Tier 3 Intervention Toolkit

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| ***Tier 3 Intervention Name: 5150 Re-entry/Suicide Intervention*** |
| **What is the criterion for students to get into this Tier 3 Intervention?**   * Teacher, student, self, staff member referral * Off campus/community referral * Students identified as 5150 students and re-entering into school |
| **How often does this Tier 3 Intervention meet (e.g., daily for 6-8 weeks, individual support)?**   * Check in once a week with a school counselor * Receiving outside services (still get a check in with the school counselor at least once a week) * FCMH therapy at least once a week (need to identify what students receive what) |
| **What do students receive in this Tier 3 Intervention?**   * May receive but not limited to the following (relaxation, solution focused therapy, CBT, Narrative change life story etc.) * Medical care plan- managing medication in partnership with school and home |
| **How many students are currently in this Tier 3 Intervention?**   * Fluctuates based on need (important to document number of students in Aeries by Central East and Central West/grade level) * Approximately 10 at each site at this time |
| **Do students in this Tier 3 Intervention have academic and behavior goals? Is there an incentive plan built into their individualized academic and behavior goals (e.g., daily incentive(s) etc.)?**   * Academic and behavior goals set with students individually at the initial re-entry meeting and first counseling follow up. * Incentives based on the student requests are also decided and documented at the initial re-entry or first counseling follow up meeting and documented in Aeries. |
| **How are these students progress monitored and how often (e.g., attendance to intervention, amount of time it takes to support this student daily, academic & behavior goals, & number of behavior incidents monitored on a daily basis etc.)?**   * Monitored in Aeries (working on aligning the data points in Aeries to the intervention) * Monitored at least weekly for progress and to provide student with incentive earned (note: incentives do not need to be tangible incentives, they can include alternative project assignment, opportunities for additional music, art, computer etc.) |
| **How is this Tier 3 Intervention progress monitoring data shared with the PBIS team and how often?**   * Reports provided twice a week to the PBIS team on progress of the students receiving this intervention and progress (note: working with Aeries to create snapshot reports) |
| **How is this Tier 3 Intervention information shared with the school staff and how often?**   * Possibly tips on awareness and signs for students and staff shared on the CLAWS newsletter * School Counselors sharing tips and updates at staff or department meetings at least quarterly |
| **What is the exit criterion from this Tier 3 Intervention?**   * Based on the student’s individualized needs but criteria that may include exiting to short check-ins with the counselors every 2 weeks may include: meetings academic and social-emotional goals, and functioning full days in school independently for at least 6-8 weeks. |
| **How is the structure of the day adjusted for students in this Tier 3 Intervention?**   * Separate student schedule: (note: some students may begin with functioning through a class period, a couple of class periods, a half day, or full day as part of the re-entry plan based on the needs of the student). |