# WILLOW CREEK MTSS FLOW CHART

Major Office Referral
and/or
Chronic/Habitual Minor Behaviors - If there are behavior that are affecting academics staff contact parent of incident and informs Principal

Teacher collaborates w/grade level team & relevant staff. Document Tier 1: Is PBIS Tier 1 being implemented w/fidelity; Is student receiving 5 positives to every negative interaction/correction; Monthly class puzzle completed; Has teacher defined the problem behavior and identified desired replacement behavior; Has parent been contacted & involved w/interventions

**Interventions are successful**

Problems Persist

Teacher seeks more input from relevant staff & tries new/more interventions to meet the student's needs. Teacher continues to document data and interventions/strategies, along w/ensuring fidelity of PBIS Tier 1; Parent contact continues.

**Interventions are successful**

Problems Persist

Teacher completes referral to Tier 2; parent also notified

Student receives 3 major office referrals; or student is not responding to documented Tier 1 interventions or student has been identified as "at risk" on Universal (SRSS) Screener or situational trauma (confidential info)

Referral is put on next MTSS Problem Solving Team Agenda for Tier 2 Intervention Process; teacher & other relevant staff are invited to attend; Tier 2 Intervention Plan developed

Tier 2 Plan Implemented w/support from SSW/Principal/other support staff; Progress monitoring/data analysis every 2 wks; Plan may include referral to Willow Room for Check-in/Check-out; teacher contacts parent of plan/further interventions

Follow-up meeting-every 2 weeks. If plan does not include Willow Room & is showing success, continue. Progress and plan communicated to teachers & parent

Parent is informed of participation in Willow Room; progress monitoring will continue every week; weekly home updates; teacher continues with Tier 1 w/fidelity & other Tier 2 classroom interventions

Tier 2 implemented w/fidelity-ie PAWS LAWS student sheet completed during day-not at the end of the day. Lack of progress; modified check-in/check-out;

Insufficient progress; student moves to Tier 3; Repeat steps above usng intenstive interventions & consultation w/CColeman. Communicate plan & involve parent in decision making. Determine if the team suspects a disability for a referral to Special Services.

**Interventions are Successful!**