, accountability and procedures
- Steps of effective problem solving including a strategy for assessing, monitoring, and evaluating the implementation and results of solutions
- Can be used with other data sets

What do Teams need ?

- A clear model with steps for problem solving
- Access to the right information at the right time in the right format
- A formal process that a group of people can use to build and implement solutions.

Training and Technical Assistance for using TIPS may be obtained from School-wide Facilitators in the PAPBS Network (Pennsylvania Positive Behavior Support).

Attachment 8: SWPBS Guiding questions document

- This Guiding Questions document is a resource and specific tool used with SWPBS teams to guide the discussion on the development of the process the school will use to address tier 2 & 3 interventions and the processes to use when a student enters an intervention and when the student is moved out of the intervention.
- For SAP teams looking to combine their SAP team and SWPBS team, this exercise is helpful for understanding components of a Tier 2 team. In reviewing the questions that SWPBS teams use for developing procedures, a SAP team can further discuss areas to address if combining teams.
- It is especially important to contact your SWPBS Facilitator for technical assistance and training in utilizing this document.

Tier 2/Tier 3 (Secondary/Tertiary) Systems

Guiding Questions *Please fill in your school's responses to the questions below to help you a) design systems at the Tier 2/Secondary and Tier 3/Tertiary tiers of intervention, b) identify areas of strength and need in your current systems and c) support your team procedures to be consistent, proactive and objective (data-based).*

This document is intended to assist teams with data-based decision making. However, teams may bypass a level or tier of intervention at any time and support a youth with a more intensive intervention if needed (ex. safety is a concern, school placement is at-risk or family/child is in crisis).

Tier 2/Secondary:

Level I: Simple Tier 2/Secondary Interventions (ex. Check-In/Check-Out): Student receives Simple Tier 2/Secondary support when Tier 1/Universal interventions and core curriculum are not meeting their needs.

List the people who currently coordinate and/or deliver Tier 2/Secondary Interventions who will make up your “Secondary Systems Planning Team/meeting” (name and title): _____

1. How are students identified as in need of Simple Tier 2/Secondary Interventions (by data-based decision-rule/s, teacher request for assistance and/or universal screening)? _____

2. What are the Tier /Universal data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

3. How does a Simple Tier 2/Secondary Intervention (ex. Check-In/Check-Out) for a student get started (ex. contact with teacher, consent from family, teach student the process)? _____

4. What is the timeframe for the Simple Tier 2/Secondary Intervention (how long will a student receive this intervention before student data is reviewed for progress)? _____

5. How is student Simple Tier 2/Secondary Intervention (ex. Check-In/Check-Out) data collected? _____

6. How is student Simple Tier 2/Secondary Intervention data tracked? _____

7. Who enters progress-monitoring data (ex. Check-In/Check-Out Daily Progress Report points) and brings this aggregate data on the intervention as a whole to the team meetings? _____

8. How will you know if students are responding to the Simple Tier 2/Secondary Intervention? What defines adequate progress (ex. what % of possible Daily Progress Report points etc.)?

Data-based decision rule for defining “response”:

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Simple Tier 2/Secondary Intervention the team may decide to support youth with a Social/Academic Instructional Group (Tier 2/Secondary Level II) or more intensive support.

Tier 2/Secondary

Level II: Social/Academic Instructional Groups: Student receives Tier 2/Secondary support when Tier 1/Universal interventions and core curriculum are not meeting their needs and/or when they have not responded to Simple Tier 2/Secondary Level I support (ex. Check-In/Check-Out).

Schools should have multiple types of group interventions. Do you have one or more of each of the following? What are the names of the groups?

