

SRSS-IE- Analyzing the Data and Decision-Making

The Leadership Team, including the Counselor, should...

First: Look at the school as a whole.

- In each sub-group (SRSS-E7 and SRSS-I5), examine: Are more than 20% of students showing up as moderate to high risk? How does this correspond to other data sources (i.e. academic, ODRs, absenteeism)?
 - a. If more than 20% of all students are moderate to high risk, this may indicate a need for:
 - i. Strengthening Tier I School-Wide PBIS, including monitoring fidelity.
 - ii. Providing more targeted PD for all staff in Tier I strategies.
 - iii. Implementing other strategies to improve school climate.

Second: Look at grade-level/classroom.

- In each sub-group (SRSS-E7 and SRSS-I5), examine: Are grade-levels or classrooms higher with risks, when compared to the other grade-levels or classroom(s)? How does this correspond to other data sources?
 - a. If there is a much higher percentage of moderate to high risk, this may indicate the need for:
 - i. Strengthening Tier I Classroom PBIS, including monitoring fidelity.
 - 1. Consider monitoring recommended Tier I low-intensity strategies to increase engagement and decrease behavior issues, as recommended by the CI3T Framework (*Lane, et al*). (1) Increasing Opportunities to Respond, and diversity in options on how to respond for students with internalizing behaviors, (2) Behavior Specific Praise, (3) Active Supervision, (4) Instructional Feedback, (5) Pre-Correction, (6) Incorporating Choice.
 - ii. Providing targeted PD around Tier I classroom behavior management and classroom climate strategies.
 - iii. Coaching teachers on Tier I behavior management and classroom climate strategies.

Third: Look at Individual Students.

- Is the student scoring in moderate to high risk? It is very useful to look at how this corresponds with other data sources to ensure the best decisions are made on how to support this student.
 - a. If student is moderate to high risk, this may indicate the need for:
 - i. Increasing specific Tier I support for the student.
 - 1. Consider seeking out additional Tier 1 interventions
 - 2. Some low intensity strategies may be: (1) Increasing Opportunities to Respond, and diversity in options on how to respond, for students with internalizing behaviors, (2) Behavior Specific Praise, (3) Active Supervision, (4)

Instructional Feedback, (5) Pre-Correction, (6) Incorporating Choice.

3. Ensure fidelity and monitoring of Tier I strategies.
 - ii. Scheduling a MTSS meeting, with School Counselor invited, to look at Tier II or III intervention options. (Remembering Tier I interventions are paramount, and must work in tandem with Tier II or III interventions)
 - iii. Possible referral to a social skills group at the Tier III or IV level.