

Name: Dixie Dallas Date of Birth: 12/18/18

Date: 11/18/24



Grade	Kindergarten	First	Second	Third	Fourth	Fifth
<i>Year/Teacher/School</i>	Boddington 2024-2025					
Factors that influence progress: <i>if unsure, add ? in yes column</i>						
Attendance? <i>(if yes, think of possible root cause)</i>	N					
ELL?	N					
Medical issues?	N					
Speech/Language concerns?	N					
Vision (V) and/or Hearing (H) concerns?	N					
<u>Has the team considered</u> the possible impact of: trauma, poverty and/or struggles with building or maintaining relationships?	Y					
Has this child been retained? (Add columns if retained)	N					
<u>Social emotional competency</u> struggles and lagging skills? (Y if student has skills, N if student struggles with skills)	N					
Self Awareness?	N					
Self Management (and regulation skills)?	N					
Social Awareness?	Y					
Relationship Skills?	Y					
Responsible Decision Making?	Y					

Other concerns regarding discipline or lagging skills:

SEL Interventions According to Student Strengths & Needs:

DUPLICATE table each year student needs a SEL Intervention

Grade & Teacher:	Mrs. Shaw - 2nd Grade						
Notes to remember	To be successful people need to feel these needs are met. Keep in mind, what matters here is the <u>perception of the student</u> , not the teacher.		These are social and emotional skills. It is important to remember kids do well if they can. If there are struggles, we need to view those struggles through a teaching lens, as we do with academic struggles.				
Human Needs (ABCs) & SEL Competencies	Autonomy	Belonging	Competence				
			Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Examples: Student... (HIGHLIGHT NEEDS)	<ul style="list-style-type: none"> feels teacher offers suggestions & encouragement over commands & demands feels valued even if expressing opinions that differ from others feels teachers explain value of new learning & activities feels some choice is offered in activities 	<ul style="list-style-type: none"> feels liked by teachers & peers 	Identifying emotions Accurate self- perception Recognizing strengths Self-confidence Self-efficacy	Impulse control Stress management Self-discipline Self-motivation Goal setting Organizational skills	Perspective-taking Empathy Appreciating diversity Respect for others	Communication Social engagement Relationship building Teamwork	Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility
Rating	4	1	2	3	2	2	3
Ratings Key	(At school need is met::) 4 = Consistently; 3=Frequently; 2= Occasionally; 1= Rarely		(Student exhibits skill:) 4 = Independently and consistently without reminders • 3 = Frequently, few reminders 2 = Occasionally demonstrates the behavior, requires repeated reminders • 1 = Rarely demonstrates the behavior without adult intervention and assistance				

Create intervention based on strengths & needs, being thoughtful to possible trauma or attachment effects.

Examples of Interventions: Reteach Expectations, Adult Mentoring, Behavior Tracking Sheet/ CICO, Skills (SEL) Groups, Peer Mentor, Planned Home/School Communication, Older Student Buddy, Planned Breaks (movement/other), Restorative Practices, Break Space instruction, other... Consider starting with small goals for two small timeframes: a chance to succeed and a struggle.

Note: honor student autonomy by involving student in intervention plan creation/tracking if possible for greater success

SAMPLE interventions by domain and needs

Intervention Planning EXAMPLES	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Autonomy	<p>Insure the teacher is offering suggestions & encouragement over commands & demands</p> <p>Help student understand why the activity or subject being taught might be relevant to their lives. Give student a say in creating norms for class activities or rules.</p> <p>Seek student input on how their learning is taking place what might make the experience better.</p> <p>Strive to have the student engage in activities because they see their relevance or usefulness, rather than because they are coerced or manipulated.</p> <p>Provide student choice and ask student opinion when creating intervention, within intervention, and, tracking intervention as much as possible.</p> <p>(Remember research on tangible rewards or punishment shows a diminished chances of a student becoming <u>self disciplined</u> in learning and implementing new behavior. If using, always consider a gradual release of extrinsic motivators.)</p>				
Belonging <i>Build needed skills with someone with whom the student has a trusting relationship</i> CICO=Check In Check Out	CICO- review feelings from times of the day when student is often triggered vs. successful	CICO- practice regulation skills in calming corner and talk about when they will use in class next day	CICO- bring a friend and role play/identify feelings which often challenge Tier 2 student during the day	<ul style="list-style-type: none"> • CICO • Mentor • Older Student Buddy • Practice I-messages or Restorative Questions through actual or hypothetical situations 	CICO- check in how many times student accessed break space when triggered
Competence <i>When adults give positive performance feedback (as opposed to negative feedback) motivation increases.</i>	<ul style="list-style-type: none"> • SEL Group- awareness and identification of emotions and triggers specific to school day and location • Zones of Regulation • Mood Meter • Teach students to be aware of when they may need to access break space 	<ul style="list-style-type: none"> • SEL Group- self-regulation skills • Zones of Regulation • Student decides what is needed in break space and is taught how to use tools in break space 	<ul style="list-style-type: none"> • SEL Group- empathy skill building, awareness of body language, facial expressions and tone in relation to emotion 	<ul style="list-style-type: none"> • SEL Group-friendship skills, conflict management skills 	<ul style="list-style-type: none"> • Modified schedule for independent academic time that increases time by one minute a week • Student choice within academic work • Student accesses break when needed • Consider academic interventions