Pro-social:

Problem-Solving:

Academic Behavior:

Academic Skills/Content area: _____

1. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (ex. SWIS, attendance, Daily Progress Report (DPR) points, etc.)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

2. How does a Social/Academic Instructional Group for a student get started (contact with teacher, consent from family, teach student the process, etc.)? _____

3. What is the timeframe for the Social/Academic Instructional Group (how long will a student receive this intervention before student data is reviewed for progress)? _____

4. How is student Social/Academic Instructional Group data collected? _____

5. How is student Social/Academic Instructional Group data tracked? _____

6. Who enters progress monitoring data (DPR points, grades etc.) and brings this aggregate data on the intervention/s themselves to the team meetings? _____

7. How will you know if students are responding to the Social/Academic Instructional Group? What defines adequate progress (ex. what % of possible DPR points)?

Data-based decision rule for defining “response”:

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Social/Academic Instructional Group Intervention the team may decide to support youth with a Simple Tier 2/Secondary Intervention with Individual Features (Tier 2/Secondary Level III) or more intensive support.

Tier 2/Secondary

Tier 2/Secondary Level III: Simple Tier 2/Secondary Interventions with Individual

Features: Student receives Tier 2/Secondary Level III support when Universal interventions and core curriculum are not meeting their needs and/or when they have not responded to Tier 2/Secondary Level I or II support (ex. Check-In/Check-Out or Social/Academic Instructional Groups).

1. What are the individual features available (ex. Change CICO adult, add peer support, add extra ‘check-in’ etc.).

- _____
- _____
- _____
- _____

2. Who from the Tier 2/Secondary team will contact the students’ teacher/s to determine which of the above individual features would be best for a specific student? _____

3. Describe your Mentoring program (Check-n-Connect and/or other model): _____

4. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

4. How does a Simple Tier 2/Secondary Intervention with Individual Features/Mentoring for a student get started (ex. Tier 2/Secondary team receives recommendation from student's teacher, makes the appropriate arrangements, teaches student the process)? _____

5. What is the timeframe for the Simple Tier 2/Secondary Intervention with Individual Features (how long will a student receive the intervention before data is reviewed)? _____

6. How is student intervention data collected? _____

7. How is student intervention data tracked? _____

8. Who enters progress monitoring data and brings this aggregate data on the intervention/s themselves to the team meetings? _____

9. How will you know if students are responding to the Simple Tier 2/Secondary Intervention with Individual Features? What defines adequate progress (ex. what % of possible DPR points)?

Data-based decision rule for defining “response”:

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Simple Tier 2/Secondary Intervention with Individual Features/Mentoring the team may decide to support youth with a Brief Function-based Behavior Plan (Tier 2/Secondary Level IV) or more intensive support

Tier 2/Secondary:

Tier 2/Secondary Level IV: Brief Function-based Interventions: Student receives Tier 2/Secondary Level IV support when Tier 1/Universal or more simple Tier 2/Secondary interventions are not meeting the needs of the student.

List staff members involved in planning for students in need of Brief Function-based Behavior Plans (ex. a generic problem-solving team and/or your past pre-referral team) Remember, youth do not have their own unique team at this stage (name and title): _____

1. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

** Referral from Secondary Systems Planning Team (circle one): **Yes** **No**

2. How does a Brief Function-based Behavior Plans for a student get started? _____

3. Who interviews teacher/s and other relevant people (family, identified youth etc.) and facilitates this FBA/BIP process? _____

4. What is the timeframe for a Brief Function-based Behavior Plan (how long will a student receive these interventions before data is reviewed for progress)? _____

5. How often are student data reviewed for progress? _____

6. How is student intervention data collected & tracked? _____

7. Who enters progress-monitoring data and brings this aggregate data on the effectiveness of Brief FBA/BIPs to the Secondary Systems Planning Team meetings? _____

8. Who is in charge of each individual student's "response to intervention" data (Tier 1/Tier 2 academic/behavior) and brings this to the follow-up Problem Solving Team mtg.? _____

9. How is relevant staff informed of the meeting time? _____

10. How and when are families involved in the process? _____

11. How will you know if students are responding to the intervention? What defines adequate progress?

Data-based decision rule for defining “response”:

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately to a Brief Function-based Behavior Plan, the team will decide to keep the current interventions, modify interventions for sustainability or exit student from the Behavior Plan.

