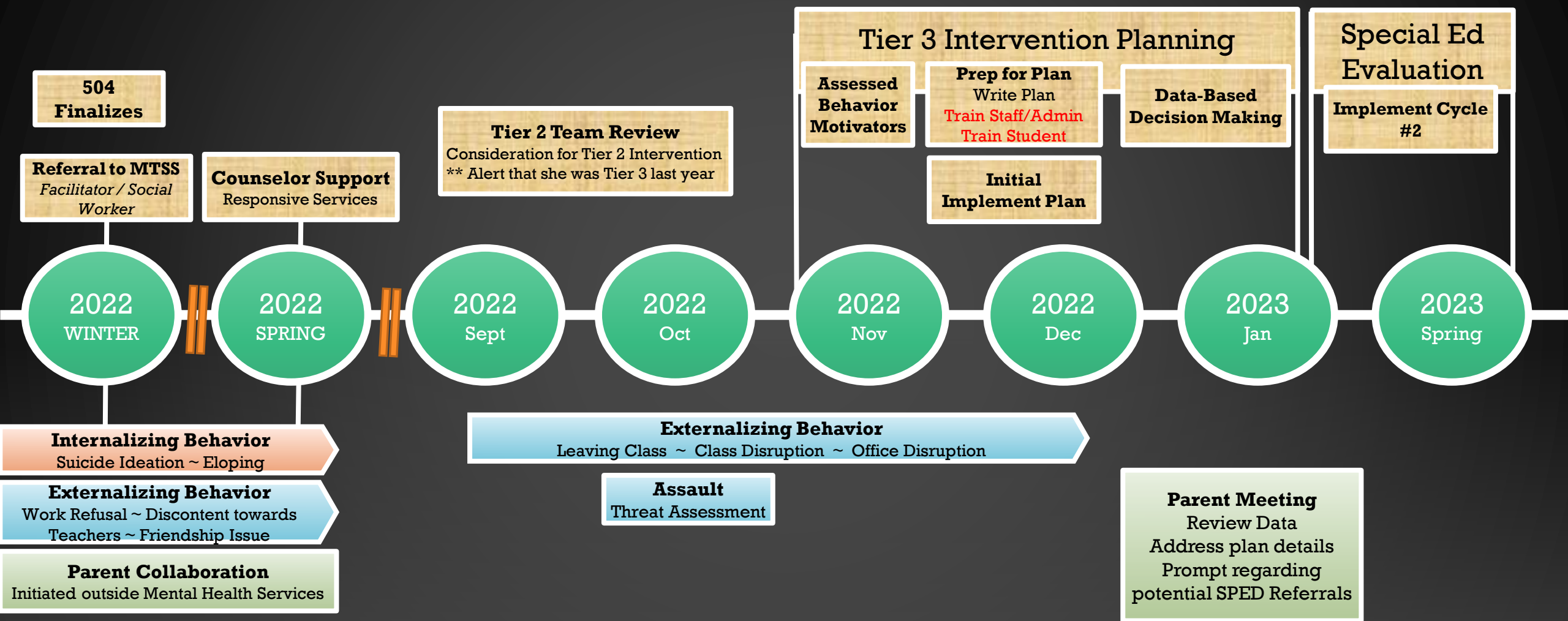


CASE STUDY *MIDDLE SCHOOL*

Overview Timeline



Step 1: Crisis Plan w/ Reset Process

Safety and Recovery Planning - Discussion Guide

Student: Rose

Zero-out behaviors: *Identified for this student*

Define the "big behaviors" which create unsafe situations in the classroom or school setting.

- ☐ Eloping / Leaving Campus
- ☒ **Aggressive towards others**
- ☐ Property damage/destruction
- ☒ **Severe Classroom Disruption**

NOTES: - Rose is not leaving campus this year, which is an improvement from last year.

