**Data-based Decision – Tier 1\***

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| **Level of Problem Analysis** | **Are base rates of low-risk less than 80%?** | **If yes, then consider these next steps** |
| School-wide | Y/N | * Consider a school-wide assembly or some other method for reinforcing the school’s commitment to supporting the whole child and to building wellness * Retrain school-wide on your tier 1 social, emotional, behavioral curriculum * Increase the frequency of the tier 1 social, emotional, behavioral curriculum lessons school-wide (if the curriculum allows) * Add a school-wide social, emotional, behavioral curriculum that may differ from the current curriculum. For example, a self-regulation/breathing curriculum could be added |
| Grade-level | Y/N | * Grade-level team meets to identify supplemental activities * Retrain the grade(s) on your social, emotional, behavioral curriculum * Increase the frequency of social, emotional, behavioral curriculum lessons at the grade level * Add a grade-level social, emotional, behavioral curriculum that may differ from the current social, emotional, behavioral curriculum. For example, a self-regulation/breathing curriculum or a leadership curriculum could be added |
| Class-level | Y/N | * Look for opportunities to incorporate social, emotional, behavioral learning into multiple curriculum contexts (e.g., reading, writing, science) * Provide consultation with the teacher to learn more about the concerns within the classroom * Provide classroom-level suggestions such as: adding a class-level social, emotional, behavioral curriculum that may differ from the current social, emotional, behavioral, curriculum. For example, a self-regulation/breathing curriculum or a leadership curriculum could be added * Determine whether class-level issues require teacher classroom management support and/or individual student support |
| Gender/Race | Y/N | * Add a class-level social, emotional, behavioral curriculum that may differ from the current social, emotional, behavioral curriculum. For example, a self-regulation/breathing curriculum or a leadership curriculum could be added. * Review curriculum and enhance content based on the needs of the targeted group of students |

**Data-based decision making – Tiers 2/3\***

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| **Level of Risk** | **Timeline for Following up with Student** | **Additional data to collect to confirm concern and to determine the nature of the concern** | **Possible Interventions** |
| Low Internalizing & Low Externalizing | N/A | N/A | N/A |
| Moderate Internalizing | Within 2 weeks | * IEP/504/MTSS review, if relevant * Discipline/Attendance/Nurse Visit data review * Screening data collected from a different respondent (e.g., teacher, parent, or student depending on who completed the initial screening)   If one of the data points above confirms behavioral and emotional risk, interview the child. | If additional data confirm low-to-moderate risk for behavioral and emotional concerns, ask the student’s teacher(s) to monitor the student’s behavior for 1-2 weeks. Check in with the teacher(s) after 1-2 weeks to gauge the student’s progress.  If additional data collected confirm moderate-to-high risk for behavioral and emotional concerns, implement a Tier 2 or Tier 3 intervention.  If any student indicates a risk of harm to self or others, follow up immediately with the school’s crisis plan protocol. |
| Moderate Externalizing | Within 2 weeks | * IEP/504/MTSS review, if relevant * Discipline/Attendance/Nurse Visit data review * Screening data collected from a different respondent (e.g., teacher, parent, or student depending on who completed the initial screening)   If one of the data points above confirms behavioral and emotional risk, interview the child. | If additional data confirm low-to-moderate risk for behavioral and emotional concerns, ask the student’s teacher(s) to monitor the student’s behavior for 1-2 weeks. Check in with the teacher(s) after 1-2 weeks to gauge the student’s progress.  If additional data collected confirm moderate-to-high risk for behavioral and emotional concerns, implement a Tier 2 or Tier 3 intervention.  If any student indicates a risk of harm to self or others, follow up immediately with the school’s crisis plan protocol. |
| High Internalizing | Within 1 week | * IEP/504/MTSS review, if relevant * Discipline/Attendance/Nurse Visit data review * Interview the child – for example: *Semi-structured clinical interview for children and adolescents* * Targeted screener – for example: *Revised Child Anxiety and Depression Scale (RCADS)* or *Center for Epidemiological Studies Depression Scale for Children (CES-DC)* | If additional data collected confirm moderate-to-high risk for behavioral and emotional concerns, implement a Tier 2 or Tier 3 intervention.  If any student indicates a risk of harm to self or others, follow up immediately with the school’s crisis plan protocol. |
| High Externalizing | Within 1 week | * IEP/504/MTSS review, if relevant * Discipline/Attendance/Nurse Visit data review * Interview the child – for example: *Semi-structured clinical interview for children and adolescents* * Targeted screener – for example: *Revised Child Anxiety and Depression Scale (RCADS)* or *Center for Epidemiological Studies Depression Scale for Children (CES-DC)* | If additional data collected confirm moderate-high risk for behavioral and emotional concerns, implement a Tier 2 or Tier 3 intervention.  If any student indicates a risk of harm to self or others, follow up immediately with the school’s crisis plan protocol. |
| Dual Concerns (Moderate or High in both Internalizing and Externalizing) | Within 1-2 days | * IEP/504/MTSS review, if relevant * Discipline/Attendance/Nurse Visit data review * Interview the child – for example: *Semi-structured clinical interview for children and adolescents* * Targeted screener – for example: *Revised Child Anxiety and Depression Scale (RCADS)* or *Center for Epidemiological Studies Depression Scale for Children (CES-DC)* | If additional data collected confirm moderate-high risk for behavioral and emotional concerns, implement a Tier 2 or Tier 3 intervention.  If any student indicates a risk of harm to self or others, follow up immediately with the school’s crisis plan protocol. |

**\*Adapt to School Policies/Procedures/Resources**