When a student is **not** responding adequately with a Brief Function-based Behavior Plan the team may decide to refer the student to the Tertiary Systems Planning Team/mtg. for support with a Tier 3/Tertiary Intervention (Complex/Multiple-life-domain FBA/BIP and/or Wraparound). **Tier 3/Tertiary:**

Tier 3/Tertiary Level I: Complex/Multiple-life-domain FBA/BIP: Student receives Tier 3/Tertiary Level I support when Tier 2/Secondary interventions, including Brief Function-based Behavior Planning, are not meeting the needs of the student.

Note: At the Tier 3/Tertiary Tier of intervention, each youth has their own child/family team. Teams’ functioning will be individualized to the strengths/needs of the child/family. Please answer this section in terms of the commonalities between those teams and as items relate to the “Tier 3/Tertiary Systems Planning Team”.

List the people who currently coordinate and/or deliver Tier 3/Tertiary Interventions who will make up your “Tertiary Systems Planning Team/meeting” and those who typically facilitate individual child/family teams (ex. FBA/BIP Facilitators) (name and title): _____

1. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

** Referral from Problem Solving Team enters youth (circle one): **Yes** **No**

2. What additional data sources will be used to monitor student progress?

a. Additional data source: SIMEO tools (RD-T & EI-T)

b. Additional data source: _____

c. Additional data source: _____

3. How does a Complex/Multiple-life-domain FBA/BIP process for a student get started? _____

a. What is the process by which the Tier 3/Tertiary Systems Planning Team receives referral for a Complex/Multiple-life-domain FBA/BIP?

b. How are relevant school personnel notified that a student is in the process of receiving Tier 3/Tertiary level FBA/BIP supports?

c. How is the family contacted to initiate the process?

d. How are families partnered with in deciding on first steps, consent for support & data gathering/use?

e. Who communicates with teacher/s regarding relevant student data (SIMEO, questionnaires, scatter plot, other tools) and who facilitates this process?

f. Who observes the student in relevant school settings (answer may be standard or individualized for each youth)?

4. What is the timeframe for a Complex/Multiple-life-domain FBA/BIP (how long will a student receive these interventions before relevant data is reviewed for progress)? _____

5. How often is SIMEO data collected (ex. time 2 at four weeks)? _____

6. Who brings other relevant data (Tier 1/Tier 2 {Universal/Secondary} behavior/academic data etc.) to the Individual student/family team meeting? _____

7. How will you know if students are responding to the intervention (i.e. what SIMEO items will be the focus for progress monitoring? What defines adequate progress?)

Data-based decision rule for defining “response”:

Next Steps:

When a student **is** responding adequately the team will decide to keep the current intervention/s, modify intervention/s for sustainability or exit student for intervention/s.

When a student is **not** making adequate progress with a Complex/Multiple-life-domain FBA/BIP, team may initiate Wraparound Support (Tier 3/Tertiary Level II).

Tier 3/Tertiary:

Tier 3/Tertiary Level II: Wraparound Support: Student receives Tier 3/Tertiary Level II support when Tier 2/Secondary interventions and/or Complex/Multiple-life-domain FBA/BIP are not meeting the needs of the student.

Note: At the Tier 3/Tertiary Tier of intervention, each youth has their own child/family team. Teams’ functioning will be individualized to the strengths/needs of the child/family. Please answer this section in terms of the commonalities between those teams and as items relate to the “Tier 3/Tertiary Systems Planning Team”.