However, this has created an increased frequency in disruptions in the classroom and office. Rose has been verbally and physically aggressive towards administrators when they are attempting to work with her to de-escalate or problem solve.

Student Escalation Cycle

Suspected Triggers:

Physical Signs of Escalation:

Proactive Interruptions/Interventions tried:

New Interrupters Ideas?

Description of Escalation Cycles

Escalation
Signs: Physiological Changes, Getting upset, What to do:
 • Identify signs of agitation
 • Redirection
 • Model coping strategies
 • Use humor appropriately

Trigger
Signs: Heavy, Slumped, Headed in, Perform Task, etc.
What to do:
 • Make task more engaging

Crisis
Signs: Yelling, Profanity, Aggression, Self-harm, etc.
What to do:
 • Focus on safety
 • Remove
 • Restrain
 • Provide de-escalation

De-Escalation
Signs: Starting to calm, What to do:
 • Focus on calming strategies
 • Do not remove student

Stabilization
Signs: Compliance, calm, What to do:
 • Show respect & compassion
 • Reassure

Baseline
Signs: Calm Behavior
What to do:
 • Provide reinforcement for appropriate behavior
 • Focus on building rapport
 • Practice coping techniques and coping strategies

Details to Define for Safety Plan

Crisis Phase – Response Team management:

Help Request Protocol: ☐ **Who does the Teacher call:** _____

☐ Radio in classroom: **Y** ☒ **N**

☐ Actual Response Team Members

- ☐ Admin Point: Alex Trepanier
- ☐ Jocelyn Smith
- ☐ Chris Doll

☐ **Security ???**

☐ _____

☐ Laura Wellington

De-escalation & Stabilization Phase – Support Team management:

De-escalation Protocol: Describe what the response teams steps are for de-escalating the student, but also determine steps for supporting the teacher and other students to return to a learning state.

- ☐ Where will the escalated student be taken for De-Escalation support? Jocelyn's office / Conference Room
- ☐ Where will the Reset Process occur? Student Desk outside L. Wellington Office
- ☐ Who will make the determination that the student may return to the classroom?

Administrator overseeing this particular incident: _____

Other Planning Needs

Prepare Daily Tasks for Reset Work: N/A - student is capable of grade level work so she can work on current course work or homework

Are resources/training needed: Identify specific needs (if training needs, indicate who is requesting and funding needed)

- Training of all Admin Staff for clarity on the process
- Training for other office staff to not engage with Rose during these times

Reset Process Steps

STEP 3: Taking Responsibility and Planning Return to Class



- Actively work with counselor/admin to plan my restitution
- I will set a plan to repair relationships or property
- Prepare to return to class and be a learner

STEP 2: Problem Solving



- Raise my hand when I have finished my work
- Participate in Problem Solving Process
- I actively participate and reflect on my actions

STEP 1: Work Completion




- Sit in designated area
- Collaborate with staff to determine course work I will complete
- Quietly complete my work
- Wait for a check-in or ask respectfully if I have a question about my work

De-escalation






Post-Safety Concern Reset Process Checklist – Middle School

(adapted for Gen Ed from ACHIEVE Reset Process)

Student: _____		Support Staff: _____		Date: _____	
Classroom Exclusion? <input type="checkbox"/> NO <input type="checkbox"/> YES Summary of Time: (based on notes below) _____					
Incident Information		De-escalation:		Reset:	
Behavior that led to reset Process;		Start Time: _____		Start Time: _____	
<input type="checkbox"/> Escaping <input type="checkbox"/> Making a Threat <input type="checkbox"/> Unsafe behavior towards students / staff <input type="checkbox"/> Severe classroom disruption <input type="checkbox"/> Incident Occurred at (time);		End Time: _____		End Time: _____	
<input type="checkbox"/> If they left class... What time: _____		Notes:		Notes: <i>(What students did they work on?)</i>	
				Supports Needed?	
		Student's compliance with reset procedures (Circle one, S-Zero compliance, S-Independently compliant) 1 2 3 4 5			
Time: Notes:					