SEL Interventions *(Add rows below for each SEL Intervention in/across year/s)*

Grade & Teacher	Intervention Creation Date	Intervention Plan: What	Intervention Plan: How	Intervention Plan: Who	Intervention Plan: When	Intervention Plan: Data
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SEL Intervention Data

Grade & Teacher	Dates of Intervention Number of sessions	What is the intervention (describe or name)	Who is teaching it?	Minutes Per Day / Days Per Week	# Students per group	Initial Data Date:	End Data: Date:	Growth Information from Data	Team Decisions

Please bring applicable data with 4-6 progress monitoring data points to any PLC or Tiered planning meeting

Reading Interventions

Grade & Teacher	Dates of Intervention Number of sessions	What is the intervention (describe or name)	Who is teaching it	Minutes Per Day / Days Per Week	# Students per group	Initial Data Date:	End Data: Date:	Growth Information from Data	Team Decisions

Please bring applicable data with 4-6 progress monitoring data points to any PLC or Tiered planning meeting

Math Interventions

Grade & Teacher	Dates of Intervention Number of sessions	What is the intervention (describe or name)	Who is teaching it	Minutes Per Day Days Per Week	# Students per group	Initial Data Date:	End Data: Date:	Growth Information from Data	Team Decisions

Please bring applicable data with 4-6 progress monitoring data points to any PLC or Tiered planning meeting

Notes:

KINDERGARTEN 2021 Notes from Previous MTSS Form

Date & Teacher	Student Name & Grade	Social Emotional and Academic Strengths & Relevant Student & Family Info.	Social Emotional and Academic Concerns (include important data here)	Action Plan/Decision Who is Responsible? Timeline

Additional Information:

Concerns:

Tier 3: (Coming Soon!!)

Pre Tier 3 Meeting Date:

Members Present:

Data- Please bring to the meeting as applicable:

*Tier 2 Individual Tracking Sheet

*Language Arts assessments

- STAR: Summative, Diagnostic, and Progress Monitoring reports
- DIBELS and/or DRA - progress monitoring or benchmark data
- Other diagnostic assessments such as Phonics Quick Screen, etc.
- Writing assessments
- ELPA, Woodcock-Munoz, or other assessments of language

*Math assessments:

- STAR - Summative, Diagnostic, and Progress Monitoring reports
- EnVision2.0 assessments - topic post assessments, etc.
- Common Formative Assessments (e.g., work samples),

*Social/Emotional/Behavioral and Engagements Assessments:

- Report card results on Social Emotional Standards
- Rates of referrals for minor or major offenses/Rates of positive behavior
- Check in Check Out (CICO)/Behavior tracker data (progress monitoring data)
- Other data specific to intervention, lagging skills and needs

Summary of Changes to Core: (Accommodations that have been tried within the Core/general ed classroom, ie: preferential seating, visuals, break spot, interventions specific to autonomy: choice, etc.)

Strengths:

Math:	Reading:
Writing:	Behavior: (consider using Collaborative Problem Solving Assessment and Planning Tool)
Other: (Fine Motor, Gross Motor, Communication, Sensory, Adaptive)	Parent Input:

Concerns:

Math: Matching quantity to number Numeral writing	Reading: Letter i.d. & sounds recall Blending and segmenting
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Writing: Encoding Fine motor/letter formation & scissor skills	Behavior: (consider using Collaborative Problem Solving Assessment and Planning Tool)
Other: (Fine Motor, Gross Motor, Communication, Sensory, Adaptive) Fine motor/letter formation & scissor skills	Parent Input:

Post Tier 3 Meeting Date:

Members Present:

Individual Problem Solving			
Does the evidence support...	Yes	No	Reasons/Notes
Attention, motivation, behavior difficulty?			
Attendance, frequent school interruptions? Reasons?			
Trauma, family concerns, other disabilities? Describe why and when and if it correlates to academic concerns.			
Does the evidence support moving forward with an evaluation for special education?			

Decision: Check One	Notes:
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Continue?		
Return to Tier 1?		
Return to Tier 2?		
Refer for special education evaluation?		

Parent Concerns: