

Ware County School System

Behavior Rtl Process

Three Ways to Enter the Gate

Other methods for entering Behavior Rtl Tier 2 or 3		Entering Behavior Rtl through Counselor		
		Tier 1	Teacher completes referral form (POI 21)	
			Counselor consults with teacher, provides strategies, and provides forms (to be loaded into IC later) for fidelity.	
			Counselor may initiate direct contact with student.	
			Counselor maintains notes in Contact Log in IC.	
			If problems continue, Counselor provides Behavior Screening form (POI 22) and this is used to provide baseline data for Tier 2	
		Tier 2	Meetings and paperwork completed (POI-2, 3, 5 and 5B, etc. )	
			During initial meeting, Target Behavior(s) is/are identified.	
			Interventions determined by Rtl Team and may include individual or group sessions with the counselor.	
			Behavior monitoring continues using (POI 22). Frequency determined by situation and scheduled by team. As a group, counselors recommend at least once per semester.	
			The length of time in Tier 2 depends upon the severity of the behavior (e.g., the impact on the student's learning and that of others).	
			The Rtl Team meets at the frequency required to meet the student's needs and tweaks the interventions as needed. If problems persist, and no solution is in sight, a referral to Tier 3 is made.	
			Tier 3	A formal SST meeting is held with the parent invited. The steps for Tier 3 Behavior are discussed. A Target Behavior or Behaviors may be defined at this meeting.
				The teacher is provided with the ABC Checklist (POI-23) or some other data collection tool to collect baseline data.
				The teacher is given the FAST (POI-25) to complete.
		After completion of data collection and the FAST, a meeting is scheduled with the school counselor, psychologist, and classroom teacher.		
		This team develops the Behavior Intervention Plan (POI-27)and makes final determination on a data collection tool. A schedule for review is set.		
		The entire Rtl team meets as scheduled, reviews the BIP, and makes changes as deemed necessary by the data review process. A window for additional data collection and further review is scheduled.		
		This process continues until the behavior has improved, or until the team determines that a referral for special education evaluation is warranted.		
		MDT	1. An informal request for case review is made, and the counselor schedules the MDT.	
				1. The student is placed in Tier 2 due to academic and/or other concerns and during the review of information, the team learns that behaviors may be negatively impacting the student.
		2. The Referral form and Behavior screening form are completed.		
			3. Supporting referral paperwork (Referral and Screening forms) is completed.	
				3. The student is automatically served through Tier 2 for behavior.