MTSS Reset Process Checklist 11/2022 (updated)

Problem Solving Steps			
Your Name: _____		Your Grade/Teacher: ____ / _____	
		Today's Date: _____	
<u>My Side of the Story</u>			
Please use this form to tell your side of the story.			
Was anyone physically hurt? <input type="checkbox"/> No <input type="checkbox"/> Yes Who? _____			
What was the Problem?	<u>Draw a picture or write out what happened.</u>		
	#1 - What happened just before.....?	#2 - What happened just before.....?	#1 ** Start here: What was the final issue?
Check in on how you feel about the problem.....	<div style="display: flex; align-items: center;"><div style="flex: 1;"><p style="margin-top: 0;">Circle how you feel About this situation?</p></div><div style="flex: 1; padding-left: 20px;"><p style="margin-top: 0;">Take a moment to Breathe and ReThink!</p><p style="margin-top: 5px;">Any Ideas why you feel this way?</p></div><div style="flex: 0 0 100px; text-align: right; padding-right: 10px;"></div></div>		
	<div style="display: flex; justify-content: space-between;"><div style="width: 48%;"><p style="margin-top: 0;">Share possible solutions a person could do? (Ex: Tell the teacher / Talk to counselor)</p></div><div style="width: 48%;"><p style="margin-top: 0;">What are possible outcomes from the situation? (Ex: Teacher calls home – they get in trouble)</p></div></div>		
THINK of possible Solutions & EXPLORE the Outcomes			
Share which solution you want to try <u>from</u>			
Pick a Solution			

Problem Solving Steps Your Name: _____ Your Grade/Teacher: _____ / _____ Today's Date: _____																			
<u>My Side of the Story</u> Please use this form to tell your side of the story.																			
Was anyone physically hurt? <input type="checkbox"/> No <input type="checkbox"/> Yes Who? _____																			
What was the Problem?	<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <u>Draw a picture or write out what happened.</u> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> #3 - What happened just before.....? </div> <div style="width: 30%;"> #2 - What happened just before.....? </div> <div style="width: 30%;"> #1 ** Start here: What was the final issue? </div> </div>																		
Check it on how you feel about the problem.....	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Circle how you feel About this situation?</p> <table border="1" style="margin: auto; text-align: center; font-size: 0.8em;"> <tr> <td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">Emotions</td> <td>Angry</td> <td>Frustrated</td> <td>Excited/Happy</td> </tr> <tr> <td>Awful</td> <td>Disappointed</td> <td>Worried</td> </tr> <tr> <td>Mad</td> <td>Shocked</td> <td>Happy</td> </tr> <tr> <td>Blue</td> <td>Scared</td> <td>Surprised</td> </tr> <tr> <td colspan="4" style="text-align: center;">Thoughts</td> </tr> </table> </div> <div style="flex: 1; padding-left: 10px;"> <p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Take a moment to Breathe and ReThink!</p> <p>Any Ideas why you feel this way?</p> </div> <div style="flex: 0.5; text-align: center;">  </div> </div>		Emotions	Angry	Frustrated	Excited/Happy	Awful	Disappointed	Worried	Mad	Shocked	Happy	Blue	Scared	Surprised	Thoughts			
Emotions	Angry	Frustrated		Excited/Happy															
	Awful	Disappointed		Worried															
	Mad	Shocked		Happy															
	Blue	Scared	Surprised																
Thoughts																			
THINK of possible Solutions & EXPLORE the Outcomes	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Share possible solutions a person could do?</p> <p>(Ex: Tell the teacher / Talk to counselor)</p> </div> <div style="width: 45%;"> <p>What are possible outcomes from the situation?</p> <p>(Ex: Teacher calls home – they get in trouble)</p> </div> </div>																		
Pick a Solution	Share which solution you want to try _____																		

Step 2: Intervention Planning



Teacher Version

Intervention Information – Prior Year(s)

This students' interventions and progress are being reviewed by the MTSS team. To help with this review we are looking to capture some historical information that you may have within your records.

Please complete this form to the best of your ability to help the team determine which interventions have already been tried and the success of each.

Student: _____ Current grade: _____ Your Name: _____

Please share, in the table below, concerns you had for this student's academics, behavior, or social emotional development.

****If doing electronically, highlight the number in column 2**

Routine/Activity	Likelihood of Problem Behavior		Describe Specific Problem Behavior		List any accommodations you provided			
	Low	High	Describe Behavior	List any perceived triggers				
Prepared for class	1	2	3	4	5	6		
Homework Completed	1	2	3	4	5	6		
Direct Instruction	1	2	3	4	5	6		
Instructional Transitions	1	2	3	4	5	6		
Class Period Transitions	1	2	3	4	5	6		
Independent work	1	2	3	4	5	6		
Group Work	1	2	3	4	5	6		
Respectful to peers	1	2	3	4	5	6		
Respectful to adult	1	2	3	4	5	6		

If you provided targeted interventions within the classroom, then please use the chart below to share your strategies and the success of the interventions.
(Check box if you did not provide any targeted interventions within the classroom setting).

**** Feel free to add rows if multiple interventions were provided.**

Area	Concern	Description of Targeted Support or Intervention	Dates Provided	Data Notes Successful Not Successful
Beth SEL				

Is there anything else that would help the team make an informed decision about how to help this student?

MTSS Tiered Intervention Plan

Initial Consult: 11/10/2021

Student Name: _____	Student ID: 253961
Services already in place: <input type="checkbox"/> LAP <input type="checkbox"/> MLL <input type="checkbox"/> Math Support <input checked="" type="checkbox"/> 504 <input type="checkbox"/> IEP Academic <input type="checkbox"/> IEP Bx/Soc <input type="checkbox"/> SLP <input type="checkbox"/> OT	Previously received IEP Support for Social Emotional Learning

Tier 1 Classroom Supports:

504 considerations: 504 accommodation plan is in place but does not provide enough support to Rose.

Classroom Based Supports: Specific strategies tried in Tier 1 and Tier 2 to support Rose during her 7th grade year (returned to in-person learning)

Academic (Curriculum and Instruction)	Academic (Classroom Environment Supports)	Behavior Supports	Social-Emotional Supports
<ul style="list-style-type: none">Allow alternative responses on assignments and testsTargeted small groupsShorten or simplify directionsUse of visuals or graphic organizers	<ul style="list-style-type: none">Access to preferred activities as part of work completion planFrequent checks for understandingParent/Guardian contactScheduled Breaks (i.e. chunk work, cognitive breaks, access to preferred activities)Use of teacher proximityUse of visuals reminders	<ul style="list-style-type: none">Assign opportunities for success (class job, send on errands, etc.)Break opportunities built into scheduleInvolve student in planning goals for improvementPositive behavior-specific feedbackPositive note homePositive 5 to 1Provide choicePrepare student for changes in routineRe-teach classroom commitments or respect agreementsVisual prompts for expectations and routines	<ul style="list-style-type: none">Binder/Backpack clean outSchool or Community MentorConnecting with FamilyProvide leadership OpportunitiesReinforce/Reteach Social-Emotional Learning curriculumRestorative ProcessPositive recognition for goal attainmentSpecial recognition for achievement/behavior

Interventions:

Tier 2:

Literacy	Math	Behavior	Social Emotional
No Intervention	No Intervention	6 th Grade – Specific supports are unclear due to remote learning	
No Intervention	No Intervention	7 th Grade – Interventions were discussed but, her supports are better described as accommodations and classroom support. These are listed above in the Tier 1 Section, and these occurred across all content areas. See also Tier 3.	

Tier 3:

Literacy	Math	Behavior	Social Emotional
No Intervention	No Intervention	2 nd Grade – IEP Social/Behavior 3 rd Grade – IEP Social/Behavior 4 th Grade – IEP Social/Behavior 5 th Grade – IEP Social/Behavior (exited in Jan/2020)	
No Intervention	No Intervention	7 th Grade <ul style="list-style-type: none">The nature of safety concerns provided multiple periods of Crisis Response by the school team. The team was working with the family to establish outside mental health supports. This came into place in March 2022.Consultation and Service from District MTSS Facilitator and District Social Worker	
No Intervention	No Intervention	8 th Grade - See Description Below - Crisis Plan – See below	

Intervention Descriptions and Data – Fall Cycle

Target	Intervention Plan Details					
	Intervention Strategy(s)	Intervention Cycle	Frequency	Session Duration	Monitoring Method	Monitor Frequency
Emotional Regulation Management	Emergency Passes ** Transition to Structured/schedule break	10/24/2022 – 1/10/2023 (9 weeks)	Available to student 3x/week	Varies based in student need	Counselor Tally record	Weekly
	Empower U	11/1/2022- 1/10/2023 (8 weeks)	2-3/week	20-30 minutes	Online dashboard	Weekly
	1:1 Coaching	10/27/2022- 1/10/2023 (9 weeks)	2-3/week	30 minutes	Counseling notes	Weekly
Stabilization	Structured Check-in	11/14/2022- 1/10/2023 (6 weeks)	2x /daily	10 min/each	Check-in Progress Note - Daily	Daily
Resistance to Redirection	Reset Protocol (Crisis Plan)	11/18/2022- 1/10/2023 (6 weeks)	Initial Training session /then as needed	Varies based in student need at the time	Post- Safety Concern Report	By incident
School/Home Note	Daily Teacher Report via 365 Form	10/19/2022- 1/10/2023 (10 weeks)	Daily	5 minutes	Online Spreadsheet	Daily
Therapeutic Services	Outside Provider Care Coordination - Molly					As needed

Step 3: Implementation

Intervention Descriptions and Data – Fall Cycle						
Target	Intervention Plan Details				Monitoring Method	Monitor Frequency
	Intervention Strategy(s)	Intervention Cycle	Frequency	Session Duration		
Emergency Passes	Emergency Passes	10/24/2022 – 1/10/2023 (9 weeks)	Available to student 3x/week	Varies based in student need	Counselor Tally record	Weekly
	** Transition to Structured/schedule break					
	Empower U	11/1/2022- 1/10/2023 (8 weeks)	2-3/week	20-30 minutes	Online dashboard	Weekly
1:1 Coaching	1:1 Coaching	10/27/2022- 1/10/2023 (9 weeks)	2-3/week	30 minutes	Counseling notes	Weekly
	Structured Check-in	11/14/2022- 1/10/2023 (6 weeks)	2x /daily	10 min/each	Check-in Progress Note - Daily	Daily
Resistance to Redirection	Reset Protocol (Crisis Plan)	11/18/2022- 1/10/2023 (6 weeks)	Initial Training session /then as needed	Varies based in student need at the time	Post- Safety Concern Report	By incident
Home te	Daily Teacher Report via 365 Form	10/19/2022- 1/10/2023 (10 weeks)	Daily	5 minutes	Online Spreadsheet	Daily
neutic ices	Outside Provider Care Coordination - Molly					As needed

Emergency Pass: Y18

Date: 5/18

- Come immediately to front office
- No need to check-in with next period's teacher
- Check-in with Ms. Crise or front office staff
 - o Sign-in
 - o If Mrs. Smith meeting with someone:
 - Make eye contact with adult
 - Fill out counseling worksheet
 - Calmly communicate if you need to check-in with an adult