List the people who currently coordinate and/or deliver Tier 3/Tertiary Interventions who will make up your “Tertiary Systems Planning Team/meeting” and those who typically facilitate individual

child/family teams (ex. Wraparound Facilitators) (name and title): _____

1. What are the Tier 1/Tier 2/ Tier 3 (Universal/Secondary/Tertiary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades, SIMEO etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

** Referral from Problem Solving Team enters youth (circle one): **Yes** **No**

2. What additional data sources will be used to monitor student progress?

a. Additional data source: SIMEO tools (RD-T, EI-T & HSC-T)

b. Additional data source: _____

c. Additional data source: _____

3. How does the Wraparound process for a student get started? _____

a. How are relevant school personnel notified that a student is in the process of receiving Wraparound supports? _____

b. How is the family contacted to initiate the process? _____

c. How are families partnered with in deciding on first steps, consent for support & data gathering/use? _____

d. What is the process by which the Tier 3/Tertiary Systems Planning Team receives information that a youth/family could benefit from Wraparound?

e. Who communicates with teacher/s regarding relevant student data (SIMEO, questionnaires, other tools) and who has these conversations?

4. What is the timeframe for a Wraparound (how long will a student receive support & mtgs. be held before relevant data is reviewed for progress)? _____

5. How often is SIMEO data collected (ex. time 2 at four weeks)? _____

6. Who brings other relevant data (Tier 1/Tier 2 {Universal/Secondary} behavior/academic data etc.) to the Individual student/family team meeting? _____

7. How will you know if students are responding to the support (i.e. what SIMEO items will be the focus for progress monitoring? What defines adequate progress?)

Data-based decision rule for defining “response”:

Next Steps:

When a student **is** responding adequately the team will decide to keep the current intervention/s, modify intervention/s for sustainability or exit student for intervention/s.

When a student is **not** making adequate progress with Wraparound, the team will trouble-shoot to continually tweak the process.

Attachment 9: Sample Student Information Form

Student Assistance Program/ XYZ Area School District

Please complete and return this form to Mrs. B no later than Tuesday, . Thank you.

CONFIDENTIAL

Student: _____ Date: _____
Grade: _____ School Year: **2010-2011**

Referred by: Student Support Team Teacher Name/Class: _____

Check appropriate response pertaining to observable behavior

Academic Performance

- Present Grade
- Drop in grades, lower achievement
- Decrease in class participation
- Failure to complete assignments
- Short attention span, easily distracted
- Poor short-term memory
- Does not follow directions
- OTHER: _____

Disruptive Behavior

- Defiance of rules
- Irresponsibility, blaming, denying
- Fighting
- Cheating

- Sudden outbursts of anger; verbally abusive to others
- Obscene language or gestures
- Crying
- Extreme negatives
- Hyperactivity, nervousness
- Attention-getting behavior
- OTHER: _____

Class Attendance

- Tardiness to class (how many)
- Absent from school (how many)
- Cutting class
- Frequent gym excuse
- Frequent visits to the health room
- Frequent visits to the guidance office

___ Frequent visits to the bathroom

___ OTHER: _____

Atypical Behavior

___ Change in friends

___ Erratic behavior

___ Sudden popularity

___ Older or significantly younger social group

___ Unrealistic goals

___ Inappropriate responses

___ Appears sad or depressed

___ Seeking adult advice without a specific problem

___ Defensive

___ Withdrawn, difficulty in relating to others

___ Preoccupation with food and/or weight

___ Talks about problems at home

___ Talks freely about drug abuse, alcohol abuse and/or sexual activities

___ Mentions or threatens suicide

___ Mentions or threatens violence of any kind

___ OTHER: _____

Physical Symptoms

___ Deteriorating personal appearance

___ Sleeping in class\

___ Frequent cold-like symptoms

___ Headaches

___ Unsteady on feet

___ Frequent complaints of nausea or vomiting

___ Smelling of alcohol or marijuana

___ Glassy, bloodshot eyes

___ Slurred speech

___ Unexplained frequent physical injuries

___ OTHER: _____

Nicotine

___ Uses tobacco products

___ Family member(s) use tobacco products

Extracurricular Activities

___ Loss of eligibility

___ Dropped out
(name of activity) _____

___ OTHER: _____

Illicit Activities

___ Vandalism

___ Involvement in thefts and assaults

___ Possession of drugs, tobacco or alcohol

___ Possession of drug paraphernalia

___ Selling drugs

___ Carrying a weapon

___ Runaway

___ OTHER: _____

