

MTSS SEB Tier 2 Intervention Menu

PERFORMANCE: Is the behavior a choice? Can the student control their choice/behavior and needs motivation? BEHAVIOR INTERVENTION	Function of Behavior	ACQUISITION: Does the student need to be taught expectations? Is the behavior out of their control? (i.e. trauma-based, diagnosis, home factors) SEL INTERVENTION
• 2x10 • Check In/Check Out • Adult Mentor • Create an “office” • Schoolwide job	Gain Adult Attention	• Small Group (Positive vs. Negative Attention; Create and Maintain Healthy Relationships) • Social Stories • Video Modeling • Lunch Aside Friends (one-on-one with adult mentors/community partners)
• Peer Mentor • Schoolwide job	Gain Peer Attention	• Peer Mediation • Small Group (Positive vs. Negative Attention; Create and Maintain Healthy Relationships) • Restorative Circles • Restitution • Social Stories • Video Modeling • 1, 2, 3 Magic • Lunch Aside Friends (one-on-one with peer mentors)
• Behavior Contract • Class Pass • Preferred activity when finished • When...then	Gain Preferred Activity	• Small Group (Novice-Reduction; Self-management)
• Behavior Contract • Class Pass • Token Economy • Modify how assignment is completed	Escape from Work/Tasks	• Small Group (Novice-Reduction; Self-management) • Checklist for Organization • Create an “office” (individual attention to task)
• Class Pass • Adult Mentor • Peer activity using genius	Escape from Peer/Adult Attention	• Frequent Emotional Check-In • Social Stories • Video Modeling • Small Group Create and Maintain Healthy Relationships
• Breaks as needed • Specific praise for using tools appropriately	Sensory Stimulation	• Small Group (Regulate Your Energy) • Social Stories • Organization/Executive Functioning Skills • Video Modeling
• Chart Moves • Specific Praise for Regulating • Breaks as needed	Emotional Regulation	• Small Group (Zones of Regulation; Self-Management) • 1, 2, 3 Magic • De-escalation Training • Classroom Reset (student/teacher reflection/norms/implement daily) • Student-driven Individual Coping Skills • Wellness Reflection Before/After Class • PASS Program • Student-led Wellness Team
• Class Pass • Individualize Assignments • Token Economy • Dunn-Rankin Reward Choice Inventory	Limited Motivation	• Small Group (Growth Mindset, Self-efficacy, Why Try?) • PASS Program

• Behavior Contract • Community Service	At-Risk Behaviors (Secondary)	• Small Group (Why Try?) • Skill modules (short courses focused on teaching students consequences of behaviors) • PASS Program
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Menu of Data-Tracking Templates for Tier 2 Interventions

What do we progress monitor?

Goals should be written using positive language based on the behaviors you expect **AND** are teaching.

- Student A will use respectful words during class.
- Student B will raise their hand during large group instruction.
- Student C will show safe actions during transitions.

Progress Monitoring Using District Student Dashboard (Panorama)

- 1) Student Overview Dashboard, Click on Intervention Plans
- 2) Staff who deliver the intervention will update Intervention Plans and progress for groups and/or individual students based on the MTSS SEB team's determination.

Some examples include:

- Small group data may be collected through a pre/post assessment.
- Teacher reflection data may be collected and updated weekly to give input on student behavior observed in the classroom.
- Data collection from Check In/Check Out or some type of behavior chart may be updated daily/weekly based on their points/percentage earned.
- Attendance intervention data may be updated bi-weekly showing the percentage of days present.

Panorama Academy Video: [Progress Monitoring for Interventions](#); [Updating and Managing Your Interventions](#); [Sharing Data in Student Success](#)

Data Collection Options

Behavior Charts • 2-3 goals • Schedule • Reinforcement should be tied to function of behavior • Function of behavior: adult attention • Sample Google Form • Primary and Intermediate	Calendar • 1-2 goals • Teacher tallies how often behavior observed • Tallies show numerical data • Sample
Google Forms • Used in lieu of physical behavior charts for daily/weekly reflections • Self-Awareness Primary and Intermediate Samples • Google Behavior Chart	Wellness Check-In's • Teacher and/or student tracks colors/emotions daily • Shows if emotional regulation is working • Individual Check-In • Sample Google Form
Chart Moves (Elem only) • Student chooses any picture • Place dots to show increments based on baseline data • Student connects dots when behavior is observed • Dots turn into numerical data • Sample 1 • Sample 2	Pre/Post Assessment • Use in small groups to show impact • Shows growth in how students understand and practice skills • Sample pre/post data • Stop, Walk, Talk pre/post • Self-Management pre/post
Daily/Weekly Reflection Surveys↓ • Teacher and/or student rate their behavior to show numerical data Marzano Self-Control Rubric	Direct Behavior Ratings (organized by behavior to increase/decrease) • Template populates summary data • Include goals and percentages to achieve goal daily/weekly • Bank of DBR's