Thank you! Molly H

Date	Time in	Time out	Notes
1/11/23	8:13 AM	8:40	After recess phone out & playing; reported missing about 5 min back - then I hit T - I wrote before we put it in lock box - warning to comply - Mr T. will take
	9:40		last gets off - walking home by T follows - walking in after - turns off light
1/11	11:05	11:04	Check-in Goals.
1/11	11:54	12:24	emergency pass - just after read a - Empower U is needed - not at counseling table
1/11	1:31	1:54	teacher pass - behavior of Molly about 10 min after to ask

		Monday	Tuesday	Wednesday	Thursday	Friday
	7:50-8:10am	Check-in (Molly)	Check-in (Molly)	Check-in (Molly)	Check-in (Molly)	Check-in (Molly)
	1					
	2					
	3		1:1 w/Molly			
	4					Empower U or 1:1 with Molly
	5			Empower U		
	6	Medical Appointment				
7	2:00-2:40pm	Empower U/Science work in office				
	2:40-2:55pm	Check-in (Jocelyn)	Check-in (Jocelyn)	Check-in (Jocelyn)	Check-in (Jocelyn)	Check-in (Jocelyn)

Rose's check in/out sheet

Date: _____

Goals for today: _____

Reflection for today: _____

Morning

Afternoon

Problem Solving Steps

Name: _____ Grade/Teacher: 2nd/Smith Today's Date: 3/10/23

My Side of the Story

Please use this form to tell your side of the story.

Is anyone physically hurt? ☒ No ☐ Yes Who? _____

What was the Problem? No case phones, upset already, Mr. Freeman, loud; Rose needed to block out the noise. I didn't want to be out there.

Circle how you feel about this situation? Panicked

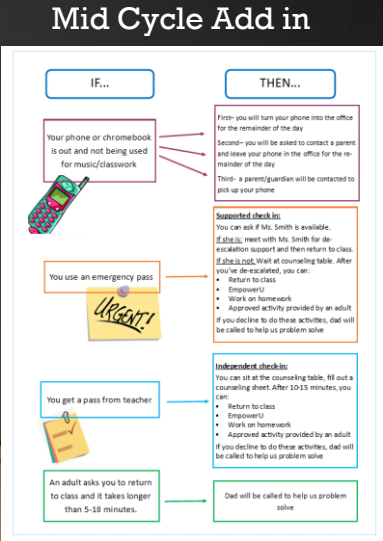
Take a moment to Breathe and ReThink!

Any ideas why you feel this way? *Felt guilty that Mr. Smith was mad about cell phone sign.

Share possible solutions a person could do? 1. I can't block out the noise. I'm not eating.

What are possible outcomes from the situation? 1. Trouble. 2. Fight. 3. Hide. 4. Cry. 5. Run.

Share which solution you want to try. *Communicate with people about your feelings. (Molly, Smith)



Step 4: Progress Monitoring & Data Based Decision Making

“An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity”

3. How did Rose do in class today? *

	1: Well below	2: below standard	3: at standard	4: exceeds standard	Not applicable
Got out appropriate materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed class work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectful to classmates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectful to adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Does Rose have homework tonight? If yes, briefly describe.

5. If there is any missing work, please focus on completing?

Enter your answer

6. Any additional notes:

Enter your answer

3. How did Rose do in class today?

[More Details](#)

1: Well below 2: below standard 3: at standard 4: exceeds standard Not applicable

Category	1: Well below	2: below standard	3: at standard	4: exceeds standard	Not applicable
Got out appropriate materials	20%	10%	5%	65%	0%
Completed class work	25%	15%	5%	55%	0%
Respectful to classmates	2%	2%	15%	75%	0%
Respectful to adults	15%	10%	10%	55%	0%

WEEKLY Data Sheet for Rose

Target Behavior: Safety and Handling Frustration / Target Skills: Self-Awareness and Managing Emotions

3 = Cooperative and intervention objective met
2 = Reluctant, but engaged in process and was generally cooperative
1 = Was Present, but did NOT engage in process or rushed through in non-compliant manner
0 = Refused to come / eloped / escalation during intervention time

Intervention	Monday	Tuesday	Wednesday
Morning Check in	0 1 2 3	0 1 2 3	0 1 2 3
1:1 w/ Molly	Molly will complete s		
Empower U	0 1 2 3		0 1 2 3
Afternoon Check in	0 1 2 3	0 1 2 3	0 1 2 3

of Teacher Passes Used

of Emergency Passes used

Class Removals?	N <u>Y</u>	N <u>Y</u>
Escalations requiring <u>RESET</u> ?	N <u>Y</u>	N <u>Y</u>

[illegible]

Step 4: Data Based Decision Making



Intervention Descriptions and Data – Fall Cycle								
Target	Intervention Plan Details				Progress Update			
	Intervention Strategy(s)	Intervention Cycle	Frequency	Session Duration	Monitoring Method	Monitor Frequency	Student Progress Summary	Decision for Next Intervention Cycle
Emotional Regulation Management	Emergency Passes ** Transition to Structured/schedule break	10/24/2022 – 1/10/2023 (9 weeks)	Available to student 3x/week	Varies based in student need	Counselor Tally record	Weekly	No Progress <ul style="list-style-type: none"> Uses pass, but then does not return to class. Never able to transition her to structured/scheduled break 	Continue with Modification
	Empower U	11/1/2022- 1/10/2023 (8 weeks)	2-3/week	20-30 minutes	Online dashboard	Weekly	No progress <ul style="list-style-type: none"> 50% engagement Engagement is passive or gamey She is not engaging in the instructional component provided in this intervention 	Discontinue
	1:1 Coaching	10/27/2022- 1/10/2023 (9 weeks)	2-3/week	30 minutes	Counseling notes	Weekly	Limited Progress <ul style="list-style-type: none"> Goes well in the moment Attendance impacts frequency and success No change in behavior overall Impacted by gamey behavior to stall productive engagement 	Continue
Stabilization	Structured Check-in	11/14/2022- 1/10/2023 (6 weeks)	2x /daily	10 min/each	Check-in Progress Note - Daily	Daily	Limited/No progress <ul style="list-style-type: none"> Check provides a decrease in negative emotions on 36% of the time. Zero occasions <u>has</u> she scored below a 2.5/5 (moderately elevated) 65% of the time she reports staying at a 4-5/5 all day even with guided support and instruction in de-escalation 	Continue with modification
Resistance to Redirection	Reset Protocol (Crisis Plan)	11/18/2022- 1/10/2023 (6 weeks)	Initial Training session /then as needed	Varies based in student need at the time	Post- Safety Concern Report	By incident	Limited Progress / No Progress <ul style="list-style-type: none"> Rose will engage in de-escalation (on her terms) Rose refuses/escalates when staff engage in reset process necessary to re-regulate and return to a classroom environment Reset often runs into the next school day or she escalates to exclusion/suspension to avoid processing the original incident from the classroom 	Continue with added Training to axillary staff
School/Home Note	Daily Teacher Report via 365 Form	10/19/2022- 1/10/2023 (10 weeks)	Daily	5 minutes	Online Spreadsheet	Daily	Limited Progress / No Progress <ul style="list-style-type: none"> No Progress in Academic areas Minimal Progress in Respect to Adults Some progress in Respect to Peers Increase time out of class 	Continue
Therapeutic Services	Outside Provider Care Coordination - Molly					As needed		Continue with modification

Step 4: Data Based Decision Making



Summary

- Decreased escalation incidents in front of peers
- Decreased verbal and physical conflicts with peers
- Decrease class disruptions with an increased in regulation in preferred classes
- Increased communication with trusted adults to engage in emotional regulation
- Decreased wandered on campus and confrontation with security

Was not able to increase “time on task in class” or engagement in learning community